

Appendix 2:

EQUALITY IMPACT ASSESSMENT (EIA)

POLICY/PROPOSAL :	Amalgamation of Roe Green Infant School (Community) and Roe Green Junior School (Foundation)
DEPARTMENT:	Children, Young People and Community Development
TEAM:	Access to Education and Travel Assistance, Forward Planning, Performance and Partnerships Service
LEAD OFFICER:	Michelle Gwyther
DATE:	21 July 2026

EIA Guidance is available online, please reach out to equality@brent.gov.uk for any further support.

SECTION A – SCREENING

1. Briefly and clearly describe the policy, proposal, change, or initiative, and what it is trying to achieve.

The local authority is proposing the amalgamation of Roe Green Infant School and Roe Green Junior School. The proposal would be achieved by closing the junior school, expanding the age range of the infant school to take children up to 11 years old, changing the name to Roe Green Primary School and transferring children on roll at the junior school to the primary school roll. The intended outcome is that the two schools combine to become one primary school and operate as such in the future.

2. Are there any groups who may be impacted by your proposal? For reference, Q4 lists all protected groups.

Pupils
Parents and carers of children who attend Roe Green Infant and Junior Schools
Residents in the Queensbury Ward
Staff/contractors based at Roe Green Infant and Roe Green Junior School
Governing Board of Roe Green Infant School
Governing Board of Roe Green Junior School

3. If no groups are affected, explain why.

Not applicable

4. Mark with an “X” the potential impact of the policy or proposal on different groups. You can mark more than one box for each group.

Characteristic	IMPACT		
	Positive	Neutral/None	Negative
Age - People of different age groups.		X	
Care Experience - People who have been in care for any period of their childhood.		X	
Disability - People with physical, sensory, learning, and mental health disabilities, long-term conditions, and non-visible disabilities.		X	
Gender reassignment - Transgender and non-binary people, including anyone who is proposing to, started, or who has completed a process to change their gender.		X	
Marriage and Civil Partnership - Applies mainly in the workplace, people who are married or in a civil partnership.		X	
Pregnancy and Maternity - People who are pregnant, on maternity leave, or new parents.		X	
Race and Ethnicity - People of different ethnicity, nationality, and skin colour.		X	
Religion or belief - People of all faiths, and those with no religious belief.		X	
Sex - Differences between men and women, including disparities in pay, career progression, and health outcomes.		X	

Sexual Orientation - People who identify as lesbian, gay, bisexual, queer, asexual, or any other non-heterosexual identity.		X	
Socio-Economic Status – People who are experiencing poverty or socio-economic disadvantage.		X	
Other relevant groups* <i>[replace this text and specify where appropriate]</i>		X	

* Other relevant groups could include Carers, Refugees or Asylum Seekers, Veterans, among others. Review the EIA Guidance for more information.

5. Complete **each row** of the checklist with an “X”.

SCREENING CHECKLIST		
	YES	NO
Does the policy or proposal have implications for eliminating discrimination, advancing equality of opportunity, or fostering good relations among different groups?		X
Does it relate to an area with known inequalities?	X	
Would it add, change, or remove services used by any groups listed in Q4?		X
Does it have negative or positive equality impacts on any groups listed in Q4?		X
If you have answered YES to ANY of the above, proceed to section B. If you have answered NO to ALL the above, proceed straight to section C.		

SECTION B – IMPACTS ANALYSIS

6. What data and evidence have you used to understand potential impacts? This could include service user data where relevant. If there is little or no evidence, explain why, and note any plans to improve data collection in future, adding this to the Action Plan in Section E.

Roe Green Infant and Junior Schools operate under separate governance and leadership. The schools are located on the same site.

The proposed amalgamation would have the effect of uniting the children and staff in one school based at the same site. There would be no impact on the day to day running of the school as children and staff would continue in the same classes and be taught in the same buildings.

Roe Green Infant School and Roe Green Junior School serve the same geographic area and occupy the same site. The proposed amalgamation of the schools would not displace any pupils, or have any impact on travel, and would therefore have no impact on the community. The amalgamation would provide certainty of progression to the junior phase of education, offering an all-through primary education.

The amalgamation of the two schools would result in a tapered reduction of funding over three years, and then continuing at the lower level, due to the loss of an individual lump sum currently allocated to each school. The new primary school would only receive one lump sum, with an eventual reduction in the annual budget of £174,560. Amalgamation of the schools would, however, deliver significant opportunities to identify economies of scale. There should be no impact on the future Governing Board's ability to continue to run a balanced budget. If any further impacts on the school's funding or staffing levels are identified, then this Equalities Impact Assessment will be revisited.

This proposal forms an amalgamation and therefore no pupils would be displaced. From the implementation date, pupils currently at Roe Green Junior School would have places at the expanded Roe Green Infant School (which will be renamed as Roe Green Primary School). Pupils in Year 2 at the time of the amalgamation would automatically transition to Year 3 the following September.

Depending on the timing of the amalgamation, there may be an impact on school admissions to the Junior School. Any applications or offers for the junior school would need to be amended as the Junior School would no longer be open for co-ordinated admissions to Year 3 the following September. The vast majority of applications received for Roe Green Junior School come from parents of children attending Year 2 in Roe Green Infant School. These children would be able to automatically continue in Year 3 at Roe Green Primary School, so would not be affected. There may be applications received from parents whose children do not attend Roe Green Infant School. In this case, the parents would be offered a place to start at Year 3 at Roe Green Primary School.

If a decision to amalgamate is confirmed, information and advice for parents will be provided in the 2027 Starting Primary School brochure provided by Brent Council.

7. For each characteristic:
- Provide detail for the impact listed in the response to Q4 in the left-hand box.

- b. Provide data and evidence to explain how you reached your conclusion in the right-hand box.

Relevant data sources for Brent and its residents can be found in the EIA Guidance document.

Age	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person on the basis of age	From the implementation date of the amalgamation, pupils currently at Roe Green Junior School would have places at the expanded Roe Green Infant School (to be known as Roe Green Primary School). Pupils in Year 2 at the time of the amalgamation would automatically transition to Year 3 the following September. Any parents receiving an offer of a place at the junior school in September 2027 would be able to arrange for their child to start in Year 3 at the primary school if the amalgamation takes place, as planned at the start of the autumn term 2027. Information would be provided in the Starting Primary School September 2027 brochure (published September 2026) to advise potential applicants that the school may close after offers have been made and how offers for the school would be honoured.

Care Experience	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person on the basis of care experience	Admission arrangements for the primary school would be the same as the arrangements currently in place at the infant and junior school (with the exception that year 3 admissions will no longer be co-ordinated as a normal point of entry, but as in-year instead). Looked after children and previously looked after children would retain the highest priority to be admitted to the school in any year group.

Disability	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.

The proposal will not disproportionately impact any person on the basis of disability	The proportion of children at the Roe Green schools with an EHCP is 3.0% compared to 5.6% across the whole planning area. The proportion of children at the Roe Green schools receiving SEN Support is 8.0% compared to 12.0% across the whole planning area. The proposal would not disproportionately impact any person on the basis of their disability, as appropriate provision for children with Special Educational Needs and Disability would continue. Children with an EHCP naming Roe Green Junior School would have their plans updated to reference Roe Green Primary School as their named school. Officers would liaise with SEND officers prior to amalgamation to ensure this change was identified.
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Gender Reassignment	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person on the basis of gender reassignment	Not applicable

Marriage and Civil Partnership	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person on the basis of marriage and civil partnership	Not applicable

Pregnancy and Maternity	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.

The proposal will not disproportionately impact any person on the basis of pregnancy and maternity	Not applicable
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Race and Ethnicity	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person on the basis of race and ethnicity	The top three ethnic groups attending the Roe Green schools (Any other white background 36.3% Indian 24.6% and Any other ethnic group 11.8%) match the top three ethnic groups for Primary Planning Area 1 (Any other white background 27.4%, Any other ethnic group 18.9% and Indian 16.2%). Other schools in the primary planning area also have diverse intakes and it is not considered that amalgamating the schools would have a negative impact on the basis of race. Information about a formal consultation will be available to parents in each of the top three languages spoken at the school. The Brent website has translation functions built in which are capable of translating information into 240 different languages.

Religion or Belief	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person on the basis of religion of belief	Roe Green Infant and Junior Schools are non-denominational. There are both non-denominational and faith schools in the area so there is local choice for parents / carers.

Sex	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.

The proposal will not disproportionately impact any person on the basis of sex	Not applicable
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Sexual Orientation	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person on the basis of sexual orientation	Not applicable

Socio-Economic Status	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person on the basis of socio-economic status	Admission arrangements for the primary school would be the same as the arrangements currently in place at the infant and junior school (with the exception that year 3 admissions would no longer be co-ordinated as a normal point of entry, but as in-year instead). These admission arrangements are based on set criteria which do not take into account the socio-economic status of any applicant (with the exception that children of staff may be prioritised in the arrangements).

Other Relevant Groups	
Provide detail for the impact listed in Q4.	Provide supporting data and evidence.
The proposal will not disproportionately impact any person belonging to other relevant groups	Not applicable

8. Summarise any engagement activities with relevant groups (this may replicate some of the information listed in Q7). State whether those involved represent the people affected by your proposal, or whether more engagement is needed, which should be added to the Action Plan in Section E.

Informal consultation with stakeholders was carried out between 22 June 2026 and 19 July 2026. 29 responses were received, two members of the public attended public consultation meetings and approximately 45 staff members and governors attended a separate meeting held at the school. 93% of respondents to the consultation were supportive of the proposal. Any concerns identified throughout the consultation were referenced and responded to in the Cabinet paper recommending the proposal is taken to formal consultation.

A formal statutory consultation, planned to run for four weeks in the autumn term 2026 (subject to Cabinet approval), will provide stakeholders an opportunity to comment on defined proposals.

9. Provide more detail on any areas identified as requiring further data or detailed analysis.

Not applicable

SECTION C – CONCLUSIONS

10. Summarise your overall conclusions based on the analysis:

- If there are no impacts, state that here, and **do not complete sections E or G.**
- If you decide not to move forward, explain why, and **do not complete sections E or G.**
- If there are negative impacts, explain what you'll do to reduce them. If you choose to continue despite negative impacts, or if negative impacts remain following your action plan, provide a justification for your decision.
- If there are positive impacts, explain how these could be strengthened, where possible.

Based on current data analysis and information, officers are of the view it is appropriate to proceed with formal consultation on the amalgamation of Roe Green Infant School and Roe Green Junior School.

SECTION D - RESULT

Select one of the following options with an "X".		
A	CONTINUE WITH THE POLICY/PROPOSAL UNCHANGED	X
B	JUSTIFY AND CONTINUE THE POLICY/PROPOSAL	

C	CHANGE/ADJUST THE POLICY/PROPOSAL	
D	STOP OR ABANDON THE POLICY/PROPOSAL	

SECTION E - ACTION PLAN AND MONITORING

Unless your proposal has no equality impacts or you are not moving forward, complete the table below to track specific actions to:

- Reduce negative impacts and increase positive outcomes.
- Monitor actual or ongoing impacts.
- Record plans to improve data collection.
- Plan any further engagement or analysis that may be required.

Use the 'Status' column on the right to indicate whether the action is yet to start, is in progress, or has been completed.

Issue Identified	Action	Lead Officer	Completion Date	Status
Review concerns and issues raised during informal consultation	Inform the final proposal and if agreed, the implementation plan to be taken forward	Michael Rollin Michelle Gwyther	July 2026	Completed
Establish a clear implementation plan, working with the school leadership team and governing board	To mitigate any negative impacts	Michael Rollin with support from other services	January 2027	Not yet started

11. Describe how you will monitor the actual, ongoing impact of the policy or proposal?

If the proposal is taken forward and Cabinet agree to amalgamate the two schools, a steering group will be established comprised of council staff from across CYPCD and senior school leaders.

SECTION F – SIGN OFF

	Signature	Date
Officer:	Michael Rollin	21/07/2026
Reviewing Officer or Head of Service	Michelle Gwyther	24/09/2026

SECTION G – REVIEW

EIAs are live documents and should be reviewed regularly, especially if there are actions still to be completed or if the proposal has significant equality impacts.

When to review

- Review every 6 months until all actions in the Action Plan above are complete.
- If new data, feedback, or changes to the service arise, revisit the EIA to make sure it's still accurate.

Who should review

- The same officer who completed the EIA should carry out the review. If there's been a staffing change, the new lead officer should take over.

What to update

- Use the Status column in the Action Plan above to show progress (e.g. Not Started, In Progress, Completed). Add comments and updates in the table below — include any new data, evidence, or feedback.

When reviews can stop

- Once all actions are complete and no further equality impacts are expected, you can stop reviewing the EIA.
- Add rows to the table below as necessary until all actions are completed.

<u>Date of 1st Review:</u>	
Officer:	
Comment on progress toward specific actions, and provide any data and evidence updates:	
Reviewing Officer or Head of Service:	

<u>Date of 2nd Review:</u>	
Officer:	
Comment on progress toward specific actions, and provide any data and evidence updates:	
Reviewing Officer or Head of Service:	
<u>Date of 3rd Review:</u>	
Officer:	
Comment on progress toward specific actions, and provide any data and evidence updates:	
Reviewing Officer or Head of Service:	

Report sign off

Nigel Chapman

*Corporate Director Children, Young People and
Community Development*