



**ROCHDALE**  
METROPOLITAN BOROUGH  
**COUNCIL**

## EQUALITY/COMMUNITY IMPACT ASSESSMENT

**1. What is the name of the savings proposal and its current status?**

SFL113: Restructure the School Improvement (Secondary)

**2. Which Service is responsible for this proposal?**

Support for Learning

**3. Does this proposal impact on other services or other service savings proposals and if so, have you discussed this proposal with the Service Directors from those other services?**

No

**4. Please state the name of the officer leading the EIA**

**5. Who has been involved in undertaking this assessment e.g. list the stakeholder groups which have been involved?**

The Equality Impact Assessment has been undertaken based on the Terms of Reference and Business Case for the Pioneer Trust which sets out principles on which the Trust is based and how the Trust will operate in order to improve the quality of educational provision for all 11 – 18 learners in the borough. The Trust will, therefore, undertake school improvement functions currently undertaken by the Local Authority.

Formation of the Pioneer Trust was led by an Advisory Group comprising of:

- An external Education Trusts specialist
- Rochdale MBC
- Secondary heads
- Special School and Pupil Referral Service representatives
- 6<sup>th</sup> form College representative
- Hopwood Hall College representative.

All secondary schools were also consulted through Rochdale Association of Secondary Heads.

**6. What is the scope of this assessment?**

- -what is included in this assessment
- -does this proposal link to any other proposals (i.e. previous or current). If so, please state

This assessment takes into account the right of all children and young people of compulsory school age to access quality educational provision that meets each person's individual needs.

There is a direct link to proposal SFL 205 which proposes further savings in school improvement linked to the formation of a similar system with primary schools.

**7 a).What does the function currently do?  
b).Describe the needs which this service meets?**

The School Improvement Team offers challenge and support to all schools in Rochdale Borough in order to improve educational provision and raise standards for all learners as well as fulfilling the statutory duty of intervention where there is serious underperformance.

Through its work to improve provision and standards for all children and young people of compulsory school age, the School Improvement Team contributes to local priorities in closing the deprivation gap and improving skill levels within the borough. Its work also meets the Government's skills agenda to ensure all children and young people make expected progress in literacy and numeracy and no school under-performs.

**8. What changes do you propose to make?**

This proposal sets out a new way of delivering school improvement in the secondary sector which will meet our legislative duties and ensure continuing improvements across the borough. The model is one of a self improving school system through a Trust based on co-operative principles in which all secondary schools and both post 16 colleges are equal members. The Local Authority is a partner in the Trust, retaining its statutory duties to maintain an overview of standards and achievement and to intervene where there is under-performance including if a school is placed in an Ofsted category. This will necessitate a reduction in the central School Improvement Team as the Pioneer Trust undertakes the challenge and support elements of school improvement.

**9. Who are the key stakeholders who may be affected by the changes proposed?**

Children and Young People of compulsory school age.  
Parents/carers  
Early Years settings  
Post 16 providers  
Other school services

**10. What impact will this proposal have on all the protected groups**

**Race Equality**

The proposals will not impact negatively on this protected group.

**Disabled People**

The proposals will not impact negatively on this protected group

**Carers**

The proposals will not impact negatively on this protected group.

**Gender**

The proposals will not impact negatively on this protected group.

**Older and Younger People**

The proposals do not impact negatively on this protected group.

<b>People who are Socio-Economically Disadvantaged</b>
The proposals do not impact negatively on this protected group.
<b>Religion or Belief</b>
The proposals do not impact negatively on this protected group.
<b>Sexual Orientation</b>
The proposals do not impact negatively on this protected group.
<b>Gender Reassignment</b>
The proposals do not impact negatively on this protected group.
<b>Pregnant Women or Those on Maternity Leave or Those who have given Birth in the Previous 26 weeks</b>
The proposals do not impact negatively on this protected group.
<b>Marriage or Civil Partnership</b>
The proposals do not impact negatively on this protected group.

<b>11. What are the main conclusions arising from this analysis?</b>									
The proposal is unlikely to impact on the needs of any of the protected groups. There is a risk that the needs of protected groups in specific schools may be compromised if a number of schools underperform and fall into a category and there is a lack of capacity to bring about improvement.									
<b>12. What measures do you propose to put in place to mitigate any adverse impacts?</b>									
<table border="1"> <thead> <tr> <th>Possible Adverse Impact</th> <th>Mitigation Measure</th> </tr> </thead> <tbody> <tr> <td>The needs of particular groups in specific schools are not met due to the school's poor performance.</td> <td> <ul style="list-style-type: none"> <li>Maintain an overview of performance at individual school level and for specific protected groups.</li> <li>Contribute to the Trust Board to inform where targeted support is required and challenge if this is not provided</li> <li>Retain funding centrally to broker additional support where intervention is required.</li> </ul> </td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>		Possible Adverse Impact	Mitigation Measure	The needs of particular groups in specific schools are not met due to the school's poor performance.	<ul style="list-style-type: none"> <li>Maintain an overview of performance at individual school level and for specific protected groups.</li> <li>Contribute to the Trust Board to inform where targeted support is required and challenge if this is not provided</li> <li>Retain funding centrally to broker additional support where intervention is required.</li> </ul>				
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<b>What evidence do you have which demonstrates that these measures will be effective?</b>									
The measures set out above are currently used to identify vulnerable schools and bring about necessary									

improvement e.g. no secondary schools are currently in an Ofsted category.

**13. Please attach a copy of your consultation action plan.**

**Please briefly outline below who has been consulted and which consultation methods were used**

Consultation is still to be carried out with key stakeholders

**14. Please complete the mitigation action plan below.**

***Mitigation Action Plan***

Mitigation Measure	Action	Responsible Officer	End Date	Status
Maintain an overview of performance at individual school level and for specific protected groups.	Analyses of standards data. Scrutiny of monitoring reports from twice yearly visits and from external inspections. Gathering of intelligence from other school services through Whole Service Trawl		August 2013	
Contribute to the Trust Board to inform where targeted support is required and challenge if this is not provided	Report to Trust Board meetings and attendance at and reporting to RASH.		August 2013	
Retain funding centrally to broker additional support where intervention is required	Maintain close links with BSFS, AGMA and Teaching Schools network. Identify funding and ringfence for targeted support.		August 2013	

**15. Equality impact analysis sign off by the Director of Service, and an Executive Leadership Team (ELT) Representative**

Name	Position	Date