

# Fairness and Equalities Impact Assessment (FEIA)

Version 3.6 May 2017

The purpose of this assessment is to provide balanced information to support decision making and to promote better ways of working in line with equalities (Equalities Act 2010), Welsh language promotion (The Welsh Language (Wales) Measure 2011), sustainable development (Wellbeing of Future Generations (Wales) Act 2015), and the four parameters of debate about fairness identified by the Newport Fairness Commission (NFC Full Report to Council 2013).

**Completed by:** Sheree Davies      **Role:** Information & Development Officer

**Head of Service:** Sarah Morgan      **Date:** 07/10/2019

**I confirm that the above Head of Service has agreed the content of this assessment**

**Yes / No**

**When you complete this FEIA, it is your responsibility to submit it to**  
impact.assessments@newport.gov.uk

## **1. Name and description of the policy / proposal being assessed. Outline the policy's purpose.**

The governing bodies of Eveswell Primary School and Somerton Primary School, together with Newport City Council, proposes to use the powers granted under the Federation of Maintained Schools (Wales) Regulations 2014 to establish **The Eveswell and Somerton Primary School Partnership**.

The term 'federation' describes a formal and legal agreement by which the schools involved work together in formal partnership with shared governance under a single governing body. The existing governing bodies will be dissolved and replaced by a new, single governing body with strategic oversight of both schools.

The two schools have worked on a collaborative basis since September 2016 and have shared a single Executive Headteacher during this time. The governing bodies have consulted with the LA and all parties are in support of the proposal.

The aim of the Federation is for the two schools to work in partnership to:

- develop the excellent shared practice that guarantees outstanding experiences and increased opportunities for pupils and staff, and
- develop the common goals and reflective approaches to teaching and learning that will ensure that both communities benefit from a quality education.

This will ensure significant positive outcomes and improved standards for both school communities.

## **2. Outline how you have/ will involve stakeholders who will be affected by the policy/proposal**

The Federation of Maintained Schools (Wales) Regulations outline a statutory requirement to seek the views of stakeholders on federation proposals. During the consultation process, the local authority involved the following identified stakeholders:

- The staff of both schools;
- The parents, carers and guardians of pupils attending both schools;
- The pupils attending both schools (exercised via the two School Councils);
- Teaching and support staff unions representing teachers and staff at both schools;
- Local Ward Members for both schools;
- The Headteachers of all schools within the Llanwern and Lliswerry cluster areas;
- The Education Achievement Service for South East Wales;
- Estyn.

Following a period of formal consultation which ran from 3<sup>rd</sup> June 2019 to 14<sup>th</sup> July 2019, a consultation report has been written and shared with the two governing bodies and the stakeholders outlined above. A report has now been written to the Cabinet Member for Education and Skills to request a determination on whether the proposal should be implemented.




## **3. What information/evidence do you have on stakeholders? eg. views, needs, service usage etc. Please include all the evidence you consider relevant.**



A consultation document was prepared and distributed to stakeholders, and the two governing bodies ensured that arrangements were made for people to find out more about the proposal. Comments and questions were submitted using a response pro-forma, which was found in the consultation document and could also be downloaded from the school and Council websites. Arrangements were also made to directly engage with the pupils of the two schools to obtain their views.

## 4. Equalities and Welsh language impact

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic. The age range of pupils attending the two primary schools will remain the same and there is no change to the capacity of either school.
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic.
Gender reassignment/ transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic.
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic.
Pregnancy or maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic.
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic.
Religion or Belief or non-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic.
Sex/ Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic.
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal neither favours nor discriminates against this protected characteristic.
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The schools will continue to follow the National Curriculum including Cwricwlwm Cymraeg.  However, the proposal is unlikely to make a meaningful contribution to Newport's 5-Year Welsh Language target of increasing the number of Welsh speakers across the city.

## 5 How has your proposal embedded and prioritised the sustainable development principle in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <p>Long Term</p> <p>Balancing short term need with long term needs</p>	<p>The proposal will balance short-term needs with long-term needs by the two primary schools working together through a single governing body structure enabling the schools to raise standards and maintain provision by sharing resources, staff, expertise, and facilities and best practice. The proposal will also enhance opportunities for pupil activities, staff professional development, and middle management development over the long term.</p> <p>A federation should be seen as a long-term commitment and not as a quick fix. In taking forward this proposal, the LA and governing bodies have considered in depth the benefits and risks of establishing a federation in relation to the impact on children and young people's achievements. Nonetheless, the 2014 Federation Regulations do allow for a federation to be dissolved.</p>
 <p>Collaboration</p> <p>Working together to deliver objectives</p>	<p>The federation will enable Eveswell Primary School and Somerton Primary school to continue to work together and have a shared vision and common purpose of what needs to be done to improve attainment and achieve at all levels across the partnership.</p> <p>By working together, each school will provide support to the other school when in difficulty and school strengths can contribute to the learning of others. The schools working together can help deliver objectives and improve by helping each other tackle problems and sharing expertise.</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>This proposal is being taken forward jointly with the governing bodies of the two affected schools. A full programme of consultation and engagements was carried out with the following stakeholders:</p> <ul style="list-style-type: none"> <li>• The staff of both schools;</li> <li>• The parents, carers and guardians of pupils attending both schools;</li> <li>• The pupils attending both schools;</li> <li>• Teaching and support staff unions representing both schools;</li> <li>• Local Ward Members for both schools;</li> <li>• Headteachers within the Llanwern and Lliswerry cluster areas;</li> <li>• The Education Achievement Service for South East Wales;</li> <li>• Estyn.</li> </ul> <p>Following a period of formal consultation which ran from 3<sup>rd</sup> June 2019 to 14<sup>th</sup> July 2019, a consultation report has been written and shared with the two governing bodies and the stakeholders outlined above. A report has now been written to the Cabinet Member for Education and Skills to request a determination on whether the proposal should be implemented.</p>

<b>Sustainable Development Principle</b>	<b>Does your proposal demonstrate you have met this principle? Describe how.</b>
 <p data-bbox="233 456 333 479">Prevention</p> <p data-bbox="145 488 421 629">Putting resources into preventing problems occurring or getting worse</p>	<p data-bbox="459 304 1399 607">The Local Authority is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having effective leaders in its schools is intrinsic to this. The Welsh Government’s policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships and is the principal initiative for achieving formal partnership working amongst schools to improve performance and narrow the attainment gap for deprived pupils.</p>
 <p data-bbox="245 846 336 869">Integration</p> <p data-bbox="145 878 421 1019">Considering impact on all wellbeing goals together and on other bodies</p>	<p data-bbox="459 633 1399 801">This proposal supports the “A prosperous Wales”, “A more equal Wales” and “A Wales of cohesive communities” Well-being Goals and has no adverse effect on any of the other Well-being Goals. In addition, this proposal supports the Newport City Council Well-being Objective “To improve skills, educational outcomes and employment opportunities”.</p>

**6 Will the proposal/policy have a disproportionate impact on a specific geographical area of Newport?**

The proposal specifically affects the Alway and Beechwood wards and pupils attending or likely to attend Eveswell Primary School and Somerton Primary School.

**7 How does the proposal/policy relate to the parameters of debate about Fairness identified by the Newport Fairness Commission**

**Parameter 1 – Equal treatment while recognising difference**  
 If the proposal is approved, both schools will continue to maintain their own individual identities regarding name, culture and ethos and will continue to manage their own individual budgets. The arrangement merely involves establishing a single governing body to govern the two schools. The two governing bodies have worked collaboratively since September 2016 during which time a single Executive Headteacher has managed the two schools. This arrangement has impacted positively on both schools.

**Parameter 2 – Mutual Obligations between citizens and government**  
 The proposal will support the two schools to work together through a formal structured process by sharing governance arrangements and a single governing body that will make decisions in the best interest of all the schools, staff and pupils within that federation.

**Parameter 3 – Interdependency and reciprocity within community relations**

By entering into a formal federation, the two schools will continue to work together under shared leadership to utilise their strengths to improve standards across the federation and together address areas in need of improvement.

**Parameter 4 – Transparency and accountability in decision making**

By federating under one governing body, the climate of trust, openness and willingness to work together that already exists can be further enhanced.

## 8 Taking this assessment as a whole, what could be done to mitigate any negative impacts of your policy and better contribute to positive impacts?

There may be some initial concern amongst governors, parents and staff whilst the change is being embedded. However, the two schools have been working together collaboratively since September 2016 with good relationships already established.

The proposal included a period of stakeholder consultation and engagement to ensure that everyone understood the concept of federation and what it is expected to achieve.

## 9 Monitoring, evaluating and reviewing

The consultation period represented an opportunity for stakeholders to find out more about the proposal and share their views. Following a period of formal consultation which ran from 3<sup>rd</sup> June 2019 to 14<sup>th</sup> July 2019, a consultation report has been written and shared with the two governing bodies and the identified stakeholders. A report has now been written to the Cabinet Member for Education and Skills to request a determination on whether the proposal should be implemented.

If approved, the effectiveness of the federation will be monitored by the Local Authority.

## 10 Involvement

The consultation period represented an opportunity for stakeholders to find out more about the proposal and share their views. Following a period of formal consultation which ran from 3<sup>rd</sup> June 2019 to 14<sup>th</sup> July 2019, a consultation report has been written and shared with the two governing bodies and the identified stakeholders. The consultation report has since been made available on the Eveswell Primary School, Somerton Primary School and Newport City Council websites.

A report has now been written to the Cabinet Member for Education and Skills to request a determination on whether the proposal should be implemented.

## 11 Summary of Impact (for inclusion in any report)

**Equality Act 2010**

Newport City Council provides equal opportunities for all pupils in Newport by adhering to the Equality Act 2010. The federation of the two primary schools will not have an impact on the pupils at Eveswell Primary school and Somerton Primary school, as they will both remain as separate schools and the joint governing body will treat the two schools equally.

**Welsh Language**

There will be no impact for pupils at Eveswell Primary school and Somerton Primary school on the Welsh Language. As the two schools are both English-medium schools, the pupils will continue to be taught all aspects of the National Curriculum, which includes Cwricwlwm Cymraeg.

However, the proposal is unlikely to make a meaningful contribution to Newport's 5-Year Welsh Language target of increasing the number of Welsh speakers across the city.

### **Wellbeing of Future Generations (Wales) Act 2015**

- **Long term: the importance of balancing short- term needs with the need to safeguard the ability to also meet long – term needs:** *Federation is a long-term commitment, and in taking forward this proposal, the LA and governing bodies have considered the associated benefits and risks in relation to the impact on children and young people's achievements. Nonetheless, the 2014 Federation Regulations do allow for a federation to be dissolved.*
- **Prevention: How acting to prevent problems occurring or getting worse may help us meet our objectives:** *The Local Authority is responsible for promoting high educational standards and delivering efficient primary and secondary education. Having effective leaders in its schools is intrinsic to this. The Welsh Government's policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships and is the principal initiative for achieving formal partnership working amongst schools to improve performance and narrow the attainment gap for deprived pupils.*
- **Integration: Consider how the proposals will impact on our wellbeing objectives, our wellbeing goals, other objectives or those of other public bodies:** *This proposal supports the "A prosperous Wales", "A more equal Wales" and "A Wales of cohesive communities" Well-being Goals and has no adverse effect on any of the other Well-being Goals. In addition, this proposal supports the Newport City Council Well-being Objective "To improve skills, educational outcomes and employment opportunities".*
- **Collaboration: have you considered how acting in collaboration with any other person or any other part of our organisation could help meet our wellbeing objectives:** *This proposal was taken forward jointly with the governing bodies of the two affected schools. A full programme of stakeholder consultation and engagement was carried out and the Consultation Report which was prepared at the end of this period fully outlines the detail of this. The federation will enable Eveswell Primary School and Somerton Primary school to continue to work together and have a shared vision and common purpose of what needs to be done to improve attainment and achieve at all levels across the partnership. By working together, each school will provide support to the other school when in difficulty and school strengths can contribute to the learning of others. The schools working together can help deliver objectives and improve by helping each other tackle problems and sharing expertise.*
- **Involvement: The importance of involving people with an interest in achieving the wellbeing goals, and ensuring that those people reflect the diversity of the City we serve:** *This proposal was taken forward jointly with the governing bodies of the two affected schools. A full programme of stakeholder consultation and engagement was carried out and the Consultation Report which was prepared at the end of this period fully outlines the detail of this.*