

Equality Impact Assessment (EIA)

Supporting Schools Policy

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function:

Supporting Schools Policy

Assessment team leader name:

John Young, H o S, Secondary Learning

Date of assessment:

August, 2007

Department responsible:

Learning Division

Service Area:

School Improvement

Other members of assessment team:

Name	Position	Area of expertise	Comments
Mick Seller	AD Learning	General overview of all related areas	
Simon Griffiths	H o Primary Learning	Primary	

Angela Cole	H o Inclusion	Primary and Secondary Inclusion	
-------------	---------------	---------------------------------------	--

Question	Response/ findings
<p>What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?</p>	<p>The purpose of the School Support Policy is to ensure that the LA delivers its responsibilities with regard to:</p> <ul style="list-style-type: none"> • Identifying schools where there are concerns • Providing targeted intervention according to schools' needs • Ensuring that LA intervention supports school improvement.
Question	Response/ findings
<p>Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements</p>	<p>Assistant Director, :Learning: H O Primary Learning H O Secondary Learning Primary and Secondary SIOs Primary and Secondary SIPs</p> <p>Specialist support from within Division and outside Division as required</p>
Question	Response/ findings
<p>Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?</p>	<p>Primary, Secondary and Special Schools</p>
Question	Response/ findings
<p>What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?</p>	<p>We wish to provide an effective support service to all schools that involves:</p> <ul style="list-style-type: none"> • identification of concerns and areas for development • a degree of support ranging from light-touch to intensive, appropriate to circumstances • all schools in a position to demonstrate good outcomes for pupils and satisfy requirements of OFSTED • particular emphasis upon schools in challenging circumstances where young people's life chances are limited by social inequality.
Question	Response/ findings

<p>What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice</p> <p>What did they tell you?</p>	<p>2007 Review of the effectiveness of Desk Top Review; 2007 revision of the policy to better comply with changed legislation, including the introduction of School Improvement Partners.</p> <p>Need to focus based upon analysis of what is urgent and important. Reduction in the overall numbers of schools identified as having major support needs; Need to ensure greater depth of analysis to ensure that gender, ethnicity and SEN are effectively prioritised</p>
Identifying potential equality issues and factors	
Question	Response/ findings
<p>What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring</p>	<p>The findings of OFSTED inspections, National Strategy Reviews, SIO and SIP analysis, and issues identified by Divisional teams contribute to an assessment of school needs. In many cases these needs are connected to further developing effective provision for identified groups covered in the Equality Impact Policy</p>
Question	Response/ findings
<p>Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?</p>	<p>Higher category schools (Categories 3+4) are in receipt of more extensive support than are Category 1+2 schools.</p> <p>All schools have guaranteed minimum levels of support from School Improvement Partners and National Strategy Team members.</p>
Question	Response/ findings

<p>Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?</p>	<p>We have identified higher mobility rates for pupils across the city which has a disproportionate impact upon a number of receiving schools; An increasing proportion of new arrivals with English as an additional Language. Departmental approaches to teaching and learning and identification of special needs will have to reflect these changes.</p>
<p>Question</p>	<p>Response/ findings</p>
<p>Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?</p>	<p>None identified</p>
<p>Question</p>	<p>Response/ findings</p>
<p>What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?</p>	<p>Case Conference minutes held centrally and available to all interested parties; Notes of Visit from SIPs and SIOs, held centrally, password protected; QA by HOS and AD, restricted. Needs of different groups of pupils within schools are a prime focus of investigation/dialogue</p>
<p>Question</p>	<p>Response/ findings</p>
<p>Do any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?</p>	<p>Not at present</p>
<p>Question</p>	<p>Response/ findings</p>
<p>Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?</p>	<p>The policy is having a positive effect in all schools. The emphasis is particularly upon supporting most those schools where attainment and achievement are held back due to intakes of pupils who may have poor prior attainment, issues that prevent them from fully accessing the National Curriculum. Particular factors addressed include low socio-economic backgrounds, pupil migration, high levels of pupils for whom English is an additional language.</p>

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

- what information or data you will need
- using both quantitative and qualitative data
- making sure that where possible there is information that allows all perspectives to be considered
- identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	By schools on an annual basis	LA schools	Range of provision varies significantly across ethnic groups and faiths, genders and SEN, but overall quality is improving	None obvious
Consultation and community involvement	All policies revised in consultation with schools	School SEFs	Range of provision varies significantly across ethnic groups and faiths, genders and SEN, but overall quality is improving	Views of pupils, parents and other members of school community are obtained second-hand from schools

Performance information including Best Value	Annually through publication individual school results and national comparator data	DfES, QCA, OFSTED	Range of achievement varies across ethnic groups and faiths, genders and SEN	None obvious
Take up and usage data	Taken up annually and used in SIP dialogue and to inform case conferences	DFES figures, school Self Evaluation and SIP dialogue	Range of achievement varies significantly across ethnic groups and faiths, genders and SEN	None obvious
Comparative information or data where no local information	Annually from central government returns	DFES, GOEM, QCA, OFSTED, School Self Evaluation, SIP dialogue	Comparators between city schools, LA statistical neighbours and against national averages. Specific statistics relate to groups covered by Equality Impact Policy	None Obvious
Census, national or regional statistics	Annually from central government returns	DFES, GOEM, QCA, OFSTED, School Self Evaluation, SIP dialogue	Comparators between city schools, LA statistical neighbours and against national averages	None Obvious
Access audits or assessments such as DDA assessments	Termly SIP Dialogue, case conferences	Termly SIP Dialogue, case conferences	Relative performance of schools against a range of benchmarks, including performance of specific groups of pupils	None Obvious

Workforce profile	Current	Personnel	No detailed analysis, but most groups appear to be represented in the divisional workforce	No detailed analysis, but most groups appear to be represented in the divisional workforce
Where service delivered under procurement arrangements – workforce profile for deliverers	N/A			
Monitoring and scrutiny outcomes	Via SIP manager and SIO on a termly basis	SIP Reports, National Strategy Team evaluations, Learning Division teams, external data feeds	Gives breakdown of pupil performance by groupings	None obvious

Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
Learning Division – supporting schools	Supporting Schools Policy	LA needs to improve the framework within which schools can be supported and challenged to deliver improved outcomes for all groups of children in accordance with the principles of Every Child Matters	Young people 5-16 in all six categories are affected as members of cohorts that may be underperforming	Individual schools sometimes fail to meet objectives for whole cohorts of pupils or specific groups with those cohorts

	School Improvement Partners	Need to provide more robust challenge and question schools' Self Evaluation; judge school performance and identify, and promote, solutions	Young people 5-16 in all six categories are affected as members of cohorts that may be underperforming	Individual schools sometimes fail to meet objectives for whole cohorts of pupils or specific groups with those cohorts
Learning Division – supporting schools	National Strategy Teams	Need to provide more effective support and direction to improve school performance and identify, and promote, solutions	Young people 5-16 in all six categories	Individual schools sometimes fail to meet objectives for whole cohorts of pupils or specific groups with those cohorts

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	Ensuring that all schools are able to conduct an effective self-evaluation dialogue with the LA
Specific	All schools to have an identified School Improvement Partner in place by January, 2008
Measurable	Simple reconciliation of SIPs to schools.
Achievable	Supported by DFES funding; no recruitment issues.
Relevant	Quality Assurance through assessment of termly written reports and surveys of school headteachers / governors.
Timed	Phased from September, 2006 – January, 2008

Objective/Target:	Ensuring effective processes to identify schools requiring additional support
Specific	Implementation of a revised system from September, 2007. Principal revisions include: improved referral of issues of concerns from departmental teams, deployment of School Improvement Partners, more effective system of case conferences
Measurable	Document audit; minutes of Case Conferences
Achievable	Involves revised working patterns from existing workforce, supplements by recruitment of trained specialists funded by DfES. Initial review indicates no obstacles to achievement of this objective
Relevant	
Timed	Ongoing process repeated each term

Objective/Target:	Ensuring timely allocation of effective support to schools
Specific	Providing a tailored support programme to schools identified as Category 3 and 4 priorities.
Measurable	Document audit; minutes of Case Conferences
Achievable	Involves revised working patterns from existing workforce, supplements by recruitment of trained specialists funded by DfES. Initial review indicates no obstacles to achievement of this objective
Relevant	Success criteria matched to targeted school improvement and subject to internal and external scrutiny.
Timed	Ongoing cycle repeating each school term

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2005/6	2006/7	2007/8		
Ensuring that all schools are able to conduct an effective self-evaluation dialogue with the LA	All schools to have an identified School Improvement Partner in place by January, 2008	0 SIPs in schools	SIPs in secondary schools	SIPs in primary and special schools	A D Learning	Termly
Ensuring effective processes to identify schools requiring additional support	Implementation of a revised system from September, 2007. Principal revisions include: improved referral of issues of concerns from departmental teams, deployment of School Improvement Partners, more effective system of case conferences		Develop new policy for supporting schools	Revised policy operates from September, 2007	A D Learning	Termly
Ensuring timely allocation of effective support to schools	Providing a tailored support programme to schools identified as Category 3 and 4 priorities.			Revised policy operates from September, 2007	A D Learning	Termly