

Equality Impact Assessment – School Organisation Change

Consultation on the potential closure of St Joseph’s Catholic Primary School

Directorate	People
Functional Area	Schools and Learning
Assistant Director Responsible for EIA	Dan Barton
Functional Area of EIA or Proposal	School Organisation

Aims of the EIA

Purpose of the EIA	To identify risks associated with the potential closure of St Joseph’s Catholic Primary School
Summary of findings	<p>There are some potential negative impacts that have been identified.</p> <ul style="list-style-type: none"> • Children remaining at the school will need to be found places in alternative schools in the area • Closure will result in loss, or changes of employment, for staff currently at the school. <p>These issues could be reduced in their impact through the actions proposed. Any other issues identified during the consultation process will be addressed appropriately at a later stage and added to this assessment.</p>
Scope of the EIA: <ul style="list-style-type: none"> • One directorate • Cross directorate • Outsourced organisation 	<ul style="list-style-type: none"> • One Directorate – People • St Joseph’s • Schools with abutting catchment areas • The local community

Phase 1: Gathering information

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

Type of information	Findings
The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013	http://www.legislation.gov.uk/ukxi/2013/3109/contents/made
Equality Needs Analysis	http://www.cumbria.gov.uk/equalities/
Cumbria Observatory (Children's Centre Profiles)	St Joseph's Catholic Primary School lies in the Derwent Valley Children's Centre Footprint. Profiles of the Children's Centre footprints can be found at: https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/
Education	Ofsted Inspection Report: Dated: June 2019 Grade: Requires Improvement https://files.ofsted.gov.uk/v1/file/50093759
Ethnicity	6.1% of all pupils are from a Black Minority Ethnic (BME) background (January 2021 School Census) and there are 86 languages spoken in Cumbria's schools. Carlisle has the largest proportion of pupils who speak English as an Additional Language.
Special Educational Needs	Schools monitor pupils by category of Special Educational Need rather than disability. The population of children with different Special Educational Needs is monitored to help ensure we have the provision as well as the policies to meet these needs, thus improving equality of opportunity.
Gender	In line with national data there is an attainment gap between girls and boys at KS1 and KS2. In Cumbria in 2019, the gap between the performance of the boys and girls for reading, writing and maths combined at KS1 was 12.1 percentage points for those achieving the expected standard. For KS2 the gap was 7.5 percentage points for reading, writing and maths combined.
Social Care	The Children's Social Care service collects data on age, gender, ethnicity and disability. Issues arising from an analysis of the information include the proportion of BME and mixed race children seeking adoption compared to White British families and the supply of BME fosterers and adopters.

Phase 2 Impacts

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

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

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
<p>Overall Deprivation (Index of Multiple Deprivation, measures deprivation across seven domains as follows: Income; Employment; Education, Skills and Training; Health and Disability; Crime; Barriers to Housing and Services; and Living Environment).</p>	<p>Index of Multiple Deprivation (IMD) is from 2019. A decile of 1 refers to the 10% most deprived communities in England, while a decile of 10 refers to the 10% least deprived communities in England.</p> <p>In relation to overall levels of deprivation, the 2019 IMD classified the area where St Joseph's School is located as sitting within decile 10 (the 10% least deprived of communities in England). Based on the LSOA</p>		<p>Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policies where appropriate.</p>
<p>Geographical Barriers to Services (Sub-Domain of the Index of Multiple Deprivation, which measures physical proximity to essential services)</p>		<p>In relation to geographical barriers to services, the 2019 IMD classified the area where St Joseph's School is located as sitting within decile 10 (within the 10% least deprived of communities in England).</p>	
<p>Impact on education of children from the closure of St Joseph's School</p>	<p>Birth rates in the area have fallen and those children moving to alternative schools in the area will</p>	<p>Some children will be moving to an alternate school mid-phase.</p>	<p>Support will be given through the process by CCC</p>

	help to maintain more viable numbers in those schools.		officers and school staff.
Governor-led (2 year olds+) nursery provision		There are other providers available in the area.	Cumbria County Council childcare Brokerage Service can offer support
Employees – potential redundancy/displacements		Staff may face losing their employment or the disruption of moving to an alternative setting.	CCC officers and HR providers will work with those affected
Transport	There are alternative schools located in Cockermouth within walking distance of St Joseph's school.	The nearest catholic primary school is Our Lady and St Patrick's in Maryport. There are other faith schools (Church of England) in and around Cockermouth.	CCC officers will seek to source sufficient alternative places in the local area.

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

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Children with special educational needs.	Funding for children with special needs follows the child. The alternative provision available will be able to deliver an improved service.	All children, including those with SEND, may experience some disruption on moving to new provision. The settings involved will manage the needs of affected children.	Receiving provision will be provided with full details of children's additional needs.

Gender, Transgender and Marital Status

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

Ethnicity: All ethnic groups including Asian, Black, East Asian and white minority ethnic groups, including Eastern Europeans and Gypsy and Travellers.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
English as an Additional Language (EAL)	There are 86 languages spoken in Cumbrian schools (January 2021), not including English.	3.5% of children in schools in Cumbria are recorded as having an EAL (January 2021 School Census). Carlisle has highest proportion of pupils with EAL, at 5.7%	No action required.

Attainment for Disadvantaged Pupils

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Educational attainment gaps	<p>In Cumbria, results for disadvantaged pupils at Key Stage 2 in Reading, Writing and Maths combined increased between 2018 and 2019 – up from 47.5% to 48.9%. The rate of increase in Cumbria (+1.4 percentage points) was higher than the national increase (+0.6 points).</p> <p>At a subject level, improvement was greatest for maths (+1.9 points) and spelling, punctuation & grammar (+1.1 points). Although Reading results fell in Cumbria over the year (down 0.6 percentage points), this fall was</p>	<p>For KS1 in 2019, the proportion of disadvantaged pupils achieving the expected standard in all subjects fell over the year (down from 46.9% to 43.9%). Cumbria remains below the national on the main headline measures.</p> <p>At KS1, disadvantaged pupils in Cumbria performed below disadvantaged pupils nationally in 2019. For reading (58.8%), the proportion of disadvantaged pupils achieving the expected standard remains below the national rate (61.9%). Writing is 49.4% for disadvantaged pupils in Cumbria compared with 54.7% nationally</p>	No action required.

	<p>much smaller than nationally (down 2.2 points).</p> <p>Reading results for disadvantaged pupils at KS2 in 2019 are above the national, but all other subjects are below.</p>	<p>and maths is 55.8% compared with 62.2%. The equivalent figure for reading, writing and maths combined in Cumbria is 43.9%, which is substantially below the equivalent national figure of 49.8%.</p> <p>For KS2 in 2019, the gap between the performance of disadvantaged pupils and non-disadvantaged pupils remains high and also greater than the national. For Reading Writing & Maths combined the gap is 16.9 percentage points in Cumbria and 13.6 nationally.</p>	
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Sexual Orientation: including heterosexual, gay, lesbian and bisexual people

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

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

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

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

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
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School religious belief		There are no other catholic primary schools in the Cockermouth area, the next nearest is in Maryport.	There are other faith schools (Church of England) in and around the Cockermouth area.
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Community Cohesion: This is where a decision or a change to services may risk creating tensions between community groups in a local area.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Impact on other existing educational institutions locally	Additional children will boost the budget of the receiving setting.	Potential disruption should a large number of children transfer into a single setting en masse.	Work with receiving settings once parental preferences are known.
Impact on the community		Numbers St Joseph's are too low to sustain the school going forward.	Places are available in other schools within the community.

Phase 3: Action Planning

Based on actions raised in the action required box above

Area for further action	Actions proposed	Lead officer	When	Resource implications	Outcome
Consultation process	Work to identify inequality issues Make as fair and as accessible as possible	Andy Smart	During planning stage	Possible expenditure for translation costs	Equality addressed within consultation process
Regular refresh of the EIA throughout the course of the	EIA regularly updated	Neil Irving	Ongoing	None	EIA is accurate and up to date

consultation					
Update EIA with new information and issues raised from consultation	Following consultation period this EIA will be refreshed to consider inequality issues raised.	Neil Irving/Andy Smart	Ongoing	Identified from issues raised	CCC pays due regard to preventing discrimination, promotes equality of opportunity and fosters good relations.
Implementation	Alternative settings to work with displaced children and families to ensure needs are met.				

Documents appended to the Equality Impact Assessment

Quality Assurance and EIA completion

Date completed	September 2021
Lead officer	Andy Smart
Have staff been involved in developing the EIA?	
Have community organisations been involved?	
Date of next refresh	This EIA will be refreshed throughout the course of the school change