

# EQUALITY IMPACT ASSESSMENT

## 1. Topic of assessment

<b>EIA title:</b>	<b>Proposal to amalgamate Weybourne Infant School and William Cobbett Junior School</b>
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<b>EIA author:</b>	Kathy Beresford and Sarah Jeffery
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## 2. Approval

	<b>Name</b>	<b>Date approved</b>
<b>Approved by<sup>1</sup></b>	P-J Wilkinson	21/05/2015

## 3. Quality control

<b>Version number</b>	1.1	<b>EIA completed</b>	28/05/2015
<b>Date saved</b>	30 April 2015	<b>EIA published</b>	<b>28/05/2015</b>

## 4. EIA team

<b>Name</b>	<b>Job title (if applicable)</b>	<b>Organisation</b>	<b>Role</b>
Kathy Beresford	School Commissioning Officer	Surrey County Council School Commissioning Team	Co author
Sarah Jeffery	Assistant School Commissioning Officer	Surrey County Council School Commissioning Team	Co author

<sup>1</sup> Refer to earlier guidance for details on getting approval for your EIA.

# EQUALITY IMPACT ASSESSMENT

## 5. Explaining the matter being assessed

<b>What policy, function or service is being introduced or reviewed?</b>	<p>Both schools serve the Weybourne area of northern Farnham and both offer good education for all of their students. The two schools are on adjacent sites and the vast majority of students who attend Weybourne Infant School naturally transfer to William Cobbett Junior School. In such situations it is Surrey County Council (SCC) policy to consider amalgamation as it is felt that this secures the best future for all children.</p>
<b>What proposals are you assessing?</b>	<p>SCC, in partnership with the governing bodies of Weybourne Infant School and William Cobbett Junior School, is proposing to amalgamate the two schools to form a primary school by extending the age range at William Cobbett Junior School and closing Weybourne Infant School. The resulting extended primary school would incorporate both existing sites.</p>
<b>Who is affected by the proposals outlined above?</b>	<p>The proposal will impact:</p> <ul style="list-style-type: none"> <li>• Students at Weybourne Infant and William Cobbett Junior schools</li> <li>• Parents of students at Weybourne Infant and William Cobbett Junior schools</li> <li>• School staff</li> <li>• School governors</li> <li>• Students at Folly Hill Infant and Badshot Lea Infant schools</li> <li>• Parents of students at Folly Hill Infant and Badshot Lea Infant schools</li> <li>• Families in the locality</li> </ul>

## 6. Sources of information

<b>Engagement carried out</b>
<p>A formal consultation was carried out between 26 February 2015 and 19 April 2015, and consultation documents were published on the SCC consultation website 'Surrey Says'. Two public meetings were held on Thursday 5 March and Tuesday 10 March at Weybourne Infant and William Cobbett Junior School, respectively.</p> <p>A total of eight responses were received and analysed. Of the eight written responses, all agreed with the proposed amalgamation.</p>
<b>Data used</b>
<ul style="list-style-type: none"> <li>• School records of children currently on roll</li> <li>• Surrey Children's Disability Register</li> <li>• Surrey-i JSNA Chapter: Ethnicity</li> <li>• Surrey-i Dataset: Births by area of residence of mother (Local Authority)</li> <li>• JSNA Data: Teenage pregnancy</li> <li>• SCC school admissions records</li> </ul>

# EQUALITY IMPACT ASSESSMENT

## 7. Impact of the new/amended policy, service or function

### 7a. Impact of the proposals on residents and service users with protected characteristics

Protected characteristic <sup>2</sup>	Potential positive impacts	Potential negative impacts	Evidence																												
<b>Age</b>	<p>Primary age children (4-11) will potentially be impacted.</p> <p>Children at Weybourne Infant School will be able to attend the same site all through primary school with a secure route from Keystage1(KS1) to Keystage2 (KS 2).</p>	<p>Potentially, children not attending Weybourne Infant School may not obtain a place at William Cobbett Junior school.</p> <p>However, this risk is a current one as the number of children attending the partner schools is greater than the number of places available at William Cobbett at present. This risk is not created as an impact of this amalgamation.</p>	<p>Data analysis of admissions trends to William Cobbett Junior School.</p> <p>Analysis of current schools published admissions numbers and proposed schools published admissions numbers</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Current</th> <th colspan="2">Proposed</th> </tr> </thead> <tbody> <tr> <td>William Cobbett - Year 3</td> <td style="text-align: center;">90</td> <td>New primary school - year 3</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Weybourne Infant - Year R</td> <td style="text-align: center;">40</td> <td>New primary school - year R</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Folly Hill - Year R</td> <td style="text-align: center;">30</td> <td>Folly Hill - Year R</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Badshot Lea - Year R</td> <td style="text-align: center;">45</td> <td>Badshot Lea - Year R</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Number of Year 2 children requiring a Year 3 place</td> <td style="text-align: center;">115</td> <td>Number of Year 2 children requiring a Year 3 places</td> <td style="text-align: center;">75</td> </tr> <tr> <td><b>Deficit of Year 3 places at William Cobbett</b></td> <td style="text-align: center;"><b>25</b></td> <td><b>Deficit of year 3 places provided by new primary school</b></td> <td style="text-align: center;"><b>25</b></td> </tr> </tbody> </table>	Current		Proposed		William Cobbett - Year 3	90	New primary school - year 3	50	Weybourne Infant - Year R	40	New primary school - year R	40	Folly Hill - Year R	30	Folly Hill - Year R	30	Badshot Lea - Year R	45	Badshot Lea - Year R	45	Number of Year 2 children requiring a Year 3 place	115	Number of Year 2 children requiring a Year 3 places	75	<b>Deficit of Year 3 places at William Cobbett</b>	<b>25</b>	<b>Deficit of year 3 places provided by new primary school</b>	<b>25</b>
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<b>Disability</b>	<p>Continuity of environment and staff provided from an earlier age to children with a Statement of Special Educational Needs (SEN) or with an Education Health Care</p>	<p>There is a risk that disabled parents of children at Folly Hill or Badshot Lea may have to travel further if their child is not allocated a place in Year 3 at the new primary school.</p>	<p>Current admissions arrangements for Weybourne Infant and William Cobbett Junior school</p>																												

<sup>2</sup> More information on the definitions of these groups can be found [here](#).

# EQUALITY IMPACT ASSESSMENT

	<p>Plan (EHCP) who may access the Special Educational Needs unit in KS2.</p> <p>Continuity of environment and staff from age 4 through to age 11 will assist parents with disabilities e.g. those parents with learning disabilities or sensory impairments or those on the Autistic Spectrum etc...</p> <p>Children with a SSEN or EHCP who do not attend the primary school for KS1 receive admissions priority at KS2 if the school is named on their SSEN or EHCP.</p> <p>Not proposing any changes to the Special Educational Needs unit.</p>	<p>However, this risk currently exists in the present admissions arrangements. There is an exceptional arrangements provision in the admissions arrangements to the school, which would allow parents to make a case for priority admission if this was to have a large impact on them.</p>													
<b>Gender reassignment</b>	No impact identified	No impact identified													
<b>Pregnancy and maternity (includes parents of children)</b>	<p>Parents potentially have a greater choice of all-through primary schools to which to apply.</p> <p>A sibling link already exists to ensure, where possible, that siblings are able to attend the</p>	<p>Parents potentially have a lesser choice of separate infant and junior provision to which to apply.</p> <p>Potentially, a new school uniform may be required if the proposed</p>	<p>Surrey-i Dataset: Births by area of residence of mother (Local Authority), years 2010, 2011, 2012, 2013</p> <p>Births by age of mother age under 18</p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>Average over 4 years</th> </tr> </thead> <tbody> <tr> <td>Surrey total</td> <td>80</td> <td>89</td> <td>107</td> <td>67</td> <td>86</td> </tr> </tbody> </table>		2010	2011	2012	2013	Average over 4 years	Surrey total	80	89	107	67	86
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# EQUALITY IMPACT ASSESSMENT

	<p>same school and there is no change proposed in this regard.</p> <p>Numbers of teenage pregnancies in the area are very low so it is not anticipated that this group will be impacted.</p>	<p>amalgamation takes place. This may have an impact on families' financial resources in the cost of buying a new uniform. However, there are various strategies that the new primary school could employ to minimise this impact.</p>	<table border="1"> <tr> <td>Waverley</td> <td>9</td> <td>7</td> <td>5</td> <td>4</td> <td>6</td> </tr> </table> <p>Based on data available (four years from 2010-2013) the average number of births per year by mothers aged under 18 in Waverley is equal to the average in Surrey. No data is available on actual age of mother.</p> <p>JSNA Data: Teenage Pregnancy</p> <p>Data indicates that teenage pregnancies in Surrey result in higher numbers of terminations than datasets both nationally and for the South-East. Similarly live births to teenage mothers are lower in comparison to national numbers and numbers for the South-East.</p>	Waverley	9	7	5	4	6
Waverley	9	7	5	4	6				
<b>Race</b>	<p>Currently, 4.95% of families whose children attend Weybourne Infant School have self-identified as being from a recognised ethnic minority group. This amalgamation will mean that they benefit from a secure educational transition from KS1 to KS2 and continuity of provision.</p>		<p>School ethnicity data</p> <p>Ofsted reports identify that "The proportion of pupils from minority ethnic groups and those for whom English in an additional language is below average."</p> <p>Surrey-i: 2011 Census: People characteristics - Key demographics, age, gender, ethnicity, religion, health and carers</p>						
<b>Religion and belief</b>	No impact	No impact							
<b>Sex</b>	No impact	No impact							
<b>Sexual orientation</b>	No impact	No impact							

## EQUALITY IMPACT ASSESSMENT

<b>Marriage and civil partnerships</b>	No impact	No impact	
<b>Carers<sup>3</sup></b>	Young carers would have a greater chance of having their sibling in the same school environment.  Greater staff awareness of child's status as a young carer so by giving a greater potential for consistent support from the school.		
<b>Socio Economic factors</b>	An all-through primary school means that there is only one uniform, decreasing costs and increasing the potential for 'hand me downs'.	See above re uniform costs.	

Page 12

### 7b. Impact of the proposals on staff with protected characteristics

<b>Protected characteristic</b>	<b>Potential positive impacts</b>	<b>Potential negative impacts</b>	<b>Evidence</b>
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<sup>3</sup> Carers are not a protected characteristic under the Public Sector Equality Duty, however we need to consider the potential impact on this group to ensure that there is no associative discrimination (i.e. discrimination against them because they are associated with people with protected characteristics). The definition of carers developed by Carers UK is that 'carers look after family, partners or friends in need of help because they are ill, frail or have a disability. The care they provide is unpaid. This includes adults looking after other adults, parent carers looking after disabled children and young carers under 18 years of age.'

# EQUALITY IMPACT ASSESSMENT

<b>Age</b>	No impact	No impact	
<b>Disability</b>	No impact	No impact	
<b>Gender reassignment</b>	No impact	No impact	
<b>Pregnancy and maternity</b>	An amalgamation would mean that there could be increased opportunities for job sharing and the greater possibility of pooling resources to cover maternity leave.	No impact	
<b>Race</b>	No impact	No impact	
<b>Religion and belief</b>	No impact	No impact	
<b>Sex</b>	No impact	No impact	
<b>Sexual orientation</b>	No impact	No impact	
<b>Marriage and civil partnerships</b>	No impact	No impact	
<b>Carers</b>	No impact	No impact	
<b>Socio Economic factors</b>	No impact	No impact	

# EQUALITY IMPACT ASSESSMENT

## 8. Amendments to the proposals

Change	Reason for change
No changes proposed, as positive impacts outweigh negative impacts	

## 9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
No actions identified			

## 10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected
<p>Potentially, children not currently attending Weybourne Infant School but attending other local 'partner' infant schools (Folly Hill or Badshot Lea) may not obtain a year 3 place at the new primary school.</p> <p>However, even without this proposal, this risk currently exists as the number of children attending the local 'partner' infant schools is greater than the number of places currently available at the junior school in Year 3.</p>	<p>Age Disability Socio Economic factors</p>
<p>If the schools amalgamate, the two governing bodies of the existing school will need to merge to form one governing body. This will mean a reduction in the number of governor vacancies. It will also mean that one chair of governors must relinquish their chairmanship. It is not known at this stage which, if any, governors this will affect and whether those affected, if any, have any protected characteristics.</p>	<p>Unknown at this stage</p>

## 11. Summary of key impacts and actions

<p><b>Information and engagement underpinning equalities analysis</b></p>	<p>Consultation (public meeting at schools and Surrey Says survey, statutory notice period).</p>
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# EQUALITY IMPACT ASSESSMENT

<b>Key impacts (positive and/or negative) on people with protected characteristics</b>	Negative impacts are outweighed by positive impacts
<b>Changes you have made to the proposal as a result of the EIA</b>	None identified
<b>Key mitigating actions planned to address any outstanding negative impacts</b>	None identified
<b>Potential negative impacts that cannot be mitigated</b>	None identified

## Further guidance

If you need more advice and guidance, you may find the following sources useful:

- [Government Equality Office: Equality Act guidance](#)
- [Equality and Human Rights Commission: \*Guidance on the Equality Duty\*](#)
- [Equality and Human Rights Commission: \*Making fair financial decisions\*](#)
- [Equality and Human Rights Commission: \*Meeting the Equality Duty in policy and decision making\*](#)
- [TUC: \*Equality Toolkit\*](#)

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