

Equality Analysis

Directorate: Education Service Area: School Planning and Resources	Lead Officer: Tom Knott Date completed: October 2017
Service / Function / Policy / Procedure to be assessed: The proposed merger of Springdale Infant School with Springdale Junior School.	
Is this: New / Proposed <input checked="" type="checkbox"/> Existing/Review <input type="checkbox"/> Changing <input type="checkbox"/> (Please tick appropriate box)	Review date: Summer 2018

Part A – Initial Equality Analysis to determine if a full Equality Analysis is required.

What are the aims and objectives/purpose of this service, function, policy or procedure?

The City of Wolverhampton proposes to merge Springdale Infant School with Springdale Junior School with effect from 1 January 2018.

Springdale Infant School is a mixed Community school that caters for children aged between 3 and 7 years, co-located with Springdale Junior School in Warstones Drive, Penn, Wolverhampton, WV4 4NJ. The School currently offers 60 places in Reception and Year 2, operates a bulge class of 75 places in Year 1 and has a 60 place nursery. The school operates a Resource Base for pupils with language and communication difficulties.

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Springdale Junior School is a mixed Community school that caters for children aged between 7 and 11 years, co-located with Springdale Infant School in Warstones Drive, Penn, Wolverhampton, WV4 4NJ. The School offers 60 places per year group in Years 3 - 6 (240 places in total). The school operates a Resource Base for pupils with language and communication difficulties.

The Council's Primary School Organisation Strategy 2016-2018 (PSOS) outlines a number of advantages of bringing infant and junior schools together, including:

- “Reducing the number of major transitions that pupils face
- Reducing the likelihood of lost learning at the beginning of Key Stage 2
- Increasing the opportunity for specialist teachers to work with a wider range of pupils
- Providing the opportunity for a consistent approach to the curriculum to be adopted
- Ensuring the continuity of teaching, learning and achievement
- Cost savings through economies of scale” (PSOS 2016).

The PSOS explains that, “The ‘merger’ of infant and junior schools is the process of joining the schools together by discontinuing one establishment and expanding and altering the age range of the other.” (PSOS 2016).

The PSOS explains that where intervention is required, “The Council will consider proposing the adoption of structural solutions (including both federation and sponsored academy status) in order to improve standards in underperforming schools” (PSOS 2016).

Springdale Infant School was inspected by Ofsted in January and February 2017 and was judged to be a school which ‘Requires Improvement’. The current school inspection dashboard lists weaknesses in progress and attainment for all children including disadvantaged groups in Early Years Foundation Stage and Key Stage 1. The School was categorised as B1 in September 2016 and moved from B1 to B2 at the end of the Autumn Term 2016. A pre-warning letter and re-categorisation to a C was issued following a Local Authority review of the school in early February 2017.

Springdale Junior School is judged ‘Good’ by Ofsted in June 2014 and is an LA Category A school. Representatives of the Education Department have brokered arrangements for the Headteacher of Springdale Junior School to support Springdale Infant School as the Interim Headteacher.

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When proposing to merge schools, Local Authorities must follow statutory processes and timescales as outlined in The School Organisation (Prescribed Alterations to Maintained Schools (England) Regulations 2013 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013.

Cabinet approved the commencement of Informal Consultation on the proposal to merge Springdale Infant School with Springdale Junior School to create a Primary School for children aged 3 to 11 years with effect from 1 January 2018. To enable the proposed merger;

- Springdale Infant School would be discontinued on 31 December 2017.
- The age range of Springdale Junior School would be altered from 7 to 11 years to 3 to 11 years with effect from 1 January 2018.
- The recorded capacity of Springdale Junior School would be expanded to include the physical capacity of Springdale Infant School's buildings with effect from 1 January 2018.

Informal Consultation commenced on 8 May 2017 and concluded on 25 June 2017. In July 2017, the Cabinet Member for Education in consultation with the Assistant Director School Standards reviewed the outcome of Informal Consultation and approved progression to Formal Consultation (Representation). Formal Consultation commenced on 11 September 2017 and concluded on 8 October 2017.

Please note that a final decision on the proposed merger of Springdale Infant School with Springdale Junior School will be taken by the City of Wolverhampton Council's Cabinet on 29 November 2017.

Please indicate its relevance to any of the equality duties (below) by selecting Yes or No?

	Yes	No
Eliminating unlawful discrimination, victimisation and harassment		✓
Advancing equality of opportunity	✓	
Fostering good community relations	✓	

If not relevant to any of the three equality duties and this is agreed by your Head of Service, the Equality Analysis is now complete - please send a copy to the Equality & Diversity Team. **If any of the three equality duties are relevant**, a Full Equality Analysis will need to be undertaken (PART B below).

PART B: Full Equality Analysis.

Step 1 – Identifying outcomes and delivery mechanisms (in relation to what you are assessing)

<p>What outcomes are sought and for whom?</p>	<p>To merge Springdale Infant School with Springdale Junior School to create a primary school to help raise standards for pupils in the Early Years Foundation Stage and Key Stage 1 as outlined in Part A.</p>
<p>Are there any associated policies, functions, services or procedures?</p>	<p>Relevant Legislation</p> <ul style="list-style-type: none"> • Schools Organisation Regulations 2013 • Education Act 2002 • The Education Act 2011 • The Education and Inspections Act 2006 • Equality Act 2010 • School Admissions Code 2014 • Children and Families Act 2014 • Academies Act 2010 • Education and Adoption Bill 2015. • Human Rights Act 1998 <p>Local Policy:</p> <ul style="list-style-type: none"> • Wolverhampton City Council’s Corporate Plan • Wolverhampton Children, Young People and Families Plan 2015-2025.

	<ul style="list-style-type: none"> • Primary School Organisation Strategy 2016 – 2018
If partners (including external partners) are involved in delivering the service, who are they?	Springdale Infant School and Springdale Junior School

Step 2 – What does the information you have collected, or that you have available, tell you?

What evidence/data already exists about the service and its users? (in terms of its impact on the ‘equality strands’, i.e. race, disability, gender, gender re-assignment, age, religion or belief, sexual orientation, maternity/pregnancy, marriage/civil partnership and other socially excluded communities or groups) and **what does the data tell you?** e.g. are there any significant gaps?

Age:

In January 2017, there were 26,727 nursery and primary aged pupils in state schools within Wolverhampton. The proportion of these pupils identified as having Special Educational Needs or Disability (SEND) was 14.3%.

The Resource Base at Springdale Infant school caters for children in Reception – Year 2 who have language and communication difficulties. In January 2017, there were 245 pupils on roll at the Infant School (Nursery – Year 2).

The Resource Base at Springdale Junior School caters for children in Year 3 - 6 who have language and communication difficulties. In January 2017, there were 259 pupils on roll at the Junior School.

(Source: School Census Spring 2017)

Disability:

The proportion of pupils with disabilities varies significantly between primary establishments. Levels of SEND in individual establishments are influenced by a wide range of factors including specialist provision attached to primary schools e.g. Sensory Resource Bases.

In January 2017, there were 75 primary aged pupils across the city, with a Statement/ Education and Health Care Plan (with a primary need identified as language and communication difficulties), 76% were being catered for within mainstream settings and 24% were within special schools (Source: ONE January 2017).

In Springdale Infant School in January 2017, 13.8% of the cohort were identified with SEND, of these 2.8% had a primary need of language and communication difficulties (Source: School Census Spring 2017).

In Springdale Junior School in January 2017, 21.2% of the cohort were identified with SEND, of these 7.7% had a primary need of language and communication difficulties (Source: School Census Spring 2017).

Gender:

In January 2017, 48.9% of the City's primary school population were girls and 51.1% were boys. Of these, 14.3% were identified as having SEND; of which 34% were girls and 66% were boys. 17% of pupils with SEND, were identified with Language and Communication Difficulties.

In January 2017, Springdale Infant School had 245 pupils on roll; 48.6 % girls and 51.4% boys. Of the 34 pupils identified as having SEND 20.6% were girls and 79.4% of boys.

In January 2017, Springdale Junior School had 259 pupils on roll; 47.5% girls and 52.5% boys. Of the 55 pupils identified as having SEND 27.3% were girls and 72.7% of boys.

(Source: School Census Spring 2017)

Please note: School Census information relating to the characteristics of pupils in Primary Schools in Wolverhampton are monitored on a termly basis.

Race:

In January 2017, 54.7% of Wolverhampton's primary pupils' ethnic origin was other than White British. The ethnic origin of individual primary school populations varies significantly (Goldthorn Park Primary School and St Luke's Primary Schools'

populations are 4.5% White British, whilst Oak Meadow Primary School population is 80.4% White British). This is a consequence of schools typically reflecting the composition of local communities. As illustrated by both Census data and published Ward Profiles (available at www.wolverhamptoninprofile.org.uk) the ethnic composition of communities varies significantly across the City. It should be noted that the ethnic makeup of communities in Wolverhampton is dynamic, analysis of Census information suggests that the proportion of White British residents of the City fell by 10 percentage points between 2001 and 2011. In contrast, the proportion of Asian, Black, Mixed and Other ethnic groups increased.

One of Wolverhampton's most remarkable characteristics is its superdiversity and this is another factor that can influence demand for school places. It is estimated that in recent years the number of non-UK born residents in Wolverhampton has increased (Annual Population Survey, Office for National Statistics (ONS)) and in 2016, 31.6% of births to Wolverhampton residents were to non-UK born mothers (ONS 2016). As stated by the ONS, 'over a quarter (28.2%) of live births in England and Wales in 2016 were to women born outside the UK, the highest level on record'. Also 'Despite an overall decline in the number of live births in England and Wales between 2015 and 2016, births to women born outside the UK increased by 2.1%' (ONS 2016).

An exercise has been undertaken which compares, at ward level, the ethnic group of mothers (aged 15 to 44) who gave birth at New Cross Hospital between 2010 and 2012 with the ethnic group of female residents (aged 15 to 44) from the 2011 Census. This analysis emphasises the significant variation in the ethnic composition of individual wards' populations and also highlights the strong correlation between the ethnicity of female residents and the ethnic group of mothers. Despite the general strength of this correlation, there are a number of discrepancies that highlight underrepresentation of the Black and Mixed ethnic groups in the proportion of mothers who gave birth between 2010 and 2012.

In Springdale Infant School, 69.7% of the pupils attending were White British, 8.6% were Mixed White and Black Caribbean and the remaining 21.6% were from 9 other ethnicities (and also includes those who refused to provide the information or information has not yet been obtained).

In Springdale Junior School, 62.9% of the pupils attending were White British, 10.4% were Asian or Asian British - Indian and the remaining 26.6% were from 12 other ethnicities (and also includes those who refused to provide the information or information has not yet been obtained).

In January 2017, in Springdale Infant School, the ethnic origin of the pupils with Language and Communication Difficulties was; 57.1% White British and the remaining 42.9% were from other ethnicities.

In January 2017, in Springdale Junior School, the ethnic origin of the pupils with Language and Communication Difficulties was; 65% White British and the remaining 35% were from other ethnicities.

(Source: School Census Spring 2017)

Religion:

The primary estate across Wolverhampton comprises of 75 schools including 14 Church of England Schools (19%), 10 Catholic Schools (14%) and 1 Sikh Faith School (1%). Springdale Infant School and Springdale Junior School are community schools not faith schools.

Has there been any consultation with, or input from, customers / service users or other stakeholders? If so, with whom, how were they consulted and what did they say? If you haven't consulted yet and are intending to do so, please list which specific groups or communities you are going to consult with and when.

When proposing to merge schools, Local Authorities must follow statutory processes and timescales as outlined in The School Organisation (Prescribed Alterations to Maintained Schools (England) Regulations 2013 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 - Statutory Guidance for proposers and Decision Makers' (DfE April 2016).

Consultation and Decision Making Timeline

8 May 2017 – 25 June 2017 (Stage 1 - Informal Consultation)

Informal Consultation with stakeholders including pupils, parents, staff and Governors.

July 2017 – Individual Executive Decision Notice

Consideration given to the responses to Initial Consultation and a decision made whether or not to proceed to Stage 1 of the statutory process.

11 September 2017 (Stage 2 – Publication)

The statutory proposal and public notice published.

11 September 2017 – 8 October 2017 (Stage 3 – Representation)

Representation Period (Formal Consultation) – offers stakeholders a formal opportunity to submit comments on the proposal.

29 November 2017 (Stage 4 – Decision)

Cabinet consider the outcome of consultation and make a final decision on the proposal in line with published decision makers' guidance.

1 January 2018 (Stage 5 – Implementation)

If approved, the proposal would be implemented.

Informal Consultation

Informal Consultation commenced on 8 May 2017 and concluded on 25 June 2017. The following stakeholders were consulted; parents/carers of pupils attending Springdale Infant School and Springdale Junior School, members of staff at Springdale Infant School and Springdale Junior School, the Governing Body of Springdale Infant School and Springdale Junior School, members of Children, Young People and Families Scrutiny Panel, Trade Union representatives, Merry Hill and Penn Ward Councillors, local diocesan authorities, members of the West Midlands School Organisation Group and headteachers in Wolverhampton. At the start of consultation, over 770 consultation documents was distributed via email or hard copy. In addition, the consultation featured in the School Bulletin on 5 May 2017 (this is the principal weekly communication mechanism between the Council and schools' leadership across the City).

During the Informal Consultation period, 33 written consultation responses had been received by the City of Wolverhampton Council regarding the proposed merger of Springdale Infant School with Springdale Junior School. These were completed by a range of stakeholders including Governors, staff and parents/carers of pupils.

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Number of responses received	Respondents in favour of the proposal	Respondents against the proposal	Respondents who 'Don't know'	Not Stated
33	27 (82%)	1 (3%)	4 (12%)	1 (3%)

A number of supportive comments regarding the proposal were received during Informal Consultation including:

- “A primary school will have the best possible outcomes for all pupils.” (Response 1 – Member of the Governing Body at Springdale Junior School).
- “Both schools working together under one Headteacher - so if we have a child in each school their school plays etc won't be at the same time and other school stuff.” (Response 2 – Parent/ Carer of a pupil at Springdale Infant School).
- “The school needs consistency and strong leadership. There have been too many new initiatives and the merger with the juniors seems to be the best solution.” (Response 6 – Member of staff at Springdale Infant School).
- “Positive move for the school - Positive impact so far since recent inspection.” (Response 8 – Member of staff at Springdale Infant School).
- “As the proposed admission numbers will be remaining the same there are no concerns that this would impact on schools in Staffordshire therefore we have no objections to the proposed merger.” (Response 9 – Staffordshire County Council).
- “The proposed merger will certainly enhance the learning of the children currently in both schools. The levels of continuity, consistency and progression will be maximised by the schools becoming a unified primary school. The clear leadership shown by the Headteacher of the Junior school will not only, benefit the outcomes of the pupils, but will also guarantee a high level of professional development and clear guidance for all staff. The financial benefits for the school will also be enhanced by the economies of scale. Transition for pupils will quickly become less of an issue and stalling in learning will be reduced.” (Response 11 - Member of staff at Springdale Junior School).
- “I agree to the proposed merger of Springdale Infant School with Springdale Junior School because there would be consistency of learning between the two schools thus there would be less 'back tracking and filling the gaps' and more building on pupil's existing knowledge in Key Stage 2. There would be better communication between the two schools especially identifying earlier, pupils with specific learning difficulties.” (Response 21 – Member of staff at Springdale Junior School).

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- “Have felt for many years that a merger of the two schools would benefit pupils. A merger would ensure consistency across both schools, consistency in curriculum, expectations and standards. The physical building will mean very few changes will have to take place, so very little disruption to pupils....” (Response 32 – Member of staff at Springdale Junior School)

A number of concerns and considerations regarding the proposal were also identified during Informal Consultation including:

- “.... I believe the school doesn't have to merge to improve. There's obviously a lack of communication between the two schools when there shouldn't be there are in same building. I think the education board should look at more productive ways to improve staff teachers knowledge giving teachers the real skills needed. There's a skill gap between "no longer there experienced staff" and today's modern staff. Fill the skill gap to improve leadership, organisation and performance. More regular reviews of performance is needed...” (response 7 – Parent/Carer of a pupil at Springdale Infant School).
- “On the premise that the best interest of both schools are catered for e.g. proper levels of staffing are upheld for the Infant School and leadership that is representative of both schools are put into place. This process requires transparency for parents so that they are fully informed of all changes and allowed a voice. This should not mean that Infant School activities such as break times, clubs, plays, etc are ceased. Both schools when merged need a shared ethos and commitment to all.” (Response 15 – Parent of a pupil at Springdale Junior School).
- “The Governing Body and the City of Wolverhampton Council need to make a clear statement of intent that this proposal will not only keep the SL Resource bases but will use the merger to successfully enhance this facility for the children by guaranteeing specialist teaching and the appropriate resources are available across the primary school age range. This opportunity should look at how the merger can ensure stability and continuity for children from age 4-11.” (Response 16 – Parent/Carer of a pupil at Springdale Junior School).
- “I feel the merger makes sense in terms of supporting 2 smaller schools that are so closely connected to both do well and for a well managed transition from infant to junior. However, I also feel this has to be done in the interest of both schools and not primarily as a reaction to the recent infant OFSTED. The merger needs to consider the needs of both schools and maintain the needs of infants’ pupils.” (response 30 – Parent/Carer of a pupil at Springdale Infant School).

Consultation meetings also took place during the Informal Consultation period. Representatives from the Education Department outlined the proposal and stakeholders were offered the opportunity to ask raise queries or offer comments. A summary of these meetings is available to decision-makers.

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Stakeholder Group	Date of Meeting	Number of Attendees
Springdale Junior School Governing Body	8 May 2017	8
Springdale Infant School Governing Body	9 May 2017	8
Springdale Infant School staff	15 May 2017	22
Springdale Junior School Staff	16 May 2017	28
Springdale Infant parents/carers	17 May 2017	18
Springdale Junior parents/carers	18 May 2017	7
Springdale Infant pupils (School Council)	19 May 2017	9
Springdale Junior pupils (School Council)	19 May 2017	8

Formal Consultation commenced on 11 September 2017 and concluded on 8 October 2017. The following stakeholders were consulted;

The Federated Governing Body of Springdale Infant School and Springdale Junior School, members of Children, Young People and Families Scrutiny Panel, Trade Union representatives, Merry Hill and Penn Ward Councillors, local diocesan authorities, Members of Parliament for Wolverhampton constituencies, Shropshire Council, Walsall Council, Staffordshire County Council and members of the West Midlands School Organisation Group. A copy of the Public Notice was published in the Express and Star on 11 September 2017, displayed at both schools and consultation documents were published on the Council website in accordance with School Organisation Regulations.

The Council received two responses to Formal Consultation, one from Staffordshire County Council and Birmingham City Council. Neither responses raised any concerns regarding the proposed merger.

**Are there any complaints, compliments, satisfaction surveys or customer feedback that could help inform this assessment?
If yes, what do these tell you?**

As previously identified there were 33 responses to Informal Consultation and a range of information was received from consultees.

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Response 16 stated “The governing body and the City of Wolverhampton Council need to make a clear statement of intent that this proposal will not only keep the SL Resource bases but will use the merger to successfully enhance this facility for the children by guaranteeing specialist teaching and the appropriate resources are available across the primary school age range...” (Parent/Carer of a pupil at Springdale Junior School).

In response to the above, no specific changes to the resource bases at Springdale Infant School or Springdale Junior School were proposed as part the proposal. Budgets reflect the additional cost of supporting pupils with additional needs and schools are responsible for ensuring staffing and resources are appropriate.

Response 21 stated “I agree to the proposed merger of Springdale Infant School with Springdale Junior School because there would be consistency of learning between the two school thus there would be less ‘back tracking and filling the gaps’ and more building on pupils existing knowledge in Key Stage 2. There would be better communication between the two schools especially identifying earlier, pupil's with specific learning difficulties.” (Member of Staff Springdale Junior School).

In response the above, the advantages of a merger can reduce the likelihood of lost learning at the beginning of Key Stage 2, increase the opportunity for specialist teachers to work with a wider range of pupils and also providing the opportunity for a consistent approach that will benefit all pupils.

Response 33 stated “We support the proposal to merge Springdale Infant School with Springdale Junior School...as a positive and sensible to the recent advice from Ofsted that the Infant school has been found lacking in some key areas.We had concerns especially since he started Year 1 in areas of school administration and communication. A recent issue was the sudden, unnotified removal of year 1 and 2 afternoon playtime, apparently in response to the Ofsted rating, which has caused our son (who has hyperactivity and sensory issues) real challenges...” (Parent/Carer at Springdale Infant School).

In response to the above, the Council acknowledge the concerns raised, however, it is the responsibility of the governors and senior leadership team to plan the school day and communicate any changes with parents/carers.

In addition, Council representatives would like to highlight that the Council is currently undertaking a Citywide SEND Review in order to develop well-planned and forward-looking provision that enables all children and young people to access local educational provision in order to meet their needs. The outcomes of pupils with SEND and specifically those with language and communication difficulties, will continue to be monitored and analysed to ensure that support provided is sufficient to meet their needs.

Step 3 – Identifying the negative impact.

a. Is there any negative impact on individuals or groups in the community?

	<p>Barriers:</p> <p>What are the potential or known barriers/impacts for the different 'equality strands' set out below? Consider:</p> <ul style="list-style-type: none"> • Where you provide your service, e.g. the facilities/premises; • Who provides it, e.g. are staff trained and representative of the local population/users? • How it is provided, e.g. do people come to you or do you go to them? Do any rules or requirements prevent certain people accessing the service? • When it is provided, e.g. opening hours? • What is provided, e.g. does the service meet everyone's needs? How do you know? <p>* Some barriers are justified, e.g. for health or safety reasons, or might actually be designed to promote equality, e.g. single sex swimming/exercise sessions, or cannot be removed without excessive cost. If you believe any of the barriers identified to be justified then please indicate which they are and why.</p> <p>Solutions:</p> <p>What can be done to minimise or remove these barriers to make sure everyone has equal access to the service or to reduce adverse impact? Consider:</p> <ul style="list-style-type: none"> • Other arrangements that can be made to ensure people's diverse needs are met; • How your actions might help to promote good relations between communities; • How you might prevent any unintentional future discrimination.
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Equality Themes	Positive Impacts	Negative Impacts identified	Solutions (ways in which you could mitigate the negative impact)
Age (including children, young people and older people)	N/A. The age equality strand does not apply to children under the age of 18.	N/A. The age equality strand does not apply to children under the age of 18.	N/A. The age equality strand does not apply to children under the age of 18.
Disability (including carers)	The proposal aims to support Springdale Infant School and Springdale Junior School to improve outcomes for all children regardless of disability.	N/A	N/A
Gender (men and women)	The proposal aims to support Springdale Infant School and Springdale Junior School to improve outcomes for all children regardless of gender.	N/A	N/A
Race (including Gypsies & Travellers and Asylum Seekers)	The proposal aims to support Springdale Infant School and Springdale Junior School to improve outcomes for all children regardless of race.	N/A	N/A
Religion or belief (including people of no religion or belief)	N/A	N/A	N/A
Gender Re-assignment (those that are going or have gone through a transition: male to female or female to male)	N/A	N/A	N/A
Pregnancy and Maternity	N/A	N/A	N/A

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Sexual orientation (including gay, lesbian, bisexual and heterosexual)	N/A	N/A	N/A
Marriage and Civil Partnership	N/A	N/A	N/A
Human Rights	N/A	N/A	N/A

Step 4 – Changes or mitigating actions proposed or adopted

Having undertaken the assessment are there any changes necessary to the existing service, policy, function or procedure? What changes or mitigating actions are proposed?

There are no proposed changes necessary. The identified benefits to both schools stand (please refer to Part A – Initial Equality Analysis).

Step 5 – Monitoring

How are you going to monitor the existing service, function, policy or procedure ?

School Census information relating to the characteristics of pupils in Primary Schools in Wolverhampton are monitored on a termly basis along with the undertaking of established School Standards monitoring practices.

Part C - Action Plan

Barrier/s or improvement/s identified	Action Required	Lead Officer	Timescale
Not applicable	Not applicable	Not applicable	Not applicable

Equality Analysis approved by:

Head of Service: Bill Hague	Date: October 2017
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