

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: Kirsty Jones **Role:** Education Transformation Officer

Head of Service: Sarah Morgan **Date:** 13/08/2021

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 Gaer Primary School and Maesglas Primary School, together with Newport City Council, propose to use the powers granted under the Federation of Maintained Schools (Wales) Regulations 2014 to establish **The Gaer and Maesglas 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. In establishing the federation, a new single governing body will replace the existing governing bodies of the two schools, and will have strategic oversight of both schools.

The two schools have worked on a collaborative basis since April 2019 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,
- Develop the common goals and reflective approaches to teaching and learning that will ensure that both communities benefit from a quality education, and
- Ensure significant positive outcomes and improved standards for both school communities.

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 2014 outline a statutory requirement to seek the views of stakeholders on federation proposals. The formal consultation enabled all stakeholders to find out more about the proposal.

Due to the current public health situation in the UK, and to help limit the spread of the Coronavirus, no public drop-in events were arranged to support this consultation. Instead, questions could be submitted to either the Education Service or the Executive Headteacher, with officers and the two governing bodies working together to provide a response within 7 days, thus enabling stakeholders to submit informed responses by the deadline date.

An invitation to take part in the statutory consultation was issued to stakeholders with either a link to the consultation packs on the Council's website and an electronic version of the pack sent by e-mail, or alternatively by hard copies of the consultation material being issued.

The Executive Headteacher shared the consultation document with staff.

A pupil friendly version of the consultation document was prepared and shared with pupils across both schools. In addition, the two governing bodies arranged specific pupil engagement sessions, facilitated by the Senior Leadership Teams, where the proposal was discussed and the opportunity was offered for any questions or concerns to be raised.

Formal consultation commenced early in the summer term of 2021 and ran from 21st June 2021 – 1st August 2021. Following this, a consultation report was prepared and outlined the comments received. On 7th October 2021 both governing bodies decided to move forward the proposal for formal approval by Newport City Council's Cabinet Member for Education.

Once approved, the Council will support the establishment of the new single governing body, and the election and appointment of governors to the federation. The federation is proposed to take effect from 1st January 2022, at which point the two existing governing bodies will cease to operate.

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

The Federation of Maintained Schools (Wales) Regulations 2014 outline a statutory requirement to seek the views of stakeholders on federation proposals. Stakeholders are those directly associated with the two schools affected by this proposal, and as such an invitation to engage with the consultation process was issued to the following groups:

- The staff employed at Gaer Primary School and Maesglas Primary School;
- The parents, carers and guardians of pupils attending Gaer Primary School and Maesglas Primary School;
- The pupils attending Gaer Primary School and Maesglas Primary School;
- Teaching and support staff unions representing teachers and staff employed at Gaer Primary School and Maesglas Primary School;
- Local Ward Members for both schools;
- The Headteachers of all schools within The John Frost cluster area;
- The Education Achievement Service for South East Wales;

- Estyn.



Arrangements to engage with the pupils of the two schools were made locally via the Executive Headteacher.




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"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
Gender reassignment/transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
Pregnancy or maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
Religion or Belief or non-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
Sex/ Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.

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	
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Children benefiting from the proposal will experience all aspects of the National Curriculum, including Cwricwlwm Cymraeg.</p> <p>The proposal has no bearing on the Council's plans to develop and promote Welsh-medium language provision across the City. It is therefore acknowledged that this proposal will not contribute to the Council's targets in relation to Cymraeg 2050.</p>

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. 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 Gaer Primary School and Maesglas 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.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <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 engagement was carried out with the following stakeholders:</p> <ul style="list-style-type: none"> • The staff of both schools; • The parents, carers and guardians of pupils attending both schools; • The pupils attending both schools; • Teaching and support staff unions representing both schools; • Local Ward Members for both schools; • Headteachers within The John Frost cluster area; • The Education Achievement Service for South East Wales; • Estyn. <p>Following the period of formal consultation, a Consultation Report was prepared which was discussed by the governing bodies and helped to determine whether the proposal should be taken forward for formal approval by the Cabinet Member for Education.</p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>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>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>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.</p> <p>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 two primary schools in the Gaer ward, and pupils attending or likely to attend Gaer Primary School and Maesglas 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 April 2019 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 April 2019 with good relationships already established. The proposal included a period of stakeholder consultation and engagement to ensure that everyone understands the concept of federation and what it will achieve.

9 Monitoring, evaluating and reviewing

The consultation represented an opportunity for stakeholders to find out more about the proposal and share their views. Following the period of formal consultation, a Consultation Report was prepared which was discussed by the governing bodies and helped to determine whether the proposal should be taken forward for formal approval by the Cabinet Member for Education. This FEIA has been updated for this determination stage.

10 Involvement

The consultation represented an opportunity for stakeholders to find out more about the proposal and share their views. Following the period of formal consultation, a Consultation Report was prepared which was discussed by the governing bodies and helped to determine whether the proposal should be taken forward for formal approval by the Cabinet Member for Education. The Consultation Report is available and has been published on the websites of the Council and the two schools.