

Equality Analysis

Directorate: Education Service Area: School Planning and Resources	Lead Officer: David Kirby Date completed: January 2018
Service / Function / Policy / Procedure to be assessed: The proposed merger of Whitgreave Infant School with Whitgreave 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:

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 Whitgreave Infant School with Whitgreave Junior School with effect from 1 September 2018.

Whitgreave Infant School is a mixed Community school that caters for children aged between 3 and 7 years, co-located within Low Hill Crescent, Low Hill, Wolverhampton WV10 9HS. The School currently offers 60 places in Reception to Year 2, and has a 60 place nursery.

Whitgreave Junior School is a mixed Community school that caters for children aged between 7 and 11 years, co-located within Goodyear Avenue, Low Hill, Wolverhampton, WV10 9JP. The School offers 60 places per year group in Years 3 - 6.

Strategic policy regarding the organisation of primary school provision in the City is outlined within the Council's Primary School Organisation Strategy 2016-2018 (PSOS 2016).

The PSOS recommends that, "... the Council invites responsible bodies (e.g. Governing Bodies or Trusts) to consider the merger or amalgamation of infant and junior schools whenever the Headship of a school becomes vacant. For mergers to be considered, the leadership of the establishment that is proposed for expansion must be at least 'Good'." (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 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).

In January 2017, the Headteacher of Whitgreave Infant School formally announced her intention to retire at the end of the academic year 2016-17. The recommendation from both schools' governing boards was to merge Whitgreave Infant School and Whitgreave Junior School, and agreed to appoint the headteacher of the junior school as the acting headteacher of the infant school with effect from 1 September 2017.

Whitgreave Infant School was inspected by Ofsted in June 2014 and was judged to be a 'Good' school.

Whitgreave Junior School is judged 'Outstanding' by Ofsted in November 2015. Performance at the end of Key Stage 2 remains strong and children make significant progress in both English and maths throughout Key Stage 2.

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 Whitgreave Infant School with Whitgreave Junior School to create a Primary School for children aged 3 to 11 years with effect from 1 September 2018. To enable the proposed merger;

- Whitgreave Infant School would be discontinued on 31 August 2018.
- The age range of Whitgreave Junior School would be altered from 7 to 11 years to 3 to 11 years with effect from 1 September 2018.
- The recorded capacity of Whitgreave Junior School would be expanded to include the physical capacity of Whitgreave Infant School's buildings with effect from 1 September 2018. The schools are co-located on the same site with their facilities separated by a playing field; a path is required to support the transition to one school.

Informal Consultation commenced on 2 October 2017 and concluded on 19 November 2017. In December 2017, the Cabinet Member for Education in consultation with the Director of Education reviewed the outcome of Informal Consultation and approved progression to Formal Consultation (Representation). Formal Consultation commenced on 4 January 2018 and concluded on 31 January 2018.

Please note that a final decision on the proposed merger of Whitgreave Infant School with Whitgreave Junior School will be taken by the City of Wolverhampton Council's Cabinet on 21 February 2018.

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)

What outcomes are sought and for whom?	To merge Whitgreave Infant School with Whitgreave Junior School to create a primary school.
Are there any associated policies, functions, services or procedures?	<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. • Primary School Organisation Strategy 2016 – 2018
If partners (including external partners) are involved in delivering the service, who are they?	Whitgreave Infant School and Whitgreave 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%.

In January 2017, there were 229 pupils on roll at the Infant School (Nursery – Year 2).

In January 2017, there were 243 pupils on roll at the Junior School.

(Source: School Census January 2017)

The proportion of responses at Informal Consultation were 32.6% from people aged 25-34, 30.4% aged 35-44, 6.5% aged 16-24, 8.7% aged 45-54, 8.7% aged 55-64, 4.4% from over 65 and 8.7% did not disclose this in their response.

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 Whitgreave Infant School in January 2017, 31.1% of the cohort were identified with SEND, (Source: School Census Spring 2017).

In Whitgreave Junior School in January 2017, 23.5% of the cohort were identified with SEND. Source: School Census Spring 2017).

The proportion of responses at Informal Consultation were 87% did not have a disability, 6.5% do have a disability and 6.5% did not disclose this information.

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, Whitgreave Infant School had 180 pupils on roll; 50% girls and 50% boys. Of the 56 pupils identified as having SEND 46.4% were girls and 53.6% of boys.

In January 2017, Whitgreave Junior School had 243 pupils on roll; 44.9% girls and 55.1% boys. Of the 57 pupils identified as having SEND 42.1% were girls and 57.9% 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.

The proportion of responses at Informal Consultation were 84.8% from females, 13% from males and 2.2% did not disclose their gender.

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 Whitgreave Infant School, 53.9% of the pupils attending were White British, 13.9% were White and Black Caribbean, 10% were Black or Black British African, 7.2% were Other Mixed Background and the remaining 15% were from 7 other ethnicities (and also includes those who refused to provide the information).

In Whitgreave Junior School, 63.8% of the pupils attending were White British, 10.3% were Black or Black British African, 7.8% White and Black Caribbean and the remaining 18.1% were from 10 other ethnicities.

(Source: School Census Spring 2017)

The proportion of responses at Informal Consultation were 78.3% White-British, 8.7% White and Black Caribbean, 4.3% Black and Black African, and 2.2% for the groups Black and Black Caribbean and Other Asian/Asian British and 4.3% did not disclose this information.

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%). Whitgreave Infant School and Whitgreave Junior School are community schools not faith schools.

The proportion of responses at Informal Consultation were 45.7% did not have a religion, 39.1% Christian and 15.2% were 'Other' or did not provide this information.

Sexual orientation:

The proportion of responses at Informal Consultation were 89.1% heterosexual/straight and 10.9% did not disclose this information.

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

2 October 2017 – 19 November (Stage 1 - Informal Consultation)

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

December 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.

4 January 2018 (Stage 2 – Publication)

The statutory proposal and public notice published.

4 January 2018 – 31 January 2018 (Stage 3 – Representation)

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

21 February 2018 (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 September 2018 (Stage 5 – Implementation)

If approved, the proposal would be implemented.

Informal Consultation

Informal Consultation commenced on 2 October 2018 and concluded on 19 November 2017. The following stakeholders were consulted; parents/carers of pupils attending Whitgreave Infant School and Whitgreave Junior School, members of staff at Whitgreave Infant School and Whitgreave Junior School, the Governing Body of Whitgreave Infant School and Whitgreave Junior

School, members of Children, Young People and Families Scrutiny Panel, Trade Union representatives, Bushbury North, Bushbury South and Low Hill and Fallings Park Ward Councillors, local diocesan authorities, members of the West Midlands School Organisation Group and headteachers in Wolverhampton. At the start of consultation, over 580 consultation documents was distributed via email or hard copy. In addition, the consultation featured in the School Bulletin on 29 September 2017 (this is the principal weekly communication mechanism between the Council and schools' Leadership across the City).

During the Informal Consultation period, 46 written consultation responses had been received by the City of Wolverhampton Council regarding the proposed merger of Whitgreave Infant School with Whitgreave Junior School. These were completed by a range of stakeholders including Governors, staff and parents/carers of pupils.

Number of responses received	Respondents in favour of the proposal	Respondents against the proposal	Respondents who 'Don't know'	Not Stated
46	39 (85%)	5 (11%)	1 (2%)	1 (2%)

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

“Think it will make an easier transistion for children entering the school from a nursery without having to keeping (sic) moving from one school to another. Primary also makes the school more of a unit instead of 2 sperate schools. Teachers should be able to pass on information more easily from infant to junior schools”. (Response 3 – Parent/Carer of a pupils at Whitgreave Infant School).

“This is positive for continuity in all areas”. (Response 16 – Member of staff at Whitgreave Junior School.)

“I feel this is an oppotunity for children, staff and the schools to progress and move forward”. (Response 19 – Member of staff at Whitgreave Junior School).

“Because that merger will reduce the likelihood of lost learning from the kids who have entered primary school”. (Response 24a – Parent/carers of pupil at Whitgreave Infant School and Whitgreave Junior School).

“I think that the proposal is a fantastic idea, for a variety of reasons. A) The number of transitions that children will face will be reduced. B) The highly effective policies and procedures introduced at the Juniors by Sarah Redfern can be implemented at the Infants. C) Methods/routines will run across both schools. D) High expectations in both schools. E) Staff currently teaching in either school will be given the opportunity to broaden their experiences by working with new staff and teaching a wider age range

of children”. (Response 31 – Member of staff at Whitgreave Junior School and Member of the Governing Board of Whitgreave Infant and Whitgreave Junior Schools)

“...it would be a fantastic opportunity to ensure consistency, continuity and progression for both schools, which will positively impact upon teaching and learning for all pupils. It will also ensure that all expectations for all pupils will be the same, thus making it clearer for parents/carers...”. (Response 45 Member of Staff at Whitgreave Junior School and Member of the Governing Board of Whitgreave Infant and Whitgreave Junior Schools).

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

“The infant staff are being subjected to numerous changes, changing all infant school policies and working ways to those of the junior school. This is happening with immediate effect putting a ridiculous amount of stress on staff and this putting strain on the children who are also having to deal with these changes to the way they work. This is making a very stressful working environment and is detrimental to the staff and children who have been stable in their working environment and through no fault of their own have neem forced to make gradual changes that in most cases are unnecessary or could have been introduced gradually”. (Response 35 – Member of staff at Whitgreave Infant School).

“I am happy with how the school was run before. The kids have had to have new uniform and have new lessons and the staff seemed to be rushed off their feet and stressed out trying to fit in all the new things they are having to do. It’s not fair on them as they are all so nurturing and should be left as an infant school doing a great job as they always have”. (Response 37 – Parent/carer of a pupils at Whitgreave Infant School.)

“The infant school is fine as it is the staff are all settled and don’t need to have the worry of having to possibly move classes and work with older children when they are happy working in the infant school with the ages they want to work with...” (Response 38 – Parent/carer of a pupil at Whitgreave 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.

Stakeholder Group	Date of Meeting	Number of Attendees
Whitgreave Infant and Junior Joint Staff	10 October 2017	46
Whitgreave Infant School Infant and Junior School parents/carers	11 October 2017 9am	11
Whitgreave Infant and Junior Joint School Council	11 October 2017 3.45pm	23
Whitgreave Infant School Infant and Junior School parents/carers	11 October 2017 6pm	1
Whitgreave Junior School Federated Governing Body	19 October 2017	13

Formal Consultation commenced on 4 January 2018 and concluded on 31 January 2018. The following stakeholders were consulted:

The Federated Governing Body of Whitgreave Infant School and Whitgreave 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 4 January 2018, displayed at both schools and consultation documents were published on the Council website in accordance with School Organisation Regulations.

The Council received one response to Formal Consultation. The response was supportive of the proposal and no concerns were raised.

**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 46 responses to Informal Consultation and a range of information was received from consultees.

“I am happy to support the proposal because of the various advantages of such a merger, such as easing the transition from infant to junior level, ensuring greater continuity and consistency across the two schools, and enabling some specialist teachers and family support workers to work more effectively across the year groups of both schools. The main concern I have as an infant governor, is that the particular ethos of the approach developed over many years at the infant school, in being particularly suited to care for the needs of young children from diverse backgrounds and with special needs, whilst maintaining high standards, should not be lost by governance that might seek to standardise the approach across the widely differing age groups. Hopefully this concern will be protected by maintain a deputy Headteacher in position over the infant school”. (Respondee 43 – Member of Governing Body at Whitgreave 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 manage the schools approach to the care for the needs of all children.

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 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. 		
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 Whitgreave Infant School and Whitgreave Junior School to improve outcomes for all children regardless of disability.	N/A	N/A
Gender (men and women)	The proposal aims to support Whitgreave Infant School and Whitgreave 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 Whitgreave Infant School and Whitgreave 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
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: 01.02.18