

Equalities Impact Assessment:

Full Assessment

Before completing this form you should have completed an Equalities Screening Tool and had sign off from your Head of Service and the Fairness and Equality Team.

This Equality Impact Assessment should be completed where the Screening Tool identifies a potentially negative impact on one or more specific groups but it can also be used to highlight positive impacts.

Summary of proposal

Name of proposal	Proposal on the Future of Copenhagen and Vittoria Primary Schools
Reference number (if applicable)	
Service Area	Children's Services
Date assessment completed	20 December 2022

Before completing the EQIA please read the guidance and FAQs. For further help and advice please contact equalities@islington.gov.uk.

1. Please provide a summary of the proposal.

Please provide:

- Context on how the service currently operates (if relevant) and the scope of suggested changes
- The intended beneficiaries and outcomes of the proposal
- Reference to any savings or income generation

Following the Executive decision on 13 October 2022 to approve the [School Organisation Plan](#), officers started a process to consult on a proposed amalgamation of Copenhagen and Vittoria primary schools.

The consultation ran from 3 November to 16 December 2022 on the future organisation of Copenhagen and Vittoria primary schools which proposed amalgamating the two schools to create a 1.5 form entry school on the Copenhagen site.

The intended beneficiaries of this proposal are pupils attending Copenhagen and Vittoria schools whereby creating one combined school we will be better placed to ensure a balanced budget so that they receive a broad and balanced curriculum in a sustainable high-quality school.

2. What impact will this change have on different groups of people?

Please consider:

- Whether the impact will predominantly be external or internal, or both?
- Who will be impacted – residents, service users, local communities, staff, or others?
- Broadly what will the impact be – reduced access to facilities or disruptions to journeys for example?

The impact will be predominantly external, impacting on pupils, parents and carers and school staff.

The proposal will change where some current and future pupils attend school, potentially leading to stress and anxiety for pupils and families and would impact similarly on staff currently working at these schools.

There could be changes to the staffing establishment. A separate staffing consultation if required will run after the school's governing body has considered a proposed structure. The

latest available information from the School Workforce Census indicates that there are 29 staff working at Copenhagen and 27 at Vittoria, including both teachers and support staff.

The proposal will impact on where the current pupils at Copenhagen and Vittoria attend school and potential future children and parents who wish to attend these schools specifically.

However, this will not impact on our legal duty to ensure that every child has a school place, which will be maintained within close distance for all affected pupils.

The proposal will increase the size of Vittoria school, whilst ensuring class sizes are within the statutory maximum threshold for primary schools. Our Education Plan sets out our mission that, by 2030 every child, whatever their background, has the same opportunity and ambition to reach their educational potential in a good Islington school. Schools operate most efficiently when full or nearly full and any surplus places should be kept to a minimum to ensure the financial viability of schools and the ability of schools to provide a high quality, broad and balanced curriculum. These proposals support the delivery of this objective.

3. What impact will this change have on people with protected characteristics and/or from disadvantaged groups?

This section of the assessment looks in detail at the likely impacts of the proposed changes on different sections of our diverse community.

3A. What data have you used to assess impacts?

Please provide:

- Details of the evidence used to assess impacts on people with protected characteristics and from disadvantaged groups (see guidance for help)
- A breakdown of service user demographics where possible
- Brief interpretation of findings

All the equalities data listed in this section is taken from the January 2022 School Census.

Gender

Copenhagen and Vittoria have slightly more boys enrolled than girls. This is typical for Islington schools – overall, across all primary schools, 51% of pupils are male.

	Copenhagen	Vittoria
Male	53.3%	53.6%

Please provide:

- Details of the evidence used to assess impacts on people with protected characteristics and from disadvantaged groups (see guidance for help)
- A breakdown of service user demographics where possible
- Brief interpretation of findings

Female	46.7%	46.4%
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Free School Meal eligibility

Across all Islington primary schools, 41% of pupils were eligible for Free School Meals as at January 2022. Islington tends to have relatively high levels of Free School Meal eligibility compared to other boroughs, with the second highest proportion of pupils eligible in the most recent comparator figures.

Copenhagen and Vittoria both have a higher proportion of pupils eligible for Free School Meals than the Islington average. Vittoria has the twelfth highest proportion who are eligible, out of the 46 primary schools in the borough and Copenhagen the 20th.

	Copenhagen	Vittoria
% FSM eligible	44.7%	50.3%

Special Educational Needs

Across Islington primary schools, 15.5% of pupils were at the SEN Support level of provision in January 2022. This indicates they have some special educational need, but do not meet the threshold for an Education, Health and Care Plan (EHCP). 3.8% of Islington primary school pupils had an EHCP. Therefore, 19.3% of Islington primary school pupils were known to have Special Educational Needs.

Copenhagen and Vittoria both have a higher proportion of pupils at SEN Support than the borough average. However, Vittoria has a lower proportion of pupils with an EHCP than the borough average, whilst Copenhagen has the 4th highest proportion of pupils with an EHCP in the borough. Overall, Copenhagen has relatively high proportions of pupils with some sort of Special Educational Needs, whilst Vittoria was just below the borough average.

	Copenhagen	Vittoria
SEN Support	15.8%	16.6%
EHCP	6.6%	2.2%
Total SEN	22.4%	18.8%

English as an Additional Language

40% of Islington's primary school pupils had English as an Additional Language (EAL) in January 2022. Copenhagen has a relatively high proportion of pupils with EAL, the 6th highest in the borough.

	Copenhagen	Vittoria
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Please provide:

- Details of the evidence used to assess impacts on people with protected characteristics and from disadvantaged groups (see guidance for help)
- A breakdown of service user demographics where possible
- Brief interpretation of findings

% EAL	58.6%	33.7%
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Ethnicity

Compared to the average across all Islington primary schools:

- Copenhagen has a relatively low percentage of White-British pupils
- Copenhagen and Vittoria both have a relatively high percentage of Bangladeshi pupils
- Both schools have a higher proportion of pupils from a Black-African ethnic group than the borough average, particularly Copenhagen

	Copenhagen	Vittoria	Islington Primaries
White-British	6.6%	27.6%	26.8%
White-Turkish	5.3%	4.4%	4.3%
White-Other	7.2%	4.4%	13.3%
Kurdish	2.0%	0.6%	0.7%
Asian-Bangladeshi	23.0%	15.5%	5.2%
Asian-Other	1.3%	3.3%	1.9%
Black-Caribbean	1.3%	1.1%	4.2%
Black-African	29.6%	17.1%	14.6%
Black-Other	1.3%	0.6%	1.7%
Mixed - White & Black-Caribbean	2.0%	4.4%	4.3%
Mixed-Other	9.2%	9.9%	14.9%
Chinese	1.3%	0.0%	0.5%
Other	8.6%	9.4%	6.4%
Not stated / refused	1.3%	1.7%	1.2%

Pupil residence

The pupils on roll at both schools are predominantly from the same area in Islington, around the Caledonian and Barnsbury wards.

Religion

Data on religion is not collected in the School Census.

Please provide:

- Details of the evidence used to assess impacts on people with protected characteristics and from disadvantaged groups (see guidance for help)
- A breakdown of service user demographics where possible
- Brief interpretation of findings

3B: Assess the impacts on people with protected characteristics and from disadvantaged groups in the table below.

Please first select whether the potential impact is positive, neutral, or negative and then provide details of the impacts and any mitigations or positive actions you will put in place.

Please use the following definitions as a guide:

Neutral – The proposal has no impact on people with the identified protected characteristics

Positive – The proposal has a beneficial and desirable impact on people with the identified protected characteristics

Negative – The proposal has a negative and undesirable impact on people with the identified protected characteristics

Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
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Age	Positive and negative	<p>The intended beneficiaries of the proposals are pupils attending both schools, the schools themselves who will make significant financial savings and prevent them from having long term deficit budgets and thereby ensure pupils receive a broad and balanced curriculum in sustainable high quality schools. There may be some stress and anxiety for pupils, both for those who are moving from one site to the other, and those on the remaining school site who will both have changes in classes. However, the feedback from pupils has been encouraging who are excited about making new friends and having a bigger football team. Preparing students for the transition will be managed by the schools, which benefit from being in a Federation with a joint governing board and an Executive Headteacher. Ahead of the amalgamation, the school plans to hold joint events and opportunities for parents and pupils to visit the school site.</p>	<p>There will be a school place available at a good school that has long term financial sustainability within the local area for all primary aged pupils.</p>
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<p>Disability (include carers)</p>	<p>Negative</p>	<p>As with all pupils, any change can cause anxiety and this can be a particular issue for pupils with SEND and their families, particularly those with Autism who represent 52% of children and young people with SEND in Islington. A recent study undertaken by the National Autistic Society (2022) found that 47% of autistic people fall into the severe anxiety category based on GAD-7 diagnostic criteria (measure for assessing generalised anxiety disorder). It is anticipated there will not be a significant impact on carers, as the schools are near each other for school pick up or drop off.</p>	<p>An initial assessment of children with EHC Plans shows that their needs can be met within the amalgamated school. The SEND team will work with individual children and their parents/carers to support their transition, including identifying a tailored list of alternative schools suitable to the child's needs as set out in their plans if necessary.</p>
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Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
Race or ethnicity	Positive and Negative	<p>Whilst Copenhagen has a high percentage of pupils from a non-White ethnic background, both schools have pupils from a diverse range of ethnic backgrounds. The proposal should not have a more significant impact on one group more than any other ethnic group. Indeed, as the schools are in proximity, this could potentially widen and strengthen community bonds.</p> <p>As Copenhagen has a particularly high percentage of pupils with English as an Additional Language, it is likely that a considerable proportion of parents would also not have English as their first language. This may form a barrier when informing parents about the changes.</p>	<p>We have mitigated this by translating the proposal document into the most common second languages.</p> <p>We will continue to work closely with the schools to identify the most suitable communication methods with their communities, deploying in person, hard copy and digital methods. We will also work with the schools to undertake activities designed to facilitate community bonds, taking into account protected characteristics of the families and pupils impacted, and to run more targeted and tailored sessions as required.</p>

Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
Religion or belief (include no faith)	Neutral	Both schools welcome students from diverse communities and faiths.	
Gender and gender reassignment (male, female, or non-binary)	Neutral	There should not be any difference in the impact on different genders. Both schools are mixed gender schools.	

Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
Maternity or pregnancy	Neutral		

Characteristic or group	Positive/Neutral/Negative	What are the positive and/or negative impacts?	How will potential benefits be enhanced or negative impacts be eliminated or reduced?
Sex and sexual orientation	Neutral		
Marriage or civil partnership	Neutral		

<p>Other - deprivation</p> <p>(e.g. people living in poverty, looked after children, people who are homeless or refugees)</p>	<p>Neutral</p>	<p>Both schools have relatively high levels of Free School Meal eligibility. However, given that they are located close to each other, there is not expected to be a significant impact. The mapping of pupils' home residences relative to the proposed site of the amalgamated school shows that the vast majority of pupils live close to both schools, therefore pupils should not have to change travel plans and have to catch a bus as they will be offered a place at a nearby school.</p>	<p>Work will be undertaken with the Corporate Landlord and Architects to ensure the main entrance point is the most appropriate and accessible based on the predominant travel route to school of the pupils.</p>
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4. How do you plan to mitigate negative impacts?

Please provide:

- An outline of actions and the expected outcomes
- Any governance and funding which will support these actions if relevant

All pupils will have continued access to Ofsted rated 'Good' local provision following the amalgamation. Current surplus places within all Islington Primary School planning areas mean that future pupils will continue to have access to local provision and that the provision will be more sustainable in the longer term by reducing the excessive surplus places.

The SEND team will work with any family whose child with special educational needs may be affected by these proposals. The team will further consider with the family and those who support the child any additional supports that might need to be put in place to support transition. Full consideration will be given to travel, friendship groups and any particular access needs.

The School Admissions team will offer open surgeries and individual sessions at the schools to provide advice to other families who may be affected by these proposals if required. Full consideration will be given to travel, friendship groups and any access needs.

These surgeries will be arranged with the school to consider any groups who may be impacted differently, for example translation or interpreters will be arranged for those for whom English is an additional language.

The School Admissions Team will also liaise directly with Children's Social Care to ensure that any Child In Need, Looked After Child or child with a protection plan is given full support from their allocated Social Worker to ensure they understand processes to be followed, and to support visits.

There are many Social, Emotional and Mental Health services already operating with the schools that may be affected by these proposals. These include the School Wellbeing Service and CAMHS in Schools, as well as the pastoral care in place at each school. These services will be informed of any changes to schools so they can ensure support can be targeted at these schools, where pupils may have increased anxiety around the changes.

These arrangements will be kept under review by the School Organisation Project team that will be overseeing all aspects of any transition, including for example premises, staffing and transfer of records.

5. Please provide details of your consultation and/or engagement plans.

Please provide:

- Details of what steps you have taken or plan to take to consult or engage the whole community or specific groups affected by the proposal
- Who has been or will be consulted or engaged with
- Methods used or that will be used to engage or consult
- Key findings or feedback (if completed)

To implement any significant change to a school, including an amalgamation of school, or as is described in regulations as a 'prescribed alteration,' the relevant authority (Local Authority, Governing Body/Diocese, Trust, or Foundation) is required to complete a statutory consultation process.

This includes both an informal consultation/listening period and then a formal statutory consultation period if the council intends to propose closure or amalgamation.

We have completed the initial consultation which involved the whole community and followed statutory requirements and best practice. 38 people responded to our online questionnaire and over 100 parents/carers attended seven meetings held in the community. We also organised meetings with staff, with the school councils for the pupils' voice, and invited and received feedback through a dedicated mailbox.

The feedback was predominantly supportive with 55% of respondents to the questionnaire strongly agreeing or agreeing to the proposal to amalgamate the two schools. Respondents raised concerns about the name of the school, which we have listened to carefully.

6. Once the proposal has been implemented, how will impacts be monitored and reviewed?

Please provide details in the table below.

Action	Responsible team or officer	Deadline
We will review admissions data, budgetary details, and educational attainment data through regular monitoring channels	Learning and Achievement	Ongoing

Action	Responsible team or officer	Deadline

Please send the completed EQIA to equalities@islington.gov.uk for quality checking by the Fairness and Equality Team. All Equality Impact Assessments must be attached with any report to a decision-making board and should be made publicly available on request.

This Equality Impact Assessment has been completed in accordance with the guidance and using appropriate evidence.

Member	Name	Signed	Date
Staff member completing this form	Matthew Beevor		20 December 2022
Fairness and Equality Team	Esther Craven		18 January 2023
Director or Head of Service	Alison Cramer		21 December 2022