

Equality Analysis/ Impact Assessment (EqIA)

Name of decision, policy, procedure, project or service:

- To federate Greatstone Primary School and Repton Manor Primary School

Responsible Owner: Governing Bodies of Greatstone Primary School and Repton Manor Primary School

Summary of the proposal

Greatstone Primary School and Repton Manor Primary School are two unique Foundation schools in different communities. Over the last year, the schools have been working effectively together.

The Governing Bodies of both schools have agreed to consult with staff, parents, guardians and other interested parties on a proposal to form a working partnership and become a federation. The governing bodies see this as an opportunity to formalise the way the schools are working together and to secure good and effective leadership across both schools to maintain and improve standards.

Summary of equality impact

We believe that the change to a federation of schools will have no negative impact on protected groups. It will, we believe, have a positive impact for pupils registered as disabled or recognised as having special educational needs as school staff will be able to seek advice from a wider group of colleagues and will have the opportunity to pool and share resources.

These assumptions will be reviewed following the consultation period. If the proposed changes negatively affect any Protected Group less favourably than others in Kent actions will be identified to mitigate this.

Adverse Equality Impact Rating **Low**

Attestation

We have read and paid due regard to the Equality Analysis/Impact Assessment concerning the proposal to federate Greatstone Primary School and Repton Manor Primary School.

Chair of Governors Greatstone Primary School

Name: Mr David Lea

Date: 20/04/22

Chair of Governors Repton Manor Primary School

Name: Mr Wayne Wills

Date: 20/04/22

Part 1 Screening

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <u>brief</u> commentary on your findings.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
Age				N/A The age range of the schools will remain the same or may widen at Repton Manor Primary School.
Disability				Medium positive impact as the schools will continue to develop the working relationship where staff skills and resources can be shared. This will include sharing expertise to support pupils recognised as having disability or special educational needs.
Gender				N/A The schools will remain co-educational.
Gender identity/				N/A

Transgender				
Race				N/A
Religion and Belief				N/A The schools will continue to accept pupils in line with the admissions policy whether of faith or no faith. The curriculum will continue to cover all religions.
Sexual Orientation				N/A
Pregnancy and Maternity				N/A
Marriage and Civil Partnerships				N/A
Carer's Responsibilities				N/A

Part 2

Equality Analysis /Impact Assessment

Information and Data used to carry out your assessment

OFSTED:

Greatstone Primary School

Repton Manor Primary School

Figure 1 shows the September 2021 census data for both schools.

Figure 1: School Census Data September 2021

	Greatstone		Repton Manor	
	Number	Percentage	Number	Percentage
Numbers on Roll	321		477	
Statutory Age on Roll	254		419	
Eligible for Free School Meals	71	22.1	92	19.3
Number of SEN pupils with an EHCP	5	1.6	10	2.1
Number of pupils requiring SEN support	37	11.5	55	11.5
Number of pupils with English as an additional Language	9	2.8	87	18.2

Who have you involved consulted and engaged?

The following stakeholders will be consulted with:

- All parents/carers
- All schools in Folkestone and Hythe District and Ashford Borough
- Local KCC Members
- Folkestone and Hythe Council/ Ashford Borough Council
- New Romney Town Council
- Local MPs

Analysis

To be completed after the informal consultation period.

Adverse Impact

No adverse impact has been identified at this point.

Positive Impact:

is good for pupils and parents as:

- the schools will each continue to have the same ethos as they have today.
- The children will be able to access opportunities that they could not as two individual schools.
- the two schools serve different communities, and each can learn from the other and benefit from working together.
- the sharing of expert staff knowledge and experience will enrich the opportunities for pupils.
- Staff will have the opportunity to make use of resources from both schools to best meet the needs of the children.

This is good for staff as:

- they will be able to share knowledge and expertise with colleagues across both schools.
- they will have new opportunities for professional development.
- there will be consistent and strengthened leadership across both schools.
- there will be opportunities for staff to extend their leadership and management skills and enhance their career development opportunities.

JUDGEMENT

- **No major change** - no potential for discrimination and all opportunities to promote equality have been taken

Internal Action Required

No

Equality Impact Analysis/Assessment Action Plan- to be updated during the consultation if required.

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications

