

Cabinet BACKGROUND PAPERS

DATE: Thursday 21 November 2013

AGENDA - PART I

CHILDREN AND FAMILIES

- KEY 9. FUTURE ORGANISATION OF STANBURN FIRST SCHOOL 4-7 YEARS AND STANBURN JUNIOR SCHOOL (Pages 1 - 34)**

Background Paper to the Report of the Corporate Director of Children and Families.

- KEY 10. SCHOOL EXPANSION PROGRAMME (Pages 35 - 48)**

Background Paper to the Report of the Corporate Director of Children and Families.

AGENDA - PART II - Nil

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REMEMBER - ALL REPORTS MUST BE CLEARED
WITH THE PORTFOLIO HOLDER PRIOR TO SEEKING
LEGAL, FINANCIAL, PERFORMANCE AND ENVIRONMENTAL IMPACT
CLEARANCE

Ref PHD 005/13

REPORT FOR: Portfolio Holder Decision

SUBJECT: Future Organisation of Stanburn First School and Stanburn Junior School

Responsible Officer: Catherine Doran
Corporate Director Children and Families Services

Portfolio Holder: Councillor Zarina Khalid, Portfolio Holder for Children, Schools and Families

Key Decision: No

Urgent/Non Urgent: Non Urgent

Decision subject to Call-in: No

Power to be exercised: Portfolio Holder Responsibilities (Allocation of Responsibilities) – Paragraph 2 (i) of Delegated Powers of Portfolio Holders, Appendix to the Executive Procedure Rules, Part 4D of the Constitution

Exempt: No

Enclosures:

- Appendix 1 – Letter from the Chair of Stanburn First School Governing Body
- Appendix 2 – Letter from the Chair of Stanburn Junior School Governing Body
- Appendix 3 – Themes from consultation responses

Section 1 – Summary and Recommendations

This report sets out the outcome of the statutory consultation about the future organisation of Stanburn First School and Stanburn Junior School, and the recommendations of the two governing bodies.

Recommendations:

The Portfolio Holder is requested to:

1. Consider the outcome of the statutory consultation and the recommendations from the governing bodies, and;
2. Approve the publication of statutory notices to extend the age range and capacity of Stanburn First School (4-7 Years) and discontinue Stanburn Junior School as set out in paragraphs 23 to 26 of this report.

Reason: (For recommendation)

In line with the Council's amalgamation policy, combining the two schools would give the opportunity to further improve educational standards by enabling planning as a coherent whole across the primary phase of the national curriculum and providing greater flexibility across and between key stages. Access to the whole primary curriculum supports and informs whole school planning, assessment, pastoral systems, etc, and provides opportunities for wider staff development and experience across the full primary phase.

Section 2 – Report**Introductory paragraph**

1. Harrow's vision is to provide high achieving schools at the centre of community services, and to continue improvement in schools to make education in Harrow even better. In order to further this vision, in October 2007 Cabinet agreed its

strategic approach to school organisation which incorporated the amalgamation policy. At its meeting on 18 July 2013, Harrow Cabinet is recommended to confirm reviewed and updated amalgamation policy documents.

Background

2. The Council's amalgamation policy requires separate infant/first and junior schools to amalgamate when one or more of the triggering circumstances arise unless there are compelling and over-riding reasons not to, and a headteacher vacancy in either or both schools is one of the triggering circumstances. The Headteacher of Stanburn Junior School will retire at the end of this academic year in August 2013 and one of the amalgamation policy triggers is met. During the Autumn Term 2012, the governing bodies of the two schools commenced the process to amalgamate the two schools in accordance with the Council's amalgamation policy by agreeing to set up a representative joint Steering Group to plan the consultation activity with the school communities.
3. The representative joint Steering Group met twice in January to agree the arrangements for consulting the school communities. The statutory consultation was held from Monday 21 January 2013 until Friday 15 February 2013.

Options considered

4. There are different models of school organisation and governance. This report considers a combined primary school providing Early Years Foundation Stage, Key Stage 1 and Key Stage 2 in accordance with the Council's amalgamation policy.
5. Consultation activity by the governing bodies commenced in the Autumn Term 2012. The Governing Bodies of Stanburn First School and Stanburn Junior School established a representative joint Steering Group, with governing body representatives from both schools, to plan the consultation of the school communities about the amalgamation of the two schools. Two meetings of the Joint Steering Group, held on 7 January 2013 and 15 January 2013, planned the consultation process for a proposed amalgamation of the two schools in September 2013. A proposal evaluation document, a consultation paper, a response form and a cover letter were prepared.
6. The statutory consultation was held from Monday 21 January 2013 until Friday 15 February 2013. The consultation paper was sent to all parents, members of staff and governors on 21 January 2013. Three open consultation meetings for parents, staff and governors of both schools were held, two on 30 January at 9.00 am and 2.15 pm and one on 31 January 2013 at 7.30 pm, to enable discussion. Council officers attended these consultation meetings to present information and answer questions. The proposal evaluation document was made available from the school offices and websites and Harrow Council website, and was available at the open consultation meetings.
7. On 21 January 2013, Harrow Council sent the consultation paper to interested parties in accordance with the Department for Education School Organisation and Competitions Unit guidance, including neighbouring local authorities, diocesan authorities, local MPs and elected members, voluntary and community organisations, and Harrow Youth Council. Information about the amalgamation policy, the consultation paper and proposal evaluation were also made available on the Harrow Council website.

8. The outcome of the statutory consultation, next steps considerations and the recommendation of the Corporate Director of Children and Families are set out in the rest of this report.

Consultation outcomes

9. The consultation elicited the highest number of responses from all of the amalgamation consultations carried out under the Council's amalgamation policy. This response rate reflected the high level of concerns, confusion and feelings generated within the school communities during the process. In relation to this it should be noted that Stanburn Junior School Governing body sought opinions from parents by 4 January 2013 on three potential options about the future of Stanburn Junior School: Amalgamation; Federation; Academy status.
10. 473 recordable written responses to the consultation were received from parents and staff and other interested stakeholders. In addition responses were received from Harrow Association of Disabled People and the local Member of Parliament.

	I support combining the two schools	I do not support combining the two schools	I am not sure	Total
First School parent	28	95	12	135
Junior School parent	29	90	4	123
Parent in both schools	28	90	4	122
Member of staff in First School	27	3	12	42
Member of staff in Junior School	3	25	1	29
Other interested stakeholder:	19	2	1	22
Total	134	305	34	473
%	28.3%	64.5%	7.2%	100%

11. The representative joint Steering Group considered the outcome of the consultation at its meeting on 26 February 2014. The group noted that the information received may not give an accurate picture because of possible duplication of forms and concern that signatures were being sought in the playgrounds. To assist the group themes from the consultation responses were prepared with examples of the comments written by those in support and not in support of the proposals. These themes are included for information as Appendix 3.
12. The group reflected on the high level of responses, with almost two thirds of respondents not in support of combining the two schools, and the concern that relationships between the schools may have been damaged by the consultation processes. The group suggested the two Chairs of Governors meet following

discussion with their governing bodies to see if they can reach a mutual agreement or an acceptable alternative to amalgamation.

13. The Governing Body of Stanburn First School met on 28 February 2013 and voted for the two schools to be amalgamated with effect from September 2013. The Governing Body strongly felt that this is an outstanding school, with outstanding facilities, resources, staff and, of course, results. Likewise the Junior School has received an 'Outstanding' rating by OFSTED. The Governing Body could, therefore, see no detriment being caused to either school, or the wider community, by amalgamating the two schools into a new all-through primary school. The Governing Body acknowledged the need for both schools to have a productive working relationship as the schools share not only a site, but a building. This is essential for the good of the social and emotional well being of the staff, students and parents of both schools, and ultimately to continue with the outstanding academic progression for the students. The Governing Body letter dated 6 March 2013 included other contextual comments and is attached as Appendix 1 to this report.
14. The Governing Body of Stanburn Junior School met on Wednesday 27 February 2013 and decided it did not support the proposed amalgamation and would work to seek an alternative outcome for the school. The Governing Body of Stanburn Junior School believed that its future was best served by remaining as a separate school. As a result it passed a resolution to seek Academy Status. Comment was made that the consultation results showed that a clear majority opposed the amalgamation and from the parents this view was common across both school communities as well as in the responses from parents who have children in both schools.

Next Steps considerations

15. Following the outcomes of the consultation and the opposing views of the two Governing Bodies, the Council deferred its decision about whether to publish statutory proposals to allow issues to be reconsidered. Officers met with the two Chairs of Governors to consider the next steps for moving forward.
16. The meetings with the Chairs of Governors were constructive and helpful and included discussion about a number of issues including: the consultation process; the consultation responses; leadership and governor changes since the consultation that would happen within the Junior School; the position in September; academy status; and the need to rebuild the relationship between the two schools. The local authority confirmed its amalgamation policy position of a Stanburn combined school.
17. There was in principle agreement around a number of themes including: the need to rebuild the relationship between the two school communities; acknowledgement that the local authority amalgamation policy was unlikely to change and the triggers would apply in future; and the need to secure the future leadership arrangements in the Junior School.
18. In line with the Council's Amalgamation Policy, it was proposed that the two schools combine, in a timescale that allows further work to be undertaken on what a combined Stanburn School would look like, and the journey to achieving this status. The proposed timescale would be for the Amalgamation to be effective from 1 January 2014. To achieve this, it was proposed, subject to the

agreement from both governing bodies, that a Task and Finish Group with representatives from both schools be established to consider what a combined school would be like and the journey to achieving a combined school.

19. Agreement was reached with the schools for a Task and Finish Group of 5 representatives from each governing body to meet and report on its work to the governing bodies. The Task and Finish Group met for the first time on 11 July and had open discussions following context setting by officers. Questions were raised by the representative governors that officers responded to, and a range of points were discussed. These included clarification of the governance and leadership arrangements of the combined school and communications with parents. The group decided it will continue to work together next term to facilitate processes towards amalgamation and to work with both Governing Bodies.
20. Stanburn Junior School Governing Body held an extraordinary meeting on 15 July and discussed feedback from the Task and Finish Group meeting. The Governing Body decided to support the move to amalgamation and has agreed to fully engage in the process. The general feeling of the governors at the meeting was that they were faced with no real alternative, as Harrow Council's Policy offered the Governing Body no viable options. The Governing Body having evaluated Academy Status, as an alternative, had to reject this as unsustainable due to the financial requirements. Also, having researched becoming a Federated School, the general consensus was that this would only delay the inevitable, resulting in further instability and disquiet. The letter from the Chair of Governors of Stanburn Junior School Governing Body is attached as Appendix 2.
21. Following the Task and Finish Group meeting on 11 July, Stanburn First School Governing Body has written to Harrow Council affirming its support for the amalgamation of the two schools. The letters dated 6 March 2013 and 17 July 2013 from the Chair of Governors of Stanburn First School Governing Body are attached as Appendix 1.
22. A letter is being drafted by the Task and Finish Group to the schools' community to keep them up-to-date with the proposed amalgamation and to clarify some of the points raised in the consultation. The Task and Finish Group will meet again in September.

Recommendation

23. The Corporate Director of Children and Families recommends that Harrow Council publish statutory proposals that, if approved, would combine the two schools on 1 January 2014.
24. It is acknowledged that the clear majority of views expressed by parents and staff during the statutory consultation did not support combining the two schools. Although the example in the Council's Amalgamation Policy that a compelling and over-riding reason not to proceed with the amalgamation could be a clear majority view of parents of children at the schools that is opposed to amalgamation, it is considered that other factors should be also taken into account:

- The high level of concerns, confusion and feelings that were generated within the school communities during the consultation process and that the consultation is not a vote.
 - The Governing Bodies had opposing views, with the First School supporting amalgamation and the Junior School not supporting and resolving to seek academy status.
 - Since this decision by the Junior School, the research into academy status has been completed and the Governors concluded that it was not a viable option as a separate school.
 - The discussions with the Chairs of Governors, their agreement to establish a Task and Finish Group and the subsequent decision of the Junior School Governing Body in support of amalgamation.
25. It is recommended that statutory proposals should be published and that Cabinet should make the final decision. The Amalgamation Policy approved by Cabinet sets out that Cabinet or the Portfolio Holder as decision maker will consider the outcome of consultation and recommendations from the Governing Bodies and decide whether to publish statutory proposals. The range of views expressed during the representation period and consultation and the recommendations of the two Governing Bodies would be reported to Harrow Cabinet to consider when making the key decision to determine the statutory proposals.
26. The statutory proposals would be published on 5 September 2013 as follows:
- A prescribed alteration to extend the age range of Stanburn First School (4-7 Years) to establish a primary school with an age range of 4 years (Reception) to 11 years (Year 6) from 1 January 2014;
 - A prescribed alteration to expand the capacity of Stanburn First School (4-7 Years) from 1 January 2014;
 - A notice to discontinue Stanburn Junior School on 31 December 2013.

Legal Implications

27. If Harrow Council decides to publish statutory notices, the decision should be made taking into account the view expressed during consultation. Regard should be given to the Secretary of State's guidance in this decision making.
28. If Harrow Council decides to publish statutory proposals, there would be a 6 week statutory period during which representations could be made. Cabinet would need to determine the proposals within two months from the end of the representation period, giving due regard to the representations received during the representation period. Cabinet's decision is subject to appeal to the Office of the Schools Adjudicator and / or judicial review. In the event Cabinet does not make a decision within two months of this period, the decision must be referred to the Office of the Schools Adjudicator, whose decision is also subject to judicial review.

Financial Implications

29. The governing body and leadership team of a combined school would have to plan strategically in a cost effective manner in the best interests of the children in order to achieve positive outcomes for the children in the long term.

30. The Government has introduced significant changes to school funding and is moving towards a national funding formula. Under the Government's new funding formula the combining of two schools would result in the loss of one element of 'lump sum' funding allocated to schools. In 2013/14 the lump sum amount is £142,230. The Government has recently announced that the formula for 2014/15 is changing and that if two schools merge they are now allowed to keep 85% of the 2 lump sums for the first year of the merger. If lump sum funding is retained by the Government, one lump sum would be lost after the first year of the merger for each year going forward. Though this is a significant issue it may be considered that it would only put the combined school in the same position as existing all-through primary schools. There would be reductions in expenditure through having one headteacher post and the governing body of the combined school could make decisions that would achieve efficiencies. No other elements of the school budgets would change.

Performance Issues

31. Harrow is a high performing Local Authority and the large majority of local services are judged to be good or better by Ofsted. Schools in Harrow perform well in comparison to national and statistically similar local authorities. The vast majority of primary schools and secondary schools are judged good or outstanding. Stanburn First School (4-7 Years) achieved an "outstanding" judgement at its Ofsted inspection in October 2009. Stanburn Junior School achieved a "good" judgement at its Ofsted inspection in April 2013.

32. The Schools White Paper and Education Act 2011 maintain a focus on driving up standards in schools, and place more of the responsibility with the schools directly for their improvement. The role of the Local Authority in measuring performance and driving improvement has changed significantly and is reduced from its previous level. However, the Local Authority maintains a strategic oversight and enabling role in local education, and is likely to retain some role in monitoring educational achievement and key measures such as exclusions and absence. The Local Authority is also statutorily responsible for supporting and improving underperforming schools.

33. The Local Authority continues to monitor key education indicators. The indicators are used locally to monitor, improve and support education at both school and local authority level; they are also used within information provided to the DfE. The indicators fall within the following areas:

- Attendance and exclusions - remain a statutory duty for the Local Authority to monitor and improve;
- Narrowing the Gap - is a fundamental part of Ofsted's school inspection process, and accordingly the Local Authority monitors the attainment of identified groups of pupils in its schools, for example SEN children;
- Underperforming schools – schools are assessed at Key Stage 2 & Key Stage 4 against defined floor standards.

Environmental Impact

34. There is no significant environmental impact arising from these proposals.

Risk Management Implications

35. A summary of high level risks is provided below.

High Level Risks	Consequences	Mitigating/Control Actions
Challenge to decision making.	Delay.	The decision maker must have due regard to the Secretary of State's guidance for decision makers in reaching its decisions on school reorganisation proposals.
Clarification of the Council's Amalgamation Policy.	Confusion for stakeholders.	In response to issues raised by the DCSF in regard to the amalgamation policy, and a corporate complaint investigation relating to a school involved in a school reorganisation process, Cabinet agreed a clarified policy at its October 2008 meeting. This clarification does not change the policy requirements.

Equalities implications

36. An equality impact assessment will be undertaken if it is decided to publish statutory proposals before Cabinet makes its key decision. It is envisaged that the equalities impact of Harrow Council's decision whether to combine the schools will be effectively neutral. No children would be displaced if the schools amalgamate or if they stay separate.

Corporate Priorities

37. The proposed amalgamation of the two Stanburn schools will support the Council's Corporate Priorities:

- United and involved communities: A Council that listens and leads;
- Supporting and protecting people who are most in need;

by providing opportunities to enhance educational standards and to further promote positive community outcomes by ensuring the most effective and coordinated extended services support to families and children, and the use of school facilities.

Section 3 - Statutory Officer Clearance

Signature:			
Name:	Patricia Harvey	<input type="checkbox"/>	on behalf of the Chief Financial Officer
Date:	22 July 2013		

Signature:			
Name:	Linda Cohen	<input type="checkbox"/>	on behalf of the Monitoring Officer
Date:	24 July 2013		

Section 4 – Performance Officer Clearance

Signature:			
Name:	David Harrington	<input type="checkbox"/>	on behalf of the Divisional Director Strategic Commissioning
Date:	22 July 2013		

Section 5 – Environmental Impact Officer Clearance

Signature:			
Name:	Andrew Baker	<input type="checkbox"/>	on behalf of the Corporate Director (Environment & Enterprise)
Date:	18 July 2013		

Section 6 - Contact Details and Background Papers

Contact: Chris Melly, Senior Professional, Education Strategy and School Organisation 020 8420 9270 chris.melly@harrow.gov.uk

Background Papers:

Consultation paper on the Future Organisation of Stanburn First School (4-7 Years) and Stanburn Junior School.

Department for Education School Organisation and Competitions Unit guidance for decision makers

<http://www.education.gov.uk/schools/leadership/schoolorganisation>

Signature:

Position Corporate Director Children and Families

Name (print) Catherine Doran

Date:

For Portfolio Holder

* I do agree to the decision proposed

* I do not agree to the decision proposed

** Please delete as appropriate*

Notification of disclosable non-pecuniary and pecuniary interests, any conflict of interest or dispensation granted by the Head of Paid Service(if any):

[Should you have a Disclosable Pecuniary Interest, you should not take this decision.]

Additional comments made by and/or options considered by the Portfolio Holder

Signature:

Portfolio Holder

Date:

**Call-In Waived by the
Chairman of Overview
and Scrutiny
Committee**

YES/ NO / NOT APPLICABLE*

*(for completion by Democratic
Services staff only)*

** Delete as appropriate
If No, set out why the decision is
urgent with reference to 4b - Rule
47 of the Constitution.*

STANBURN FIRST SCHOOL GOVERNING BODY
Abercorn Road
Stanmore
Middlesex HA7 2PJ
Tel: 020 8954 1423

16th July 2013

Ms Catherine Doran
Corporate Director of Children and Families
Harrow Council
Civic Centre
Civic 1
Station Road
Harrow, Middlesex

Dear Ms Doran

On Thursday 11th July 2013 a meeting of the Task and Finish Group met to discuss the way forward regarding the amalgamation of Stanburn First and Stanburn Junior Schools.

I am writing to reaffirm our original letter to Mr A Parker dated 6th March 2013 stating that the Governing Body of Stanburn First School support the amalgamation of the two schools.

The Governing Body have always remained focused on the long-term, strategic future of this school and we feel it would be detrimental not to amalgamate the two schools into a new all-through primary school.

Yours sincerely

Mrs L Martin
Chair - First School Governing Body

STANBURN FIRST SCHOOL GOVERNING BODY
Abercorn Road
Stanmore
Middlesex HA7 2PJ
Tel: 020 8954 1423

6th March 2013

Mr A Parker
Harrow Teachers Centre
Tudor Road
Wealdstone
Middlesex
HA3 5PQ

Dear Mr Parker

On Thursday 28th February a meeting of the full Governing Body of Stanburn First School was held. At the meeting full discussion took place to consider all the evidence and points of view presented as part of the Consultation process when considering whether the two schools should now be amalgamated.

Firstly I think it needs to be acknowledged that, for whatever reasons, there has been a very high level of frustration for many of the parties involved especially the parents. This was caused mainly because, on the face of it, the Local Authority were not able to offer any other alternatives other than a 'yes' or 'no' to amalgamation. In the case of 'no' there was no 'official' alternative. The Local Authority had a very restricted brief and also seemed to have a very restricted 'script' to work from when trying to answer questions/concerns. It seemed to the Governing Body that many of the parents felt that this was purely a cost cutting exercise.

At most meetings one of the most frequently asked questions was at what level of negative response would the Council say that the status quo would remain. Council Officers were unable to answer the question but many felt, based on history that, to a large extent, it was a fait accompli. The overriding, compelling reasons not to amalgamate that were cited would not fit the Stanburn model and arguments over size, in all probability, would not be accepted by Cabinet.

Further it seems that a lot of parents took the opportunity to air grievances over the expansion process. Without wishing to get too side tracked on this issue it must be noted that most of them chose not to take part in the consultation process for that and are only now choosing to take the opportunity to make the views belatedly known.

Before continuing, the other issue that I feel should be brought before this forum is the totally unfounded vitriolic attacks on the First School Head. These spurious comments appear to have been borne out of nothing but ignorance and in specific cases personal grudges have been brought to bear. Whatever the reason they have been deeply hurtful and steps hopefully will be taken by the Local Authority to redress this situation.

Whether or not to amalgamate. The Governing Body have always remained focussed on the long-term, strategic future for this school. One of the first questions that we considered was that in the

unlikely event of Cabinet allowing the two schools to remain separate, what would happen when one or other of the heads resign. The answer appears to be very clear cut and that is that we would have to go through this whole damaging process again. It has clearly been, and continues to be, a highly divisive process and not one that we would want to repeat.

After much debate, and soul searching, the Governing Body strongly felt that this is an outstanding school, with outstanding facilities, resources, staff and, of course, results. Likewise the Junior School has received an ‘Outstanding’ rating by OFSTED. We could, therefore, see no detriment being caused to either school, or the wider community, by amalgamating the two schools into a new all-through primary school.

As we share not only a site, but a building, both schools need to have a productive working relationship. This is essential for the good of the social and emotional well being of the staff, students and parents of both schools, and ultimately to continue with the outstanding academic progression for our students.

Bearing all of this in mind the Governing Body of Stanburn First School voted, and ratified, for the two schools to be amalgamated with effect from September 2013.

Yours sincerely

Mrs L Martin
Chair – First School Governing Body

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Stanburn Junior School
Abercorn Road
Stanmore
Middlesex
HA7 2PJ

Catherine Doran
Corporate Director of Children and Families
Harrow Council
Civic Centre
Station Road
Harrow
HA1 2XF

16th July 2013

Dear Catherine,

At the Stanburn Junior School Governing Body Meeting held on Monday 15th July 2013, it was resolved, that the Governors would support the amalgamation of the First and Junior Schools. This decision was not taken lightly and indeed, after a great deal of discussion, the vote to support the resolution was not carried unanimously.

The general feeling of those Governors present and who voted for the amalgamation was that they were faced with no real alternative, as Harrow Council's Policy offered the Governing Body no viable options.

The Governing Body having evaluated Academy Status, as an alternative, had to reject this as unsustainable due to the financial requirements. Also, having researched becoming a Federated School, the general consensus was that this would only delay the inevitable, resulting in further instability and disquiet.

The Governing Body was mindful of the results of the consultation held earlier in the year, where an overwhelming number of Parents of both Schools and Staff of the Junior School, had grave concerns regarding amalgamation. Given, that the Council's policy would be to amalgamate, the decision by Cabinet due in April was deferred. While this deferment was entirely understandable given the strength of feeling, it resulted in the delay, which in turn contributed to the instability and uncertainty, over the period leading up to the present.

In the light, that Stanburn Junior School Governing Body has now voted to support the move to amalgamation, all Governors, including those who voted against the proposition, have agreed to fully engage in the process. It was the feeling of those present, that they had a responsibility to the pupils, the staff and the parents, to ensure the process was carried forward to a successful conclusion.

To this end a Task & Finish group was constituted comprising Local Authority, First and Junior School Governing Body representatives. At a meeting held on Thursday 11th July 2013 the Local Authority,

First and Junior School Governing Body representatives agreed to put in place certain guiding principles, which were, as follows: -

- The new Governing Body of the combined School, would be constituted by 1st January 2014 and would be representative of both schools;
- To increase the size of the newly constituted Governing Body, in order to garner the widest possible consensus;
- To endorse the appointment of two current Junior School Governors in September, to fill two vacancies for Community Governors on the First School Governing Body;
- During the amalgamation process from September 2013 to 1st January 2014, the First School Governing Body would have the power to make technical decisions. However, the Junior School Governing Body would have the power of ratification, of key decisions on amalgamation made by the First School Governing Body. This principle would be underpinned through legislation enacted by the Local Authority.

To this end, certain Governors would carry on with their role, as members of a Task & Finish Group charged with formulating and making recommendations to the Governing Bodies of the Junior and First Schools, while they remained constituted. The eventual aim would be to re-constitute, as one Governing Body, with members drawn from both School communities.

This re-constituted Stanburn School Governing Body would be charged with overseeing the formation of a Management Team drawn from the existing Staff of both Schools, in order to provide balance while preserving continuity to the new amalgamated School. They would also be responsible for providing the resources, to support through training and mentoring, key members of staff, including the Head Teacher. There would be a significant role for the Local Authority and specifically its Officers, to play during this period of reconstruction.

Finally, Governors, the Head Teacher, Senior Management Team and Staff should make themselves available to parents and the wider community, in order to ensure misunderstandings, contradictions, errors and omissions were kept to an absolute minimum. It would be their responsibility, to ensure a high level of communication was established, in order to keep all stakeholders informed, involved and in possession of all key, relevant facts.

In order to ensure this strategy was effective and ultimately successful, it would be essential, that all members of Staff of both Schools were fully engaged and kept informed of each step in the process. This would enable them, to provide parents with consistent, accurate and essential information.

To re-iterate, Stanburn Junior School Governing Body has now voted to support the move to amalgamation and has agreed to fully engage in the process.

Yours sincerely,



Stuart Johnson

Chair – Stanburn Junior School Governing Body

Themes from consultation responses

Buildings

Building work disruptive – expansion and amalgamation
Manage as one site

Pupils

Different pupil needs in the two schools
Not in the interests of the children
Playground safety / bullying

School size

840 pupils
Too large impersonal
Unable to have whole school events

Leadership

Two headteachers better
Preference for / against individuals to be headteacher
Management style
Too much responsibility for one headteacher

Budget

Reduced funding for combined school
Cost effective as one school

Transition

Positive to make move up
Would benefit from continuity through to 11 years
Transition works currently

Standards

Education standards will drop
Will put outstanding standards at risk
More cohesive curriculum
Will affect the learning environment

Staffing

Staff will leave
Would aid professional development

Academy status

Prefer / against academy status

No change

Keep schools separate/ distinct
Outstanding schools as they are
Don't change something that works
No need to make changes

Process

Not enough information
Not given all the options
Consultation rushed
Decision already made

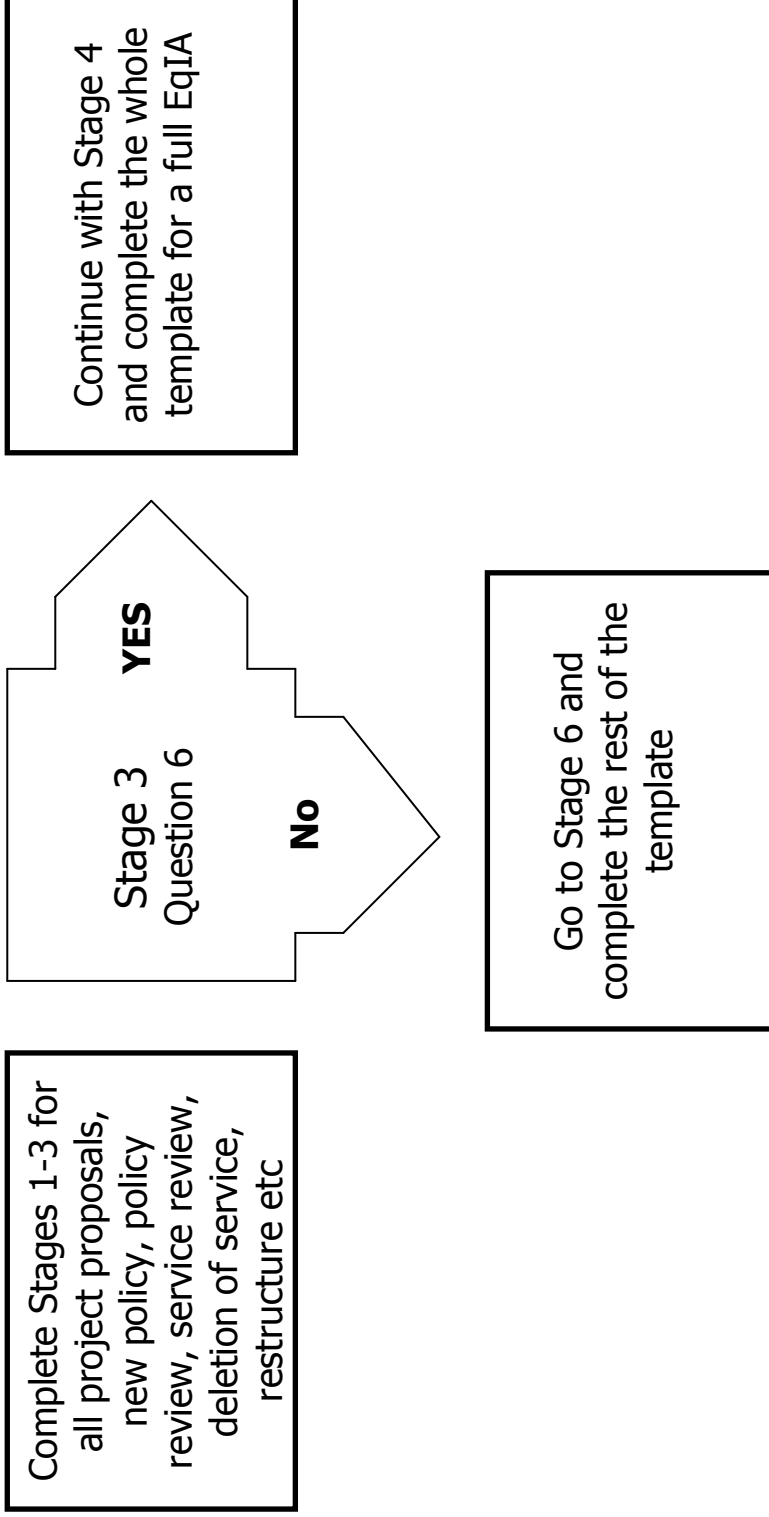
Ethos / Community spirit

Maintain separate ethos
Would feel more like a community

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Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick	Type of Decision:	Tick
Transformation		Cabinet	
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
Implementation of Council policy.			
<p>Future Organisation of Stanburn First School 4-7 Years and Stanburn Junior School.</p> <p>This project arises from implementation of the Council's Amalgamation Policy that was approved by Cabinet in 2007, further clarified by Cabinet in 2008 and confirmed in July 2013. There is no change to policy involved in this proposal.</p>			
<p>Directorate / Service responsible:</p> <p>Children and Families Directorate Education Strategy & School Organisation</p>			
<p>Name and job title of lead officer:</p> <p>Chris Melly, Senior Professional - School Organisation</p>			
<p>Name & contact details of the other persons involved in the assessment:</p> <p>None.</p>			
<p>Date of assessment:</p> <p>16 October 2013</p>			
Stage 1: Overview			
<p>1. What are you trying to do? (Explain proposals e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>			
<p>It is proposed that Stanburn First School 4-7 Years and Stanburn Junior School are combined to establish a four form of entry school from 1 January 2014. All the pupils attending the schools at the time of amalgamation would transfer to the combined school, and there would be a similar staffing need. The school buildings would continue to be used by the combined school. In line with the Council's amalgamation policy, combining the two schools would give the opportunity to further improve educational standards by enabling planning</p>			

	<p>as a coherent whole across the primary phase of the national curriculum and providing greater flexibility across and between key stages. Access to the whole primary curriculum supports and informs whole school planning, assessment, pastoral systems, etc, and provides opportunities for wider staff development and experience across the full primary phase.</p>															
<p>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (all that apply)</p>	<table border="1"> <tr> <td data-bbox="260 94 347 488">Residents / Service Users</td> <td data-bbox="260 488 347 891">Partners</td> <td data-bbox="260 891 347 1294">Stakeholders</td> </tr> <tr> <td data-bbox="347 94 395 488">Staff</td> <td data-bbox="347 488 395 891">Age</td> <td data-bbox="347 891 395 1294">Disability</td> </tr> <tr> <td data-bbox="395 94 515 488">Gender Reassignment</td> <td data-bbox="395 488 515 891">Marriage and Civil Partnership</td> <td data-bbox="395 891 515 1294">Pregnancy and Maternity</td> </tr> <tr> <td data-bbox="515 94 563 488">Race</td> <td data-bbox="515 488 563 891">Religion or Belief</td> <td data-bbox="515 891 563 1294">Sex</td> </tr> <tr> <td data-bbox="563 94 603 488">Sexual Orientation</td> <td data-bbox="563 488 603 891">Other</td> <td data-bbox="563 891 603 1294"></td> </tr> </table>	Residents / Service Users	Partners	Stakeholders	Staff	Age	Disability	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation	Other	
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Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity														
Race	Religion or Belief	Sex														
Sexual Orientation	Other															
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> • Who are the partners? • Who has the overall responsibility? <p>23 How have they been involved in the assessment?</p>	<p>No.</p>															
<p>Stage 2: Evidence / Data Collation</p>																
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics. (Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>Statutory consultation was held from Monday 21 January 2013 until Friday 15 February 2013 The representation period for the statutory proposals was from 5 September 2013 until 17 October 2013</p>															
<p>Age (including carers of young/older people)</p>	<p>The statutory consultation elicited the highest number of responses from all of the amalgamation consultations carried out under the Council's amalgamation policy. This response rate reflected the high level of concerns, confusion and feelings generated within the school communities during the process. Almost two thirds of respondents were not in support of combining the two schools, and there was concern that relationships between the schools may have been damaged by the consultation processes. The Governing Body of Stanburn First School voted for the two schools to be amalgamated. The</p>															

Governing Body of Stanburn Junior School initially decided it did not support the proposed amalgamation, though changed its view to support the move to amalgamation. The representative joint steering group of the two schools noted that the information received may not give an accurate picture because of possible duplication of forms and concern that signatures were being sought in the playgrounds. To assist the group themes from the consultation responses were prepared with examples of the comments written by those in support and not in support of the proposals.

Buildings

Building work disruptive – expansion and amalgamation
 Manage as one site

Pupils

Different pupil needs in the two schools
 Not in the interests of the children
 Playground safety / bullying

School size

840 pupils
 Too large impersonal
 Unable to have whole school events

Leadership

Two headteachers better
 Preference for / against individuals to be headteacher
 Management style
 Too much responsibility for one headteacher

Budget

Reduced funding for combined school
 Cost effective as one school

Transition

Positive to make move up
 Would benefit from continuity through to 11 years
 Transition works currently

Standards

Education standards will drop
Will put outstanding standards at risk
More cohesive curriculum
Will affect the learning environment

Staffing

Staff will leave
Would aid professional development

Academy status

Prefer / against academy status

No change

Keep schools separate/ distinct
Outstanding schools as they are
Don't change something that works
No need to make changes

Process

Not enough information
Not given all the options
Consultation rushed
Decision already made

Ethos / Community spirit

Maintain separate ethos
Would feel more like a community

Following the outcomes of the consultation and the opposing views of the two Governing Bodies, the Council deferred its decision about whether to publish statutory proposals to allow issues to be reconsidered. A Task and Finish Group representative of both schools was established and meets regularly. The work of this group helped moved matters forward towards establishing a combined school and enabled statutory proposals to be published in September 2013. It is considered the issues raised during the consultation processes could continue to be fully considered and addressed through detailed implementation planning should Cabinet decide the schools will combine.

Disability (including carers of disabled people)	<p>The consultation response received from Harrow Association of Disabled people (HAD) stated that as the schools are on the same site, it seems unlikely that there will be repercussions for disabled children, and the only concern would be if the impact would be negative in any way on this group. However, as it is not suggested that travel and admission arrangements would change, there shouldn't be an issue. Harrow Association of Disabled people would like to think that the effects would be positive if the funding available can be used to increase accessibility in the school.</p> <p>In an all through school, there may be benefits for pupils with special educational needs. There would be continuity in planning and support across all key stages. In addition, there could be greater consistency in the organisation and management of the schools, for example, behaviour policies, school rules, etc. This does not imply any criticism of the current arrangements at the two schools but, however good the transition arrangements between schools, amalgamation removes potential transition issues.</p>								
Gender Reassignment	Not applicable.								
Marriage / Civil Partnership	Not applicable.								
Pregnancy and Maternity	Not applicable.								
Race	Not applicable. There is no change to school category in the proposal. Harrow's maintained schools are inclusive of children from all races, and this would continue in a combined school.								
Religion and Belief	Not applicable. There is no change to the school category as a result of amalgamation.								
Sex / Gender	Not applicable. There is no change to co-educational school category as a result of amalgamation.								
Sexual Orientation	Not applicable.								
Socio Economic	Not applicable.								
<p>5. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment? List the Title of reports / documents and websites here.</p>	<p>Experience from implementing the amalgamation policy in relation to other schools has been drawn upon in conducting the consultation including information contained in the consultation documentation to inform consultees. This enabled issues raised in previous consultations about school size, leadership, staffing, finance, etc to be addressed to ensure as complete information as possible was available for consideration.</p>								
Stage 3: Assessing Potential Disproportionate Impact									
<p>6. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?</p>									
Yes	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
No									

YES - If there is a risk of disproportionate adverse impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- § **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- § It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

NO - If you have ticked 'No' to all of the above, then go to **Stage 6**

- § Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

Stage 4: Collating Additional data / Evidence

7. What additional data / evidence have you considered to further assess the potential disproportionate impact of your proposals? (include this evidence, including any data, statistics, titles of documents and website links here)

Full EqIA not required.

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What consultation have you undertaken on your proposals?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Full EqIA not required.			

Stage 5: Assessing Impact and Analysis

9. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected Characteristic	Adverse	Positive	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)	Full EqIA not required.			
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				

Race																			
Religion or Belief																			
Sex																			
Sexual orientation																			
10. Cumulative Impact – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?				Yes	No														
If yes, which Protected Characteristics could be affected and what is the potential impact?				Full EqIA not required.															
10a. Any Other Impact – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?				Yes	No														
If yes, what is the potential impact and how likely is to happen?				Full EqIA not required.															
11. Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation																			
	Age (including	Disability (including	Gender Reassignment	Marriage and Civil	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation										

	carers)	carers)	Partnership		
Yes					
No					

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

§ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. **(select outcome 4)**

§ If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. **(select outcome 4)**

Stage 6: Decision

12. Please indicate which of the following statements best describes the outcome of your EqIA (tick one box only)

Outcome 1 – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.

Outcome 2 – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. *List actions you propose to take to address this in the Improvement Action Plan at Stage 7*

Outcome 3 – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. **(Explain this in 12a below)**

Outcome 4 – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)

12a. If your EqIA is assessed as **outcome 3 or you have ticked 'yes' in Q11**, explain your justification with full reasoning to continue with your proposals.

Stage 7: Improvement Action Plan

13. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential	How will you know	Target Date	Lead Officer	Date Action

adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target	included in Service / Team Plan
None. The equality impact assessment indicates that the equalities impact of Cabinet's decision will be effectively neutral. No children would be displaced if the schools amalgamate or if they stay separate. The proposal is intended to build on the many positives already in place at the schools.	Not applicable.	Not applicable.	Not applicable.

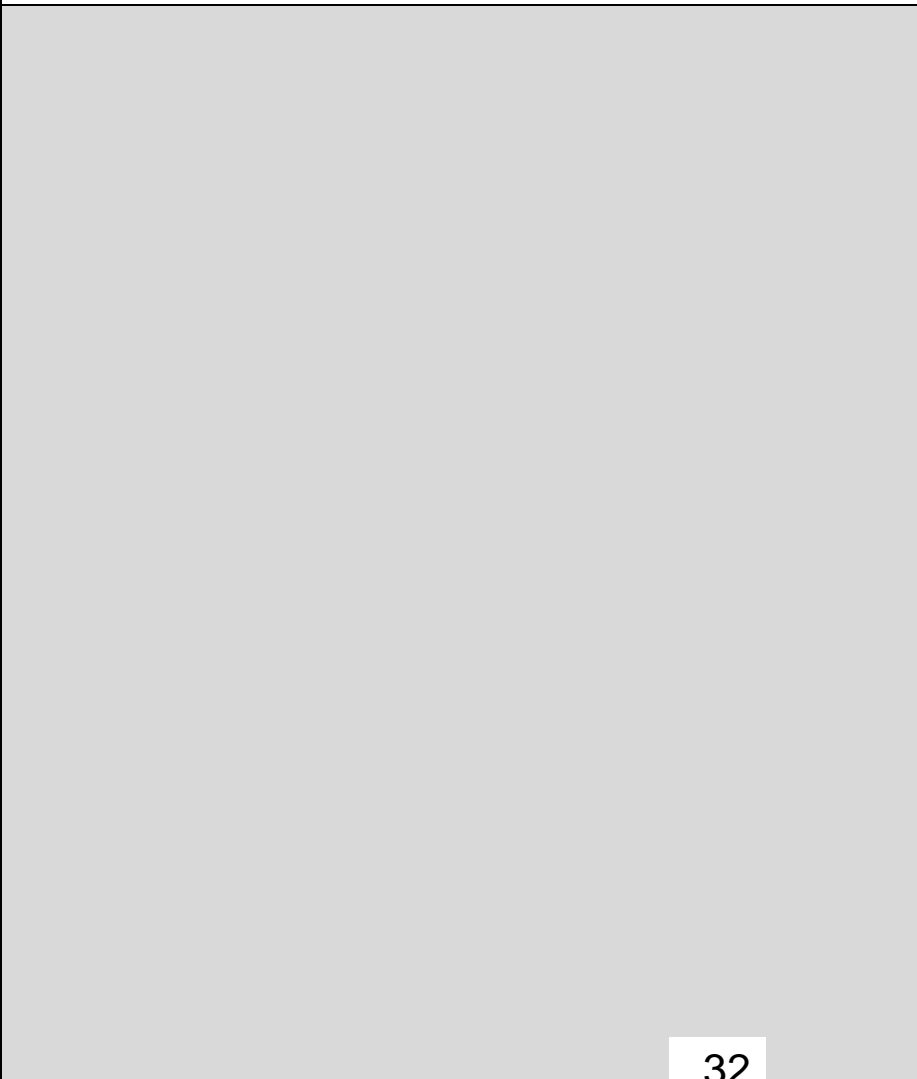
31

Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p>14. How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Monitoring will occur through the usual school performance monitoring arrangements. The School Organisation Officer Group, comprised of representatives from relevant departments, meets monthly and will consider any relevant monitoring information arising from amalgamation.</p>
<p>15. How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Reports about school organisation are submitted to Cabinet as required. These reports are published on the Harrow Council website.</p>
<p>16. Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>As noted in Section 4 above, almost two thirds of respondents were not in support of combining the two schools. Following the outcomes of the consultation and the opposing views of the two Governing Bodies, the Council deferred its decision about whether to publish statutory proposals to allow issues to be reconsidered. Officers met with the two Chairs of Governors to consider the next steps for moving forward.</p>

The meetings with the Chairs of Governors were constructive and helpful and there was in principle agreement around a number of themes including: the need to rebuild the relationship between the two school communities; acknowledgement that the local authority amalgamation policy was unlikely to change and the triggers would apply in future; and the need to secure the future leadership arrangements in the Junior School. In line with the Council's Amalgamation Policy, it was proposed that the two schools combine, in a timescale that allows further work to be undertaken on what a combined Stanburn School would look like, and the journey to achieving this status. The proposed timescale would be for the amalgamation to be effective from 1 January 2014. To achieve this, a Task and Finish Group with representatives from both schools was established to consider what a combined school would be like and the journey to achieving a combined school. On 15 July 2013 Stanburn Junior School Governing Body held an extraordinary meeting and discussed feedback from the first Task and Finish Group meeting. The Governing Body decided to support the move to amalgamation and agreed to fully engage in the process. The representative Task and Finish Group has met 3 times from July to October and is progressing collaborative work in the interests of the schools and with a view towards potential amalgamation. The two governing bodies have responded to the representation period of the statutory proposals confirming their support for the move to amalgamation and that they are fully engaged in the process.



Stage 9: Public Sector Equality Duty	
17. How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.	
(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)	
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010	Advance equality of opportunity between people from different groups
Combining the two schools would give the	Foster good relations between people from different groups
	Harrow's maintained schools are inclusive of all
	Harrow's maintained schools are inclusive of all

opportunity to further improve educational standards by enabling planning as a coherent whole across the primary phase of the national curriculum and providing greater flexibility across and between key stages.	children from all groups, and this would continue in a combined school.	children from all groups, and this would continue in a combined school.
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Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)

The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.

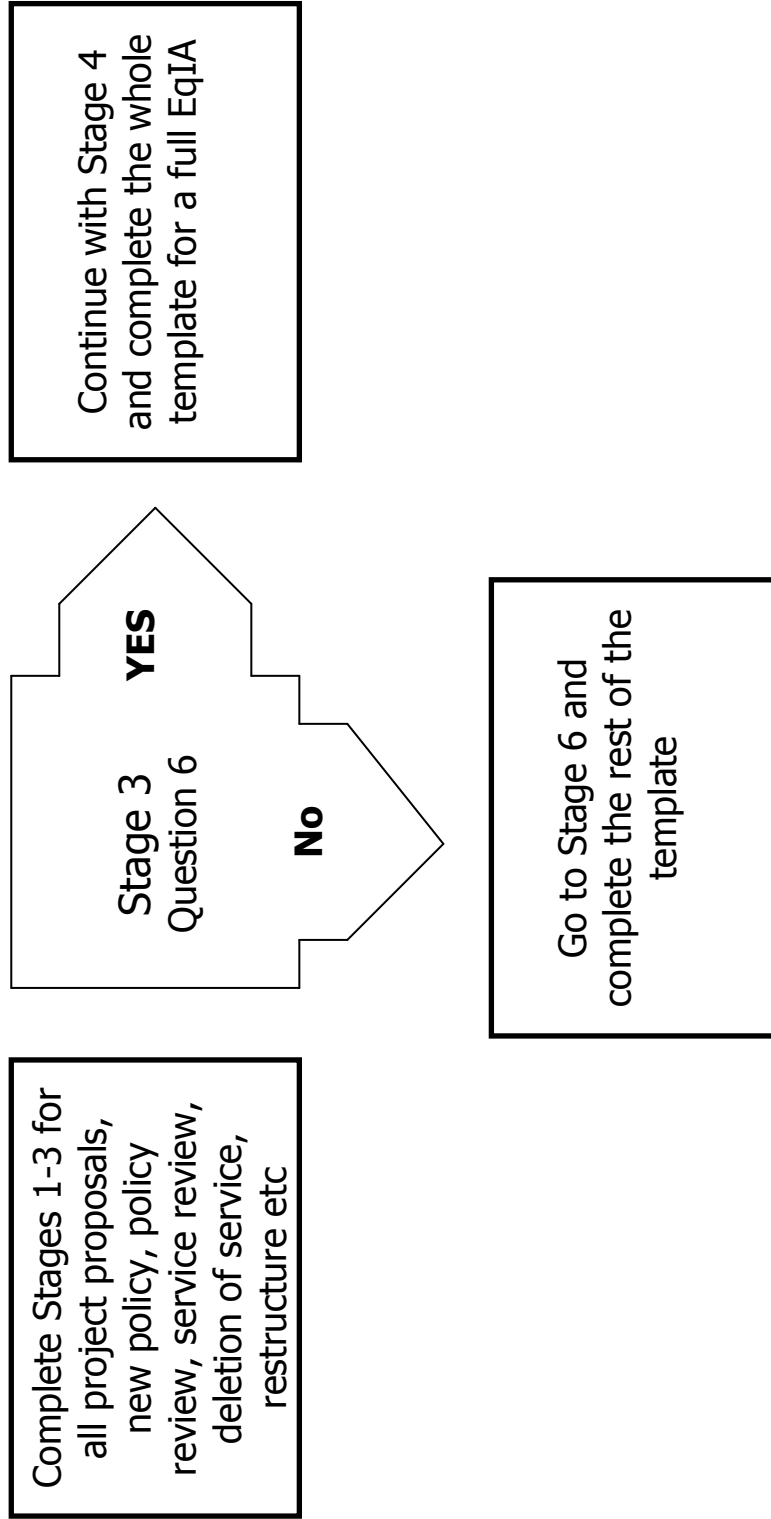
18. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	Joint Chairs of DETG.	
Signed: (Lead officer completing EqIA)	Chris Melly	Signed: (Chair of DETG)
Date:	16 October 2013	Date:
33 State EqIA presented at the EqIA Quality Assurance Group	4 November 2013	Signature of ETG Chair
		4 November 2013
		Mike Howes



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Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick	Type of Decision:	Tick
Transformation		Cabinet	
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
<p>School Expansion Programme. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed a school expansion programme as part of the School Place Planning Strategy. The local authority has a statutory responsibility to provide sufficient school places for its area The local authority has a statutory duty to provide sufficient school places in its area. There is no change to policy involved in this proposal.</p>			
<p>Title of Project: School Expansion Programme.</p>			
<p>Directorate / Service responsible: Children and Families Directorate Education Strategy & School Organisation</p>			
<p>Name and job title of lead officer: Johanna Morgan, Education Lead - School Organisation</p>			
<p>Name & contact details of the other persons involved in the assessment: Chris Melly, Senior Professional – School Organisation.</p>			
<p>Date of assessment: 30 October 2013</p>			

Stage 1: Overview

<p>1. What are you trying to do? (Explain proposals e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>In September 2013 the first phase of 8 primary school expansions was implemented. In July 2013, Cabinet agreed Phase 2 of the primary school expansion programme be moved to the statutory process for permanent expansion. The report to November Cabinet will request Cabinet to agree to the publication of statutory notices to expand permanently schools that were the subject of statutory consultations this Autumn. It is expected that there will be a need for a third phase of primary school expansions to meet demand for places from 2016 onwards. The increased demand for primary school places will progress through to the secondary schools from around 2016 and the Secondary School Place Planning Strategy will ensure plans are in place to provide sufficient high school places.</p>															
<p>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (all that apply)</p>	<table border="1"> <thead> <tr> <th>Residents / Service Users</th> <th>Partners</th> <th>Stakeholders</th> </tr> </thead> <tbody> <tr> <td>Staff</td> <td>Age</td> <td>Disability</td> </tr> <tr> <td>Gender Reassignment</td> <td>Marriage and Civil Partnership</td> <td>Pregnancy and Maternity</td> </tr> <tr> <td>Race</td> <td>Religion or Belief</td> <td>Sex</td> </tr> <tr> <td>Sexual Orientation</td> <td>Other</td> <td></td> </tr> </tbody> </table>	Residents / Service Users	Partners	Stakeholders	Staff	Age	Disability	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation	Other	
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<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> Who are the partners? Who has the overall responsibility? How have they been involved in the assessment? 	<p>No. However, there is close working with the other directorates on the delivery of the school expansion programme because of the need to deliver additional accommodation in schools and the implications for local residents especially in relation to traffic congestion issues.</p>															
<h2>Stage 2: Evidence / Data Collation</h2>																
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics. (Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p> <p style="text-align: right;">Statutory consultation was held from Monday 16 September 2013 until Friday 18 October 2013</p>																

Age (including carers of young/older people)	<p>The School Expansion Programme will ensure sufficient school places for the increasing numbers of children and young people in Harrow. The current school expansions are in the primary phase, though additional children will progress through to the secondary phase from around 2016. The latest school roll projections confirm that a third phase of permanent primary school expansions will be required to meet the demand from 2016. These latest projections inform the Secondary School Place Planning Strategy and will continue to inform school place planning across the education phases.</p>																					
Disability (including carers of disabled people)	<p>In July 2013 Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs. The Framework has been informed by the responses to the consultation on the Framework in Autumn 2012.</p> <p>The expansion building works will be DDA compliant and wherever possible the building projects will seek to address any access issues at the schools should any exist. No disability issues have been raised in the consultation responses to phase 2 of the school expansion programme.</p> <p>124 of the 732 respondents to the phase 2 expansion consultation that completed monitoring information stated having disability.</p>																					
Gender Reassignment	Not applicable.																					
Marriage / Civil Partnership	Not applicable.																					
Pregnancy and Maternity	Not applicable.																					
Race	<p>Not applicable. Harrow's maintained schools are inclusive of children from all races, and this would continue in expanded schools. Harrow's schools have considerable experience of migration into Harrow of children from BME communities, and providing additional support to the children and their families. Responses about ethnic origin in the phase 2 consultation responses were as follows:</p> <table border="1" data-bbox="954 645 1374 1541"> <thead> <tr> <th>Ethnic Group</th> <th>Number</th> <th>% of total response</th> </tr> </thead> <tbody> <tr> <td>Asian Or Asian British</td> <td>202</td> <td>24.54%</td> </tr> <tr> <td>Black or Black British</td> <td>13</td> <td>1.58%</td> </tr> <tr> <td>Other Ethnic Group</td> <td>12</td> <td>1.46%</td> </tr> <tr> <td>Mixed ethnic background</td> <td>7</td> <td>0.85%</td> </tr> <tr> <td>White</td> <td>234</td> <td>28.43%</td> </tr> <tr> <td>Did Not Specify</td> <td>355</td> <td>43.13%</td> </tr> </tbody> </table> <p>No comments in relation to Race were made in the consultation responses.</p>	Ethnic Group	Number	% of total response	Asian Or Asian British	202	24.54%	Black or Black British	13	1.58%	Other Ethnic Group	12	1.46%	Mixed ethnic background	7	0.85%	White	234	28.43%	Did Not Specify	355	43.13%
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White	234	28.43%																				
Did Not Specify	355	43.13%																				

Religion and Belief	Not applicable. There is no change to the school category as a result of expansion. School place planning in Harrow includes liaison with faith schools and diocesan bodies. A Hindu ethos school permanently expanded in September 2013. Phase 2 of the school expansion programme includes proposals to permanently expand two Catholic primary schools in the borough.
Sex / Gender	Not applicable. There is no change to co-educational school category as a result of expansion.
Sexual Orientation	Not applicable.
Socio Economic	Not applicable.
<p>39</p> <p>What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?</p> <p>List the Title of reports / documents and websites here.</p>	<p>Experience from implementing the first phase of the school expansion programme has been drawn upon in conducting the phase 2 expansions consultation including the information contained in the consultation documentation to inform consultees (e.g. FAQs). This enabled issues raised in previous consultations about school size, maintaining high education standards, ethos, funding, etc to be addressed to ensure as complete information as possible was available for consideration.</p> <p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA use a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools has been increasing beyond available permanent school places since 2009 and is projected to peak around 2019. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed at http://www.harrow.gov.uk/info/200086/nursery_school_and_college/1000/school_expansion_programme/3 The majority of Harrow's primary schools will be involved in the school expansion programme either through permanent expansion or temporary additional classes required to meet the full extent of the demand and any fluctuations that arise, and to allow some flexibility and choice in the school system.</p> <p>The consultation about the phase 2 expansion asked two questions:</p> <ul style="list-style-type: none"> • Do you agree with the approach to creating additional school places in Harrow? • Do you agree with the approach to permanently expand <i>*named school*</i> (Note: the respondent would specify which school proposal their response related to) <p>The responses made to the first consultation question indicate broad agreement with the Council's approach to creating additional school places in Harrow.</p>

Response	Number	Percentage
Yes	507	61.60%
No	211	25.64%
Not Sure	105	12.76%
Total	823	100.00%

The comments made by respondents to this question include the following main themes: Harrow is already over populated and over crowded; new schools should be built to meet the increased demand rather than expanding existing schools that are pressed for capacity; there has been too much development in the borough which exceeds the available infrastructure, for example roads, to support the increased population. Officer response to the comments made are as follows. Harrow's Area Action Plan has been subject to extensive consultation and provides a strategic framework for future sustainable development in the borough. Harrow Council will do all that it can to create new schools, but the reality is that there is very little land available to the Council for this. A new primary school will be established at the Kodak development and the Harrow Teachers' Centre site has been identified for additional secondary school provision in the borough's area planning. The Council will work with proposers of free schools to support appropriate new provision wherever possible. The design work to provide additional teaching space at schools that are expanded will seek to consolidate existing spaces and to address any issues with the current running of the school as far as possible. The travel and traffic issues arising from increased numbers of pupils in schools are recognised and are addressed in the Cabinet in a detailed section on Traffic and Congestion issues. A cross-council approach is being implemented, bringing officers together from Children and Families, Enterprise & Environment and Communications to co-ordinate work. Additional resource is being committed to ensure an appropriate profile to the Phase 2 expansion projects in particular:

- Transport Assessments on each school;
- appointment of a Transport and Travel Planner for the expansion projects to develop and implement effective travel strategies in conjunction with the schools as well as coordinating inputs and actions from other council departments to assist the change process;
- there will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional communications officer will be engaged to give this work a high profile.

The overall responses to the second consultation question by school were:

Numbers	Yes	No	Not Sure	Total
Aylward	29	28	7	64
Belmont	31	14	8	53
Cannon Lane	16	92	10	118
Grange	50	16	5	71
Kenmore Park	43	10	5	58
Newton Farm	43	15	7	65
Norbury	56	12	9	77
Pinner Wood	9	19	6	34
Priestmead	79	19	16	114
St Anselm's	4	43	2	49
St John Fisher	5	42	7	54
Whitechurch	41	17	8	66
	406	327	90	823

The comments made by respondents to the second consultation question are broadly to the same themes as the responses to the first question with more detail specific to each school. The comments for each school are summarised in the Cabinet report in Appendix B together with officer comment.

Stage 3: Assessing Potential Disproportionate Impact

6. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No									

YES - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- § **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- § It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

NO - If you have ticked 'No' to all of the above, then go to **Stage 6**

- § Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

Stage 4: Collating Additional data / Evidence

7. What additional data / evidence have you considered to further assess the potential disproportionate impact of your proposals? (include this evidence, including any data, statistics, titles of documents and website links here)

Full EqIA not required.

It is proposed that Equality Impact Assessments will be undertaken on schools that Cabinet decides will have statutory proposals published and include the involvement of school representatives to ensure that equalities implications are fully considered in the planning.

42

What consultation have you undertaken on your proposals?

Who was consulted?

What consultation methods were used?

What do the results show about the impact on different groups / Protected Characteristics?

What actions have you taken to address the findings of the consultation?
(This may include further consultation with the affected groups, revising your proposals).

Full EqIA not required.

Stage 5: Assessing Impact and Analysis

9. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected Characteristic	Adverse	Positive	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)	Full EqIA not required.			
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				

Race																			
Religion or Belief																			
Sex																			
Sexual orientation																			
10. Cumulative Impact – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?				Yes	No														
44 If yes, which Protected Characteristics could be affected and what is the potential impact?				Full EqIA not required.															
10a. Any Other Impact – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?				Yes	No														
If yes, what is the potential impact and how likely is to happen?				Full EqIA not required.															
11. Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation																			
	Age (including	Disability (including	Gender Reassignment	Marriage and Civil	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation										

	carers)	carers)	Partnership			
Yes						
No						

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

§ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. **(select outcome 4)**
 § If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. **(select outcome 4)**

Stage 6: Decision

12. Please indicate which of the following statements best describes the outcome of your EqIA (tick one box only)

Outcome 1 – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.

4 **Outcome 2** – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. *List actions you propose to take to address this in the Improvement Action Plan at Stage 7*

Outcome 3 – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. **(Explain this in 12a below)**

Outcome 4 – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)

12a. If your EqIA is assessed as **outcome 3 or you have ticked 'yes' in Q11**, explain your justification with full reasoning to continue with your proposals.

Stage 7: Improvement Action Plan

13. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA. Area of potential How will you know Target Date Lead Officer Date Action

adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target	included in Service / Team Plan
<p>None. The equality impact assessment indicates that the equalities impact of Cabinet's decision will be effectively neutral. Harrow's schools are successful and inclusive and provide a diversity of provision through the spread, size and category of schools across the borough, and the school expansion programme will build on the positives that already exist in Harrow's schools.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>

Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p>14. How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? (<i>Also Include in Improvement Action Plan at Stage 7</i>)</p>	<p>Monitoring will occur through the usual school performance monitoring arrangements. The School Organisation Officer Group, comprised of representatives from relevant departments, meets monthly and will consider any relevant monitoring information arising from expansions. Reports about school place planning and related school organisation matters are submitted to Cabinet regularly. These reports are published on the Harrow Council website.</p>
<p>15. How will the results of any monitoring be analysed, reported and publicised? (<i>Also Include in Improvement Action Plan at Stage 7</i>)</p>	<p>The responses to the phase 2 school expansion proposals are noted in Section 4 above.</p>
<p>16. Have you received any complaints or compliments about the</p>	<p></p>

proposals being assessed? If so, provide details.

Stage 9: Public Sector Equality Duty

17. How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.

(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010	Advance equality of opportunity between people from different groups	Foster good relations between people from different groups
The school expansion programme ensures there are sufficient local high quality school places for all the children in the borough.	Harrow's maintained schools are inclusive of all children from all groups, and this would continue in expanded schools.	Harrow's maintained schools are inclusive of all children from all groups, and this would continue in expanded schools.

Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)

The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.

47 Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?

Signed: (Lead officer completing EqIA)	Johanna Morgan	Signed: (Chair of DETG)	Richard Segalov
Date:	30 October 2013	Date:	4 November 2013
Date EqIA presented at the EqIA Quality Assurance Group	4 November 2013	Signature of ETG Chair	Mike Howes

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