



EQUALITY/COMMUNITY IMPACT ASSESSMENT

ROCHDALE
METROPOLITAN BOROUGH
COUNCIL

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

SFL205: Restructure the School Improvement Team - Primary

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 initiation and formation of the secondary Pioneer Trust as the proposal is to implement a similar system of school to school support with primary schools.

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
- 6th 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 child's individual needs.

There is a direct link to proposal SfL 113 which proposes initial savings in school improvement as a result of the formation of the Pioneer Trust by secondary 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 that 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 primary 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 creating school improvement collaboratives in which all primary schools are equal members. The Local Authority is a full partner, 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 enable a further reduction in the central School Improvement Team as Primary School Collaboratives undertake the universal 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
Primary Schools
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 older people. It may impact on younger people if a number of schools under perform and fall into a category and there is a lack of capacity to bring about improvement.

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

11. What are the main conclusions arising from this analysis?

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.

12. What measures do you propose to put in place to mitigate any adverse impacts?

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"> Maintain an overview of performance at individual school level and for specific protected groups. Contribute to the Collaboratives to inform where targeted support is required and challenge if this is not provided Retain a focused intervention team.

What evidence do you have which demonstrates that these measures will be effective?

The measures set out above are currently used to identify vulnerable schools and bring about necessary improvement e.g. 100% success rate in bringing Primary schools out of an Ofsted category within the specified period.

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 will take place with schools via Head Teacher meetings and a school questionnaire.

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 2014	
Contribute to the Trust Board to inform where targeted support is required and challenge if this is not provided	Report to Collaboratives and attendance at and reporting to RAPH		August 2014	
Retain a focused intervention team.	Maintain close links with BSFS, AGMA and Teaching Schools network. Target support in most vulnerable schools. Monitor impact.		August 2014	

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

Name	Position	Date
		3 rd September 2012