

## Equality Impact Proforma

**1. State which function you are assessing and identify who should be involved in the equality impact analysis**

<b>Policy/Service Area Selected</b>
MIDDLETON TECHNOLOGY SCHOOL
<b>What function, policy, procedure or practice is being assessed?</b>
Closure of school Sixth Form from 31 <sup>st</sup> August 2013
<b>Who is responsible for it? Council or Other Organisation/Partnership?</b>
Rochdale Council as the Admission Authority for the school is responsible for proposals to change the range of the school. The Governing Body of the school is responsible for the day to day operation of the school and decisions about provision.
<b>What are the aims and objectives of the function, policy, procedure or practice?</b>
Closure of School Sixth Form
<b>Who are the key stakeholders?</b>
Middleton Technology School- staff, pupils and governors
<b>Lead Officer for this analysis (i.e. service manager who will co-ordinate the EIA)</b>
<b>Chris Swift</b>
<b>Others consulted and involved in the analysis (i.e. colleagues/peers/key internal and external stakeholders)</b>
Middleton Technology School Consultation arrangements on this proposal must comply with statutory guidance.

**2. Identify the scope of the equality impact assessment**

Please provide a summary of:

- What is to be included in this impact assessment/what issues will you consider? i.e. are all aspects of the policy/service to be covered or is it confined to a limited area? Please explain. This is likely to reflect the relevance to equality of different aspects.
- Does this service/policy have link to other service areas, or other Equality Impact Assessments?

1. A key consideration for the school is the financial viability of the current sixth form provision, because of the effect that has on resources available to the rest of the school. The low numbers interested in joining the sixth form, together with changes in funding arrangements for sixth forms means that it is no longer cost effective to continue the programmes.
2. Under education legislation the school is responsible for the management of the school and the curriculum. The Local Authority is the Admission Authority for the school and is responsible for making any changes to the age range of the school- which is what this proposal entails.
3. There are no links to other service areas.

**3. State the data that you have considered for this assessment and any gaps in data identified. What action will be taken to close any data gaps?**

1. The sixth form provision at Middleton Technology School is now a non-advanced vocational offer, consisting initially of 2 diploma courses in Engineering, Society, Health and Development and planned to be followed by other diplomas in Manufacturing and ICT. These courses were originally to be at advanced level and part of a collaborative Sixth Form offer in the Township in partnership with St. Anne's Academy and Cardinal Langley High School.
2. In the past the Sixth Form has had up to 70 students in the 2 diploma courses at Level 2 (GCSE equivalent) and Level 3 (A level equivalent). However, the school has not been able to grow the provision to a viable size, and for September 2012 there were only 9 applications to the Sixth Form so it has not been possible to offer any places. There are only 17 students going forward into Year 13 in September 2012. This is not financially viable, nor is it an effective use of resources by the school.
3. If the proposal to discontinue the sixth form provision is to proceed there needs to be consideration of the implications for current and future potential students. As indicated above there has been no recruitment to Year 12 for this September. Those students continuing in to Year 13 will be able to complete their programme of study. For future students who wish to access post-16 education these can be accommodated by a range of post 16 providers- other school sixth forms, Hopwood Hall College and Rochdale Sixth Form College.

**4. Assess the impact the policy/service has on equality will reference to different groups or communities. To do this, consider the questions on page 5 of the guidance, which relate to unequal outcomes or disadvantage; access barriers; unmet needs; encouraging participation; fostering good relations. The Equality Impact Assessment Checklist may also be helpful at this stage.**

<b>Race Equality</b>
n/a
<b>Disabled People</b>
n/a
<b>Carers</b>
n/a
<b>Gender</b>

n/a
<b>Older and Younger People</b>
<p>The proposal affects young people who would otherwise seek a place in the Sixth Form at the school. There is a range of post-16 and Sixth Form provision available to potential students in the Township-through school sixth forms, Hopwood Hall College or Rochdale Sixth Form College, and this therefore reduces the impact of the removal of this provision at one school.</p> <p>Students who are currently in Year 13 will be able to complete their programmes at the school without disadvantage.</p>
<b>People who are Socio-Economically Disadvantaged</b>
n/a
<b>Religion or Belief</b>
n/a
<b>Sexual Orientation</b>
n/a
<b>Gender Reassignment</b>
n/a
<b>Pregnant Women or Those on Maternity Leave</b>
n/a
<b>Marriage or Civil Partnership</b>
n/a

## 5. Conclusions and Recommendations

<b>What are the main conclusions from this analysis?</b>
<p>The continuation of Sixth Form provision at the school (with low overall numbers, a narrow non-advanced curriculum range and with changes to the funding regime for post 16 provision) is no longer viable. Reverting to an 11-16 age range will enable the school to focus entirely on that age range.</p>
<b>What are your recommendations?</b>
<p><b>Equality objectives and targets to address the unequal impact/unmet needs/barriers/low participation</b></p> <p>There is sufficient alternative provision in the township and elsewhere in the borough to meet potential displaced demand. Those students who would have wanted to continue their education at the school have been supported by the school to make alternative choices. The school is also ensuring that current Year 13 students are able to complete their programmes at the school.</p> <p><b>Suggested actions to meet those targets</b> No specific actions are required</p>

- 6. Consult your stakeholders on the main findings and conclusions of the equality impact analysis and ask for their comments. State your consultation and inclusion methodology.**

***The Consultation and Inclusion Methodology Used***

Consultation of the proposal must comply with statutory guidance. The consultees comprise the following:

Governing Body, Parents, Pupils, Staff, Middleton Technology School,  
 All Rochdale Secondary Schools,  
 Secretaries of Recognised Trades Unions,  
 neighbouring Local Authorities,  
 Diocesan Authorities  
 local MPs  
 Middleton Township Councillors.  
 Education Funding Agency

Consultation documents are published on the Council and school websites. Outcomes from the first consultation were reported to Cabinet on 17<sup>th</sup> December 2012.

- 7. Produce an impact analysis action plan for 2012/13. Details of this should be included in your service delivery plan.**

**8. Equality impact analysis sign off**

Name	Position	Date
Chris Swift	School Organisation & Development Manager	10-01-13

## Equality Impact Assessment Action Plan 2012/13

Action	Outcome	Target Date For Completion	Resource Implications	Lead Officer
<p>Public consultation</p> <p>Consideration of Consultation outcomes</p> <p>Publication of Statutory Proposals</p> <p>Determination of proposals</p>	<p>Consultees able to express views for consideration</p> <p>Cabinet decision on whether to publish Statutory proposals</p> <p>Representations made on proposal</p> <p>Cabinet determination of proposals</p>	<p>Start 1-10-12 end 17-11-12 (7 weeks statutory period minimum)</p> <p>Cabinet 17<sup>th</sup> December</p> <p>Publication 10<sup>th</sup> January 2013 statutory 6 week representation period closes midnight 20<sup>th</sup> February 2013</p> <p>Cabinet 18<sup>th</sup> March 2013</p>	<p>Officer time in:            Preparing consultation documents            Distribution of documents to public/schools attending public meetings and Committees</p> <p>Cost of Public Notice in local press            Cost of producing copies of consultation documents as requested</p>	<p>Chris Swift</p>