

Community and Equality Impact Assessment

As an authority, we have made a commitment to apply a systematic equalities and diversity screening process to both new policy development or changes to services.

This is to determine whether the proposals are likely to have significant positive, negative or adverse impacts on the different groups in our community.

This process has been developed, together with **full guidance** to support officers in meeting our duties under the:

- Equality Act 2010.
- The Best Value Guidance
- The Public Services (Social Value) 2012 Act

About the service or policy development

Name of service or policy	School Improvement Partnership
Lead Officer Contact Details	Anne Bristow, Deputy Chief Executive & Strategic Director for Service Development and Integration

Why is this service or policy development/review needed?

The national and local educational context continues to change and the school system is becoming increasingly diverse and autonomous. Budget constraints are impacting on schools and local authorities alongside high expectations of continued improvement in outcomes for all children and young people. Although the role of local authorities in relation to school improvement has reduced, there is still a focus in national policy on place based education. The future model of school improvement is of a school led system with the local authority retaining the role of advocate for children, young people and families in their area, specifically in relation to vulnerable learners.

Opportunities are being taken across schools and councils nationally to shape the future of education through the development of new local models and approaches, including jointly owned school and local authority companies delivering a range of services, including school improvement. The London Borough of Barking and Dagenham (LBBD), through the Council’s transformation programme, has the stated aim of becoming a commissioning council and is currently developing a range of new delivery vehicles including a potential School Improvement Partnership company.

It is proposed this will be established in the form of a not-for-profit company, limited by guaranteed, jointly owned with schools.

It is proposed that the School Improvement Partnership will be:

- The provider of choice for school improvement services for all LBBD schools enabling a school-led education system for the borough. It will enable autonomous schools, Multi Academy Trusts, Teaching School Alliances and the Council to work collaboratively to ensure highly effective support system is in place.
- The entity from which all LBBD schools can purchase services and reinvest the surplus into to support further improvement.
- A self-managing, commercially viable and financially sustainable company that has the appropriate business, marketing and commercial expertise, without excessive time from schools in day to day running.

It is anticipated that School Improvement Partnership itself will not have any impacts on communities or protected groups.

1. Community impact (this can be used to assess impact on staff although a cumulative impact should be considered).

What impacts will this service or policy development have on communities?
Look at what you know? What does your research tell you?

Consider:

- National & local data sets
- Complaints
- Consultation and service monitoring information
- Voluntary and Community Organisations
- The Equality Act places a specific duty on people with ‘protected characteristics’. The table below details these groups and helps you to consider the impact on these groups.

Demographics

There are currently 60 schools in the borough of which 49 are maintained by the local authority, with 37,823 pupils (October 2016 Census data). There are 11 academies, but despite not being maintained by the authority, they continue to purchase some services from the Council.

Table 1: School and Pupil Numbers in the London Borough of Barking and Dagenham (October 2016)

Phase	No. of Maintained Schools	No. of Academies	Total no. of schools	Total no. of pupils
Primary	39	5	44	24,324
Secondary	5	4	9	8,282
All Through	2	2	4	4,853
Special	2	1	3	364
Totals	49	11	60	37,823

Many of the borough’s residents are, or maybe in the future, one of the following:

- An employee of one of the borough’s schools
- Employed by the Council
- Attend a school in the borough
- A parent of a child/children who attend(s) school in the borough

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Any of these individuals may be impacted by the one or more of the Services in scope. As such, general demographic information that is available to the Council is considered the appropriate data set on which to base this EQIA.

ONS 2015 mid-year estimate shows that 51% of Barking & Dagenham's population of 202,000 is female and 49% male. No information is available on transgender numbers. Age distribution data is available from ONS 2015 mid-year estimate and ONS 2014 Sub National Population Projections. See Annex 1, which also includes data from the 2011 census on ethnicity, disability and religion/belief.

Potential impacts	Positive	Neutral	Negative	What are the positive and negative impacts?	How will benefits be enhanced and negative impacts minimised or eliminated?
Local communities in general	X			The creation of a new joint partnership that focuses on a school led system with the local authority retaining the role of advocate for children, young people and families in their area, specifically in relation to vulnerable learners.	<ul style="list-style-type: none"> To increase the quality of existing services being delivered by investing in a collaborative culture across all the schools in the borough to foster. Avoid creating new services.
Age	X			The creation of a shared moral purpose across the family of LBBD schools will provide high quality of best value education services.	<ul style="list-style-type: none"> All schools are included which means this project will not discriminate the service provided to children or young people (including the most vulnerable) by their age.
Disability		X			
Gender reassignment		X			
Marriage and civil partnership		X			

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Pregnancy and maternity		X		
Race (including Gypsies, Roma and Travellers)		X		
Religion or belief		X		
Gender		X		
Sexual orientation		X		
Any community issues identified for this location?		X		
Staff		X	<p>Council and School staff at various levels have been involved in consultations from meetings to online surveys. Hence ensuring they are involved in the development of the new entity as well as early stages of developing the methodology of working together in the future</p>	<p>The establishment of this new entity offers opportunity to recruit new in-house staff as well as staff for support functions. It also ensures that going forward there is no discrimination in schools between “Council” and “School” staff as everyone will be aligned to a unified vision.</p> <p>It is envisaged that existing staff in the Council who are in scope will transfer to the new School Improvement Partnership entity under TUPE legislation. Whilst this will ensure that staff terms and conditions in the new organisation are broadly equivalent to those in the Council, individual members of staff may be affected by the transfer in different ways dependent on their specific circumstances. A separate EQIA will be developed about how the TUPE process will impact staff ahead of, and will form part of, any consultation exercise.</p>

2. Consultation.

Provide details of what steps you have taken or plan to take to consult the whole community or specific groups affected by the service or policy development e.g. on-line consultation, focus groups, consultation with representative groups?

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A review was commissioned in 2016 by the Council to understand the views of Schools Forum members on the future of school improvement services and partnership working. With mostly positive support, it was identified that a quick response was required and new arrangements should be different reflecting the new educational landscape and not the local authority in a new guise.

A further consultation was conducted in January 2017. This included meetings with all Head Teachers and Chairs of Governors to gather their views on both current services and the development of the School Improvement Partnership company. During this exercise, a decision was taken in principle to support the development of the proposed new company.

This was followed up with an online survey, sent to all schools in the borough, asking for:

- views on current services,
- factors influencing the purchase of services, and
- the likelihood of schools buying back in the future.

Follow up consultation, through interviews with Head Teachers, identified potential benefits which schools would value receiving as members of the new company.

It is recommended that going forward there are further consultations/market tests on communications and marketing strategies. This will ensure the message of what services are being delivered is understood by the various types of schools and residents.

Consultations so far have involved educational and council staff, these should now be piloted against parents who are representatives on school forums or at parent teacher conference, to understand what queries or concerns they might have.

3. Monitoring and Review

How will you review community and equality impact once the service or policy has been implemented? <i>These actions should be developed using the information gathered in Section 1 and 2 and should be picked up in your departmental/service business plans.</i>		
Action	By when?	By who?
Set up a shadow organisation structure including a shadow board from September 2017 prior to full launch in January 2018.	January 2018	Project Sponsor
Statutory reporting and KPIs are in place which will be monitored through agreed channels to the Council.	Quarterly	Chief Executive, School Education Partnership
Regular board meetings with input/ approval from shareholders where needed.	Quarterly	Chief Executive, School Education Partnership.

4. Next steps

It is important the information gathered is used to inform any Council reports that are presented to Cabinet or appropriate committees. This will allow Members to be furnished with all the facts in relation to the impact their decisions will have on different equality groups and the wider community.

Take some time to précis your findings below. This can then be added to your report template for sign off by the Strategy Team at the consultation stage of the report cycle.

Implications/ Customer Impact
National policy direction is moving towards a self-improving school system and there is increasing diversity and autonomy across the education landscape with the growth of academisation and Multi Academy Trusts. As a result, the role of local authorities in school improvement continues to be uncertain and there are continued financial and legislative constraints, particularly in relation to the national funding formula and the Education Services Grant.
If this trend continues, and school revenues no longer meet the cost of delivery, the Council is likely to cease delivering the services altogether with an associated loss of employment for staff. This could lead to increased fragmentation of the system leaving vulnerable schools and

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young people more exposed and potentially with less support.

The proposed Partnership aims to increase the effectiveness of the partnership between the Council and schools and make a genuine difference to the lives of children and young people in the face of increasing external pressures.

5. Sign off

The information contained in this template should be authorised by the relevant project sponsor or Divisional Director who will be responsible for the accuracy of the information now provided and delivery of actions detailed.

Name	Role (e.g. project sponsor, head of service)	Date
Jane Hargreaves	Project Operational Sponsor	
Anne Bristow	Deputy Chief Executive & Strategic Director for Service Development and Integration	

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Annex 1: Borough-wide demographic data

Table 1: Population by age and gender

Estimated Population Barking and Dagenham			
Age	Female	Male	Grand Total
00-04	9,499	10,137	19,636
05-09	9,067	9,650	18,717
10-14	6,757	7,236	13,993
15-19	6,134	6,782	12,916
20-24	6,378	6,604	12,982
25-29	8,196	7,530	15,726
30-34	8,834	7,951	16,785
35-39	8,351	7,306	15,657
40-44	7,495	7,280	14,775
45-49	6,918	6,374	13,292
50-54	6,093	5,639	11,732
55-59	4,480	4,728	9,208
60-64	3,559	3,395	6,954
65-69	3,078	2,739	5,817
70-74	2,262	1,912	4,174
75-79	2,107	1,537	3,644
80-84	1,717	1,147	2,864
85-89	1,276	700	1,976
90+	812	319	1,131
Grand Total	103,013	98,966	201,979

Source: ONS Mid-Year Estimates 2015

Table 2: Population forecast by age (ONS 2014 Sub National Population Projections)

Age	0 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 to 79	80 to 84	85 to 89	90+	Total
2014	19,661	17,984	13,352	12,971	12,974	15,493	16,456	15,368	14,499	12,954	11,401	8,720	6,805	5,738	4,119	3,721	3,000	1,951	1,127	198,294
2015	19,777	18,724	13,930	13,029	13,300	15,811	16,861	15,846	14,755	13,222	11,746	9,178	6,922	5,846	4,169	3,644	2,905	1,974	1,114	202,753
2016	19,973	19,173	14,612	13,242	13,362	16,177	17,123	16,398	14,902	13,462	12,087	9,571	7,064	5,953	4,368	3,527	2,850	1,957	1,134	206,934
2017	19,950	19,555	15,660	13,200	13,604	16,423	17,418	16,801	15,292	13,593	12,312	9,958	7,343	5,834	4,671	3,522	2,778	1,951	1,138	211,002
2018	19,987	19,899	16,670	13,211	13,781	16,534	17,708	17,402	15,538	13,810	12,456	10,444	7,555	5,930	4,799	3,457	2,844	1,903	1,164	215,092
2019	20,296	20,033	17,548	13,493	13,618	16,833	17,826	17,861	15,823	14,078	12,617	10,775	7,903	5,995	4,986	3,457	2,849	1,883	1,158	219,032
2020	20,623	20,143	18,180	13,954	13,563	16,885	17,975	18,187	16,295	14,272	12,832	11,087	8,300	6,097	5,095	3,514	2,818	1,858	1,196	222,875
2021	20,903	20,317	18,581	14,552	13,612	16,824	18,217	18,405	16,827	14,406	13,032	11,396	8,643	6,226	5,195	3,690	2,743	1,846	1,212	226,625
2022	21,135	20,283	18,967	15,458	13,502	16,922	18,361	18,632	17,252	14,738	13,142	11,610	8,980	6,468	5,102	3,958	2,752	1,824	1,231	230,317
2023	21,327	20,330	19,275	16,331	13,449	16,968	18,371	18,860	17,811	14,980	13,310	11,748	9,401	6,656	5,188	4,084	2,724	1,889	1,239	233,941
2024	21,499	20,616	19,418	17,060	13,588	16,795	18,536	18,967	18,219	15,285	13,524	11,897	9,701	6,954	5,256	4,249	2,741	1,907	1,245	237,457
2025	21,642	20,926	19,533	17,589	13,885	16,694	18,519	19,071	18,517	15,749	13,687	12,085	9,979	7,295	5,350	4,356	2,801	1,904	1,275	240,857
2026	21,756	21,190	19,695	17,920	14,305	16,646	18,425	19,267	18,724	16,255	13,813	12,262	10,251	7,595	5,472	4,450	2,949	1,864	1,300	244,139
2027	21,844	21,407	19,657	18,297	14,955	16,484	18,458	19,380	18,924	16,674	14,104	12,360	10,448	7,888	5,684	4,385	3,181	1,881	1,320	247,330
2028	21,920	21,584	19,706	18,593	15,574	16,416	18,447	19,358	19,129	17,191	14,335	12,497	10,577	8,251	5,856	4,463	3,294	1,884	1,379	250,453
2029	21,994	21,737	19,968	18,737	16,096	16,494	18,290	19,463	19,236	17,554	14,644	12,670	10,712	8,517	6,117	4,531	3,432	1,909	1,409	253,510
2030	22,075	21,857	20,255	18,844	16,507	16,720	18,174	19,418	19,322	17,826	15,090	12,812	10,873	8,763	6,415	4,619	3,526	1,964	1,439	256,497
2031	22,170	21,948	20,499	18,956	16,785	17,090	18,068	19,311	19,498	18,016	15,568	12,926	11,027	9,002	6,680	4,733	3,609	2,075	1,442	259,403
2032	22,280	22,012	20,698	18,922	17,112	17,651	17,876	19,304	19,597	18,193	15,975	13,181	11,112	9,180	6,938	4,920	3,569	2,255	1,475	262,251
2033	22,406	22,063	20,859	18,997	17,337	18,198	17,790	19,261	19,563	18,380	16,457	13,398	11,223	9,299	7,257	5,076	3,637	2,347	1,523	265,071
2034	22,546	22,112	20,996	19,238	17,460	18,648	17,826	19,114	19,639	18,482	16,787	13,699	11,364	9,420	7,498	5,305	3,701	2,448	1,567	267,851
2035	22,702	22,167	21,101	19,496	17,542	19,024	18,002	18,988	19,580	18,558	17,038	14,122	11,487	9,558	7,719	5,566	3,780	2,521	1,626	270,576
2036	22,872	22,235	21,177	19,713	17,629	19,294	18,329	18,849	19,468	18,716	17,215	14,568	11,589	9,692	7,933	5,801	3,883	2,584	1,699	273,246
2037	23,056	22,319	21,228	19,890	17,578	19,620	18,820	18,637	19,442	18,804	17,376	14,952	11,809	9,769	8,097	6,029	4,042	2,567	1,834	275,867
2038	23,250	22,417	21,266	20,035	17,618	19,813	19,316	18,537	19,383	18,767	17,548	15,393	12,006	9,862	8,208	6,308	4,178	2,623	1,919	278,447
2039	23,451	22,532	21,301	20,155	17,793	19,915	19,720	18,552	19,242	18,825	17,647	15,690	12,285	9,978	8,319	6,526	4,372	2,678	2,001	280,983

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Table 3: Disability

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Confidence	95% confidence interval of percent figure (+/-)			
Date	Apr 2015-Mar 2016			
	Barking and Dagenham			
Variable	E09000002			
	numerator	denominator	percent	conf
% aged 16-64 who are EA core or work-limiting disabled	20,700	128,300	16.1	3.0
% of males aged 16-64 who are EA core or work-limiting disabled	9,100	62,800	14.4	4.3
% of females aged 16-64 who are EA core or work-limiting disabled	11,600	65,500	17.7	4.2
% aged 16-64 who are EA core disabled	18,300	128,300	14.3	2.9
% of males aged 16-64 who are EA core disabled	8,000	62,800	12.7	4.0
% of females aged 16-64 who are EA core disabled	10,300	65,500	15.8	4.0
% aged 16-64 who are work-limited core disabled	17,100	128,300	13.3	2.8
% of males aged 16-64 who are work-limited disabled	7,300	62,800	11.6	3.9
% of females aged 16-64 who are work-limited disabled	9,800	65,500	14.9	3.9
% aged 16-64 who are not disabled	106,700	128,300	83.2	3.1
% of males aged 16-64 who are not EA core or work-limiting disabled	53,300	62,800	84.8	4.4
% of females aged 16-64 who are not EA core or work-limiting disabled	53,400	65,500	81.6	4.3

20/07/2016 Data has been reweighted in line with the latest ONS estimates.

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Table 4: Ethnicity

2011 Table Title	LBBB (Number)		number Increase / Decrease	% Increase / Decrease	LBBB (%)		London (2011)	England (2011)
	2011	2001			2011	2001		
Ethnic Groups	All Residents	185,911	163,944	21,967	13.4%			
	White British	91,949	132,566	-40,617	-30.6%	49.5%	80.9%	44.9%
	White Irish	1,730	2,753	-1,023	-37.2%	0.9%	1.7%	2.2%
	White Gypsy or Irish Traveller	182	na			0.1%	n/a	0.1%
	White Other	14,525	4,348	10,177	234.1%	7.8%	2.7%	12.6%
	Mixed / multiple ethnic groups: White and Black Caribbean	2,669	1,420	1,249	88.0%	1.4%	0.9%	1.5%
	Mixed / multiple ethnic groups: White and Black African	2,128	572	1,556	272.0%	1.1%	0.3%	0.8%
	Mixed / multiple ethnic groups: White and Asian	1,246	534	712	133.3%	0.7%	0.3%	1.2%
	Other mixed	1,835	550	1,285	233.6%	1.0%	0.3%	1.5%
	Asian / Asian British: Indian	7,436	3,681	3,755	102.0%	4.0%	2.2%	6.6%
	Asian / Asian British: Pakistani	8,007	3,055	4,952	162.1%	4.3%	1.9%	2.7%
	Asian / Asian British: Bangladeshi	7,701	673	7,028	1044.3%	4.1%	0.4%	2.7%
	Asian/Asian British: Chinese	1,315	775	540	69.7%	0.7%	0.5%	1.5%
	Asian / Asian British: Other Asian	5,135	877	4,258	485.5%	2.8%	0.5%	4.9%
	Black/African/Caribbean/Black British: African	28,685	7,284	21,401	293.8%	15.4%	4.4%	7.0%
	Black/African/Caribbean/Black British: Caribbean	5,227	3,434	1,793	52.2%	2.8%	2.1%	4.2%
	Black/African/Caribbean/Black British: Other Black	3,228	722	2,506	347.1%	1.7%	0.4%	2.1%
	Other Ethnic group: Arab	973	na		n/a	0.5%	n/a	1.3%
	Other Ethnic Group: Any other ethnic group	1,940	700	1,240	177.1%	1.0%	0.4%	2.1%

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Table 5: Religion

2011 Table Title		LBBD (Number)		number Increase / Decrease	% Increase / Decrease	LBBD (%)		London (2011)	England (2011)
		2011	2001			2011	2001		
Religion	Christian	104,101	113,111	-9,010	-7.97%	56.0%	69.0%	48.4%	59.4%
	Buddhist	842	366	476	130.05%	0.5%	0.2%	1.0%	0.5%
	Hindu	4,464	1,867	2,597	139.10%	2.4%	1.1%	5.0%	1.5%
	Jewish	425	547	-122	-22.30%	0.2%	0.3%	1.8%	0.5%
	Muslim	25,520	7,148	18,372	257.02%	13.7%	4.4%	12.4%	5.0%
	Sikh	2,952	1,754	1,198	68.30%	1.6%	1.1%	1.5%	0.8%
	Other Religion	533	308	225	73.05%	0.3%	0.2%	0.6%	0.4%
	No Religion	35,106	25,075	10,031	40.00%	18.9%	15.3%	20.7%	24.7%
	Religion not stated	11,968	13,768	-1,800	-13.07%	6.4%	8.4%	8.5%	7.2%