

Equalities Impact Assessment – of proposed changes to the advisory service 2010

Aim of policy/Scope of current service:

Overall aims and purpose of current teams:

Purpose of the Advisory and Consultant Team for Secondary, Primary and Special Schools

All the team objectives fall within the **Schools, Learning and Skills Business Plan service improvement objectives**

1. Improve resources and the curriculum offered to provide better access to an appropriate education for all children and young people
2. To improve the overall effectiveness of schools, sixth forms and early years settings
3. To raise the achievement of children and young people and to narrow the gap between the achievement of those with disadvantage and the others
4. Improve **school climate and pupil well-being, leading to improved** attendance at school and reduced exclusions

In addition, they meet the priorities in the **CYPT School Improvement Strategy 2008-2013** to work with school staff, individually and in groups to:

- Develop and support the workforce;
- Develop better tracking and monitoring of pupil progress and teachers' understanding of appropriate interventions;
- Improve the quality of teaching and learning;
- Support schools in transforming their curriculum;
- Support the development of a good climate for learning and emotional intelligence in the whole school community;
- Further develop school inclusion.

The team objectives also match with **National Strategy Expected Outcomes** linked to: Improving teachers' understanding and use of progression and assessment; Developing pedagogy for personalisation - teaching and learning; Targeting intervention to tackle underachievement and Strengthening Leadership of Improvement and Practice Transfer.

Rationale for all teams

We believe that all children are entitled to an educational experience that ensures they achieve their full potential and build the foundations for life-long learning. We work to ensure teachers throughout all Phases are confident to plan learning experiences for the pupils that will motivate and engage, acknowledging their strengths and needs, and move their learning forward.

The core work of the team is to support schools in developing high quality teaching and learning, and work with all stakeholders to improve progress and attainment for all learners.

Key Changes	The National Strategies is a government funded, time limited project, funded until March 31 2011. This proposal brings forward the end of the contacts to March 2011 to meet the in year savings due to the withdrawal of funding by the government. These proposals affect members of the Primary Strategy Team (six out of ten members), the Secondary Strategy Team (two out of three members), the Healthy Schools Team (three out of eight members), the Behaviour and Attendance Team (six out of 14 members) and the 14 – 19 team (three out of six members). Teams also include some secondees.	
Different groups included in scope	<p>This assessment has considered the impact of vulnerable groups in the city. The proposals do not affect the teams that specifically work with:</p> <ul style="list-style-type: none"> • children with English as an Additional Language, • children in care, • traveller children and young people • children and young people with special educational needs and • the two projects Every Child a Reader and Every Child counts which tackle underachievement at KS1. • One to one tuition coordination remains to support underachieving pupils. <p>Support and challenge on behalf of vulnerable groups remains in the form of schools' advisers and SIPs.</p>	
Potential impact	<p><u>Benefits of current service for the different groups</u></p> <p>Training and support for ensuring equalities forms part of all core work and development.</p> <p>Training and support for narrowing attainment gaps for vulnerable groups</p>	<p><u>Risks if provision is not provided as within the proposals</u></p> <p>The risk to vulnerable groups with this proposal is that headteachers may not be able source good quality</p>

	<p>(e.g. FSM, BME, gender, CiC)</p> <ul style="list-style-type: none"> – data analysis used to target interventions at appropriate pupils, including strategic implementation of 1-1 tuition and pedagogies; – schools supported to review curriculum and ensure vulnerable learners have appropriate learning opportunities and support planned; – personalised learning results from intelligent use of teacher assessment (AfL and APP) and progress is maximised for all learners; <p>Published reports such as The Standards Report, CYPT Performance Report and CYPT Board report provide specific performance figures and trends. They show that the various gaps in attainment are narrowing and overall achievement is improving. This is due to improved monitoring in schools, better quality first teaching and targeted challenge. These developments have been supported by the Service but the quality issues are the responsibility of headteachers and governors.</p>	<p>support where quality of teaching needs improvement</p> <p>These reports show that standards and achievement of vulnerable groups are rising. There is a risk that the quality of teaching may fall. However, schools are responsible for school improvement.</p>
Mitigation of negative impact of the proposed changes	<p>Staff in the learning school and skills branch of CYPT will be working with headteachers to develop processes, structures and training to enable schools to support schools with professional development. This strategy has already begun in acknowledgement that National Strategies funding was to cease in April. Good practice has been identified in schools and through use of secondments and leading teacher work training for school to school support has been undertaken.</p>	

	<p>The LA will retain the capacity to collect and interpret data to identify inequalities across the city and also within individual schools. Schools will continue to receive challenge and support in identifying improvement strategies.</p>
<p>Equalities issues within the proposals</p>	<p>The Advisory service has had an under-representation of men for many years. The ratio is approximately 4:1 women to men in the teams affected. Within these proposals the ratio is approximately 5:1. There is no gender inequality within these proposals.</p> <p>There is also underrepresentation of staff identifying as from BME groups or as having disabilities. There is no overrepresentation of these groups in the proposals.</p> <p>The age profile of those affected by the proposals is wide there is not a significant over representation of older people or those new in their career.</p>