



# Equality Impact Analysis: (EIA)

## Section 1: Introduction

### Name of Proposal: Closure of Shapla School

*(For the purpose of this document, 'proposal' refers to a policy, function, strategy or project)*

**Service area & Directorate responsible** Pupil Services, Children & Culture

**Name of completing officer** Elizabeth Freer

**Approved by Director/Head of Service** Terry Bryan

**Date of approval** 7.9.20

### **Conclusion - To be completed at the end of the Equality Impact Assessment process**

This summary will provide an update on the findings of the EIA and what the outcome is. *For example, based on the findings of the EIA, the proposal was rejected as the impact on a particular group was disproportionate and the appropriate mitigations in place. Or, based on the EIA, the proposal was amended and alternative steps taken)*

Based on the findings of this EIA, the proposal is robust and should progress to the next stage, formal consultation. Ultimately, if Shapla were to remain open, there is the real risk that the severe financial issues would start to adversely affect the quality of education that the school has been able to provide, thereby impacting on all children.

There does need to be further analysis of data on staff, however, who are at risk of redundancy, should the proposal move forward.

See  
Appendix A  
Current  
decision

**The Equality Act 2010 places a 'General Duty' on all public bodies to have 'due regard' to:**

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act
- Advancing equality of opportunity between those with 'protected characteristics' and those without them
- Fostering good relations between those with 'protected characteristics' and those without them



**Where a proposal is being taken to a Committee, please append the completed equality analysis to the cover report.**

This Equality Impact Assessment provides evidence for meeting the Council's commitment to equality and the responsibilities outlined above, for more information about the Council's commitment to equality; please visit the Council's website.

## **Section 2 – General information about the proposal**

*Provide a description of the proposal including the relevance of proposal to the general equality duties and protected characteristic pursuant to Equality Act 2010.*

### **Planning for School Places - Closure of Shapla School**

This Equality Impact Assessment concerns the proposal to close Shapla School at the end of the 2020/21 academic year. The Local Authority has identified sufficient vacancies at other local schools within 0.6 miles of Shapla, and within 0.7 of all current pupils' homes, to accommodate all the children currently attending Shapla. Across the west of Tower Hamlets there are also vacancies in many other schools. The neighbouring schools are in a stronger financial position. Although provision at Shapla is currently rated "Good" by the regulatory body, OFSTED, there is a risk that the quality of education and the continued access for pupils and their families to extended services and facilities might begin to fall at Shapla, despite the best efforts of the Headteacher and staff and governors.

Tower Hamlets has a great tradition of excellent education; it values the important role that schools have in increasing the life chances of its children. However, the borough is now in a position where there is the need for longer term planning to maintain the success and future sustainability of its schools.

Demand for school places is driven by population growth and housing development. Although population growth in Tower Hamlets is amongst the fastest in the country, it has not translated into the expected increased demand for primary school places across the borough. Falling birth rates, changing resident demographics and young families migrating out of the borough have resulted in a significant surplus of primary school places in some areas of the borough. As of January 2019, there was a 6.5% surplus in primary school places (1656 were unfilled). This is over the recommended 5% surplus that urban local authorities are recommended to operate with. The 5% surplus is designed to allow local authorities to meet their statutory duty to provide sufficient school places, yet still enable parents to have some choice of schools.

The impact of falling rolls in certain areas of the borough, reductions in education funding and schools in financial deficit, present a number of challenges. It has therefore been necessary to consider making changes that will ensure we have the right provision in the right place at the right time going forward. Provision that can be well resourced and is of high quality will enable schools to continue to thrive and offer the opportunities that children deserve: a strong curriculum with excellent teaching, enriching activities and a joyful experience at primary school.

As of January 2019, in the Wapping catchment area, where Shapla is located, there were currently 480 reception places available. In January 2019 there were 62 unfilled places, equating to two FTE classes. Projections indicate this will increase to 92 unfilled places by 2027 (three FTE classes). The review aims to safeguard the high-quality provision that exists within our schools and is being developed in collaboration with school leaders and other key stakeholders.

The work is being planned and supported through the LA's work with the Tower Hamlets Education Partnership (THEP), which plays a key role in enabling schools to meet the challenge of ensuring that all children and young people in Tower Hamlets achieve the best possible outcomes and can flourish if schools are working in effective partnerships. Ultimately, access to good quality school places is essential to raising achievement and addressing



poverty and inequality in the long term. The reorganisation of school provision and the development of new schools in certain areas of the borough should have a positive impact on all groups by improving accessibility, increasing parental choice and promoting inclusive education.

An Independent Consultant has also been commissioned by LBTH to work with schools, such as Shapla, which were identified as being at risk due to demographic change in the Borough. As well as working with schools, Dr Jenner was asked to produce a public report “Future Ambitions”<sup>1</sup> setting out principles for developing school relationships for resilience and excellence. This document was shared with all Headteachers, Unions and Governors in March 2019. Regular updates on the Primary Review have been included in the termly Director’s Report for Governors.

### **Section 3 – Evidence (Consideration of Data and Information)**

*What evidence do we have which may help us think about the impacts or likely impacts on service users or staff?*

Shapla is a small school so, as pupil numbers have fallen (Chart 1), the budget has been greatly impacted. For example, in the academic year 2019/20, Reception, Yr1 and Yr2 had below 20 children (Chart 2). Protecting quality education led to Shapla facing significant financial challenge, with no capacity to repay financial support received from the Local Authority within an acceptable time frame without damaging the quality of education for pupils. The Local Authority are not allowed to continue to fund schools that are not financially viable.

**Chart 1: Reception Application 2017-2020 by preference (LBTH School Admissions)**

Schools	PAN	1st Pref	2nd Pref	3rd Pref	4th Pref	5th Pref	6th Pref	Total 20/21	Total 19/20	Total 18/19	Total 17/18
Bigland Green Primary School	60	85	58	20	14	3	5	185	169	200	173
Blue Gate Fields Infant	90	91	35	15	10	3	6	160	155	189	198
Canon Barnett Primary School	30*	19	16	5	1	3	1	45	50	50	46
English Martyrs Roman Catholic Primary School	30	31	18	8	10	3	1	71	54	90	63
Harry Gosling Primary School	60	51	30	17	6	4	1	109	103	108	104
Hermitage Primary School	45	29	22	13	6	2	6	78	78	72	91
Shapla Primary School	30	12	11	8	3	2	2	38	39	45	72
St Mary and St Michael Primary School	60	44	13	18	3	3	4	85	82	116	127
St Paul's Whitechapel CofE Primary School	30	31	4	8	7	5	4	59	71	86	84

<sup>1</sup> The Future Ambitions Report is available on the Tower Hamlets Primary Review Website.



St Peter's London Docks CofE Primary School	30	41	23	9	6	4	2	85	70	84	93
<b>Grand Total</b>	<b>465</b>	<b>434</b>	<b>230</b>	<b>121</b>	<b>66</b>	<b>32</b>	<b>32</b>	<b>915</b>	<b>871</b>	<b>1040</b>	<b>1051</b>

### Chart 2: Shapla Year Groups (Spring Census 2020)

School	Year Groups									<b>Total</b>
	N1	N2	R	1	2	3	4	5	6	
Shapla	21	2	13	15	18	25	25	28	29	176

### Implications for children

The children will be able to stay at Shapla until the end of the Summer Term 2021, when the current Yr. 6 will then transition to secondary school. Families will be supported to move to neighbouring schools during the Summer Term, if the decision to close is agreed. There are enough vacancies available to accommodate all children attending Shapla (Chart 3). The Local Authority has recommended that the group of schools that children transition to is fairly small, to reduce travel distances, but also to support children to transition with other children that they know. However, families who wish to consider other schools closer to their homes will also be supported to do so.

Parents will be able to apply to those schools, and places will be allocated using the usual Tower Hamlets admissions criteria in the Summer Term 2021.

### Chart 3: Vacancies at neighbouring schools per year group (LBTH Oct 2019 data)

*Please note: Yrs. 5 and 6 are not included in this graph as the pupils who were in Yr 6 in Oct 2019 moved onto secondary school in Sept 2020, and pupils in Yr 5 at the time of this data will have transitioned onto secondary school in Sept 2021. Therefore, children in these age groups are unaffected by this proposal.*

School	PAN	Reception	Y1	Y2	Y3	Y4
<b>Shapla</b>	<b>30</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>25</b>	<b>25</b>
Harry Gosling	60	52	58	52	58	42
St Paul's	30	28	27	28	29	25
Hermitage	45	39	34	39	27	42
English Martyrs	30	29	30	26	25	28
Kobi Nazrul	30	30	30	30	30	25
<b>Numbers</b>	<b>225</b>	<b>192</b>	<b>195</b>	<b>193</b>	<b>194</b>	<b>187</b>
<b>Vacancies</b>		<b>33</b>	<b>30</b>	<b>32</b>	<b>31</b>	<b>38</b>

A full programme to support children through this difficult period will be put in place, with the aim of helping them to recognise that moving school presents new opportunities as well as acknowledging how they have benefitted from their education at Shapla. This will include open days at nearby schools so that parents are able to visit schools now that they have reopened.

Parents will also be given the opportunity to apply for their children to move to other schools before August 2021 through the in-year admissions process.



## Consultation

Shapla School Governing Body was prompted by the Tower Hamlets Primary Review to consider the sustainability of Shapla Primary School, given its vulnerability to falling rolls, and reached the conclusion that to close the school and relocate children to other nearby schools may be the best solution to optimising educational provision in the area.

A Steering Group consisting of the Chair, staff governor, parent governor and Headteacher from Shapla, supported by the Independent Consultant has led the work on considering the implications of the review for Shapla.

Governors and the Headteacher have met, in various groupings, regularly since the Local Authority first identified the school as being “in scope” for review, in July 2018.

An Informal Governing Body meeting with governors was held on 10<sup>th</sup> February 2020 to discuss the Primary Review, the Future Ambitions Report, and the best responses for the school. This Informal meeting recognised the likelihood of a proposal to close Shapla school. The Governing Body met again, virtually, on March 25<sup>th</sup>, 2020 to consider and agree arrangements for informal consultation.

Local Headteachers met virtually on 20<sup>th</sup> March 2020 to consider the possible proposal. This same group, and a wider group of Headteachers whose schools might be affected met again on 19<sup>th</sup> June 2020.

The informal consultation period started on 8th June and ended on 17th July 2020.

A consultation document was prepared and agreed with the Local Authority. This was given in paper copy to all parents, circulated to Tower Hamlets Headteachers, through the Headteacher’s Bulletin, emailed to trade unions, and the Secretary of State has been notified of potential changes.

Information about the consultation was also placed on the school website: <https://shapla.school/consultation/>. This included a letter to parents and staff from the Chair of Governors, a copy of the consultation document, and 3 short videos explaining the situation.

Because of COVID-19 open meetings were not held. Therefore, a range of opportunities were organised so staff, parents and carers were able to feed into the consultation:

- A response form (or any other written format) at the end of the consultation document to record views to be emailed, posted, or handed to the school.
- A special email address was set up for comments
- A box was set up in the playground at Shapla School where people could leave comments, response forms and any questions.
- The independent consultant was available for 1 to1 socially distanced questions/feedback on Monday 13th July
- Virtual meetings were set up on July 13<sup>th</sup> for staff and parents
- Personal phone calls were offered.

Governors agreed responses from the different forms of consultation should be summarized in a report for Governors, to be sent to the Steering Group, by the end of July 2020. The Steering Group reviewed feedback and used it to make a response to the council, on whether or not to recommend proceeding with the school merger proposal. A report summarizing the feedback on the consultation will be available for staff and parents during the first half of the Autumn Term 2020.



### **Other Evidence**

Financial position of Shapla  
Ofsted reports  
Pupil projections  
School census data of Shapla and neighbouring schools  
Demographic data held on current staff and pupils at Shapla and neighbouring schools  
Equality Act 2010  
Minutes of meetings where the future of Shapla has been discussed  
Shapla School Organisational Change Procedure

**Name of officer completing the EIA: Elizabeth Freer**

**Service area: C&C SPP**

**EIA signed off by:**

**Date signed off:**



## Section 4 – Assessing the impacts on residents and service delivery

	Positive	Negative	Neutral	Considering the above information and evidence, describe the impact this proposal will have on the following groups?																																
<b>Age (All age groups)</b>		X		<p>A change to schools during any phase of education can be viewed as possibly disruptive. However, 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. In addition, the change is proposed to take place between academic years and therefore allow a new start at an appropriate time in each pupil's yearly academic progression, minimising disruption.</p> <p>Therefore, the impact of closure would affect younger pupils at the school. Children moving from reception to y1 may be particularly vulnerable, as may those moving from year 1 to year 2, the year in which children take their SATs. However, the numbers at Shapla for these year groups are extremely low, as shown above. In addition, the educational outcomes for those children should not be adversely impacted by the move to a new school and, in some cases (depending on the school which is applied for by the parent), they may be improved. This is because primary school provision in the catchment area is never less than Good, as determined by Ofsted.</p> <p>As evidenced by the graph below, each school has particular strengths and these strengths may well allow parents of children at Shapla to decide which of them they would like to apply to, should the proposal go ahead.</p> <table border="1"><thead><tr><th></th><th></th><th colspan="3">Progress Score</th><th>LA Average 72%</th><th>LA Average 14%</th></tr><tr><th>School</th><th>Ofsted Grade</th><th>Reading</th><th>Writing</th><th>Maths</th><th>Pupils meeting expected standard in reading, writing and maths</th><th>Pupils achieving at a higher standard in reading, writing and maths</th></tr></thead><tbody><tr><td>Shapla</td><td>Good</td><td>Well above average</td><td>Average</td><td>Average</td><td>80%</td><td>5%</td></tr><tr><td>Harry Gosling</td><td>Good</td><td>Well above average</td><td>Above average</td><td>Above average</td><td>68%</td><td>10%</td></tr></tbody></table>							Progress Score			LA Average 72%	LA Average 14%	School	Ofsted Grade	Reading	Writing	Maths	Pupils meeting expected standard in reading, writing and maths	Pupils achieving at a higher standard in reading, writing and maths	Shapla	Good	Well above average	Average	Average	80%	5%	Harry Gosling	Good	Well above average	Above average	Above average	68%	10%
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St Paul's	Outstanding	Well above average	Above average	Well above average	90%	17%
Hermitage	Good	Average	Average	Average	66%	11%
English Martyrs	Good	Average	Average	Average	81%	27%
Kobi Nazrul	Good	Average	Average	Average	74%	7%

What does need to be addressed, however, is whether siblings would be able to attend the same school, should Shapla close. Although Pupil Services cannot guarantee all parents will get their first preference, they are committed to ensuring that siblings are kept together in the event of closure. Further analysis needs be done on this.

In response to parents expressing concerns during the informal consultation period about the impact on their children should Shapla close, there is a commitment that staff at Shapla school will help to arrange visits for the children to their new schools, and for teachers from those schools to visit Shapla. Just as the end of every Summer Term includes celebrations for Year 6 leavers, if the school closes in Summer 2021 there will be a full programme of events and activities to support the children and staff to manage the changes.

In addition, the informal consultation had been planned to start in the first half of the Summer Term 2020 but was postponed because of coronavirus. On balance the LA and governors felt that not to begin consultation in the latter half of the Summer Term was unfair on families and that, by starting to consult, the parents of children due to start in reception in September would have the opportunity to find a different school for them to start their school career where they would be able to remain and avoid another transition.

Ultimately, if Shapla were to remain open, there is the real risk that the severe financial issues would start to adversely affect the quality of education that the school has been able to provide, thereby impacting on children of all ages.



There will also be an impact on staff at the school, who could be made redundant under the proposal. The spread of staff across the age bands is fairly even, with those under 30 and above 60 less affected than those aged 30-59. Staff in their 40s will be more affected than other age groups. If we compare Shapla to its neighbouring schools, it is evident that most schools have a staff group where the age groups are more heavily weighted:

School	% Staff in each age group					
	20s	30s	40s	50s	60s	70s
Shapla	8	19	39	25	8	0
Harry Gosling	32	39	17	7	4	0
St Paul's	18	27	27	21	3	3
Hermitage	10	40	16	28	6	0
English Martyrs	8	8	24	42	12	8
Kobi Nazrul	8	50	29	30	0	0

Further interrogation of the data needs to be done in order to assess what job roles are currently allocated at Shapla to each age range. This will help to determine whether staff in those age ranges will be disproportionately affected or not. For example, if we make the assumption that staff in their 40s are more likely to be experienced and so in more senior roles, but there is a lack of job opportunities in the borough at that level then staff in their 40s at Shapla may be disproportionately affected by the proposal.

Job application and interview preparation support and training will be given to staff who wish to apply for jobs at other schools. For those staff that are of an age that would wish to explore redundancy options, the council will consider those applications. The council will also explore the possibility of ensuring displaced staff at Shapla are guaranteed an interview for jobs at other LBTH maintained schools, should they meet the minimum requirements of the role. Staff will be fully consulted should the proposal move to formal consultation and kept informed as to timelines to ensure they have enough time to find alternative positions.

<b>Disability (Physical, learning difficulties, mental)</b>		X	<b>Pupils</b>  At Shapla, of the children who will not have transitioned to secondary school at the proposed time of the school closing, 2% have an EHCP and 6% have SEND support. Whilst this EIA does not wish to minimise the impact a change of school can have on children with SEND, these numbers do not represent a
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health and medical conditions)				disproportionate impact in children with SEND.  Over the academic year 2020/21, parents and teachers at both Shapla and their new school will have the opportunity to ensure a seamless transition for children with SEND, building on the support that has been provided at Shapla. Ofsted noted, " <i>Pupils who have special educational needs and/or disabilities are difficult to identify in class because the support they receive is well focused and unobtrusive. As a result, these pupils are confident and learn quickly.</i> " This foundation, laid by Shapla, should help greatly if the proposal goes ahead and the children move to a new school. It would be prudent to bring the Annual Reviews for those children forward in order to ensure adequate time for any changes or additional support, if required, to be resourced.  <b>Staff</b>  The number of staff with a disability is so low as to allow possible identification. Therefore, numbers will not be provided in this EIA. Although this does not represent a disproportionate impact on staff, any possible redeployment processes must be mindful of the needs of staff with SEND and take into account the Equality Act 2010 in order to ensure they are not discriminated against or disadvantaged by the process.																																			
<b>Sex</b>		X	<b>Pupils</b>  The breakdown of gender for pupils at Shapla School is split evenly: 50% males and 50% female. None of the neighbouring schools are single sex schools. Therefore, there should not be a disproportionate impact on pupils of either sex. Indeed, the neighbouring schools do not have such an equal breakdown, so the movement of children from Shapla into those schools could help to balance this. In addition, as stated above, if Shapla were to remain open, there is the real risk that the financial difficulties would start to adversely affect the quality of education that the school has been able to provide, thereby impacting on children of all sexes.  <table border="1"><thead><tr><th>Year</th><th>Female</th><th>%</th><th>Male</th><th>%</th><th>Total</th></tr></thead><tbody><tr><td>N1</td><td>11</td><td>52%</td><td>10</td><td>48%</td><td>21</td></tr><tr><td>N2</td><td></td><td>0%</td><td>2</td><td>100%</td><td>2</td></tr><tr><td>R</td><td>8</td><td>62%</td><td>5</td><td>38%</td><td>13</td></tr><tr><td>1</td><td>8</td><td>53%</td><td>7</td><td>47%</td><td>15</td></tr><tr><td>2</td><td>12</td><td>67%</td><td>6</td><td>33%</td><td>18</td></tr></tbody></table>	Year	Female	%	Male	%	Total	N1	11	52%	10	48%	21	N2		0%	2	100%	2	R	8	62%	5	38%	13	1	8	53%	7	47%	15	2	12	67%	6	33%	18
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3	7	28%	18	72%	25
4	11	44%	14	56%	25
5	14	50%	14	50%	28
6	17	59%	12	41%	29
<b>Total</b>	<b>88</b>	<b>50%</b>	<b>88</b>	<b>50%</b>	<b>176</b>

### 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. As teaching roles are not gender specific, this should not have a disproportionate impact on future employment for female staff.

School	% Staff of each gender	
	Male	Female
Shapla	19	81
Harry Gosling	6	94
St Paul's	27	73
Hermitage	16	84
English Martyrs	4	96
Kobi Nazrul	18	82

<b>Gender reassignment</b>	X	No impact - We do not have any data available on this protected characteristic for pupils or staff.
<b>Marriage and civil partnership</b>		No impact - We do not have any data available on this protected characteristic for pupils or staff.
<b>Religion or philosophical belief</b>	X	No impact - we do not have any data available on this protected characteristic for pupils or staff. However, as Shapla is not a faith school, we do not expect there to be a disproportionate impact. It should be noted, however, that two of the neighbouring schools are faith schools, which may impact on parental choice: St Paul's is Church of England and English Martyrs is Roman Catholic.





Shapla	85
Harry Gosling	87
St Paul's	66
Hermitage	61
English Martyrs	1
Kobi Nazrul	92

### Staff

The breakdown of staff at Shapla evidences that no one ethnic group of staff will be impacted more than others, although White British and Bangladeshi will be impacted most as more staff of those ethnicities are employed. As teaching roles are not specific to any one ethnicity, this should not have a disproportionate impact on future employment for staff and, as stated above, support and help will be given to all displaced staff to seek further employment, if so desired.

Ethnicity	Number	%
Any Other White Background	1	3
Bangladeshi	16	44
Black - Any Other Black African Background	2	6
Refused	1	3
White - British	15	42
White - Irish	1	3
<b>Total</b>	<b>36</b>	

<b>Sexual orientation</b>	X	No impact - we do not have any data available on this protected characteristic for pupils or staff.
	X	No impact - we do not have any data available on this protected characteristic for pupils or staff.



<b>Pregnancy and maternity</b>				
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<b>Other</b>
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<b>Socio-economic</b>		X	<p>The percentage of children receiving FSM does vary across the neighbouring schools, with Shapla being one of the highest. However, as vacancies at neighbouring schools are not dependent on a parent's financial status, we do not anticipate this will have a negative impact on children. Indeed, the speed and agility at which schools in LBTH moved to support parents with food vouchers and food parcels during the closure of schools owing to COVID 19 suggests that any children with FSM eligibility will be well supported at school in LBTH.</p> <table border="1"><thead><tr><th>School</th><th>% Students on FSM</th></tr></thead><tbody><tr><td>Shapla</td><td>31%</td></tr><tr><td>Harry Gosling</td><td>39%</td></tr><tr><td>St Paul's</td><td>20%</td></tr><tr><td>Hermitage</td><td>21%</td></tr><tr><td>English Martyrs</td><td>6%</td></tr><tr><td>Kobi Nazrul</td><td>16%</td></tr></tbody></table> <p>The Council may wish to consider whether uniform grants will be provided for parents to purchase a new school uniform if this is required. The uniform grant could resemble the current school clothing grant that is provided for children when they transfer from primary to secondary school.</p>	School	% Students on FSM	Shapla	31%	Harry Gosling	39%	St Paul's	20%	Hermitage	21%	English Martyrs	6%	Kobi Nazrul	16%
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<b>Parents/Carers</b>		X	<p>During the informal consultation period, parents raised several questions. They felt Shapla is a good school, so the closure should be staggered over several years, asked if St Paul's schools could "look after Shapla" or another school amalgamate with Shapla. They also wanted to know if small classes could still be kept, or if additional money could be found to support Shapla until numbers increased, all good questions.</p> <p>Shapla is in financial difficulties and, as soon as consultation starts, parents and staff begin to consider their future and some move on. Waiting for numbers to increase or staggering the closure would not result in a positive experience for the remaining staff or children. St Paul's, as with all neighbouring schools, is willing to</p>														



				<p>help Shapla but the financial burden of running a building with too few children in each class would only exacerbate the current financial issues Shapla is facing. No nearby schools have enough space to amalgamate with Shapla.</p> <p>Small classes, although liked by parents, are no longer financially viable as the funding from central government is not enough to support them. In addition, Local Authorities are no longer allowed to make loans to struggling schools that cannot be paid back within three years.</p> <p>Parents and carers should continue to be heavily involved in the consultation process and beyond, should the proposal progress. We are cognizant that this change, after an already stressful few months of lockdown, can be difficult and support should be offered to support parents throughout this process, should the proposal progress.</p>
People with different <b>Gender Identities</b> e.g. Gender fluid, Non-Binary etc		X		No impact - we do not have any data available on gender identity for pupils or staff.
<b>AOB</b>				

## Section 5 – Impact Analysis and Action Plan

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
• Further analysis of	• Request current workforce data	By end of statutory consultation period,	EF	Data requested



<p>workforce data needs to occur</p> <ul style="list-style-type: none"><li>• Further analysis of vacancies to ensure that siblings could move to the same school</li><li>• Bring Annual Reviews for pupils with SEND at Shapla forward</li><li>• Provide support for parents/carers</li></ul> <p>Is this enough given the negative impact for age – do we think that assessment is right? Could it be neutral given what the text above says about low numbers and no adverse impact on children</p>	<p>from Shapla</p> <ul style="list-style-type: none"><li>• Data on siblings to be requested from school</li><li>• Assess whether any additional resources or support would be needed if the child was to transition to a new school</li><li>• Parent and Family Support Service to offer targeted support</li></ul>	<p>if the proposal progresses to that stage</p> <p>By end of statutory consultation period, if the proposal progresses to that stage</p> <p>By end of statutory consultation period, if the proposal progresses to that stage</p> <p>Ongoing throughout academic year</p>	EF J'OS JM	
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## **Section 6 – Monitoring**

Have monitoring processes been put in place to check the delivery of the above action plan and impact on equality groups?

Yes?

No?

Describe how this will be undertaken:

The Primary Review group will monitor and review the action plan



## Appendix A

### Equality Impact Assessment Decision Rating

Decision	Action	Risk
<p>As a result of performing the EIA, it is evident that a disproportionately negative impact (direct, indirect, unintentional or otherwise) exists to one or more of the nine groups of people who share a Protected Characteristic under the Equality Act. It is recommended that this proposal be suspended until further work is undertaken.</p>	<p><b>Suspend – Further Work Required</b></p>	<p>Red</p> 
<p>As a result of performing the EIA, it is evident that there is a risk that a disproportionately negative impact (direct, indirect, unintentional or otherwise) exists to one or more of the nine groups of people who share a protected characteristic under the Equality Act 2010. However, there is a genuine determining reason that could legitimise or justify the use of this policy.</p>	<p><b>Further (specialist) advice should be taken</b></p>	<p>Red Amber</p> 
<p>As a result of performing the EIA, it is evident that there is a risk that a disproportionately negatively impact (as described above) exists to one or more of the nine groups of people who share a protected characteristic under the Equality Act 2010. However, this risk may be removed or reduced by implementing the actions detailed within the <i>Action Planning</i> section of this document.</p>	<p><b>Proceed pending agreement of mitigating action</b></p>	<p>Amber</p> 
<p>As a result of performing the EIA, the proposal does not appear to have any disproportionate impact on people who share a protected characteristic and no further actions are recommended at this stage.</p>	<p><b>Proceed with implementation</b></p>	<p>Green:</p> 