



Equality Impact Analysis Initial Screening Tool

Section 1.0: Background Information

Name of Completing Officer:	Linsey Bell
Date of Initial Screening:	28 th Aug 2020
Service Area & Directorate:	Strategy, Policy and Performance; Governance Directorate
Head of Service:	Layla Richards

Section 2.0: Summary of policy, proposal or activity being screened

Name of policy, proposal or activity:

The London Borough of Tower Hamlets, in partnership with the governors of Cubitt Town Infant and Junior Schools, are proposing to merge the two schools to form a three form (3FE) entry 3-11 primary school. This will create a single primary school from the start of the September Term in 2021.

Cubitt Town Infant and Junior Schools' Governing Bodies were both prompted, by the prospective retirement of the Infant School Headteacher, to consider how to make the schools' long term future and quality of education even stronger, ensuring a reduction in the impact of transition between the schools. As a result, the governors have reviewed the future for both schools and consider that now is the right time to become a 3-11 Primary School.

The process to achieve this would involve the 'technical closure' of Cubitt Town Infant School on 31st August 2021 and the expansion, and renaming, of Cubitt Town Junior School to become Cubitt Town Primary School from 1st September 2021. However, it should be noted that there would be no actual closure of school buildings.

What are the aims / objectives of the policy, proposal or activity?

Tower Hamlets has a great tradition of excellent education and values the important role that schools have in increasing the life chances of our children. The proposed amalgamation forms part of a wider review of primary school places across the borough, initiated to enhance the sustainability of schools and their ability to maintain high standards in the face of significant demographic changes in the west and east of the borough.

Tower Hamlets' Education Policy is to move towards integrated 3-11 primary school provision, rather than maintain separate Infant and Junior Schools. This is believed to be beneficial to children's education because it reduces the stress caused by transition and optimises the expertise of the staff across the primary age range.

The proposed amalgamation would build on and strengthen the joint working already taking place across the two schools, to:

- Promote consistency of education, including further opportunities to enhance the educational offer for children by sharing resources and curricular expertise;
- Strengthen consistency of leadership, with both phases led by one Headteacher;
- Promote robust financial stability, with a central budget overseen by a single Governing Body;
- Provide more development opportunities for staff;
- Reduce transition anxiety, with seamless transition from year 2 to year 3;
- Strengthen and continue to develop existing community links;
- Provide continued access for pupils and their families to extended services and facilities.



Section 3.0: Equality Impact Analysis Test:

Is there a risk that the policy, proposal or activity being screened disproportionately adversely impacts (directly or indirectly) on any of the groups of people listed below? This should include people of different:	Yes ✓	No ✓	Comments:																														
Age		✓	<p><u>Pupils:</u> A change to schools during any phase of education can be viewed as possibly disruptive, although there will be no need for any pupils to move to another school under this proposal. The effect on children aged 3-11 will be very minor, with no year group more adversely affected than others. Indeed, year 6 children who left in Summer 2020 will not be impacted, nor will the current year 5 who will also have transitioned to secondary school if this proposal is implemented in September 2021.</p> <p>As the table below shows, pupil numbers are distributed evenly across all year groups, with a slight dip noted in year 5.</p> <table border="1" data-bbox="562 916 2007 1099"> <thead> <tr> <th>Year Group</th> <th>N1</th> <th>N2</th> <th>R</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>Cubitt Town Infant School</td> <td></td> <td>90</td> <td>90</td> <td>91</td> <td>88</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cubitt Town Junior School</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>90</td> <td>88</td> <td>86</td> <td>90</td> </tr> </tbody> </table> <p>One of the most significant advantages to an amalgamation would be reduction of anxiety for pupils moving from year 2 to year 3, given that transition would be seamless under the proposed primary school model.</p> <p>As one school is an infant school, and one a junior school, it is difficult to compare educational outcomes on a like for like basis across year groups. However, an Ofsted inspection in 2019 determined that the Infants' School was rated as "Requires Improvement" whilst the Junior School continued to be rated as "Good", maintaining this status since 2012.</p> <p>Cubitt Town Infants School: https://reports.ofsted.gov.uk/provider/21/100932</p>	Year Group	N1	N2	R	1	2	3	4	5	6	Cubitt Town Infant School		90	90	91	88					Cubitt Town Junior School						90	88	86	90
Year Group	N1	N2	R	1	2	3	4	5	6																								
Cubitt Town Infant School		90	90	91	88																												
Cubitt Town Junior School						90	88	86	90																								



Cubitt Town Junior School: <https://reports.ofsted.gov.uk/provider/21/100898>

Due to the prospective retirement of the Infant School Headteacher, both school Governing Bodies have agreed that the new proposed primary school would be led by the existing Junior School Headteacher. This will ensure enhanced consistency of leadership across both phases of the school, with all pupils benefitting from a leadership approach described as “determined and strong” by Ofsted.

The educational offer for pupils will be enhanced by sharing of educational expertise and resources; infant school teachers judged as needing to “deepen their subject knowledge across a range of subjects” at the last inspection will benefit from the experience of junior school teachers found by Ofsted to be “knowledgeable” and to “understand how to make links between subjects to enhance pupils’ learning experiences.” Behaviour was found to be strong across both schools and it is the expectation that amalgamation will further reinforce this positive aspect for children across all years.

On a day-to-day basis, very little will change for children and the differing needs of each age group will continue to be met. The care and importance given to each individual child, which is a strength of both schools, will remain paramount. In addition, children of all ages will benefit from increased access to school facilities (including outdoor areas) regardless of school phase.

Staff:

The table below shows a similar split in age ranges for each school:

Cubitt Town Infants' School	Staff age range	Total
	25 - 34	11
	35 - 44	7
	45 - 54	12
	55 - 64	12
Cubitt Town Junior School	25 - 34	19
	35 - 44	9
	45 - 54	13
	55 - 64	12
	65 - 74	0
	75 - 84	1

The impact on staff, who will join together to form one staffing structure, is expected to be minimal given all staff employed at the Infant and Junior Schools (at the time of the proposed amalgamation) would automatically continue their employment in



the new primary school and their rights would be preserved under TUPE. No redundancies are expected to occur under the proposal and where there are duplicates of posts, creative solutions will be sought to retain staff. Because of this, no particular age group will be disadvantaged over another.

If the proposal progresses there will be a full HR consultation, following processes agreed with the trade unions, to maximise staff strengths and build on their expertise and good will. In addition, staff across the school would benefit from continuity of staff policies and procedures, and the same dates for staff training days and school holidays.

Sex

✓

Pupils:

The breakdown of boys versus girls is very evenly spread within the junior school, although the infant school roll is slightly weighted more towards boys than girls. Irrespective of gender, all pupils will benefit from the increased long-term educational and financial sustainability that the proposed amalgamation would bring; therefore, no adverse impact is identified regarding this protected characteristic.

	Year Group	Girls	Boys	Total
Cubitt Town Infants' School	N2	44	46	90
	R	39	51	90
	1	40	51	91
	2	34	54	88
	Total	157 (44%)	202 (56%)	359
Cubitt Town Junior School	3	49	41	90
	4	47	41	88
	5	47	39	86
	6	38	52	90
	Total	181 (51%)	173 (49%)	354

Staff:

The staff gender breakdown is weighted heavily towards women at both schools (see table below), as is the case across most primary school provision in the borough and elsewhere. However, as no redundancies are proposed no disproportionate impact on either gender is anticipated.



Staff conditions of service will not be affected, and staff employed at the Infant and Junior Schools (at the time of the proposed amalgamation) would automatically continue their employment in the new primary school, with their rights preserved under TUPE.

	Female	Male	Total
Cubitt Town Infants' School	39	5	44
Cubitt Town Junior School	43	11	54

Race



Pupils:

Cubitt Town Infants' and Junior Schools have a similar pupil demographic in terms of ethnicity, as evidenced below:

Ethnicity	Cubitt Town Infants' School	Cubitt Town Junior School
Any Other Asian Background	5	8
Any Other Black Background	10	3
Any Other Ethnic Group	19	16
Any Other Mixed Background	25	34
Any Other White Background	7	10
Bangladeshi	210	190
Black - Any Other Black African Background	18	16
Black - Somali	0	3
Black Caribbean	0	1
Chinese	2	4
Indian	6	2
Pakistani	2	1
White - British	40	57
White - Irish	2	0
White and Asian	7	1



White and Black African	2	2
White and Black Caribbean	4	4
Refused	0	1
Vietnamese	0	1
Total	359	354

Joining the schools will not cause any significant changes to the pupil demographic of the new school, with Bangladeshi children still the main ethnicity. Both schools have pupils with English as an additional language (EAL) so will be able to share best practice with how to support children who are bi/multi-lingual. All pupils, irrespective of ethnicity, will also benefit from the long term stability that should be achieved through joining the two schools.

	EAL	%
Cubitt Town Infants' School	288	80%
Cubitt Town Junior School	206	58%

Staff:

Both schools have a similar staff demographic in terms of ethnicity (as evidenced below), with white staff in the majority. Under the proposed amalgamation very little change is anticipated for staff on a day-to-day basis and staff conditions of service will not be affected. Because of this, no particular ethnic group will be disadvantaged over another and children of all ethnicities will therefore benefit from the continuity of having the same known staff at the school.

Ethnicity	Cubitt Town Infants' School	Cubitt Town Junior School
Any Other Asian Background	2	0
Any Other Black Background	0	0
Any Other Ethnic Group	0	0
Any Other Mixed Background	0	1
Any Other White Background	2	7
Bangladeshi	7	9
Black – Any Other Black African Background	0	0
Black – Somali	0	1



Black Caribbean	0	0
Chinese	0	0
Indian	1	2
Pakistani	0	1
White – British	32	32
White – Irish	1	0
White and Asian	0	0
White and Black African	0	0
White and Black Caribbean	0	1
Refused	0	0
Vietnamese	0	0
Total	44	54

Religion or Philosophical belief	✓	No impact identified – no data collected and neither school is a faith school.												
Sexual Orientation	✓	No impact identified – no data collected												
Gender re-assignment	✓	No impact identified – no data collected												
People who have a Disability (Physical, learning difficulties, mental health and medical conditions)	✓	<p>The table below shows that the number of children with Education, Health & Care (EHC) Plans is similar across both schools, whilst the number of children on SEN support is higher in the Junior School. Joining the two schools will ensure that a child’s transition from infant to juniors will be seamless, and embed a robust, inclusive approach to supporting children with SEND from age 3 to age 11. It will also maximise resources and ensure that all pupils with SEND have access to enhanced provision.</p> <table border="1"> <thead> <tr> <th></th> <th>SEN Support</th> <th>EHC Plan</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Cubitt Town Infants' School</td> <td>16</td> <td>8</td> <td>359</td> </tr> <tr> <td>Cubitt Town Junior School</td> <td>29</td> <td>11</td> <td>354</td> </tr> </tbody> </table>		SEN Support	EHC Plan	Grand Total	Cubitt Town Infants' School	16	8	359	Cubitt Town Junior School	29	11	354
	SEN Support	EHC Plan	Grand Total											
Cubitt Town Infants' School	16	8	359											
Cubitt Town Junior School	29	11	354											
Marriage and Civil Partnerships status	✓	No impact identified – no data collected												
People who are Pregnant	✓	No impact identified – no data collected												



and Maternity															
Parents and Carers		✓	<p><u>Parents:</u> Although there was very little formal response to the consultation, informal feedback was very positive, with staff, children and parents seeing the amalgamation as a natural next step for two successful schools. In addition, joining the two schools would give parents the reassurance that their child will not have to change school after infants, which adds another transition. This is especially important after COVID-19, which caused an unnatural and unexpected break in most children’s schooling.</p> <p>Ofsted reports for both schools note that parental engagement and support is already strong across both schools, including an extensive parental programme of training and workshops centred around Cubitt Town Community House, which Ofsted noted is greatly appreciated by families. Joining the two schools together will allow for this successful approach to be further developed, with the continued strengthening of existing community links.</p>												
Socio and Economic		✓	<p><u>Pupils:</u> Both schools share a very similar socio-economic background, with the proportion of children receiving Free School Meals (FSM) in line across both.</p> <table border="1" data-bbox="548 805 1937 917"> <thead> <tr> <th></th> <th>FSM</th> <th>%</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Cubitt Town Infants' School</td> <td>153</td> <td>43%</td> <td>359</td> </tr> <tr> <td>Cubitt Town Junior School</td> <td>159</td> <td>45%</td> <td>354</td> </tr> </tbody> </table> <p>Joining both schools should benefit children of all backgrounds via the sharing of existing good practice, but more vulnerable pupils will particularly benefit from Early Help procedures in the Junior School described as “well-established” by Ofsted, providing “support to vulnerable pupils and their families”, as well as accessing extracurricular experiences “not readily accessible to them outside of the school”.</p> <p>Well received workshops organised through Community House already effectively support parents to further develop their own skills, with past sessions including CV workshops. It is anticipated that an amalgamation will further enhance community links, with shared resources and outreach strategies helping to build upon this already successful programme of activities.</p> <p>Nursery provision will continue to provide the universal 15 funded hours for all 3 and 4 year olds as well as 30 funded hours for 3 and 4 year olds with working parents.</p>		FSM	%	Grand Total	Cubitt Town Infants' School	153	43%	359	Cubitt Town Junior School	159	45%	354
	FSM	%	Grand Total												
Cubitt Town Infants' School	153	43%	359												
Cubitt Town Junior School	159	45%	354												



People with different Gender Identities	<input checked="" type="checkbox"/>	No impact identified – no data collected
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If you have answered **Yes** to one or more of the groups of people listed above, **a full Equality Impact Assessment is required.** The only exceptions to this are listed in sections 5.1 and 5.2 of this document.

Section 4.0: Justifying Discrimination:

Are all risks of inequalities identified capable of being justified because there is a:

- (i) *Genuine Reason* for implementation
- (ii) The activity represents a *Proportionate Means* of achieving a *Legitimate Council Aim*
- (iii) There is a *Genuine Occupational Requirement* for the council to implement this activity

✓

✓
✓

Section 5.0: Conclusion

Before answering the next question, please note that there are generally only two reasons a full Equality Impact Analysis is not required. These are:

- 5.1 The policy, activity or proposal is likely to have **no or minimal impact** on the groups listed in section three of this document.
- 5.2 Any discrimination or disadvantage identified is **capable of being justified** for one or more of the reasons detailed in the previous section of this document.

5.3 Conclusion Details:

5.4 Do you recommend a fully Equality Impact Analysis is performed ?

	✓
Yes	No

If you have answered **YES** to this question, please proceed to section 6.0 Sign Off.

If you have answered **NO** to this question, please detail your reasons in section 5.5 (across) before proceeding to section 6.0 Sign Off.

5.5 Reasons a full Equality Impact Analysis is not required:

On a day-to-day basis, very little will change for children as there will be no need for any pupils to move to another school under this proposal. As a result, the impact on pupils with protected characteristics will not be significant, with no one group more adversely affected than others.

Similarly, very little change is anticipated for staff on a day-to-day basis under the proposal, as no redundancies are expected to occur because of the amalgamation. All staff employed at the Infant and Junior Schools (at the time of the proposed amalgamation) would automatically continue their employment in the new primary school and their rights would be preserved under TUPE. Where there are duplicates of posts, creative solutions will be sought to retain staff. As a result, the impact on staff with protected characteristics will not be significant, with no one group more adversely affected than others.



Section 6.0: Sign Off:

Signed Terry Bryan

Date: 07.09.20

Name: Terry Bryan

Position: Service Head (Pupil Access and School Sufficiency)