

## Equality Impact Assessment – School Organisation Change

### ***Consultation on the proposed change of age range at Wigton Infant School from 2 to 7 to 3 to 7.***

Directorate	Children's Services
Functional Area	Schools and Learning
Assistant Director Responsible for EIA	Dan Barton
Functional Area of EIA or Proposal	School Organisation

#### **Aims of the EIA**

Purpose of the EIA	To identify risks associated with the potential change of age range at Wigton Infant School
Summary of findings	<p>Potential negative impacts identified.</p> <ul style="list-style-type: none"> <li>• The reduction in ages catered for by the nursery could lead to staff redundancies.</li> <li>• Availability of nursery places for 2 year-olds in the Wigton area</li> </ul> <p>This issue could be reduced in its impact through the actions proposed. Any other impacts identified during the consultation process will be addressed appropriately at a later stage and added to this assessment.</p>
Scope of the EIA: <ul style="list-style-type: none"> <li>• One directorate</li> <li>• Cross directorate</li> <li>• Outsourced organisation</li> </ul>	<ul style="list-style-type: none"> <li>• One Directorate – Children's Services</li> <li>• Wigton Infant School</li> <li>• Schools with abutting catchment areas</li> <li>• Other pre-school providers in the Wigton area</li> <li>• The local community</li> </ul>

## Phase 1: Gathering information

List examples of background information that you think are **relevant**. If carrying out an assessment of a proposal this section should include the data used to establish whether the proposal has an impact.

Type of information	Findings
The School Organisation (Prescribed Alterations to Maintained Schools) Regulations 2013	<a href="http://www.legislation.gov.uk/ukxi/2013/3110/contents/made">http://www.legislation.gov.uk/ukxi/2013/3110/contents/made</a>
Equality Needs Analysis 2016-17	<a href="http://www.cumbria.gov.uk/equalities/">http://www.cumbria.gov.uk/equalities/</a>
Cumbria Observatory (Children's Centre Profiles)	Wigton Infant School is situated within the North Allerdale Sure Start Children's Centre footprint and some data reported in this EIA relates to this geographical area. Children's Centre Footprint profiles can be found at: <a href="https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/">https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/</a>
Education	Ofsted Inspection Report:  Wigton Infant School Dated: February 2019 Grade: Requires Improvement <a href="https://reports.ofsted.gov.uk/provider/21/112126">https://reports.ofsted.gov.uk/provider/21/112126</a>
Ethnicity	6.3% of all pupils are from a Black Minority Ethnic (BME) background (January 2022 School Census) and there are 89 languages spoken in Cumbria's schools. Carlisle has the largest proportion of pupils who speak English as an Additional Language (6.3%).
Special Educational Needs	Schools monitor pupils by category of Special Educational Need rather than disability. The population of children with different Special Educational Needs is monitored to help ensure we have the provision as well as the policies to meet these needs, thus improving equality of opportunity.
Gender	In line with national data there is an attainment gap between girls and boys at KS1 and KS2. In Cumbria in 2019, the gap between the performance of the boys and girls for reading, writing and maths combined at KS1 was 12.1 percentage points for those achieving the expected standard. For KS2 the gap was 10.6 percentage points for reading, writing and maths combined.

Social Care	The Children's Social Care service collects data on age, gender, ethnicity and disability. Issues arising from an analysis of the information include the proportion of BME and mixed race children seeking adoption compared to White British families and the supply of BME fosterers and adopters.
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## Phase 2 Impacts

From the evidence above use this section to identify the risks and benefits according to the different characteristics protected by the Equality Act.

**All/general:** Any issue that cuts across a number of protected characteristics

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Overall Deprivation (Index of Multiple Deprivation, measures deprivation across seven domains as follows: Income; Employment; Education, Skills and Training; Health and Disability; Crime; Barriers to Housing and Services; and Living Environment).	Index of Multiple Deprivation (IMD) is from 2019. A decile of 1 refers to the 10% most deprived communities in England, while a decile of 10 refers to the 10% least deprived communities in England.	In relation to overall levels of deprivation, the 2019 IMD classified the area where Wigton Infant School is located as sitting within decile 4 (within the 30-40% most deprived of communities in England). Based on the LSOA	Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policies where appropriate.
Geographical Barriers to Services (Sub-Domain of the Index of Multiple Deprivation, which measures physical		In relation to geographical barriers to services, the 2019 IMD classified the area where Wigton Infant School is located as sitting within decile 10 (within the 10%	

proximity to essential services)		least deprived of communities in England).	
Impact on education of children	There will be no staffing or operational changes involved in the change of age range – the school has not had a 2 year old contingent since 2020/21.		No action required
Leadership and Management	There will be no operational changes.		No action required.
Transport	No change.		No action required.

**Disability and health and wellbeing:** All forms of disability recognised under the Disability Discrimination Act including sensory impairment, mental health, learning disabilities, mobility related conditions, conditions such as heart disease, diabetes, and asthma. This also covers any impact on health and well being

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Children with special educational needs.	Funding for children with special needs follows the child.	On average 15.7% of children in school in Cumbria have SEN (January 2022 School Census).  In the January 2022 School Census, 16.8% of children in Wigton Infant School were classed as having SEN.	No action required.
An educational attainment gap between those pupils with SEN and those without varies in Cumbria between level, subject and location.	In 2019, pupils in Cumbria with SEN EHCPs or statements achieving the expected standard in reading, writing and maths combined at KS1 (7.6%) was equivalent to the national (7.4%). For non-SEN pupils, the Cumbria figure was 72.3% compared to 73.3% in the whole country.  For KS2, the proportion of pupils with EHCPs/statements achieving the	There is a significant gap between the performance of children with SEN and those without SEN. At KS1, those with any SEN achieved 15.2% in RWM combined in 2019 compared with 73.3% for non-SEN in the country as a whole. The gap between Cumbria SEN and national non-SEN is 58.1% compared with 54.8% in England. Those with SEN support (16.7%) fell over the year	No action required.

	<p>expected standard in reading, writing and maths combined was 11.9% in Cumbria in 2019, compared with 9.1% nationally. Non-SEN results are equivalent to the national (75.1% in Cumbria and 74.9% in England).</p>	<p>and are now below their national peers (20.6%).</p> <p>At KS2, those with any SEN achieved 24.2% in RWM combined, compared with 75.1% for non-SEN pupils. The gap between Cumbria SEN and national non-SEN is 51%, compared to a gap of 53% for the country as a whole. The percentage of those on SEN Support achieving the benchmark was also above the national (26.7% compared with 25.4% in the country as a whole), whilst those with an EHCP (11.9%) was above the national (9.1%).</p>	
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### Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Gender Attainment Gaps	<p>At KS1, the performance of the girls broadly stayed the same between 2018 and 2019 (69.5% in 2018 and 69.5% in 2019).</p> <p>At KS2, the performance of boys and girls between 2018 and 2019 improved in maths.</p>	<p>At KS1, the performance of boys in reading, writing and maths combined fell slightly between 2018 and 2019 (down from 58.4% to 57.6%).</p> <p>At KS1, the girls continued to outperform the boys in all subjects in 2019. The performance of the girls in 2019 was equivalent to the national in all subjects. However, for boys, the performance was below the national in all subjects. In reading, the gap between the</p>	No action required.

		<p>boys and the girls was 9.6 percentage points, for writing it was 15.2 points and for maths it was 2.9 points.</p> <p>At KS2, the performance of boys and girls between 2018 and 2019 fell in reading.</p>	
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**Ethnicity:** All ethnic groups including Asian, Black, East Asian and white minority ethnic groups, including Eastern Europeans and Gypsy and Travellers.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
English as an Additional Language (EAL)	There are 89 different languages spoken in Cumbrian schools.	3.6% of children in schools in Cumbria are recorded as having an EAL (January 2022 School Census). Carlisle has highest proportion of pupils with EAL at 6.3%	No action required.

#### Attainment for Disadvantaged Pupils

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Educational attainment gaps	For KS2 in 2019, When the disadvantaged results for pupils in Cumbria are compared with the national non-disadvantaged, the gap between the disadvantaged pupils and the national non-disadvantaged pupils is wider than the national gap between the disadvantaged and non-disadvantaged pupils. This is the case for all subjects apart from	<p>For KS1 in 2019, the proportion of disadvantaged pupils achieving the expected standard in all subjects fell over the year.</p> <p>For writing and maths the falls were significantly in excess of the national falls.</p> <p>At KS1, disadvantaged pupils in Cumbria performed below</p>	No action required.

	<p>Reading, where the gap is 14.6 in Cumbria and 16.0 nationally.</p> <p>In Cumbria, results for disadvantaged pupils at Key Stage 2 in Reading, Writing and Maths combined increased between 2018 and 2019 – up from 47.5% to 48.9%. The rate of increase in Cumbria (+1.4 percentage points) was higher than the national increase (+0.6 points).</p> <p>At a subject level, improvement was greatest for maths (+1.9 points) and spelling, punctuation &amp; grammar (+1.1 points). Although Reading results fell in Cumbria over the year (down 0.6 percentage points), this fall was much smaller than nationally (down 2.2 points).</p>	<p>disadvantaged pupils nationally in 2019 in all subjects. For reading (58.8%), the proportion of disadvantaged pupils achieving the expected standard remains below the national rate (61.9%). Writing is 49.4% for disadvantaged pupils in Cumbria compared with 54.7% nationally and maths is 55.8% compared with 62.2%.</p> <p>For KS2 in 2019, When the disadvantaged results for pupils in Cumbria are compared with the national non-disadvantaged, the gap between the disadvantaged pupils and the national non-disadvantaged pupils is wider than the national gap between the disadvantaged and non-disadvantaged pupils. This is the case for all subjects apart from reading. For Reading Writing &amp; Maths combined the gap is 22.0 percentage points in Cumbria and 19.6 nationally; for Reading the gap is 14.6 in Cumbria and 16.0 nationally; for Writing 16.4 in Cumbria and 15.4 nationally; for Spelling, Punctuation &amp; Grammar 16.7 in Cumbria and 15.3 nationally; and for maths 20.7 and 16.3</p>	
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**Sexual Orientation:** including heterosexual, gay, lesbian and bisexual people

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None identified at this stage	None identified at this stage	None identified at this stage	None at this stage

**Age:** Where a person is at risk of unfair treatment because of their age group

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None identified at this stage	None identified at this stage	None identified at this stage	No action required.

**Religion/belief:** all faiths including Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism and non religious beliefs such as Humanism

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
School religious belief	None identified at this stage	None identified at this stage	No action required.

**Community Cohesion:** This is where a decision or a change to services may risk creating tensions between community groups in a local area.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Impact on other existing educational institutions locally and impact on the community.	The nursery is already in operation and is simply limiting its age range intake.	There are other providers in the Wigton area that offer 2 year old places – Wigton Infant have not had a 2 year old contingent since 2020/21.	None

### Phase 3: Action Planning

Based on actions raised in the action required box above

Area for further	Actions proposed	Lead officer	When	Resource	Outcome
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<b>action</b>				<b>implications</b>	
Consultation process	Work to identify inequality issues  Make as fair and as accessible as possible	Andy Smart	During planning stage	Possible expenditure for translation costs	Equality addressed within consultation process
Regular refresh of the EIA throughout the course of the consultation	EIA regularly updated	Neil Irving	Ongoing	None	EIA is accurate and up to date
Update EIA with new information and issues raised from consultation	Following consultation period this EIA will be refreshed to consider inequality issues raised.	Neil Irving	Ongoing	Identified from issues raised	CCC pays due regard to preventing discrimination, promotes equality of opportunity and fosters good relations.
Implementation					

### Documents appended to the Equality Impact Assessment

### Quality Assurance and EIA completion

<b>Date completed</b>	<b>May 2022</b>
<b>Lead officer</b>	<b>Andy Smart</b>
<b>Have staff been involved in developing the EIA?</b>	
<b>Have community organisations been involved?</b>	
<b>Date of next refresh</b>	<b>This EIA will be refreshed throughout the course of the school change</b>