

# Equality Analysis (EA)

## Section 1 – General Information (Aims and Objectives)

Name of the proposal including aims, objectives and purpose:

*(Please note – for the purpose of this doc, 'proposal' refers to a policy, function, strategy or project)*

Proposal: Pupil Place Planning for the new Bow School.

Aims/objective: To transform Bow School from a single-sex boys only school to a coeducational establishment when relocated to its new site.

Who is expected to benefit from the proposal?

The construction of the new Bow School is intended to benefit local pupils living in the North East of the borough where it is predicted that pupil numbers are set to grow, in part due to new housing developments. This would consequently increase the demand for more secondary school places, and a coeducational school would provide parents the option of local provision for girls who would otherwise have to travel further afield.

A new school would also have state of the art modern facilities and be more accessible to a wider range of pupils with varying needs including those with a disability.

Service area:

Learning and Achievement

Team name:

Head of Pupil Admissions and Exclusions

Service manager:

Terry Bryan

Name and role of the officer completing the EA:

Sasta Miah, Schools Workforce Development Manager

## Section 2 – Evidence (Consideration of Data and Information)

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

Bow School is currently a single sex boys only school that is located in Paton Close, which as part of the Building Schools for the Future programme, Tower Hamlets council and the school governing body have proposed major changes in the redevelopment of the school. These proposals include relocating the existing school to a new purpose built site on Gillender Street from September 2014, expanding the number of school places from 125 places to 270 places in each year group, the offer of a new 6<sup>th</sup> form and the admission of girls to the school roll.

Tower Hamlets has been witnessing a steady increase in demand for primary school places, which the local authority has responded to by expanding provision in existing primary schools, building new schools and developing plans for more school places (see appendix 1).

Marnar Primary School, one of the feeder schools for Bow School has already increased its form of entry from 60 to 90 and there are expansion plans for Culloden Primary. There is also approval pending for a new two form entry primary school near the Tesco development site in Bromley by Bow and a proposal to redevelop Bromley Hall.

It is anticipated that with the growth in pupil numbers and the increased housing developments in the North East of the borough there is a need to offer more secondary school places. The forecast is that the borough will need an additional 13,000 new school places between the period 2012-2020 of which 5,500 of these will need to be secondary school places. Currently there are a total of 14 secondary schools in the borough, of which there are 2 boys, 2 girls and 10 mixed schools.

The new Bow School site would provide female pupils the opportunity to access a local secondary school within reasonable distance from their home. The secondary schools nearest to Bow School include, Central Foundation, Langdon Park and St Pauls Way.

In order to try and achieve a balanced gender intake for the new Bow School, the Council proposes a Transitional Exemption Order under the Equality Act 2010 from September 2014 to September 2018. The proposed admission arrangements for girls to the new school will be over the course of four years, with girls admitted at Year 7 until each year group has both girls and boys. The gradual build up over time of girls will allow the school to manage this transition and help the girls to integrate. The 270 Year 7 places will be equally split between girls and boys and will be filled in the following priority order:

- Pupils who apply from each gender up to a maximum of 135 for either boys or girls. Consequently some pupils may initially be refused a place due to the target number for each gender.
- Any places remaining after national offer day and applications received outside the normal point of entry will be filled regardless of gender.
- After September 2018 the normal admission arrangements for community schools in Tower Hamlets will apply.

In line with other secondary schools in the borough, it is anticipated that the new Bow School will have a slight imbalance in terms of the gender ratio for the school roll. This is due to the provision of single sex schools and pupils either moving out of the borough or to the non-state sector, in particular single sex faith schools. See appendix 2 for the current rolls of mixed schools at January 2012.

Whilst there is concern that a new mixed school will impact on the gender distribution of all other schools to have a balanced roll, this needs to be considered alongside the current location and distribution of secondary schools and the impact that this has for families in the Bow area wanting a school within reasonable travel distance from home.

The issue of travel distance to a secondary school is particularly significant for girls in Bow who, on average have to travel the furthest distance by almost 2km. A girl living in Bow East would travel almost three times the distance compared to a girl living in another part of the borough. See appendix 3 for the average distance travelled by pupils who secured a place at their 1st choice secondary school in 2012.

A new school in the Bow area would provide pupils of all backgrounds particularly those with a disability, access to a school with state of the art facilities and designed and planned to cater for the needs of a wide range of pupils with differing needs, thereby helping to reduce social exclusion and improving community cohesion.

The admissions criteria for the new school will be similar to the existing criteria for community schools in the borough, and includes banding to establish a balanced intake. However, to ensure that local children have fair access, a linked primary schools' criteria will be included based on Bow's existing feeder schools, which are as follows:

- Clara Grant Primary School
- Malmesbury Primary School
- Marner Primary School
- Old Ford Primary School
- Old Palace Primary School
- Wellington Primary School

If more children from 'linked' schools apply than there are places available, places will be allocated on the basis of proximity. Whilst the new school will increase the provision of school places in the borough, until the full demand for places is reached the designated 'linked' primary schools will retain their priority status for a period of at least seven years, regardless of how many children are being transferred from each Year 6 cohort.

An initial consultation was undertaken between 7 January to 15 February 2013 with the proposed building design on display in the school for parents and pupils. A consultation paper was widely circulated to all relevant stakeholders concerning the proposals for the new Bow School including parents and carers, school staff and governors, other headteachers and chair of governors, trade unions, elected officials, neighbouring local authorities, the diocesan boards as well as being hosted on the council's website.

The response to the consultation paper has been limited. In total there were 18 responses returned either as a form or completed online. A total of 14 respondents agreed with the proposal to admit girls to the new school with three people disagreeing and one person unsure. See appendix 4 for the full consultation results.

In addition, a parents' meeting was held at the school during the consultation period for both parents with children currently at the school as well as with prospective parents. Although the turn-out was low, the parents who did attend were able to have their concerns and questions addressed by the headteacher and representatives from the local authority.

### **Section 3 – Assessing the Impacts on the 9 Groups**

#### **How will what you're proposal impact upon the nine Protected Characteristics?**

For the nine protected characteristics detailed in the table below please consider:-

- **What is the equality profile of service users or beneficiaries that will or are likely to be affected?**

-Use the Council's approved diversity monitoring categories and provide data by target group of users or beneficiaries to determine whether the service user profile reflects the local population or relevant target group or if there is over or under representation of these groups

- **What qualitative or quantitative data do we have?**

-List all examples of quantitative and qualitative data available

*(include information where appropriate from other directorates, Census 2001 etc)*

*-Data trends – how does current practice ensure equality*

- **Equalities profile of staff?**

-Indicate profile by target groups and assess relevance to policy aims and objectives e.g. Workforce to Reflect the Community. Identify staff responsible for delivering the service including where they are not directly employed by the council.

- **Barriers?**

-What are the potential or known barriers to participation for the different equality target groups? Eg, communication, access, locality etc

- **Recent consultation exercises carried out?**

-Detail consultation with relevant interest groups, other public bodies, voluntary organisations, community groups, trade unions, focus groups and other groups, surveys and questionnaires undertaken etc. Focus in particular on the findings of views expressed by the equality target groups. Such consultation exercises should be appropriate and proportionate and may range from assembling focus groups to a one to one meeting.

- **Additional factors which may influence disproportionate or adverse impact?**

-Management Arrangements - How is the Service managed, are there any management arrangements which may have a disproportionate impact on the equality target groups

- **The Process of Service Delivery?**

-In particular look at the arrangements for the service being provided including opening times, custom and practice, awareness of the service to local people, communication

Please also consider how the proposal will impact upon the 3 One Tower Hamlets objectives:-

- Reduce inequalities
- Ensure strong community cohesion
- Strengthen community leadership.

**Please Note -**

Reports/stats/data can be added as Appendix

Target Groups	Impact – Positive or Adverse  What impact will the proposal have on specific groups of service users or staff?	Reason(s) <ul style="list-style-type: none"> <li>• Please add a narrative to justify your claims around impacts and,</li> <li>• Please describe the analysis and interpretation of evidence to support your conclusion as this will inform decision making</li> </ul> <p>Please also how the proposal will promote the three One Tower Hamlets objectives?</p> <ul style="list-style-type: none"> <li>-Reducing inequalities</li> <li>-Ensuring strong community cohesion</li> <li>-Strengthening community leadership</li> </ul>
Race	Positive	By admitting girls to the school roll of the proposed new Bow School, girls of all ethnic backgrounds will have access to a local secondary school in the Bow area and thereby improve race relations in the community.
Disability	Positive	A new purpose built school in the Bow area will be better able to meet the needs of a wide range of pupils, including those with a disability. This will help to promote greater community cohesion and reduce inequalities as pupils with diverse needs will be integrated in to the school community, reducing social exclusion and breaking down stereotypes. In addition, disabled pupils will have access to a local secondary school that is in closer proximity to home.
Gender	Positive	A mixed school will enable pupils to prepare for adulthood and develop their social interaction skills. Whilst it is acknowledged that changing the school to a coeducational one will reduce parental choice for those electing for a single sex school for boys, the benefits of a new mixed school in the locality may extend to a much wider group of pupils.
Gender Reassignment	Positive	Pupils beginning to explore their sexual identity may feel more comfortable in a mixed school setting where there may be less pressure to conform to gender stereotypes. This may also help to reduce instances of homophobic bullying.
Sexual Orientation	Positive	Pupils beginning to explore their sexual identity may feel more comfortable in a mixed school setting where there may be less pressure to conform to gender stereotypes. This may also help to reduce instances of homophobic bullying.
Religion or Belief	Positive	Pupils of different religious beliefs or no beliefs will be able to interact with each other and thereby discourage closed communities and increase community cohesion.
Age	Positive	The new school will offer younger pupils living in the catchment area, particularly those in year 7 a school place that is in closer proximity to home. The provision of a new sixth form will also widen the

		options for those wishing to pursue further education and will facilitate a smoother transition and continuity of education.
Marriage and Civil Partnerships.	N/A	
Pregnancy and Maternity	N/A	
Other Socio-economic Carers	Positive	Young carers will be able to access a local secondary school provision that is nearer to their home, thus making their caring responsibilities easier. This will also reduce the time it takes to travel from school to home, thus increasing safety for all pupils.

## Section 4 – Mitigating Impacts and Alternative Options

From the analysis and interpretation of evidence in section 2 and 3 - Is there any evidence of or view that suggests that different equality or other protected groups (inc' staff) could have a disproportionately high/low take up of the new proposal?

No

If yes, please detail below how evidence influenced and formed the proposal? For example, why parts of the proposla were added/removed?

*(Please note – a key part of the EA process is to show that we have made reasonable and informed attempts to mitigate any negative impacts. AN EA is a service improvement tool and as such you may wish to consider a number of alternative options or mitigation in terms of the proposal.)*

## Section 5 – Quality Assurance and Monitoring

Have monitoring systems been put in place to check the implementation of the proposal and recommendations?

Yes

How will the monitoring systems further assess the impact on the equality target groups?

Each year the pupil intake will be monitored and determined on the basis of the admission criteria previously set out in order to try and create a balanced intake and to ensure that pupils from the linked primary schools are given priority admission.

Does the policy/function comply with equalities legislation?  
(Please consider the [OTH objectives](#) and [Public Sector Equality Duty](#) criteria)

Yes

If there are gaps in information or areas for further improvement, please list them below:

How will the results of this Equality Analysis feed into the performance planning process?

The equality analysis will be submitted as supporting evidence alongside the statutory consultation proposal for the new Bow School.



## Section 6 - Action Plan

As a result of these conclusions and recommendations what actions (if any) **will** be included in your business planning and wider review processes (team plan)? Please consider any gaps or areas needing further attention in the table below the example.

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
<b>Example</b>				
1. Better collection of feedback, consultation and data sources	1. Create and use feedback forms. Consult other providers and experts	1. Forms ready for January 2010 Start consultations Jan 2010	1.NR & PB	
2. Non-discriminatory behaviour	2. Regular awareness at staff meetings. Train staff in specialist courses	2. Raise awareness at one staff meeting a month. At least 2 specialist courses to be run per year for staff.	2. NR	

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
Conversion of Bow School from a single sex boys school to a mixed school	Cabinet receives a report on the initial consultation and decides on publishing formal statutory proposals	10 April 2013		
	Statutory proposals published with 6 weeks allowed for comments	22 April – 31 May 2013		
	The decision will be taken to implement the proposals either by	By 31 July 2013		

	<p>the Council's Cabinet if there are objections; or, if there are no objections, by the Corporate Director of Education, Social Care &amp; Wellbeing</p> <p>Additional pupils and girls admitted to year 7</p>	September 2014		
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**Section 7 – Sign Off and Publication**

<p><b>Name:</b> (signed off by)</p>	
<p><b>Position:</b></p>	
<p><b>Date signed off:</b> (approved)</p>	

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**Section 8 Appendix – FOR OFFICE USE ONLY**

This section to be completed by the One Tower Hamlets team

**Policy Hyperlink :**

<b>Equality Strand</b>	<b>Evidence</b>
Race	
Disability	
Gender	
Gender Reassignment	
Sexual Orientation	
Religion or Belief	
Age	
Marriage and Civil Partnerships.	
Pregnancy and Maternity	
Other Socio-economic Carers	

<b>Link to original EQIA</b>	Link to original EQIA
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<b>EQAID</b> <b>(Team/Service/Year)</b>	
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