

# Equality Analysis Form

## 1. Introduction

### 1.1 Purpose of Equality Analysis

The council has an important role in creating a fair society through the services we provide, the people we employ and the money we spend. Equality is integral to everything the council does. We are committed to making Croydon a stronger, fairer borough where no community or individual is held back.

Undertaking an Equality Analysis helps to determine whether a proposed change will have a positive, negative, or no impact on groups that share a protected characteristic. Conclusions drawn from Equality Analyses helps us to better understand the needs of all our communities, enable us to target services and budgets more effectively and also helps us to comply with the Equality Act 2010.

An equality analysis must be completed as early as possible during the planning stages of any proposed change to ensure information gained from the process is incorporated in any decisions made.

In practice, the term '**proposed change**' broadly covers the following:-

- Policies, strategies and plans;
- Projects and programmes;
- Commissioning (including re-commissioning and de-commissioning);
- Service review;
- Budget allocation/analysis;
- Staff restructures (including outsourcing);
- Business transformation programmes;
- Organisational change programmes;
- Processes (for example thresholds, eligibility, entitlements, and access criteria).

## 2. Proposed change

Directorate	Education and Youth Engagement
Title of proposed change	Proposed closure of St Andrew's CofE High School
Name of Officer carrying out Equality Analysis	Denise Bushay

## 2.1 Purpose of proposed change (see 1.1 above for examples of proposed changes)

Briefly summarise the proposed change and why it is being considered/anticipated outcomes. What is meant to achieve and how is it seeking to achieve this? Please also state if it is an amendment to an existing arrangement or a new proposal.

St Andrew's Governing Board, in consultation with Croydon Council and the Southwark Diocesan Board of Education have agreed to commence the statutory process for proposed closure of the school in August 2020 following completion of Year 11 GCSE examinations.

The school is no longer considered viable both in terms of its ability to deliver a full and balanced curriculum due to low staff numbers and financial sustainability. A large portion of funding received via central government is directly related to the number of pupils attending a school. There has been a decline in the number of pupils attending St Andrew's over a number of years, directly affecting the school's funding. St Andrew's was rated as requiring improvement following an Ofsted inspection in November 2016. The most recent Ofsted report, published in March 2019, stated the school has been rated as inadequate.

There has been no Year 7 admission to the school from September 2018 and this was approved by the Office of the Schools Adjudicator. From September 2018, only pupils in Years 10 and 11 would remain at the school to complete their examination courses in 2019 and 2020. Pupils in years 7-9 were allocated an alternative place at another school. There will be no displaced pupils as there will only be Year 11 pupils who will have completed their GCSE examinations in July 2020 and the proposed closing date of the school is August 2020.

The interim provision for newly arrived Unaccompanied Asylum Seeking Children (run by the Virtual School) is currently located at St Andrew's. Should the school close, a new location will be found for this provision.

The process for decision making regarding school closures is set out in the Department for Education's (DfE) statutory guidance 'Opening and Closing Maintained Schools' November 2018. The statutory process consists of:

- Pre-publication consultation
- Publication of statutory notice
- Representation / formal consultation
- Decision by the council's cabinet on the school closure proposal

Pre-publication consultation took place from 15 March 2019 until 26 April 2019.

The statutory notice was published on 25 June which started the four week representation period (formal consultation) which ended on 25 July 2019.

The Diocesan Board of Education is exploring options to retain the use of St Andrew's site for educational purpose to safeguard the number of proportionality of Church of England school places in Croydon. The Diocese was in discussion with Archbishop Tension's CoE High school about a proposed expansion of the school onto the St Andrew's site, however the Governors of Archbishop Tenison's decided not to go ahead with this proposal.

During the consultation periods a Croydon Christian group – St Mark's secondary school – proposed that they would like to open a school on the St Andrew's site.

### 3. Impact of the proposed change

**Important Note:** It is necessary to determine how each of the protected groups could be impacted by the proposed change. Who benefits and how (and who, therefore doesn't and why?) Summarise any positive impacts or benefits, any negative impacts and any neutral impacts and the evidence you have taken into account to reach this conclusion. Be aware that there may be positive, negative and neutral impacts within each characteristic.

Where an impact is unknown, state so. If there is insufficient information or evidence to reach a decision you will need to gather appropriate quantitative and qualitative information from a range of sources e.g. Croydon Observatory a useful source of information such as Borough Strategies and Plans, Borough and Ward Profiles, Joint Strategic Health Needs Assessments <http://www.croydonobservatory.org/> Other sources include performance monitoring reports, complaints, survey data, audit reports, inspection reports, national research and feedback gained through engagement with service users, voluntary and community organisations and contractors.

#### 3.1 Deciding whether the potential impact is positive or negative

**Table 1 – Positive/Negative impact**

For each protected characteristic group show whether the impact of the proposed change on service users and/or staff is positive or negative by briefly outlining the nature of the impact in the appropriate column. . If it is decided that analysis is not relevant to some groups, this should be recorded and explained. In all circumstances you should list the source of the evidence used to make this judgement where possible.			
Protected characteristic group(s)	Positive impact	Negative impact	Source of evidence
Age	In line with the School Admissions Code, school places are allocated using the agreed/published admissions criteria. The proposed changes relate to children and young people of statutory school age. Admissions to schools are a function that operates within a statutory framework. Croydon is the admission authority for community schools and there are arrangements and criteria for the admission of pupils to nursery, primary and secondary mainstream schools.	The closure may affect siblings of pupils attending St Andrew's if they intended to attend the same school.  School Admissions would ensure that appropriate provisions are in place for any displaced pupils. They would ensure that parental preference and family circumstances such as siblings are considered when offering school places to minimise the impact on families where possible.	Croydon Observatory
Disability	Children and young people with special educational needs and/or disability are given priority in the admissions criteria or attend	There was less than 5 pupils at St Andrew's with a disability / Education and Health Care Plan. For these pupils, an individual and	Croydon Observatory

	<p>special schools. All schools are required to admit a child if their Education and Health Care Plan names the school. The proposed extension of the age range for Red Gates School is a re-provision of specialist nursery places at another school.</p>	<p>tailored approach was used to help with the transition to another school.</p> <p>School transport support provided. An alternative place will be identified that meets their needs</p>	
Gender	<p>As above, children allocated school place in line with Admissions Code. The proposed changes are not gender specific. The admission arrangements do not contain criteria that impact differently on people with a particular gender</p>		Croydon Observatory
Gender Reassignment	N/A		
Marriage or Civil Partnership	N/A		
Religion or belief	<p>The admission arrangements for voluntary aided school could contain a denominational criterion within the policy, to enable priority for children whose parents are active members of the C of E and who request admission to a church school on denominational grounds. However, all applications, including those with no faith basis for applying, are considered applying the published arrangements</p> <p>Surplus school places available and some pupils could attend other Church of England secondary schools in and boarding Croydon.</p>	<p>The admission criteria is based on determined admission arrangements compliant with the relevant legislation and is unlikely to discriminate unlawfully.</p> <p>A decrease in the number of faith school provision for families seeking such places.</p> <p>Pupils may have to travel further to school and attend a non-faith school. However pupils of secondary school age tend to travel further to school.</p> <p>School Admissions would ensure that appropriate provisions are in place for any displaced pupils. They would ensure that parental preference and family circumstances such as siblings are considered when offering school places to minimise the impact on families where possible.</p>	Croydon Observatory

Race	The Admission Criteria, based on the Admissions Code, are used to allocate school places and do not include ethnicity or race as criteria. The proposed changes are not intended to have any negative impact on pupils from different ethnic groups		Croydon Observatory
Sexual Orientation	N/A		
Pregnancy or Maternity	N/A		

**Important note:** You must act to eliminate any potential negative impact which, if it occurred would breach the Equality Act 2010. In some situations this could mean abandoning your proposed change as you may not be able to take action to mitigate all negative impacts.

When you act to reduce any negative impact or maximise any positive impact, you must ensure that this does not create a negative impact on service users and/or staff belonging to groups that share protected characteristics. **Please use table 4 to record actions that will be taken to remove or minimise any potential negative impact**

### 3.2 Additional information needed to determine impact of proposed change

**Table 2 – Additional information needed to determine impact of proposed change**

If you need to undertake further research and data gathering to help determine the likely impact of the proposed change, outline the information needed in this table. Please use the table below to describe any consultation with stakeholders and summarise how it has influenced the proposed change. Please attach evidence or provide link to appropriate data or reports:		
<b>Additional information needed and or Consultation Findings</b>	<b>Information source</b>	<b>Date for completion</b>
<p>Two periods of statutory consultations were undertaken – pre-publication and representation – where those with an interest could express their views and/or object/comment on the proposal to close the school.</p> <p>A consultation document including a questionnaire was used as a basis of informing stakeholders, including parents/carers and local residents about the educational rationale for the proposed closure of the school and inviting feedback on the proposal.</p> <p>Stakeholders were given the opportunity to express their views in writing via a questionnaire, both electronically and via the hard copy attached to the consultation document, by email and post.</p>	<p>Pre-publication consultation outcomes report</p> <p>Representation outcomes report</p> <p>School census data</p> <p>Admissions data</p> <p>Birth data</p>	<p>May 2019</p> <p>August 2019</p>

<p>Different modes and methods of communication were used to inform and facilitate feedback from stakeholders about/on the proposal.</p> <p>Equality and Diversity Monitoring: As part of the consultation process, respondents were asked to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability. The information collected will help identify any special requirements and promote equality and diversity.</p> <p><u>Pre-publication findings</u> A total number of 145 responses were received during the pre-publication consultation period; of which 48 were from a Croydon Christian group - St Mark's secondary school - regarding a proposal for St Mark's school on the St Andrew's site.</p> <p>Of the remaining 97 respondents;</p> <ul style="list-style-type: none"> <li>• 23 support the proposed change, of which: <ul style="list-style-type: none"> <li>○ 11 support the proposed change but only to allow for a new Christian school to open on the St Andrew's site</li> </ul> </li> <li>• 61 do not support the proposed change, of which <ul style="list-style-type: none"> <li>○ 13 do not support the proposed change but expressed support for another school to be opened on the site.</li> </ul> </li> <li>• 11 were not sure</li> <li>• 2 was not affected/did not wish to answer the questions</li> </ul> <p>The majority of respondents support another Christian school opening on the St Andrew's site.</p> <p>The majority of respondents are local residents.</p> <p><u>Representation period</u> A total of 42 responses have been received during the representation period. In addition, we received a letter from Waddon ward councillors, a letter from the St Mark's Secondary School Croydon Group with an attachment containing 241 names, a letter from the chairman of governors of a school within the London Borough of Hammersmith and Fulham and two letters from Croydon primary school Head Teachers.</p> <p>37 responses were received via Get Involved; of which</p> <ul style="list-style-type: none"> <li>• 12 support the proposed change, of which: <ul style="list-style-type: none"> <li>○ 3 support the proposed change but only to allow for a new school to open on the St Andrew's site</li> </ul> </li> <li>• 22 do not support the proposed change, of which</li> </ul>	<p>Ofsted report</p> <p>Croydon Observatory</p>	
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- 7 do not support the proposed change but expressed support for another school to be opened on the site.

- 2 were not sure
- 1 was not affected/did not wish to answer the questions

### Gender

Response	Number	Percentage
Male	35	25
Female	74	52
Transgender	1	1
Prefer not to say	2	1
No response given	30	21
<b>Total</b>	<b>142</b>	<b>100</b>

### Age Range

Response	Number	Percentage
Under 16	0	0
16-18	0	0
19-25	3	2
26-34	15	11
35-44	29	20
45-54	26	18
55-64	24	17
65+	10	7
Do not wish to declare	5	4
No response given	30	21
<b>Total</b>	<b>142</b>	<b>100</b>

### Ethnicity

Responses	Number	Percentage
White British	55	39
White Irish	1	1
White European	1	1
Other white	1	1



Mixed white and black Caribbean	2	1
Mixed white and black African	0	0
Mixed white and Asian	1	1
Other mixed background	0	0
Asian or Asian British: Indian	1	1
Asian or Asian British: Pakistani	0	0
Asian or Asian British: Bangladeshi	0	0
Asian or Asian British: Chinese	0	0
Other Asian or Asian British Background	1	1
Black or Black British: Caribbean	22	15
Black or Black British: African	6	4
Other Black or Black British background	5	3
Arabic	0	0
Other	1	1
Prefer not to say	15	10
No response given	30	21
<b>Total</b>	<b>142</b>	<b>100</b>

#### Do you consider yourself to have a disability?

Possible Responses	Number of Responses	Percentage
No	94	66
Yes	13	9
Prefer not to say	4	3
No response given	31	22
<b>Total</b>	<b>142</b>	<b>100</b>

#### Types of disability

\*18 responses received from 13 recipients

Possible Responses	Number of Responses	Percentage
Mobility	5	28
Visual impairment	2	11
Hearing impairment	3	17
Mental Health	3	17
Learning Disability	0	0
Other	1	5
Prefer not to say	4	22
No response given	0	0
<b>Total</b>	<b>18*</b>	<b>100</b>

The top thematic issues raised by respondents and council/diocese response

Key issue	Number of respondents	council / diocese response
Lack of church school places/reduces parental preference	68	<p>The Diocesan Board of Education is in agreement with respondents in their view that closure threatens the number and proportionality of church school places. For this reason, the Diocese is exploring options to retain the use of St Andrew's site for educational purpose to safeguard the number of proportionality of Church of England school places in Croydon.</p> <p>The Diocesan Board recognises that without a plan for maintaining Church of England places, the closure would present a reduction in parent choice in Croydon. Hence they are exploring options for retaining Church of England school places in Croydon.</p>
The school used to be a good school so shouldn't be closed	20	<p>It is acknowledged that St Andrew's used to be a good school, however over the years, despite best efforts the school has been facing a decline in pupil numbers which has impacted on the curriculum offer and funding. The school was rated as requiring improvement following an Ofsted inspection in November 2016 and the most recent Ofsted report, published in March 2019, stated the school has been rated as inadequate.</p>
Concerns/suspicions in regard to what the land will be used for – particularly housing	9	<p>St Andrew's site has multiple ownership. The usage of the land is to be determined by the Southwark Diocesan Board of Education who are currently exploring options to continue using the site/building for educational purposes to retain proportionality of Church school places.</p>

St Andrews school should not be closed as other schools are operating over capacity	8	All secondary schools in Croydon are their own admission authority and responsible for their admission arrangements / class size. Pupil forecasts indicate that there is sufficiency of school places. We recognise that popular schools might be oversubscribed due to parental choice. Parental choice is affected by a number of factors, such as, school performance, location, and local perceptions. The latest pupil forecasts for the secondary educational phase is published in Appendix 1 of the latest Education Estates Strategy cabinet report which can be accessed via the following web-link: <a href="https://democracy.croydon.gov.uk/ieListDocuments.aspx?CId=183&amp;MId=1551">https://democracy.croydon.gov.uk/ieListDocuments.aspx?CId=183&amp;MId=1551</a>			
If the council is building new secondary schools, why is St. Andrew's being closed?	3	Croydon is not responsible for introducing new schools. The Education Act 2011 changed the arrangements for establishing new schools and introduced the academy or free school presumption. This means that where a local authority thinks a new school needs to be established, the local authority is under a duty to seek proposals to establish an academy / free school, or a bidder can propose to open a free school directly through central government New free secondary schools that have been recently established and/or being built have been through the central government route			
Natural progression from The Minster	2	In the most recent Year 7 intakes very few pupils from The Minster Junior School took up places at St Andrew's, which the Diocesan Board believes is linked to increasingly negative views of the school over the last five years			

For guidance and support with consultation and engagement visit <https://intranet.croydon.gov.uk/working-croydon/communications/consultation-and-engagement/starting-engagement-or-consultation>

### 3.3 Impact scores

Example

If we are going to reduce parking provision in a particular location, officers will need to assess the equality impact as follows;

1. Determine the Likelihood of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the likelihood of impact score is 2 (likely to impact)
2. Determine the Severity of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the Severity of impact score is also 2 (likely to impact )
3. Calculate the equality impact score using table 4 below and the formula **Likelihood x Severity** and record it in table 5, for the purpose of this example - **Likelihood (2) x Severity (2) = 4**

**Table 4 – Equality Impact Score**

<b>Severity of Impact</b>	3	3	6	9
	2	2	4	6
	1	1	2	3
		1	2	3
	<b>Likelihood of Impact</b>			

**Key**

Risk Index	Risk Magnitude
6 – 9	High
3 – 5	Medium
1 – 3	Low

# Equality Analysis

**Table 3 – Impact scores**

<p><b>Column 1</b></p> <p><b>PROTECTED GROUP</b></p>	<p><b>Column 2</b></p> <p><b>LIKELIHOOD OF IMPACT SCORE</b></p> <p>Use the key below to <b>score</b> the <b>likelihood</b> of the proposed change impacting each of the protected groups, by inserting either 1, 2, or 3 against each protected group.</p> <p><b>1 = Unlikely to impact</b>  <b>2 = Likely to impact</b>  <b>3 = Certain to impact</b></p>	<p><b>Column 3</b></p> <p><b>SEVERITY OF IMPACT SCORE</b></p> <p>Use the key below to <b>score</b> the <b>severity</b> of impact of the proposed change on each of the protected groups, by inserting either 1, 2, or 3 against each protected group.</p> <p><b>1 = Unlikely to impact</b>  <b>2 = Likely to impact</b>  <b>3 = Certain to impact</b></p>	<p><b>Column 4</b></p> <p><b>EQUALITY IMPACT SCORE</b></p> <p>Calculate the <b>equality impact score</b> for each protected group by multiplying scores in column 2 by scores in column 3. Enter the results below against each protected group.</p> <p><b>Equality impact score = likelihood of impact score x severity of impact score.</b></p>
Age	1	1	1
Disability	1	1	1
Gender	1	1	1
Gender reassignment	n/a		
Marriage / Civil Partnership	n/a		
Race	n/a		
Religion or belief	2	2	4
Sexual Orientation	n/a		
Pregnancy or Maternity	n/a		

## Equality Analysis

### 4. Statutory duties

#### 4.1 Public Sector Duties

Tick the relevant box(es) to indicate whether the proposed change will adversely impact the Council's ability to meet any of the Public Sector Duties in the Equality Act 2010 set out below.

Advancing equality of opportunity between people who belong to protected groups

Eliminating unlawful discrimination, harassment and victimisation

Fostering good relations between people who belong to protected characteristic groups

**Important note:** If the proposed change adversely impacts the Council's ability to meet any of the Public Sector Duties set out above, mitigating actions must be outlined in the Action Plan in section 5 below.

### 5. Action Plan to mitigate negative impacts of proposed change

**Important note:** Describe what alternatives have been considered and/or what actions will be taken to remove or minimise any potential negative impact identified in Table 1. Attach evidence or provide link to appropriate data, reports, etc:

**Table 4 – Action Plan to mitigate negative impacts**

Complete this table to show any negative impacts identified for service users and/or staff from protected groups, and planned actions mitigate them.				
Protected characteristic	Negative impact	Mitigating action(s)	Action owner	Date for completion
Disability	There was less than 5 pupils at St Andrew's with a disability / Education and Health Care Plan.	For these pupils, an individual and tailored approach was used to help with the transition to another school. School transport support provided. An alternative place will be identified that meets their needs	Alison Farmer	July 2018
Race				

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Sex (gender)				
Gender reassignment				
Sexual orientation				
Age	The closure may affect siblings of pupils attending St Andrew's if they intended to attend the same school.	School Admissions would ensure that appropriate provisions are in place for any displaced pupils. They would ensure that parental preference and family circumstances such as siblings are considered when offering school places to minimise the impact on families where possible.	<b>Niora Amani Melanie Arscott</b>	<b>July 2018</b>
Religion or belief	A decrease in the number of faith school provision for families seeking such places.  Pupils may have to travel further to school and attend a non-faith school. However pupils of secondary school age tend to travel further to school.	School Admissions would ensure that appropriate provisions are in place for any displaced pupils. They would ensure that parental preference and family circumstances such as siblings are considered when offering school places to minimise the impact on families where possible.	<b>Niora Amani Melanie Arscott</b>	<b>July 2018</b>
Pregnancy or maternity				
Marriage/civil partnership				

## 6. Decision on the proposed change

Based on the information outlined in this Equality Analysis enter <b>X</b> in column 3 ( <b>Conclusion</b> ) alongside the relevant statement to show your conclusion.		
<b>Decision</b>	<b>Definition</b>	<b>Conclusion - Mark 'X' below</b>

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No major change	Our analysis demonstrates that the policy is robust. The evidence shows no potential for discrimination and we have taken all opportunities to advance equality and foster good relations, subject to continuing monitoring and review. <b>If you reach this conclusion, state your reasons and briefly outline the evidence used to support your decision.</b>	<b>X</b> Equality and diversity monitoring done during consultation. Statutory framework supports the allocation of school places.
Adjust the proposed change	We will take steps to lessen the impact of the proposed change should it adversely impact the Council’s ability to meet any of the Public Sector Duties set out under section 4 above, remove barriers or better promote equality. We are going to take action to ensure these opportunities are realised. <b>If you reach this conclusion, you must outline the actions you will take in Action Plan in section 5 of the Equality Analysis form</b>	
Continue the proposed change	We will adopt or continue with the change, despite potential for adverse impact or opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through the change. However, we are not planning to implement them as we are satisfied that our project will not lead to unlawful discrimination and there are justifiable reasons to continue as planned. <b>If you reach this conclusion, you should clearly set out the justifications for doing this and it must be in line with the duty to have due regard and how you reached this decision.</b>	
Stop or amend the proposed change	Our change would have adverse effects on one or more protected groups that are not justified and cannot be mitigated. Our proposed change must be stopped or amended.	
Will this decision be considered at a scheduled meeting? e.g. Contracts and Commissioning Board (CCB) / Cabinet		Meeting title: Cabinet Date:19 September 2019



# Equality Analysis

## 7. Sign-Off

Officers that must approve this decision		
Equalities Lead	Name: Yvonne Okiyo Position: Equalities Manager	Date: 19.08.19
Director	Name: Position:	Date: