

## Appendix C

### EQUALITY ANALYSIS (EA)

<b>POLICY/PROPOSAL:</b>	Closure of primary provision on the Roe Green Strathcona site
<b>DEPARTMENT:</b>	Children and Young People
<b>TEAM:</b>	Admissions and School Organisation Team, Forward Planning, Performance and Partnerships Service
<b>LEAD OFFICER:</b>	Shirley Parks
<b>DATE:</b>	17 May 2019

*NB: Please ensure you have read the accompanying EA guidance and instructions in full.*

### SECTION A – INITIAL SCREENING

1. Please provide a description of the policy, proposal, change or initiative, and a summary its objectives and the intended results.

Roe Green Infant School is situated in the north of the borough. Following discussions with schools in Autumn 2013 about the urgent need for more school places to meet unanticipated demand, the Governing Board of Roe Green Infant School agreed to expand on a temporary basis in March 2014 on a site in Wembley known as the Roe Green Strathcona site. The provision was for 210 places in total with 30 in each year group from Reception to Year 6. This involved changing the age range of the school from 3 – 7 years to 3 – 11 years (including nursery). Following Department for Education guidelines this arrangement became permanent from 2016.

Many other schools in the borough have also expanded on a permanent basis, thereby increasing the supply of places to meet anticipated demand. Demand for places across London has, however, decreased.

There are currently 110 pupils on the Roe Green Strathcona site, with only 7 pupils in Reception. Other than Year 5, all year groups currently have significantly lower numbers than 30. Applications for Reception places on the Strathcona site for September 2019 are also low, with only 6 first preferences.

The low number of pupils provides a significant budget challenge and the school currently has some vertically grouped classes (eg Reception and Year 1). There are other schools in the local area with unfilled places that serve families who live close to the Strathcona site provision.

The proposal is to close provision on the Roe Green Infant School Strathcona satellite site by:

- Changing the age range of the school from 3 – 11 years to 3 - 7 years (including the nursery)
- Reducing the school's Published Admissions Number from 150 pupils to 120 pupils for September 2020

Alongside these changes, plans will be made for pupils currently at the site. This could take the form of a phased programme to cease provision on the site.

Roe Green Infant School will revert back to the status it had in 2015 i.e. an infant school with a PAN of 120 and 360 places across Reception to Year 2.

2. Who may be affected by this policy or proposal?

Pupils  
Parents  
Residents in the Strathcona Road area i.e. Preston ward  
Staff based at the Roe Green School Strathcona Road site and staff at the main Roe Green Infant School site  
Governing Board

3. Is there relevance to equality and the council's public sector equality duty? If your answer is no, you must provide an explanation.

Yes

4. Please indicate with an "X" the potential impact of the policy or proposal on groups with each protected characteristic. Carefully consider if the proposal will impact on people in different ways as a result of their characteristics.

Characteristic	IMPACT		
	Positive	Neutral/None	Negative
Age			X
Sex		X	
Race		X	
Disability		X	
Sexual orientation		X	
Gender reassignment		X	
Religion or belief		X	
Pregnancy or maternity		X	
Marriage		X	

5. Please complete **each row** of the checklist with an "X".

SCREENING CHECKLIST		
	YES	NO
Have you established that the policy or proposal <i>is</i> relevant to the council's public sector equality duty?	X	
Does the policy or proposal relate to an area with known inequalities?		X

Would the policy or proposal change or remove services used by vulnerable groups of people?		<b>X</b>
Has the potential for negative or positive equality impacts been identified with this policy or proposal?	<b>X</b>	
<b>If you have answered YES to ANY of the above, then proceed to section B.</b> <b>If you have answered NO to ALL of the above, then proceed straight to section D.</b>		

## SECTION B – IMPACTS ANALYSIS

1. Outline what information and evidence have you gathered and considered for this analysis. If there is little, then explain your judgements in detail and your plans to validate them with evidence. If you have monitoring information available, include it here.

The 2019-23 School Place Planning Strategy, approved by Cabinet in November 2018, identifies reducing demand for primary places and increasing numbers of spare school places across the borough. Forecast data suggest that there will be insufficient demand for available places at the provision. Within this context the proposal is to cease provision on the site, as it is not likely to be sustainable longer term.

Applications for September 2019 have been analysed - this indicates that under 10 children will attend the provision, which would be the third year of low intakes on the site. The number of pupils on the site will be lower than 100 from September 2020 onwards if larger cohorts leaving in Year 6 are not replaced by a similar number in Reception.

The quality of the provision is not a concern - the school currently achieves good outcomes for pupils. However, sustaining a split site school where provision on one site is small becomes increasingly difficult as pupil numbers continue to fall. Sustaining a small school does not represent good value for money and the per pupil cost of provision is already higher than the Brent average.

Several other schools in the area served by provision on the Roe Green Strathcona site have expanded, so there would be sufficient places in the local area to meet demand if this provision were to close.

Data on pupils at the school suggest that the intake is similar to other schools in terms of ethnic diversity, children on free school meals and children with special needs and disabilities. This indicates that attending other local schools would not have a negative impact on children that might otherwise attend provision on the Roe Green Strathcona site.

2. For each “protected characteristic” provide details of all the potential or known impacts identified, both positive and negative, and explain how you have reached these conclusions based on the information and evidence listed above. Where appropriate state “not applicable”.

**AGE**

<b>Details of impacts identified</b>	<p>If the Strathcona site is closed it will affect 4 – 11 year olds who attend that site and who live in the local area as the option to attend provision on the site will no longer be available.</p> <p>The proposal may only affect certain year groups as implementation would not be until September 2020 and by then some pupils would have already left the school. If closure of the provision is progressed, some children may need to move school. Opportunities to minimise impact have been considered and a phased closure is proposed with no Reception intake from 2020 and the school fully closing in 2021/22. This would allow pupils on roll in September 2019 to remain at the school for 3 years and for all to complete their current key stage, other than Year 3. Parents would be supported to identify an alternative school place if they requested to do so.</p> <p>The closure may affect siblings of pupils attending the site if they had an expectation of attending the site. They may have to attend a different school (depending on which year group they are in) which could affect the whole family.</p>
<b>DISABILITY</b>	
<b>Details of impacts identified</b>	The Roe Green Strathcona site is fully accessible. If children with disabilities or with SEND attend the site move school, an alternative place will be identified that meets their needs.
<b>RACE</b>	
<b>Details of impacts identified</b>	Pupils at the Roe Green Strathcona site represent the diversity of Brent. Other schools in the area also have diverse intakes and it is not considered that attending an alternative school would have a negative impact on the basis of race.
<b>SEX</b>	
<b>Details of impacts identified</b>	N/A
<b>SEXUAL ORIENTATION</b>	
<b>Details of impacts identified</b>	N/A
<b>PREGANCY AND MATERNITY</b>	
<b>Details of impacts identified</b>	N/A
<b>RELIGION OR BELIEF</b>	

<b>Details of impacts identified</b>	Roe Green Infant School is non-denominational. Many other schools in the area with spare places are also non-denominational.
<b>GENDER REASSIGNMENT</b>	
<b>Details of impacts identified</b>	N/A
<b>MARRIAGE &amp; CIVIL PARTNERSHIP</b>	
<b>Details of impacts identified</b>	N/A

3. Could any of the impacts you have identified be unlawful under the Equality Act 2010?

No

4. Were the participants in any engagement initiatives representative of the people who will be affected by your proposal and is further engagement required?

Yes. During informal consultation on the proposals, all stakeholders were invited to comment on the proposals. Consultation responses have informed the formal statutory consultation being proposed in relation to ceasing the provision on the site and the nature of those proposals, which will be designed with the aim of minimising any potential negative impacts on children and their families.

5. Please detail any areas identified as requiring further data or detailed analysis.

N/A

6. If, following your action plan, negative impacts will or may remain, please explain how these can be justified?

If following consultation a decision is taken to close the site, the proposals would be implemented from September 2020. This will allow time to plan implementation to minimise impacts on children and their families. There are many schools in the local area with vacant places that could accommodate current pupils and pupils who might have chosen this school in the future.

7. Outline how you will monitor the actual, ongoing impact of the policy or proposal?

The consultation process to change the character of Roe Green Infant School is in two parts:

- a) Part 1: Informal consultation (non statutory), which informed the proposals
- b) Part 2: Formal consultation - Stage 1- Publication of Statutory notice; Stage 2 - Formal consultation providing the opportunity for Representations to be made to the local authority; Stage 3 - Decision by the Brent Cabinet; Stage 4 - Implementation if Brent Cabinet agrees the proposal

The proposals have been reviewed after the informal consultation phase and informed by issues or concerns raised. The final decision will be made by Brent Cabinet after reviewing the responses to the informal and formal consultation.

If the decision is to proceed with the proposals, throughout the implementation process the Council will work closely with the school and will monitor the impact of the proposals on staff and children and their families with a view to developing any necessary mitigating actions. Parents would also be kept fully informed throughout the process and the authority would provide support as required.

## SECTION C - CONCLUSIONS

Based on the analysis above, please detail your overall conclusions. State if any mitigating actions are required to alleviate negative impacts, what these are and what the desired outcomes will be. If positive equality impacts have been identified, consider what actions you can take to enhance them. If you have decided to justify and continue with the policy despite negative equality impacts, provide your justification. If you are to stop the policy, explain why.

Based on current data analysis and information, officers are of the view that it is appropriate to proceed with formal consultation on the proposals.

## SECTION D – RESULT

<i>Please select one of the following options. Mark with an "X".</i>		
<b>A</b>	<b>CONTINUE WITH THE POLICY/PROPOSAL UNCHANGED</b>	<b>X</b>
<b>B</b>	<b>JUSTIFY AND CONTINUE THE POLICY/PROPOSAL</b>	
<b>C</b>	<b>CHANGE / ADJUST THE POLICY/PROPOSAL</b>	
<b>D</b>	<b>STOP OR ABANDON THE POLICY/PROPOSAL</b>	

## SECTION E - ACTION PLAN

This will help you monitor the steps you have identified to reduce the negative impacts (or increase the positive); monitor actual or ongoing impacts; plan reviews and any further engagement or analysis required.

<b>Action</b>	<b>Expected outcome</b>	<b>Officer</b>	<b>Completion Date</b>
Review concerns and issues raised during informal consultation	Inform final proposal and implementation plan taken forward	Michael Rollin	June 2019

Establish a clear implementation plan, working with the school leadership team and governing board	To mitigate any potentially negative impacts	Michael Rollin with support from other services	September 2019
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## SECTION F – SIGN OFF

Please ensure this section is signed and dated.

<b>OFFICER:</b>	Michael Rollin
<b>REVIEWING OFFICER:</b>	Shirley Parks
<b>HEAD OF SERVICE:</b>	Shirley Parks