Appendix D

Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

Title of the Assessment:		Learning Transformation Programme - Detailed Options Appraisal (For Dunstable and Houghton Regis)	Date of Assessment:	07/04/2011
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Stage 1 – Aims and Objectives

1.1) What are the objectives of the service review / reorganisation?

Central Bedfordshire Council has set out in the Education Vision that it wants every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life, to do well at school, make friends and build strong relationships with their family. By the age of 19 every young person should have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as happy, healthy, contributing and confident citizens. The Council will encourage high participation in both Further and Higher Education. Central Bedfordshire believes the best vehicle for raising standards is through the 0-19 journey, with a structure that reflects this. Education and training should suit the local area and the needs of the young people and the community.

There are 138 maintained schools in Central Bedfordshire which are organised in a three-tier system (lower, middle, upper). They are divided between four geographical areas:

- Dunstable and Houghton Regis
- Leighton and Linslade
- Sandy and Biggleswade
- Rural Mid-Bedfordshire (Flitwick, Ampthill, Shefford, Stotfold, Cranfield)

In terms of areas of improvement, these geographical locations have been prioritised in the above order based on social and economic indicators and pupil performance.

Area reviews are being prepared for the four geographical areas within Central Bedfordshire to determine how school organisation in each area can best meet the aspirations set out in the Vision. The aim is to follow the timescales as set out below:

Dunstable and Houghton Regis April 2010 to March 2011
Leighton and Linslade April 2011 to March 2012
Sandy and Biggleswade April 2012 to March 2013
Rural Central Bedfordshire April 2013 to March 2014

The Education Vision recommends the identification of local solutions driven by the principle of a one phase approach 0 to 19. These local solutions will be developed by schools working together in strong, governed partnerships to develop the best arrangements within their community and family of schools. Such partnerships should seek to remove barriers to progress and improvement, particularly at transition points between schools and key stages. If schools work in the spirit of partnership, some of the concerns about conditions of service and equity raised by the trade union should be alleviated.

Dunstable and Houghton Regis – Potential Options for school organisation change

Option number 1 - A continuation of the current pattern of provision but with schools supported to formally engage in hard federations, Academy chains and/or trusts to secure transitions and improve outcomes. These partnerships are to be developed across phases or as all through schools. To support the Council's statutory responsibilities for the delivery of its School Improvement Plan this may still include the closure of schools on the grounds of small

Appendix D

school size, minimising transitions, reducing surpluses and improved governance focussing on schools that are below a new floor standard or are otherwise causing concern based on local intelligence or Ofsted.

Option number 2 - Two tier 5-11 and 11-19 (close all Middle schools)

Option number 3 Two tier 5-11 Primary and 11-19 Secondary schools (close all Middle schools) Each secondary operating across 3 sites i.e existing upper and two former middle school sites

Option number 4 - Two tier 5-11 Primary and 11-19, (close all Middle schools) limiting each Secondary in size to its existing capacity.

See Appendix 1 for summary of strengths and weaknesses from an equality perspective.

1.2) What needs is it designed to meet?

Central Bedfordshire is home to 252,000 people. 49,200 of children are under 16 (19.3% of the population); 26,800 (10.5%) are aged 16-24. By 2021, it is forecast that there will be about 2,000 more children aged under 16.

Education results for Central Bedfordshire are similar to the England average but below statistical neighbours at both GCSE and Key-Stage 2. However, there is a difference in performance across Central Bedfordshire, with children in the south performing less well than in the other areas. More than 80 different languages are spoken at home by children and young people in Central Bedfordshire schools. Children from Indian, Pakistani and Bangladeshi families achieve the same as other children. Children from the travelling community do not achieve as well and more are excluded from school. Most services for the youngest children, including child minders, non-domestic childcare providers and nursery schools are judged good by Ofsted. Children are helped to achieve well and enjoy what they do. Good performance continues into primary (mostly lower) schools where a high proportion of schools ensure that children learn well. However, less than half of middle and upper schools and less than a half of school sixth forms are judged to be good by Ofsted, which is below both similar authorities and national averages. In five of the six special schools provision is at least good, pupils enjoy their education and they learn well.

The percentage of school leavers going on to higher education is above the regional and national average but the numbers of young people going on to higher education are low in Tithe Farm (8 per cent), Parkside (10 per cent), Biggleswade Stratton (12 per cent) and Sandy Pinnacle (13 per cent) compared to the England average of 24 per cent. The percentage of young people not in employment, education or training (NEET) is better than the regional and national average.
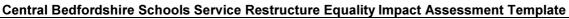
Forecasts for 2010 onwards show an increase in primary school numbers by about 200-300 pupils (1-1.5%) per annum to 2014. The net effect of this is an overall growth in numbers between 2010 and 2014 of about 140-150 pupils (0.4 -0.5%) per annum. This will not be evenly spread and there will be differential areas of growth and decline, particularly related to the impact and timing of new housing developments.

In addition to meeting the anticipated growth in pupil places, there are challenges in improving the condition of existing school buildings within Central Bedfordshire.

1.3) What outcomes will be delivered?

Success will be based on a range of indicators, which will include the following:

- At least 86% of young people achieve 2 levels of progress Key Stage 1-2 in English, and 89% in Maths (NI 93 & 94)
- 82.3% of children achieve at least 78 points across all six areas of learning at Early Years

Appendix D

Foundation Stage (NI 72)
- 56% achieve five or more A-C grades at GCSE or equivalent, including English and Maths (NI 75)
- No schools with fewer than 55% of pupils achieving Level 4 or above in English and Maths at KS2 (NI 76)
- No schools with fewer than 30% of pupils achieving A-C including English and Maths at GCSE (NI 78)

1.4) Which other strategies or policies support this?

Service Delivery Related:
Children and Young People's Plan, Education Vision, Child Poverty Strategy

Employment Related:
The Managing Change Policy which includes the Voluntary Severance Scheme and Redeployment Policy to help mitigate against the consequences of compulsory redundancy

1.5) In which ways does this support Central Bedfordshire's intention to tackle inequalities and deliver services to vulnerable people?

Service Delivery Related:
A wealth of evidence (summarised in the First Triennial Equality Review 2010) shows that education is a key determinant of life chances. As well as being a right in itself, education is an enabling right, allowing individuals to develop the skills, capacity and confidence to secure other rights and economic opportunities. Education – related inequalities have an impact over the life-span, not just in childhood. Differences in participation in education persist throughout life. Adults with more prior education are much more likely to access learning opportunities in later life.

Employment Related:
When an employee is facing reorganisation / compulsory redundancy, they have a series of entitlements that their employer, must address. These apply to part-time staff in exactly the same way as they do to full-time staff. No employee can be made redundant on the grounds of their gender (including transsexual people), race, religion or belief, sexual orientation, age or because they are pregnant or disabled.

Managers must
- assess which skills and roles the business really needs for the future
- Set out in writing to all those affected that the organisation is reorganising structures and some posts may be at risk of redundancy. Explaining why redundancies are being contemplated and the selection process being used. This process should be seen as a discussion and consultation stage and the language used needs to reflect this by highlighting that this is still a proposal rather than a foregone conclusion and that alternative ideas will be considered
- use consistent, objective and fair criteria when allocating employees to new roles
- try to find suitable alternative employment to anyone you are proposing to make redundant (even if it does not prove possible)
- give adequate notice: between one and 12 weeks, depending on how long the employee in question has been employed
- Provide a lump sum redundancy payment: the amount will depend on their age, length of employment and their current weekly wage
- allow those being made redundant a reasonable amount of paid leave to search for a new job or to organise training that will help them get a new job

The CBC Managing Change Policy sets out the selection criteria for new roles or redundancy which will be based on fair criteria which takes equality employment legislation fully into account

1.6) Is it possible that this could damage relations amongst different communities or contribute to inequality by treating some members of the community less favourably such as people from

black and minority ethnic communities, disabled people, women, or lesbian, gay, bisexual and transgender communities?

Service Delivery Related:
Educational achievement is affected by a wide range of factors, of which the quality of teaching and school leadership is probably the most important. Structural and school organisation factors are relatively less important and changes to school structures in themselves do not guarantee improved performance. One important principal when considering any new form of structure or organisation is to take account of the potential impact on continuity and progression in learning as experienced by pupils currently passing through the 3-18 system.

The outcome of the review, and the implementation of any change determined for the area, will need to ensure that all pupils and their families, particularly the most vulnerable, are not put at risk. Dunstable and Houghton Regis area currently have the highest proportion of schools in LA category of concern.

Employment Related:
There is a potential difficulty if people who are part time or have childcare responsibilities are asked to move locations in that it could have an adverse impact on their work life balance and the level of take home pay. New work locations must also be accessible to disabled people. Special equipment must also transfer with staff.

Stage 2 - Consideration of Relevant Data & Research			
Equality checklist issues to be considered			
Awareness	Appropriateness	Accessibility	Partnership - working
Take Up levels	Adverse Outcomes	Staff Training Needs	Contracts & monitoring

2) What sources of evidence and key facts will be used to inform the assessment?

Each item ticked below must be evidenced

Internal desktop research

	Place survey / Customer satisfaction data	√	Demographic Profiles – Census & ONS
√	Local Needs Analysis	√	Service Monitoring / Performance Information
	Other local research		

Third party guidance and examples

√	National / Regional Research	√	Analysis of service outcomes for different groups
√	Best Practice / Guidance	√	Benchmarking with other organisations
√	Inspection Reports		

Public consultation related activities

√	Consultation with Service Users	√	Consultation with Community / Voluntary Sector
√	Consultation with Staff	√	Customer Feedback / Complaints
	Data about the physical environment e.g. housing market, employment, education and training provision, transport, spatial planning and public spaces		

Consulting Members, stakeholders and specialists

√	Elected Members	√	Expert views of stakeholders representing diverse groups
√	Specialist staff / service expertise		

Please bear in mind that whilst sections of the community will have common interests and concerns, views and issues vary within groups. E.g. women have differing needs and concerns depending on age, ethnic origin, disability etc

Lack of local knowledge or data is not a justification for assuming there is not a negative impact on some groups of people. Further research may be required.

2.1) Existing Data and Consultation Findings:

- Age:

Appendix D

Service Delivery Related: Not applicable currently under equality law

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Employment Related:

National Research:

- Younger people often meet assumptions that they don't have relevant skills or experience. (Employers Forum on Age)
- Older workers can experience restricted access to the workplace by enforced or incentivised retirement. (Government Equalities Office (GEO))
- 62% of over fifties feel they have been turned down for a job because they are considered to old, compared with 5% of people in their thirties. (GEO)

Consultation with Employees has highlighted the following issues:

- Disability:

Service Delivery Related:

National Research:

- Early education provision for disabled children is poor. One study of childcare providers found that just 50% of day nurseries & only 40% of playgroups were able to offer facilities for children with impairments.
- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled young people are at particularly high risk of being NEET between the ages of 16 and 19.
- For pupils with SEN (both without a statement and those with a statement of SEN), 15.4 percent achieved a good level of development. This compares to 55.5 percent for those pupils with no identified SEN
- 8.5% of pupils with a statement of special educational needs gained five or more GCSE grades A*-C, compared with 65.9% of other pupils
- At age 16, 68% of disabled young people are in full time education, compared with 72% of non disabled pupils.

Issues:

- Disabled pupils are often excluded from certain subjects, faced with low expectations and assumptions and often not given genuine choices.
- There is a low awareness of making reasonable adjustments amongst staff and governors.
- Disabled pupils experience inconsistencies in the provision of support and curriculum resources. For example, good deployment of teaching assistants can be the critical factor in inclusive learning.
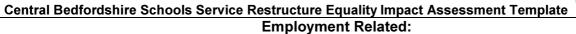
Interventions to consider:

- Effective differentiation, intervention, & encouraging self-advocacy, are key hallmarks of effective curriculum delivery for disabled pupils.

- Teacher training and continuing professional development should promote disability equality and inclusion.

- More research into the effectiveness of assessment processes for disabled learners in England, especially in relation to access to qualifications.

Note: The Equality Impact Assessment (EIA) will be developed further following the report to Executive (31 May 2011) and clarity has been sought on the preferred option of the Local Authority to include local data related to:

  – Disability and Attainment; and
  – Bullying

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Appendix D

Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

<div style="text-align: center;">**Employment Related:**</div>

National Research:
- Disabled people are more than twice as likely to be out of work as non disabled people. (Family Resources Survey - 2006/07)
- Only one in two disabled people are likely to be in employment compared with four in five non disabled people. (Government Equalities Office)
- Disabled people make 2.5 times more job applications than non disabled people, yet receive fewer job offers. (Employers Forum on Disability)

Consultation with Employees has highlighted the following issues

- Carers:

<div style="text-align: center;">**Service Delivery Related:**</div>

National Research:
- 27% of all young carers of secondary school-age are experiencing some problems attending school, and the equivalent proportion of young carers of primary school age is 13%.
- Young carers need better support in order to go to school, have time off, etc

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

<div style="text-align: center;">**Employment Related:**</div>

National Research:
- There are currently over three million working carers in the UK. Work is important for well-being, income and to keep social contacts.
- Between 46% and 62% of carers are not getting adequate services to help them work
- Only just over half (56%) felt their employer was carer-friendly and supportive

Consultation with Employees has highlighted the following issues:

- Gender Reassignment:

<div style="text-align: center;">**Service Delivery Related:**</div>

National Research:
- Transgendered young people are more likely to experience bullying and social exclusion

Local Research:
- Many felt isolated, particularly when they were younger and thought they were the only one
- Many knew something was different about them from as early as 5 years, these feelings intensified in puberty.
- Many said they were quiet, had low self esteem, did not mix well with others, were self-conscious and were picked on because of these traits

<div style="text-align: center;">**Employment Related:**</div>

National Research:
- Trans people are more likely than others to experience difficulty in finding work or retaining it if their background becomes known to others. High numbers report feeling obliged to change jobs because of workplace harassment and abuse. (EHRC) They have been found to be in jobs that are below their skills and educational capacity and appear more likely to work in lower-paid and insecure employment in the public sector, or to be self-employed

Consultation with Employees has highlighted the following issues:

- Pregnancy and Maternity:

<div style="text-align: center;">**Service Delivery Related:**</div>

National Research:
- Children born to teenage mothers have 60% higher rates of infant mortality and are at increased

Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

risk of low birth weight, which has implications for the child's long-term health;
- Teenage parents and their children are at increased risk of living in poverty
- Teenage mothers are three times more likely to suffer post-natal depression than older mothers and experience poor mental health for up to three years after the birth;

Local Research:
- There are 65 teenage parents in Central Bedfordshire and 25% of those are in learning. 64.3% of teenage parents are NEET

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

National Research:
- There is one factor that above all leads to women's inequality in the labour market – becoming mothers
- A survey of 122 recruitment agencies revealed that more than 70% had been asked by clients to avoid hiring pregnant women or those of childbearing age. (Women and Work Commission)

Consultation with Employees has highlighted the following issues:

- Race

Service Delivery Related:

National Research:
- Some groups are far less likely to use pre-school education: - Poor White families and Pakistani heritage families.
- Just 77% of 3 & 4 year old ethnic minority children use early years provision, compared to nearly 87% of white children
- 53.5 percent of pupils whose first language is English achieve a good level of development, compared with 41.9 of pupils for whom English is an additional language.
- The lowest attaining groups at KS4 were Traveller of Irish Heritage pupils and Gypsy/Roma pupils, where respectively 9.2 and 9.1 percent of pupils achieved 5 or more A*-C grade GCSEs or equivalent including English and mathematics
- Other than the ethnic groups with very small number of pupils, the lowest achieving were Black Caribbean, Pakistani, Other Black and pupils from a Mixed White and Black Caribbean background
- The risk of permanent exclusion is much higher for pupils from some ethnic minority groups, especially Traveller of Irish Heritage pupils
- The evidence base on ethnicity suggests that young people from some ethnic minority groups may also be at greater risk of being NEET.

Issues:
- African Caribbean pupils and pupils from mixed white and Caribbean backgrounds are more likely to be identified as having special educational needs (SEN) and are over-represented among the behavioural, emotional and social difficulties categories.
- Pakistani and Bangladeshi pupils are under-represented in identification of Speech and Language difficulties.
- Black and Minority Ethnic pupils are generally under-represented on the national register for Gifted and Talented pupils.
- Mixed White and Black Caribbean pupils, Black Caribbean pupils and Black Other pupils have a much higher rate of exclusion than average. Families have an "overwhelming perception" that unfair and inconsistent behaviour management in school is a significant problem.
- In 2004-05, there were 40 permanent and 3,390 fixed period exclusions from schools for racist abuse.
- White British and Mixed Heritage pupils appear to have the least positive attitudes towards school, school work and lessons.

Appendix D

Gypsy and Travellers
- Gypsy and Traveller learners are over-represented in permanent and fixed period exclusions pre-16.
- Travellers of Irish heritage and Gypsy or Roma pupils are over-represented among many categories of SEN.
- *"The vast majority of Traveller pupils linger on the periphery of the education system".* (Ofsted) Many are not registered at secondary school

Barriers to learning:
- enforced mobility and interrupted learning;
- consistent experiences of racist harassment and bullying; Gypsy and Traveller children experience racist abuse on a daily basis (e.g. "dirty pikey") at school and in other settings, from children and adults in the settled community, making them reluctant to attend.
- excessive exclusions linked to these experiences and to inadequate school responses;
- the lack of validation of Gypsy and Traveller culture;
- the limited relevance of the curriculum;
- cultural barriers between home and school;
- teachers' low expectations; and
- the impact of national targets on readiness to admit Travellers

Interventions to consider:
- 'Cultural competence and an understanding of the pernicious effects of institutional and individual racism are pre-requisites for beginning to meet the needs of minority ethnic children and families. In developing appropriate interventions, it is crucial that the workforce is adequately trained and skilled in meeting the needs of diverse groups.'
- Include equality issues in initial teacher training & continuing professional development & commission high quality trainers and facilitators
- Ensure that the profile of the workforce reflects the national / local demographic picture across all equality strands at all levels and grades

Local Research :
- In terms of school absence, Central Bedfordshire's figures suggest that this is better than the national average and with the exception of pupils of Black Origin, better than the regional averages too.
- 22.2% of 'Any other Black Background', 11.4% 'Any other ethnic group' and 11.1% of 'White and Black African' young people are recorded as NEET. These figures must be treated with some caution however because of the low figures involved and a large percentage of the cohort whose ethnicity is unrecorded or not given. However, it is evident from the figures that if young people are from a black background, they are more likely to be NEET in Central Bedfordshire than young people from other ethnicities.

Note: The Equality Impact Assessment (EIA) will be developed further following the report to Executive (31 May 2011) and clarity has been sought on the preferred option of the Local Authority to include local data related to:

- Ethnicity
- Racist incidents

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:
- Overall black and minority ethnic people are more likely to be unemployed, irrespective of their qualifications, place of residence, sex or age. They are less likely to hold senior management positions. (Equality Review (ER))
- Recent experiments show clear evidence of discrimination in whether people are offered employment opportunities, with interviews depending on the apparent ethnicity in their

Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

CVs.(National Equality Panel)

Consultation with Employees has highlighted the following issues:

- Religion or Belief:

Service Delivery Related:

National Research:

- Research shows that, in all measures of GCSE attainment, Hindu boys and girls perform most highly on average:
- Hindu girls achieve almost 2 GCSE grades A*-C more than Christian girls, and over 2 GCSE grades A*-C more than Muslim girls.
- Girls tend to do better than boys for all religious groups, and the gender gap is similar across religious groups.
- With 8 passes each, Indian Hindu and Indian Sikh girls have one more pass at A*-C than Indian Muslim girls, and two more than Pakistani Muslim girls (who achieve 6 passes). This difference is slightly more pronounced in the case of boys.
- Within Christians, it is Black African girls who have the highest number of GCSE/GNVQ passes at A*-C on average (7 passes) while, for boys, it is White Christians who outperform others with 6 passes

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

National Research:

- Only 61% of Muslim men have jobs compared to 80% of Christian men and 82% of Hindu men. (Government Equalities Office)
- There is emerging evidence that Indian and White Muslims experience employment disadvantage when compared to Indian and White Christians. (Equality Review)

Consultation with Employees has highlighted the following issues:

- Sex:

Service Delivery Related:

National Research:

- Boys are behind girls by age 6. The average girl is out-performing the average boy by 10% across KS3 and KS4 and A Level.
- At age 11, the average boy is nine months behind in development of oracy skills, 12 months behind in literacy and 6 month behind in numeracy.
- Skills needed by both boys and girls are to be flexible, imaginative, have drive and the ability to be a positive member of a team. Less able boys are virtually unemployable because they lack interest, drive, enthusiasm and social skills.

Behaviour & Learning Styles:

- Early years reading is seen by boys as a female activity. Books used often don't interest boys.
- Boys prefer role-play, practical investigations, the use of IT and audio-visual aids.
- An average Y7 girl will spend 40 minutes on a homework task, the average boy will spend 12 minutes.
- The concentration span of girls is 4 times greater than that of boys.
- Boys believe school work should be done at school. They are not prepared to draft and redraft assignments.
- Boys have unrealistic expectations compared to actual performance.
- Lower motivation leads to less time being spent on the task in hand, so less learning takes place.
- Boys tend to be more disruptive in class than girls. Girls disaffect passively. The "fighting" behaviour of working class boys is a means of asserting masculinity. Boys seem to feel that demonstrating their disregard for study increases their status with their peers.

Appendix D

- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty and are nine times as likely as girls to be identified with autistic spectrum disorder.
- Boys are more likely than girls to attend special schools,
- Boys are nine times as likely as girls to be identified with autistic spectrum disorder;
- Only 18% of poor white British boys achieve 5 or more GCSE passes
- Boys account for 80% of permanent exclusions and 75% of fixed term exclusions.
- Disaffected adolescent boys are confused about their future. They lack positive role models and face poor employment prospects.
- About 30% per cent of all young people aged 16 are 'low achievers', in the sense they have few if any valuable qualifications.
- More than three-quarters of them are categorised as 'White British', and boys outnumber girls by three to two.
- White British students, both boys and girls, are more likely than young people from other backgrounds to persist in low achievement:
- If they start school in the lowest categories of achievement they are more likely than others to be still there at the end of secondary school
- More young men than young women are NEET.

Subject Choice:
- Girls are more likely to take arts, languages and humanities and boys to take geography, physical education and information technology.
- At 16+: the most popular subject for girls is English but for boys it is maths.
- Sociology, psychology, media studies and art and design and are amongst the ten most popular choices for girls but not boys.
- Physics, business studies, geography and physical education are in the top ten for boys but not girls.
- Girls are achieving better results than boys but they are still being steered towards choices that lead to low paid, low status jobs.

Interventions to consider:
- Challenging gender stereotypes in subject choice and careers advice**:** Gender stereotyping not only prevents some boys engaging with schools, it also limits girls' and boys' ability to pursue their interest and talents.
- Boys respond to encouragement and recognition of effort but some are embarrassed in class. It is a 'laddish' trait to need to feel good and have that sense of self-esteem regularly reinforced.
- White boys from poor backgrounds may need the sort of special support that has been provided for ethnic minority groups in schools through programmes such as "Aiming High" and the Ethnic Minority Achievement Grant scheme.

Local Research:
- In Central Bedfordshire 6.2% of girls and 5.3% of boys are NEET (Source: Central Bedfordshire Performance Data July 2010).

Key Stage 3

The provisional 2010 KS3 results for the Council area are as follows:

- English: 82% of pupils achieved a level 5 or above. This was above the national average (79%) for 2010. There was, however, a very significant difference between the performance of boys (76%) and girls (89%). The boys underperformed significantly at level 6 or above as well - (35%) compared to 51% for girls

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

National Research:

Appendix D

- Lack of childcare often prevents women, and some men, from accessing employment opportunities
- Finding affordable childcare and a job with flexible working arrangements is critical
- 38% of mothers and 11% of fathers have left a job or been unable to take one due to caring responsibilities
- The Equality Review highlighted that one of the most significant issues to address to resolve this inequality is the development of policies to help mothers and fathers to balance paid work and caring between them, at the same time as fulfilling their obligations to their employers
- The vast majority of people employed in local government are women (70%) but most are concentrated in lower paid and part-time jobs. (EOC)
- Women are still under-represented in the higher paid jobs within occupations – the "glass ceiling" effect. (GEO)
- The majority of teachers in nursery and primary schools are female (84%) and this pattern is increasing.
- The gender split at secondary is more even, with 56% of teachers being female. But men are more likely to get promoted to headship.

Consultation with Employees has highlighted the following issues:

- Sexual Orientation:

Service Delivery Related:
National Research:
- Lesbian and gay young people are more likely to leave school at 16, despite achieving 6 GCSEs at Grade C.
- 98% of young gay people hear the frequent use of homophobic language ("that' so gay", poof", "dyke", "rug muncher", "queer" "bender")
- 50% of teachers fail to respond to the use of homophobic language.
- 30% of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools
- One third of young lesbian, gay, bisexual or Transgender young people have self harmed"
- 6/10 lesbian and gay school children experience homophobic bullying and half of those contemplate killing themselves as a result
- Over three in five young lesbian and gay people feel that there is neither an adult at home nor at school who they can talk to about being gay.
- Children in England who report being bullied did 15% worse at GCSE and were twice as likely not to be in education, employment or training at age 16

Note: The Equality Impact Assessment (EIA) will be developed further following the report to Executive (31 May 2011) and clarity has been sought on the preferred option of the Local Authority to include local data related to:

– Bullying

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:
National Research:
- Even though employers and public bodies have a responsibility to protect lesbian and gay people from discrimination, lesbian and gay people still encounter prejudice in their day-to-day lives.
- Nearly one in five lesbian and gay people (almost 350,000 employees in Britain) have experienced homophobic bullying in the workplace during the last five years
- Among those who have experienced bullying, a quarter have been bullied by their manager, half by people in their own team and nearly a third have been bullied by people junior to them.

Appendix D

(Stonewall)

Consultation with Employees has highlighted the following issues:

- Other: *e.g. Poverty / Social Class / Deprivation, Looked After Children, Offenders, Cohesion, Marriage and Civil Partnership*

Service Delivery Related:

- **Looked-after children** in England have a low educational performance, with just 15% getting 5 GCSEs A*-C.
- Looked-after children remain 4 times as likely to be permanently excluded from school as their peers;
- 4 times as likely to be unemployed at the end of Year 11; and
- 10 times as likely to have a statement of Special Educational Needs (SEN).

Intervention: Home Learning Environment (HLE) & Pre-School Provision:

- Success at school can be significantly increased according to what families do for under-5s in the home, and experience of pre-school education.
- Children's later achievement in language, reading and number ability improves if they attend good pre-school provision.
- The most important factors associated with a poor HLE are having:
  - ➢ English as an additional language and
  - ➢ having three or more siblings
- Contributory factors include having a mother with a low level of education, early developmental problems, and living in an area of high deprivation.

<u>Children with these characteristics are at significantly greater risk of under-achievement before they have even entered school</u>

- **Children who grow up in poverty** are less likely to get qualifications or go on to higher education and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation
- Teenage parents and their children are at increased risk of living in poverty.
- Babies with professional or managerial parents develop better and faster than those whose parents are in unskilled or semi-skilled manual occupations.
- By age 6, low-achieving children from more advantaged homes will out-perform initially high-achieving children from less advantaged homes.
- Poverty is strongly associated with low achievement and significantly more so for white British pupils.

Local:

- Three of Central Bedfordshire lower super output areas (LSOAs) are in the top 10% most deprived regionally and a further six are in the top 20% most deprived regionally. None of Central Bedfordshire's 154 LSOAs is in the top 20% nationally.
- In comparing upper schools against the local, regional and national averages for 2008/09, 4 schools stood out as underperforming (although it was evident that some of these were showing improvements). These schools were all located in the areas of highest deprivation in the authority. Manshead Upper, Northfields Upper (which was closed and re-opened in January 2009 as All Saints Academy), Sandy Upper and Stratton Upper
- A number of middle schools are significantly above national average in terms of overall absence and persistent absence levels, these include, Brewers Hill (Dunstable), Brooklands (Leighton Buzzard), Edward Peake (Biggleswade), Kings Houghton (Dunstable), Leighton Middle (Leighton Buzzard), Mill Vale (Dunstable), Priory Middle (Dunstable), Sandye Place (Sandy) and Streetfield (Dunstable). All of these schools feed into the upper schools listed above

Appendix D

Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:
Consultation with Employees has highlighted the following issues:

2.2) To what extent are vulnerable groups experiencing poorer outcomes compared to the population or workforce as a whole?

Service Delivery Related: Please see Appendix 2 for further details

Educational Standards
Early Years Foundation Stage (EYFS)
- The quality of EYFS provision in Lower and Primary schools (as measured by Ofsted) for the area is very similar to the quality of provision in Central Bedfordshire overall
- The quality of provision in Dunstable and Houghton Regis PVI settings as measured by the Council's own Early Years Quality Improvement Support Programme (EYQISP) is far less favourable when compared with Central Bedfordshire overall. Four out of the five settings judged to be in need of intensive support (Red rating) are situated in the Dunstable and Houghton Regis area. Only five out of 19 settings in the area are judged to be in need of little support
- The EYFS Profile sums up each child's learning and development achievements at the end of the EYFS. The Threshold Indicator has improved slightly over the last three years in Dunstable and Houghton Regis from 47- 48% but remains consistently below the percentage achieved by Central Bedfordshire overall and when compared nationally
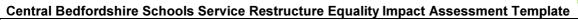
Key Stage 1
- For writing, the results for Level 2+, and Level 3 over the last three years in the Dunstable/Houghton Regis area are consistently above the national figure. However, although below the Central Bedfordshire average figure in 2008 and 2009, the results are now equal to it in 2010, showing an upward three year trend.
- For reading the results for Level 2+, and Level 3 over the last three years in the Dunstable/Houghton Regis area are consistently above the national figure but consistently below the figure for Central Bedfordshire.
- For mathematics, the 2010 results show Level 2+ below the Central Bedfordshire figure, but level 3 above the Central Bedfordshire figure, with both results above the national. The average point score (APS) for reading writing and maths for Dunstable/Houghton Regis area is just below the Central Bedfordshire figure but above national.

Key Stage 2
- In both English and Mathematics combined 2010 outcomes for the Dunstable/Houghton Regis area for Level 4 and above are 5 per cent below the figure for Central Bedfordshire and 6 per cent below the national figure.
- In both English and Mathematics combined the percentage of pupils attaining Level 4 and above at the end of Key Stage 2 shows an improving 3 year trend in the Dunstable/Houghton Regis area.
- 2010 outcomes for 2 levels of progress in English from KS1 to KS2 in the Dunstable/Houghton Regis area are 5 per cent below those for Central Bedfordshire and 11 per cent below the national figure.
- The 2010 outcomes for 2 levels of progress in Mathematics from KS1 to KS2, in the Dunstable/Houghton Regis area are 3 per cent below those for Central Bedfordshire and 9 per cent below the national figure.
- The 2010 APS for English and Mathematics for the Dunstable/Houghton Regis area are below Central Bedfordshire and national figure.

Key Stage 3

Appendix D

The provisional 2010 KS3 results for the Council area are as follows:

- English: 82% of pupils achieved a level 5 or above. This was above the national average (79%) for 2010. There was, however, a very significant difference between the performance of boys (76%) and girls (89%). The boys underperformed significantly at level 6 or above as well - (35%) compared to 51% for girls. Overall reported performance at level 6 was close to the national average.
- Mathematics: 85% of pupils achieved a level 5 or more in mathematics, well above the national average of 79%. 64% of pupils achieved a level 6, well above the national average. There was no difference between the performance of boys and girls.
- Science: 86% of students achieved a level 5 or more in science and 55% achieved a level 6 or more. Both of these figures were well above the national average (80% and 48%). There was no difference in the performance of boys and girls.

Key Stage 4

- Currently progress between Key Stage 2 and Key Stage 4 is below average across the three Upper Schools serving this area (based on a measure of comparing points score of students at Key Stage 2 compared to an estimate of the percentage of students that should achieve five or more grades A* - C including English and mathematics).

Post 16
- students in school sixth forms are generally falling further behind and make below average progress from Key Stage 4
- The proportion of young people NEET (not in education, employment or training) in the Dunstable/Houghton Regis area is relatively high.

Employment Related:

2.3) Are there areas where more information may be needed?

Service Delivery Related:
As the review proposals are consulted on and implemented efforts must be made to ensure that the views of parents / carers / pupils are considered and addressed where possible

Employment Related
As the review proposals are consulted on and implemented efforts must be made to ensure that the views of employees are considered and addressed where possible

2.4) Are there are any gaps in data or consultation findings?
Service Delivery Related:
See above
Employment Related
The consultation process will only commence following any future recommendations to Executive where the Local Authority is the decision maker.

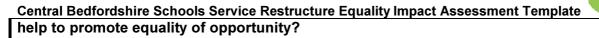**2.5) What action will be taken to obtain this information?**

Service Delivery Related:
Any future recommendations to Executive will be supported by a Consultation plan.

Employment Related
Letters would be issued to employees impacted by any proposed changes included within any future recommendations to Executive.

2.6) To what extent do current procedures and working practices address the above issues and

Appendix D

help to promote equality of opportunity?

Service Delivery Related:

Children's Centres
Several Childrens Centres are positioned on school sites across the area. There are bases on Downside Lower School, Beecroft Lower School, Hawthorn Park Lower School, Tithe Farm Lower School, Slip End Lower School and Eaton Bray Lower School. They are well positioned on school sites, to be at the centre of their communities, and easily accessible for new parents and for families with children attending the lower school provision. Some outreach services are being delivered at other Lower School sites across the area. Families are using the Centres increasingly, and the range and numbers of services, working with partners, are being increased all the time, as is the outreach work with harder to reach families. As numbers of families in the area grow, increasing pressure will be put on the current physical resources, meaning that more services will have to be delivered in alternative venues across the area or expansion of bases will have to be funded.

In this area with high levels of deprivation the Childrens Centres are an essential element of the Child Poverty and Early Intervention agenda. The buildings are clearly a significant asset to the community, and all opportunities should be taken to ensure as much community use as is practicable.

Out of School Including Extended School Services
Many Schools across the area offer Extended Provision, especially Childcare. Whilst Out of School provision does enhance outcomes in schools the main driver is economic as they enable parents to work. Therefore they are essential as part of the Child Poverty Strategy to improve the financial circumstances of families

Special Needs & Inclusion
Lancot Lower School hosts a 6 place Lower School Provision for children with Behavioural, Emotional and Social Diffculties whose needs cannot be met in their own local provision. Children attending this provision have a statement of Special Educational Needs, although on very rare occasions and on the basis of assessed need, a child may attend Lancot Lower School provision on an assessment placement during the period of statutory assessment.

Streetfield Middle School and Manshead Upper School host the resourced provision for pupils with Autistic Spectrum Disorders in this area of Central Bedfordshire. Each school is funded as a 6 place provision but they can admit over numbers with agreement from the school.

Priory Middle School currently hosts the resourced school provision for Dyslexia. There are currently 3 pupils in the provision (1 in Year 7 and 2 in Year 8) which is funded for 7 pupils. Only one of these pupils has a statement of SEN. When the pupils leave, this arrangement completes guarantees given by the legacy Council that pupils could continue in this provision. A proposal has been made to discontinue this unit and to extend provision across all schools through training to both teachers and teaching assistants in the accredited Dyslexia training course available through University of Northampton and delivered locally.

Reports have been presented to the Children's Services Overview and Scrutiny Committee and the Council's Executive setting out possible options for consideration of the area special school model in the Dunstable and Houghton Regis area and for the delivery of the Pupil Referral Unit (PRU) in Central Bedfordshire, focused on the development of provision that can meet local needs in mainstream schools.

Expressions of interest have been received from schools in the review area as providers for the re-commissioned pupil referral unit, including those for years 9 and 10 at the Kingsland Campus in Houghton Regis. Statistically the highest need for years 7 to 11 in Central Bedfordshire is in the review area and local provision is therefore essential as an outcome of this review and of the commissioning

Appendix D

process that will evaluate the expressions of interest.

Consultation and Engagement Processes:
Headteachers and Chairs of Governing Bodies for schools in the Dunstable and Houghton Regis area were invited with a range of other local stakeholders, to attend a meeting in May 2010 to discuss the aims of the review, its timescale and the approach that the review would take. This detail was provided in a Protocol which schools were invited to comment upon and which was subsequently adopted.

In June 2010, schools were invited to comment on the key data sets that would inform the review. Schools were also asked to nominate representatives to a review group to undertake and oversee the early analysis necessary for the review.

The analysis of data was grouped under six themes:

- Review area and catchment demographic
- Educational Standards
- Sustainability
- Early Years and Extended services
- Use of resources
- SEN and Inclusion

A workshop was undertaken in October 2010 with all Headteachers and chairs of governing bodies invited and this meeting determined specific local objectives for each of the seven guiding principles of the Education Vision. These objectives provide the educational test against which any proposals for changes in school organisation will initially be evaluated.

A summary of the data and analysis reported to the Review Group has been published in January to head teachers and chairs of governing bodies of all schools in the review area to seek their views on the Review Group's work and on the relative value and challenges of a long list of examples of possible changes in school organisation identified by the review group and by Council officers. Stakeholders were also invited to submit any other options, not previously identified, for evaluation

The Education Vision is driven by seven guiding principles with the Dunstable and Houghton Regis Review Group identifying key criteria / principles which are summarised below:

1) The need to raise standards and improve outcomes for young people.
    Higher attainment at both GCSE and equivalent qualifications
    Pre-school and schools should be the start of life long learning
2) To ensure there is continuity of provision across the 0 to 19 age range so there is a 'one phase' approach to learning.
    Improved stay-on rates at College & FE, and decrease drop-out rates
    A holistic, whole child approach
3) Schools should be based around communities and their needs.
    Training Opportunities for staff and parents delivered locally
    Pupils who are at risk of exclusion should have access to local specialist support.
    Excluded pupils must be dealt with in their own community
4) That what is best for children and families should be at the centre of any change.
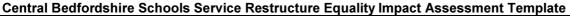   Pupils being emotionally resilient to cope in school
    Better engagement of D / H-R families
    High quality early years intervention
5) That as far as possible services should be delivered locally.
    Easier access to school improvement for curriculum areas
    Close links and total alignment with the SEN review
    Young mothers and pregnancy training
    No child to leave their community to be educated

Appendix D

A definite learning journey for pupils and families

6) New models of leadership and governance for schools should be considered.

Improve the quality of our leadership by attracting the very best leaders

Strengthen 3rd sector liaison.

All stakeholders involved and engaged

7) That the vision should reflect recent curriculum reform.

Increase numbers with GCSE or Diploma

An emphasis on family and life long learning.

Head teachers, chairs of governing bodies and ward councillors have also attended a meeting in February to discuss the outcomes of the review group's work.

A number of options have already been submitted by local schools for discussion and debate. Both of the Academies in the area have contributed to this process

The value of the development of specialist collaborations across schools has also been recognised with examples including the sharing of SENCOs, child protection, behavioural support, education psychologists and speech and language support with dedicated staff covering these functions across a small cluster of schools to help create best practice. Back office functions, i.e. finance and administration, could also serve a number of schools.

The process requires the detailed appraisal of each option in terms of the following themes and criteria:

- Educational – the ability to deliver the aspirations of the Council's Education Vision, as defined in the guiding principles and local objectives.
- Financial – Capital and revenue modelling, including forecast impacts on Dedicated Schools Grant, requirements for capital expenditure and options for funding sources.
- Community - impact on social/community cohesion, regeneration, community use and rural locations, and potential environmental impact.
- Property – Site values, construction costs, alternative uses of surplus property, potential to reduce the carbon emissions arising from schools
- Corporate capacity to deliver - Support required for the process of consultation, implementation and change management, including workforce, curriculum and ICT development.
- School and site specific - Impact on specific schools, on school staff affected by the proposals, any contractual commitments i.e. facilities management, third party users. Impact on travel times/distances to nearest schools.
- Equalities - Equalities Impact Assessment to determine the impact of the proposed change on compliance with equality legislation

Any future recommendations to Executive will be supported by a Consultation plan (for parents and pupils).

Employment Related

Any future recommendations to Executive will be supported by a Consultation plan (for staff).

The Equality Impact Assessment (EIA) will be developed further following the report to Executive (31 May 2011) and clarity has been sought on the preferred option of the Local Authority.

Appendix D

Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

Stage 3 – Assessing Positive & Negative Impacts			
Equality checklist issues to be considered			
Awareness	**Appropriateness**	**Accessibility**	**Partnership - working**
Take Up levels	**Adverse Outcomes**	**Staff Training Needs**	**Contracts & monitoring**
Analysis of Impacts	**Impact?**	**Summary of impacts and reasons for this**	
3.1) Age		**Service Delivery Related:**	
3.2) Disability			
3.3) Carers			
3.4) Gender Reassignment		**Employment Related:**	
3.5) Pregnancy & Maternity			
3.6) Race			
3.7) Religion / Belief			
3.8) Sex			
3.9) Sexual Orientation			
3.10) Other *e.g. Poverty / Social Class / Deprivation, Looked After Children, Offenders, Cohesion, Marriage and Civil Partnership*			

Stage 4 – Conclusions, Recommendations and Action Planning
4.1) What are the main conclusions from the assessment? **Service Delivery Related:** **Employment Related:** The council has in place a range of policies to guide managers when reviewing service structures. It is important to monitor that these are applied in practice and that the views and concerns of staff are properly considered.
4.2) What are the priority recommendations and actions? **Service Delivery Related:** **Employment Related:** Ensure that; - the views of staff are considered and addressed where possible - follow fair and transparent recruitment procedures - Adopt flexible working practices where relevant - Support staff at risk of redundancy
4.3) What changes will be made to address any adverse impacts that have been identified? **Service Delivery Related:** **Employment Related:**
4.4) Are there any budgetary implications? Check the Business Case
4.5) Actions to be Taken:

Action	Date	Priority

Appendix D

Stage 5 - Quality Assurance & Scrutiny:
Checking that all the relevant issues have been identified
5.1) What methods have been used to gain feedback on the main issues raised in the assessment? √ The Corporate Policy Advisor (Equality & Diversity) for comment & decision re further scrutiny
Step 2: **5.2) Has a member of the senior management team been notified of the outcome of the assessment?**

Stage 6 – Monitoring Future Impact
6.1) How will implementation of the actions be monitored? **Service Delivery Related:** **Employment Related:** The views of staff during the process will be formally collated and monitored.

The results of all Service Restructure Equality Impact Assessments should be made accessible to the team.

Appendix D

Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

Strengths and Weaknesses of Options from an Equality Perspective

Option number 1 - A continuation of the current 3 tier model but with schools formally engaged in hard federations, Academy chains and/or trusts. These partnerships to be developed across phases or as all through schools. This may still include the closure of schools on the grounds of small school size, minimising transitions, reducing surpluses and improved governance.

Strengths
- This option also meets White Paper objectives around schools autonomy, and is line with the direction of where education is going with the Coalition Government.
- For children and family networks in these areas, this option offers a reduced risk of turbulence and disruption where instability is more likely to feature prominently in their lives.
- This option is the one most likely to lead to school improvement in the area – due to minimal structure change and need to develop strong and effective relationships and federations.
- Provides an opportunity to link outstanding schools with schools in need of support, thereby helping improve diversity in the area.
- Enables partnerships to be built around a common ethos and vision., providing an opportunity to have informal common governance around:

  - SEN
  - PRU
  - Back office functions
  - Child protection and other common policy frameworks
  - Staffing and expertise
  - Curriculum development and coordination
  - Peer support and challenge

- Common curriculum (horizontally and vertically)
- It also enables more efficient planning of places and gradual management of population growth to meet the needs of parents/children (i.e. shaped by parents).
- Builds on work already underway by some schools in the area, which have already started discussions about creating formal links/relationships to help and support each other. Provides framework to broker discussions between the other schools in the area.
- As this option is a continuation of the existing structure, the proposal should have no negative impact on extended services (which will no longer be a requirement for LAs as a result of the Education Bill). In fact, there may be opportunities to use any surplus accommodation by schools and extended services rather than mothball them until increased demand for places is realised via growth.
- Early Years - improved liaison on transitions between Early Years and Lower Schools/Nursery Schools resulting from the possibility to develop federations.
- This option provides framework for services to be delivered locally.
- Ensures school size for existing upper schools remains unchanged, which is a benefit as school leaders within the review area have expressed concerns that large upper schools (up to approx. 2500) are not workable with the leadership structures currently in place.
- Addresses the need for a minimum number of pupils in order to employ sufficient staff for specialist teachers at KS3 and "primary" teachers at KS2, by ensuring schools are of a sufficient size

Weaknesses
- May not raise standards (Historical data), as there is insufficient evidence that school structures influence school improvement (e.g. two tier Vs three tier) but rather having good strategic leadership is the key ingredient for success.
- Success of this option relies on the schools being willing and able to develop relationships / linkages to federate.

Appendix D

- Status quo means limited school facilitated resource enhancing community support networks towards facilitating education/learning attendance.
- Involvement in parent/teacher organisations remains minimum until wider federation approaches influence school's approaches to involving a broader catchment of families – will it do this?
- Whilst this option does not formally involve the closure of any schools, it does not exclude the possibility especially where partnerships are developed across phases or as all through schools – where it may include the closure of schools on the grounds of small school size, minimising transitions, reducing surpluses and improving governance and facilitating partnerships.

Other Issues to Consider:
- Option will not impact on the provision of early years and children's centres on existing sites.
- In cases where existing accommodation is currently used in schools with surplus places, these could either be mothballed or used for other school-related activities.
- This option is the one that is closest to retaining existing known travel patterns to and from schools in the area, as well as any existing community relationships. Staff travel between school sites will depend on how any new partnerships are setup, but has the potential to result in some additional staff travel between federated/linked schools (in order to build and maintain partnerships).
- Where a hard federation is implemented a school is likely to want to re-structure. This may involve a streamlining of the leadership team and/or support staff, which may result in fewer posts available. In these cases, appropriate HR processes will need to be followed (e.g. consultation, recruitment, re-skilling, redeployment, redundancies, etc.…)

Option number 4 - Two tier 5-11 Primary and 11-19, (close all Middle schools) limiting each Secondary in size to its existing capacity.

Strengths
- Fits with the current national curriculum.
- Recruitment and retention could be easier in a traditional model
- Fewer points of transfer
- If there were to be significant building on some Lower School Sites, where there was no Early Years provision it could offer the opportunity to add in this part of the 0-19 equation.
- Linking (Social Capital / Community Cohesion) – greater scale/role for school facilitated resource input enhancing community support networks towards facilitating education/learning attendance. Potential to establish/coordinate a true 'hub' approach supporting wider family/community networks.
- Community Strength – more likely to secure involvement in parent/teach organisations - greater pool of community capacity to draw on to support fundraising for school and interaction with wider communities. Need to prevent exclusion of those less likely to take-up this activity.
- As potentially more parents would be accessing the current Lower School sites, it would mean that more of them would possibly access Children Centre Services, and this would be a benefit.

Weaknesses
- Whilst this option fits with the current national curriculum, there is a consultation underway that might move away from Key Stages and focus on curriculum by year groups. If this is implemented, there is less need to move away from a three tier model, as the current three

Appendix D

tier structure would be able to ensure continuity of education by year groups rather than the current mix of schools covering the key stages.

- Need less Headteachers, Senior Leaders and Governors for 2 tier .
- Not good for morale of current teaching staff especially at Middle Schools.
- Leadership capacity needs to be able to realign to two tier structure.
- Substantial drop of standards across all phases.
- For children and family networks in these areas, this option could provide disruption where instability is more likely to feature prominently in their lives – change being an initial threat. Time-limited regarding coping with initial change/adjustments for vulnerable children/families.
- This proposal does not directly impact on existing Early Years provision. However improved liaison is essential on transitions between Early Years and Lower Schools/Nursery Schools, and this may be more difficult when assimilating two new years of pupils is being undertaken.
- As far as Early Years Provision and Children's Centres are concerned the presence on a site can sometimes mean an under occupied school, and therefore closure on this basis would be a cause for considerable concern.
- Employment - for non teaching staff the possible additional transport costs could outweighing level of pay and hours of work, may remove the financial benefits of employment.

Other Issues to Consider:

- Options should not impact on the provision of early years and children's centres on existing sites, however if current lower schools were to expand it could put the site as a whole under pressure, which could in turn put pressure on the presence of these provisions. It would be important to take this into account when doing site assessments. On the other hand if there were to be significant building on some Lower School Sites, where there was no early years provision it could offer the opportunity to add in this part of the 0-19 equation
- Relationships building is important if the combined catchment areas demonstrate aspects of exclusion/prejudice as identified above
- Maintaining/re-establishing/strengthening connections & networks potential to ensure services and their ability to respond to needs over a wider area. Thought to be given to facilitating off school/outreach utilising wider facilities/venue networks.
- Significant HR issues including redundancies, TUPE and training.
- The management of a re-deployment register - It would be important to ensure as far as possible that schools and academies in the area are 'signed up' to the redeployment process. Local Management of Schools prevents the LA from requiring schools to take on redeployed staff from other schools. As a result, the current redeployment policy offers one off sums of money as an incentive to other schools accepting re-deployees. This policy may need to be reviewed in light of current budget constraints.
- Advice on training should be sought from School Improvement colleagues

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Option number 3 Two tier 5-11 Primary and 11-19 Secondary schools (close all Middle schools)
Each secondary operating across 3 sites i.e. existing upper and two former middle school sites

Given option 3 is so similar to option 4, this section of the report will highlight any key equality implications that are different to option 4:

Strengths
- Large schools potentially attract high calibre staff linked to funding.
- More innovative solutions of organisation across the 3 possible sites.
- In addition to the changes to all Lower Schools, this option would create three new Secondary Schools based upon current Upper Schools but each operating across three sites. Therefore, this option increases current capacity of each Upper School.

Appendix D

- As with option 4, this option is more likely to secure greater community involvement as there will be a greater pool of community capacity to draw on (e.g. to support fundraising for school, interaction with wider communities). It therefore provides the potential to establish/coordinate a true 'hub' approach supporting wider family/community networks. However, it retains the diversity of community hubs currently provided by the Middle Schools, which would involve keeping these existing sites under this option.
- Extends choice and/or parental preferences to enlarged existing upper schools.

Weaknesses
- Substantial (temporary) drop of standards across all phases.
- This option does not increase the diversity of provision in the area.
- Provides management challenges of staff resources (e.g. transport, timetable management across multiple sites).
- Inefficient use of capacity - required to enable timetable and curriculum flexibility across 3 sites.
- Increased potential safeguarding issues with pupils transferring between sites during the school day.

Other Issues to Consider:

- The travel implications are similar to option 4, but also the eventual transfer to their former Middle School site or Upper School site will be reliant upon the curriculum model adopted by the new Secondary School.

General Equality Issues to consider for <u>All</u> options

- This review area has the highest level of schools in Ofsted category or LA schools causing concern, therefore will have a low number of schools able to convert to academy voluntarily, but is most vulnerable to the negative impact of change.
- Access to support and learning facilities is key for addressing whole family approach in supporting the Every Child Matters principles – These facilities do not need to be located on the school site, but if they were and joined together in common leadership and management, this could result in improved outcomes for children and families within the area.
- School partnerships created around priority neighbourhoods have a higher potential for supporting and managing vulnerable children and families than could be the case with individual schools.
- Communities in these areas have a strong sense of identity often built through shared social experience such as 'post code blight' and 'reputation' prejudice. Academies and/or Partnerships must facilitate open catchment and equality of opportunity.
- Denominationally-sensitive opportunities for prayer/worship will need future proofing to be considered with regard to expected housing growth – e.g. rooms available to facilitate broader requirements

Appendix 2

S:\Business Transformation\Policy