

Equalities Impact Assessment Record

Date of EIA March 16th 2006
 Directorate Learning, Achievement and Libraries

Function or policy to be screened / assessed	Bracknell Forest Policy for School Improvement
Is it a policy or function	X Policy/Procedure
Is it a new or existing policy or function?	X Existing
Who is responsible for the policy or function?	The person / section / team responsible for this policy / function is: Allison Fletcher, Assistant Director of Education (Learning, Achievement and Libraries)
Who implements the policy or function?	The policy or function is delivered by (tick all that apply): X Council staff
Aim / objective / purpose of the policy or function	The aim / objective / purpose of the policy / function is to: focus support from the Local Authority to enable schools to maximise the potential of all their pupils, recognising their talents and achievements and encouraging them in the pursuit of life-long learning. The Policy includes a range of criteria for rating the performance of schools and identifying those in need of additional support. This is linked to the allocation of resources.
Summary of information / evidence used in this assessment (Include any consultation undertaken)	The following information / evidence was used in this assessment: Discussions on the criteria to be adopted for the categorisation of schools have recently (February 2006) been revised enabling a broader range of factors to be included. These have been discussed with headteacher representatives on the School Improvement Group and LA officers. Because the numbers of minority ethnic children in each school year group are relatively small, it is difficult to generalise about the achievement of all minority ethnic groups; the performance of even a single child can have a large effect on the group as a whole. Typically children of Indian and Chinese heritage achieve test results above the Bracknell Forest average. An analysis of 2005 results has identified underperformance amongst other groups, and this is taken into account in applying the Policy through considering the contextualised value added scores of groups of pupils. Poor performance on this criterion would trigger a concern and lead to additional support being provided through the Policy for School Improvement. How schools deal with and report bullying and racist behaviour is also included as a criterion. However, relatively few schools, (five in any one year over the last two years), have reported racist incidents.
Who is the function, policy or procedure designed to target? Or Who are intended to be the main beneficiaries of the function or policy?	The policy is designed specifically to benefit Bracknell Forest schools and consequently, the pupils.
Which of the following equalities groups might be impacted by the policy or function?	X Race X Disability X Gender <input type="checkbox"/> Age X Religion or Belief X Sexual Orientation
Which groups might be affected adversely ?	<input type="checkbox"/> Race <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Religion or Belief <input type="checkbox"/> Sexual Orientation There are no immediate adverse impacts on specific groups of people as a result of this policy.
How is this policy or function communicated to target beneficiaries?	The policy / function is generally communicated to target beneficiaries using the following channels: Letters to schools Discussion in meetings with headteachers and governors Published on the Web Site
On what grounds can adverse or differential impact be justified?	There are no reasons that can justify an adverse impact.
What consultation will be necessary to support or confirm your conclusions?	Further consultation to inform the changes that need to be made is not necessary.

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<p>What changes are proposed to the policy or function to reduce or remove adverse or differential impact?</p>	<p>The objectives of the policy / function can still be met if the following actions are taken to reduce the possibility of adverse impact: Given the changing local demographic the emphasis given to criteria related to pupils at risk of underperformance will be strengthened to include enhanced monitoring of exclusions by ethnicity and gender, increased use of data collected which relates to minority ethnic achievement and strengthening arrangements for reporting of racist incidents, including additional training for staff.</p>
<p>What monitoring arrangements have been put in place?</p>	<p>To monitor the effect of the recommended changes, the following factors or aspects of delivery will be monitored over time: Number of schools in each category Number and seriousness of issues identified in school categories.</p>
<p>When will this EIA be reviewed?</p>	<p>This EIA will be revisited and reviewed on: March 2007</p>
<p>Which strategies or plans does this function or service support?</p>	<p>The following strategies and plans are dependent on this policy or function: The Education Development Plan The Children and Young People's Plan</p>
<p>What are the main policies or procedures that underpin this function or policy?</p>	<p>This policy / procedure is dependent on the following policies / procedures / strategies / plans: This policy will need to be adapted when national arrangements for monitoring school performance are confirmed through the new Education Act, including the role of School Improvement Partners and Ofsted in the categorisation of schools causing concern.</p>
<p>Date when the actions in this EIA must be referenced back to policy, plans, strategies, policies or procedures to which it is connected</p>	<p>Date: December 2006 Responsibility: Assistant Director (Learning, Achievement and Libraries) Check date: October 2006 Responsibility: Principal Adviser</p>
<p>Date to be submitted to Web Team for publication on EIA pages</p>	<p>31.03.2006</p>