

## HARINGEY COUNCIL

### EQUALITY IMPACT ASSESSMENT FORM for service delivery



**Service:** Prevention & Early Intervention

**Directorate:** Children & Young People's Service

**Title of Proposal:** Review of John Loughborough School

**Lead Officer (author of the proposal):** Jan Doust

**Names of other Officers involved:** David Williamson, Tom Fletcher, Jane Blakey, Jennifer Duxbury, Neville Murton, Eveleen Riordan, Carlene Liverpool, Arleen Brown.

#### Statement of purpose

In making this proposal, we have been mindful of our public sector equality duty to have due regard to the need to:

- eliminate discrimination;
- advance equality of opportunity between different groups and;
- foster good relations between groups in Haringey.

In addition we are committed to ensuring that we promote social inclusion in all council services making sure that they address the needs of those vulnerable residents who rely most heavily on them. The most socially excluded residents predominantly have the protected characteristics defined in the Equality Act 2010.

The purpose of this assessment is to:

- a) Identify whether and to what extent this proposal: could produce disadvantage or enhance opportunity for any groups with the protected characteristic defined in the Equality Act 2010;
- b) Establish whether the potential disadvantage is significant enough to call for special measures to remove or reduce the disadvantage;
- c) Identify and set out the measures that will be taken to remove or reduce the disadvantage;
- d) Where mitigation measures are not possible, to set out and explain why;
- e) To ensure that Members are fully aware of the implications the proposal may have for the Council's public sector equality duty before they decide on the proposal.

*Note: This Equalities Impact Assessment, undertaken July 2012, is an initial assessment of the potential impact of the closure of John Loughborough School, based on the findings of a recent review and consideration of relevant data. It will be updated in*

November 2012 following a period of public consultation to address any issues arising from consultation and to provide further assessment of any detailed proposal for closure that may then be put forward.

## Step 1 - Identify the aims of the Proposal

**State:**

- a) ***What problems the proposal is intended to address***
- b) ***What effects it is intended to achieve***
- c) ***Which group(s) it is intended to benefit and how***

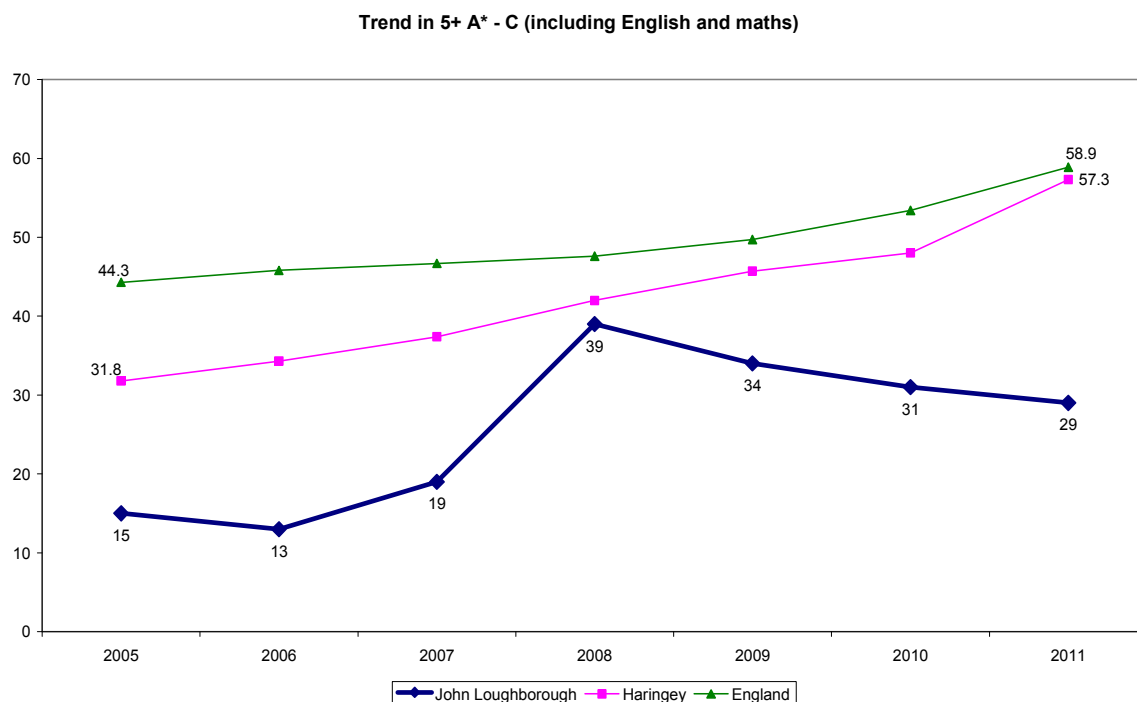
John Loughborough is a small secondary school with an admission limit of 300 pupils. It is a Voluntary Aided church school owned and operated by the South England Conference of Seventh-day Adventists (SEC) but maintained by the local authority.

The school was originally established in 1980 in response to the dissatisfaction of Seventh Day Adventist parents of African Caribbean heritage with their children's poor level of attainment in London schools. It was established with the objectives of providing Christian education for Seventh-day Adventists and the wider faith community, and addressing the poor levels of academic attainment prevalent amongst pupils of black ethnicities at that time.

Ofsted and HMI inspections have shown that in recent years it has not been possible for the school to consistently deliver an acceptable standard of education. The school has been in an Ofsted category of concern since February 2007, and the two most recent inspections in October 2009 and December 2011 placed the school in 'special measures' because in the view of inspectors:

*'... it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.'*(Ofsted 2009 and 2011)

Since 2008, there has been a downward trend in the main indicator of attainment (5 GCSEs at A\*-C inc English & Maths), and the school is now significantly below the Haringey and England averages.



The school is within the scope of the powers of the Secretary of State to either issue an Academy Order, direct the appointment of an Interim Executive Board or direct closure.

Following discussion with the school's Chair of Governors and Education representatives of the SEC, the Director of Children's Services decided that there should be a formal review of the viability of the school. A review team was established comprising representatives from both Haringey Council and SEC. An experienced educational consultant provided external challenge to the review team's analysis and judgements. The scope of the review covered:

- The demand for places at the school by Seventh Day Adventist families and the services that the school provides to these families;
- The quality of education provided by the school, including the reasons for the poor outcomes and the potential for securing rapid and sustained improvement;
- The financial viability of the school in the current circumstances;
- The position of the school within Haringey's overall place planning requirements and the implications of any change in these arrangements for school organisation planning;
- Recommendations on the actions that must be taken with respect to the school in the short, medium and long term.

The review team examined trends in key performance indicators and Ofsted and HMI inspection reports over the previous 5 to 10 years in their analysis of the school's educational and financial viability. The team then considered and evaluated the options available to address the identified underperformance. For details of the analysis undertaken (including summary of relevant data) and of the options considered, please see the full report of the review, at Appendix 1 to the Cabinet report of 18<sup>th</sup> September 2012.

Following careful consideration of John Loughborough School's underperformance over many years and the lack of success in attempts to create sustained improvement from a wide range of intervention strategies, the review concluded that the only option which could potentially provide a future for the school would be for it to become a sponsored academy. It was agreed that the SEC would work to secure a sponsor that is confident that they could overcome the challenges identified in the review and support the school to become an academy.

In parallel with this, it was agreed that the Local Authority would put a proposal to consult on closure before the Council's Cabinet. This will not negate further work to secure a sponsor, as consultation can be terminated if the Church secures an acceptable academy proposal and sponsor that is approved by the Secretary of State. Pursuing both options in parallel will avoid delay in finding the best solution for current and future cohorts of pupils.

Whilst the recommendation of the review is that this dual approach should be followed, this EqIA focuses on the potential closure of the school, as that is the process that is within the power of the Local Authority. The first decision that needs to be taken by Members in this regard is whether to commence consultation on closure.

<b>Statutory Stage</b>	<b>Description</b>	<b>Timescale</b>
1	Consultation on proposed closure	Recommended minimum of six weeks – <i>October-November 2012</i>
2	The publication of a statutory notice setting out the proposal in detail	One day
3	Representation – an opportunity for stakeholders to express views on the proposals.	<b>Must</b> be six weeks and cannot be shortened or lengthened to take into account school holidays. – <i>January-February 2013</i>
4	Decision – final decision on whether the closure should go ahead, having considered all of the relevant information.	Within two months of the representation period finishing – <i>Spring 2013</i>
5	Implementation – the school closes	As set out in the published statutory notice, subject to any modifications agreed – <i>from September 2013</i>

This EqIA highlights the profile of the pupils at John Loughborough School and considers the potential impact of closure on those with protected characteristics. It will support the LA in promoting equality of opportunity for the affected pupils at John Loughborough. It will be updated in advance of each subsequent decision to be taken by members in order to take account of consultation outcomes and further relevant information arising from the process. This will ensure that equalities considerations inform each decision that is taken.

Any proposal to close John Loughborough School would also affect school staff. Proposed changes to their employment would be the subject of a separate staff and trade union consultation, supported by a specific Staffing EqIA.

## Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The Haringey Borough Profile of Protected Characteristics can be found on the Website) will help you to make comparisons against Haringey's population size. The most up to date information can be found in the [Joint Strategic Needs Assessment](#).

***2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:***

- ***are significantly under/over represented in the use of the service, when compared to their population size?***
- ***have raised concerns about access to services or quality of services?***
- ***appear to be receiving differential outcomes in comparison to other groups?***

This section considers data from the Pupil Level Annual School Census (January 2012) to compare the population of John Loughborough School with the wider Haringey secondary school population. It also looks at data on attainment at GCSE and school attendance, where possible broken down by group (e.g. ethnicity, gender), and information received from the SEC on numbers of Seventh Day Adventist pupils.

## Ethnicity

### School population

All of the pupils at John Loughborough School are from a BME background, in that there are no White British pupils. Compared to the overall Haringey secondary school population, there is a higher proportion of pupils of Black ethnicities (particularly Caribbean) and lower proportion of pupils of White, Mixed and Asian ethnicities.

Pupils of Black ethnicities form the majority of the school population (63%), of whom Caribbean pupils form the largest group (38%). The school has a high proportion of Romany or Gypsy pupils – ten times the proportion for Haringey secondary schools overall. There are also significant populations of Eastern European (6.1% of school vs 2.8% across Haringey secondary schools) and Latin/ Central/ South American pupils (6.8% of school vs 1.1% across Haringey secondary schools).

Over the past few years the ethnicity profile of the school has been shifting. Between 2009 and 2012 the proportion of pupils of black ethnicities fell from 93% to 63% whilst the proportion of Gypsy/Roma, Other White and Other pupils rose from a combined figure of 4% to 28%.

	John Loughborough	%	All Haringey secondary schools	%
<b>White</b>				
British	0	0.0%	2374	19.3%
Irish	2	0.7%	114	0.9%
Traveller of Irish Heritage	0	0.0%	19	0.2%
Romany or Gypsy	20	7.1%	85	0.7%
Any other White Background	31	11.1%	2817	22.9%
<b>Mixed</b>				
White & Black Caribbean	4	1.4%	450	3.7%
White & Black African	3	1.1%	164	1.3%
White & Asian	1	0.4%	124	1.0%
Any other mixed background	9	3.2%	644	5.2%
<b>Asian or Asian British</b>				
Indian	0	0.0%	165	1.3%
Pakistani	0	0.0%	142	1.2%
Bangladeshi	1	0.4%	367	3.0%
Any other Asian background	0	0.0%	138	1.1%
<b>Black or Black British</b>				
Caribbean	106	37.9%	1212	9.9%
African	56	20.0%	1926	15.7%
Any other Black background	14	5.0%	262	2.1%
<b>Chinese</b>	5	1.8%	72	0.6%
<b>Any other ethnic group</b>	27	9.6%	995	8.1%
Parent/pupil preferred not to say	0	0.0%	38	0.3%
Ethnicity not known	1	0.4%	192	1.6%
<b>Grand Total</b>	<b>280</b>	<b>100.0%</b>	<b>12300</b>	<b>100.0%</b>

## Attainment

The table below shows the percentage of pupils attaining the 'basics indicator' (grade C or above in both English and Maths GCSE) in 2011, broken down by ethnicity. Figures for small cohorts of pupils have been excluded for data protection reasons. For all ethnic groups, performance is worse than the national average. The disparity between John Loughborough and national average is much greater for Black African pupils than Black Caribbean.

Overall, the proportion attaining grade C or above in both English and Maths is less than half the national average. Performance in English is much better than in Maths, and for Black Caribbean pupils was higher than the national average.

Ethnicity	No. pupils in cohort 2011	English		Maths		Basics - English and Maths	
		% School	% National	% School	% National	% School	% National
Black Caribbean	35	69	65	40	55	40	49
Black African	18	50	69	28	66	17	58
All Pupils	60	57	68	33	64	28	58

## Attendance

The table below shows levels of overall absence and the proportion of persistent absentees, broken down by ethnicity. Overall absence is close to the national average but the proportion of persistent absentees is significantly above national. The proportion of persistent absentees amongst Black African pupils is particularly high.

Attendance by ethnicity - 2010-11	% of sessions missed due to overall absence		% persistent absentees - absent for 20% or more sessions	
	School	National - secondary	School	National - secondary
White - Irish	6.93	7.13	0	6
White - Romany or Gypsy	17.56	19.34	12.5	31.1
Any other White Background	8.18	7.06	10	5.1
Mixed - White & Black Caribbean	7.46	7.91	0	7.4
Mixed - White & Black African	4.03	6.31	0	4.4
Mixed – Any other mixed background	7.54	6.63	7.7	4.8
Black - Caribbean	6.90	5.86	7.4	4.1
Black - African	5.47	4.03	9.5	1.5
Black - Any other Black background	4.23	5.44	0	3.6
Chinese	0.75	2.82	0	0.7
Any other ethnic group	6.72	5.87	5.9	3.2
All pupils	6.86	6.55	7.6	4.8

## **Gender**

### School population

John Loughborough has a marginally higher proportion of boys attending than girls.

Gender	John	%	All Haringey	%
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	Loughborough		secondary schools	
Female	132	47.1%	6144	50.0%
Male	148	52.9%	6156	50.0%
Grand Total	280	100.0%	12300	100.0%

### Attainment

Attainment is higher amongst girls but is below the national average for both boys and girls. The gap between John Loughborough School and the national average is larger for boys than for girls.

Ethnicity	No. pupils in cohort 2011	English		Maths		Basics - English and Maths	
		% School	% National	% School	% National	% School	% National
Female	31	74	76	45	65	39	61
Male	29	38	61	21	64	17	54
All Pupils	60	57	68	33	64	28	58

### Attendance

Poor school attendance is more prevalent amongst females than males. The proportion of girls who are persistent absentees is more than double the national average.

Attendance by gender - 2010-11	% of sessions missed due to overall absence		% persistent absentees - absent for 20% or more sessions	
	School	National - secondary	School	National - secondary
Female	7.11	6.71	10.5	5.0
Male	6.64	6.40	5.0	4.6
All pupils	6.86	6.55	7.6	4.8

### **Age**

The school provides education to young people aged 11-16. It does not have a sixth form.

### **Disability**

The Schools Census now includes the facility for schools to submit data on disability, but not all schools are as yet doing so. More complete data is available on Special Education Needs (SEN). Whilst these are not interchangeable terms it should be assumed that children with SEN have a disability for the purposes of the public sector equality duty.

The following table shows that John Loughborough School has a lower proportion of pupils with identified SEN than the Haringey average, for all of the SEN stages of assessment.

	John Loughborough	%	All Haringey secondary schools	%
No identified SEN	239	85.4%	8893	72.3%



School Action	28	10.0%	2079	16.9%
School Action Plus	11	3.9%	917	7.5%
Statement of SEN	2	0.7%	411	3.3%
Grand Total	280	100.0%	12300	100.0%

## Religion or belief

The following table, provided by the SEC, shows the numbers of Seventh Day Adventist pupils attending John Loughborough School. The most recent data, for 2011, shows that just over a third of pupils are Seventh Day Adventists.

YEAR	SDA population	Non-SDA population (including other Christians)	Total population	% of SDA pupils
2007	101	189	290	35%
2008	81	163	244	33%
2009	100	151	251	40%
2010	95	184	279	34%
2011	94	185	279	34%

Data on religion is not collected as part of the School Census, and national census data does not break down the number of Christians into the various denominations. However, figures from 2005<sup>1</sup> state that the number of Seventh Day Adventists in London was 13,000. This represents 0.2% of the population of London at that time.

## Other equalities strands

Data was not available for the following equality strands and assessment of impact on these service user groups is not therefore possible:

- Gender Reassignment
- Sexual Orientation
- Maternity & Pregnancy
- Marriage and Civil Partnership

## Summary

All of the pupils at John Loughborough School are from BME communities. Relative to Haringey secondary schools overall there are particularly high proportions of Black Caribbean, Romany Gypsy, East European and Latin/Central/South American pupils. The proportion of Romany Gypsy pupils is ten times the Haringey secondary school average. Compared to other Haringey schools, a relatively low proportion of pupils have identified SEN. Over a third of pupils are Seventh Day Adventists.

Attainment at GCSE was worse than the national average in 2011 for all groups of pupils but was particularly low for Black African pupils and for boys. The proportion of persistent absentees is particularly high amongst Black African pupils and amongst girls.

### ***2 b) What factors (barriers) might account for this under/over representation?***

The school's founding objectives and religious character explain the high proportion of pupils of black ethnicities and of Seventh Day Adventists. Whilst the proportion of pupils

<sup>1</sup> Source: [http://www.bbc.co.uk/religion/religions/christianity/subdivisions/seventhdayadventist\\_1.shtml](http://www.bbc.co.uk/religion/religions/christianity/subdivisions/seventhdayadventist_1.shtml)

of black ethnicities has been reducing in recent years (from 93% in 2009 to 63% in 2012), it remains high. The school's location in Tottenham, where people of black ethnicities form a larger proportion of the overall population, may be a further factor in this.

The high proportion of Romany Gypsy pupils may relate to the fact that the school has a high level of in-year admissions – as a transient group, Romany and Gypsy pupils may be more likely to be admitted to school outside of the main secondary transfer process. However, whilst in-year admissions for JLS are high relative to the size of the school there are other Haringey secondary schools where numbers of in-year admissions are greater.

The lower than average proportion of pupils with SEN could be explained by parents preferring to send their children to other local schools; alternatively, it could be that the school is not identifying pupils with SEN. The most recent Ofsted inspection (December 2011) rated the “quality of learning for pupils with special educational needs and/or disabilities and their progress” as inadequate.

***2c ) What other evidence or data will you need to support your conclusions and how do you propose to fill the gap?***

It would be helpful to have data on religion however this is not collected as part of the school census.

If a Statutory Notice setting out detailed closure plans is issued following the consultation period, further data may need to be included in future iterations of this EqlA to enable evaluation of impact.

### Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect any of the existing barriers facing people who have any of the characteristics protected under the Equality Act 2010. State what actions you will take to address any potential negative effects your proposal may have on them.

**3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)**

<b>Increase barriers? X</b>	<b>Reduce barriers?</b>	<b>No change?</b>
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**Comment (Whichever is applicable, explain why)**

The proposal to consult on closure flows from the review team's judgement that all other options open to the Local Authority carry an unacceptably high risk of current and future generations of pupils continuing to receive an unsatisfactory education. Nevertheless, school closure would cause significant disruption to existing pupils and reduce the range of secondary school choices available to prospective pupils.

Undoubtedly, closure would have a negative impact on those Seventh Day Adventist families who prefer their children to be educated in a school that embodies the ethos of their religion, and it is in this respect in particular that barriers would be increased. John Loughborough is the only state Seventh Day Adventist secondary school in the country. Stanborough School in Watford is a Seventh Day Adventist secondary school, however it is a considerable distance away and is fee-paying so would not be a suitable alternative for many parents.

The disruptive effect of closure on pupils attending John Loughborough School would disproportionately fall on pupils from BME groups, as no White British pupils currently attend. Relative to Haringey secondary schools overall there are particularly high proportions of Black Caribbean, Romany Gypsy, East European and Latin/Central/South American pupils, therefore these groups would be particularly affected.

Whilst John Loughborough has a relatively low proportion of pupils with SEN, they nevertheless are a vulnerable group who could be particularly affected by closure of the school (though this could be mitigated by good transition planning).

Potentially set against these negative impacts is the opportunity for school closure to lead to current and would-be future pupils receiving a better quality of education elsewhere. This potential positive impact cannot yet be assessed in detail as no specific proposal for closure is being put forward at this stage (see 3b) below). It will be a central consideration when evaluating possible arrangements for closure and will be looked at in relation to the protected groups.

**3 b) What specific actions are you proposing in order to reduce the existing barriers and imbalances you have identified in Step 2?**

Closure of the school would need to be carefully managed in order to minimise the potential negative impact and maximise the potential positive impact for current and

future pupils, including in respect to the protected characteristics. The possible arrangements for managing closure fall under three broad approaches:

1. Phased closure – the school closes to new year 7 pupils from September 2013 but remains open for all current pupils to complete their secondary education with John Loughborough
2. Immediate closure and transfer – the school closes in July 2013 and all pupils transfer to other local schools in September 2013
3. Some combination of the two e.g. upon closure pupils in the lower years transfer to other local schools whilst older pupils remain and sit their GCSEs at John Loughborough

Please see the paper 'Options for the closure of John Loughborough school' for further detail on these approaches and the implications for the overall provision of secondary school places in Haringey (available at Appendix 2 to the Cabinet report of 19<sup>th</sup> September).

At this stage, no preferred option for closure is being put forward. If it is agreed following the consultation period that the proposal should proceed to the next stage then we will publish a Statutory Notice setting out a detailed plan for closure of the school that takes into account both the outcomes from the consultation and the initial findings of this EqlA. There would then follow a statutory period of representation in which stakeholders can comment on the plan that is put forward. Whichever approach is taken, we want to ensure that:

- Affected children have access to education that is good or outstanding
- Parents/carers are able to have their say in what they want for their children
- Any transition does not impact negatively on affected children's progress

Specific actions to mitigate negative impact and maximise positive impact will be identified as part of putting forward a detailed proposal for closure and will be included in the next iteration of this EqlA. Any proposal will be informed by the initial findings of this EqlA:

- Maximising positive impact – consider potential for closure to improve educational attainment for current and future pupils
- Religion – consider suitability of arrangements for different religious groups (including choice of alternative schools available), whether any group would be disadvantaged and how this could be avoided or minimised
- Ethnicity – proposals will need to be cognisant of the predominant ethnic groups amongst JLS pupils and consider suitability of proposed arrangements in light of this. Any proposal for transfer of pupils will need to consider historical attainment of predominant ethnic groups in receiving schools.
- SEN – proposals will need to take into account the needs of pupils with SEN. The Council's inclusion Service will be involved in further work on options.

***3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?***

See above.

#### **Step 4 - Consult on the proposal**

Consultation is an essential part of an impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal. Potentially these will be people who have some or all of the characteristics listed below and mentioned in the Equality Act 2010:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race, Religion or Belief
- Sex (formerly Gender) and
- Sexual Orientation

Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

#### ***4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?***

This section will be completed following the consultation period, and updated further following the representation period should the proposal reach that point. We plan to consult the following groups:

- The governing body of John Loughborough School
- South England Conference of Seventh Day Adventists
- JLS teachers and other staff
- JLS Parent-Teacher Association
- JLS School council
- JLS pupils and their parents and carers
- Governing bodies, teachers, staff and parents/carers at all Haringey schools
- All neighbouring boroughs
- All boroughs in which current JLS pupils and 2012 year 7 entrants live
- Trade unions representing staff at JLS and other Haringey schools
- All Councillors
- London Diocesan Board for Schools and Diocese of Westminster
- Local residents associations across Haringey
- Local MPs and MPs in neighbouring boroughs

We will produce and circulate consultation materials presenting the proposals and hold meetings for stakeholders. We will make every effort to ensure that all groups that may be affected by the proposals have the opportunity to contribute, including groups which agencies are not always successful in engaging e.g. Romany Gypsy.

Young person's versions of the consultation materials will be produced and meetings will be held with pupils. We will attempt to ensure that all pupils have the opportunity to contribute, including pupils with SEN.

We will ensure that equalities information is collected from respondents so that we can identify whether particular groups have specific issues or concerns (though this will not always be possible e.g. for comments made at a public meeting).

***4 b) How, in your proposal have you responded to the issues and concerns from consultation?***

To be completed following consultation period

***4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?***

We will keep all stakeholders informed throughout the process – this will include providing information on the outcomes of consultation and any actions proposed as a result of consultation.

## **Step 5 - Addressing Training**

The equalities issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

***Do you envisage the need to train staff or raise awareness of the equalities issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?***

There are likely to be training issues arising if the school were to close, in order to ensure that staff are able to meet the needs of the affected young people. Consideration of this will form part of the detailed planning, and more information will be included in future iterations of this EqIA.

## Step 6 - Monitoring Arrangements

If the proposal is adopted, there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the protected characteristics detailed in Step 4 above. The purpose of equalities monitoring is to see how the proposal is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address those effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Corporate Equalities Board.

***What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?***

As with training, monitoring arrangements will be considered as part of the detailed planning, and more information will be included in future iterations of this EqIA.

- ***Who will be responsible for monitoring?***

The local authority is responsible for monitoring standards and attainment at all of its maintained schools. If John Loughborough school were to close, the local authority would take the lead in managing the process and monitoring its implementation.

- ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***

A wealth of data is available relating to pupil progress and attainment will be used to track outcomes for affected cohorts of pupils.

- ***Are there monitoring procedures already in place which will generate this information?***

Yes, all of this information is produced as a matter of routine.

- ***Where will this information be reported and how often?***

More information to be included in future versions of this EqIA.

## Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
Impact will be on pupils aged 11-16	School has low numbers of pupils with SEN however as a vulnerable group their needs will need to be taken into account in the preparation of any detailed closure proposal	School has high proportion of black pupils, particularly Caribbean, also Gypsy Romany, Latin American and E. European. Attainment particularly low amongst African pupils. Impact of closure will be mixed – disruption of closure vs potential for improved outcomes at alternative school(s); will need careful consideration in any closure planning.	Gender split is fairly even. Boys' attainment very low at John Loughborough so more potential for them to benefit from better education at alternative schools.	Clear negative impact on Seventh Day Adventist community – closure of the only state-funded SDA secondary school in the country. Important to consider the suitability of alternative arrangements proposed for SDA pupils.	No impact identified	No impact identified	No impact identified	No impact identified



## Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

NOTE: These actions are subject to Cabinet deciding to commence consultation on closure. Actions will be added/refined in future iterations.

Issue	Action required	Lead person	Timescale	Resource implications
Need to seek views of stakeholders	Undertake consultation	Eveleen Riordan	Autumn 2012	
More detailed work needed on options for closure	Undertake further work on options	Eveleen Riordan	Summer/Autumn 2012	
Consultation outcomes and work on options need to be reflected in EqIA	Review EqIA following consultation and update as needed	Eveleen Riordan	Autumn 2012	
Decision needed on whether to proceed to statutory notice stage	Report to Lead Member	Jan Doust	Autumn/Winter 2012/13	

## Step 9 - Publication and sign off

***There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.***

***When and where do you intend to publish the results of your assessment, and in what formats?***

The assessment will be published on the Haringey website.

### **Assessed by (Author of the proposal):**

**Name:** Jan Doust

**Designation:** Deputy Director, Prevention & Early Intervention

**Signature:**

**Date:**

### **Quality checked by (Policy, Equalities and Partnerships Team):**

**Name:** Arleen Brown

**Designation:** Senior Policy Officer

**Signature:** *A.j.Brown*

**Date:** 16<sup>th</sup> August 2012

**(steps 1-3 only - to be reviewed following consultation)**

### **Sign off by Directorate Management Team:**

**Name:**

**Designation:**

**Signature:**

**Date:**

**Ref: IA\PI\PEP\EQUALITIES\equalities impact assessment for service delivery template (update November 2011)**