

# Integrated Impact Assessment – Stage 2 Assessment and Action Plan

## Project Details

<b>Name of project or policy:</b>	
Reorganisation of school places at St John's CE(VC) Infant School and Westmoor Primary School	
<b>Directorate:</b>	<b>Senior Officer responsible for policy/service:</b>
Mel Meggs	Jo-Anne Sanders
<b>Service:</b>	<b>Lead Officer responsible for EIA:</b>
Director for Learning and Early Support	Martin Wilby
<b>Specific Service Area/Policy:</b>	<b>Date of EIA (Stage 1):</b>
School Organisation and Planning	6.01.2020
<b>EIA (Stage 1) reference number:</b>	<b>Date of EIA (Stage 2):</b>
2020/02	15.09. 2020

## Stage 1 Assessment Summary

Theme	Calculated Scores						Stage 2 Assessment Required
	Proposal	Impact	P + I	Mitigation	Evidence	Overall	
Equalities	6	4.4	10.4	0	0	0	Yes
Environment		4.7	4.7	0	8	8	NO

## A) Equalities Impact – Evidence from Engagement

CONSULTATION WITH KEY STAKEHOLDERS				COMPLETE THIS DETAIL WHEN YOU HAVE DONE YOUR CONSULTATION	
REF No.	Which key stakeholders have you/are you consulted/ing with?	Why have you/are you consulted/ing them (or not?) and what were you/are you looking to find out?	How did you/are you planning to consult them? Date and method of planned consultation	Actual Date of Consultation	Outcome of consultation What have you learned? Do you have actions to complete that will help mitigate any unnecessary negative impact on groups? [move to section B if you do]
1	Parents and carers	Parent and carers at both schools were consulted as part of the non-statutory consultation to gather their views and opinions	Letters were sent to parent/ carers at each Key Stage of the process  Each child on roll at both schools was sent information at each key stage.  parent/ carer were invited to attend an individual meeting to talk to an LA officer(s)	27 <sup>th</sup> January 2010 Until 24 <sup>th</sup> February 2020	The LA undertook a four-week non-statutory consultation with key stakeholders to gather views. This information has been collated into a detailed outcome report that highlights key themes that were raised as part of the non-statutory consultation.  Majority of parents who responded to the consultation identified them self-parents of children attending John's CE (VC) Infant School who supported the proposal.
2	Staff	Staff at both schools were consulted as part of the non-statutory consultation to gather their views and opinions	Letters were sent to staff Meetings were held with HR, Trade Union reps and staff at the school.		Staff were consulted as part of the non-statutory consultation, some of the responses received supported the proposal.
3	Governors at both schools	There have been meetings with Governors of both schools. Regular meetings with Chair of Governors at both schools to move the proposal forward.	The School held formal Governing Body meeting as part of the consultation.		Meetings were held at both schools then a further full Governing Body meeting at each school. St John's CE (VC) Infant school supportive of the proposal. Westmore primary School Governing Body have oppose the proposal due to financial restraints. A full analysis is highlighted in the cabinet report.
4	Diocese of England	Meeting with the Church of England Diocese of Leeds. Agreed to move forward. As a school designated as having a religious character St John's CE(VC) Infant School must seek approval from the Leeds Diocesan Board of Education.	Partners to increase the upper age range of St Johns Infant School. The Diocese was informed at each key stage		The LA did not receive any response from the Diocese.
5	Ward members	Engage with ward members to seek their views and opinions	Engagement has already taken place with ward members before the publication of the first cabinet report. Ward members were sent link to the Consultation.		No responses were received from Ward members
6	Neighbouring Schools	Local schools in the area were consulted	A link to the online consultation was sent.		1 response was received from local school opposing the proposal.
7	Early Years	Engagement with Early years providers and their customers who will be making preferences about	Copies were sent out widely in the area to Early years		No responses were received

## B) Equalities Impact – Action Planning

Equalities Impact - ACTION PLAN			Complete this section when you have actually carried out some actions		
REF.No [from section A]	What actions are you going to do as a result of carrying out your consultation?	What do you think these actions will achieve? Will they mitigate any adverse impact on protected groups? Will they foster good relations between people? Will they promote equality of opportunity?	What did you actually do?	When did you do this?	What was the actual outcome? Have you mitigated any negative impact? Have you ensured good relations exist? Have you promoted equality of opportunity?
<b>Schools</b>	After the non-Statutory consultation Kirklees Council does not support the proposals following a full review of the consultation responses. The LA will facilitate engagement of both Schools and the Diocese to discuss the outcome of the consultation	It is intended by having an open dialog with the School and Dioecies to explore opportunities/ proposals either now or in the future.			
<b>Dioecies</b>	The governing body of St John's CE (VC) Infant School, subject to approval of the Diocese of Leeds, has the right to publish a statutory proposal to change the age range of the school. This would result in their requirement to carry out a 4-week statutory consultation, and to present the findings to Kirklees Cabinet who would be the decision makers.				

## C) Environmental Impact – Evidence from Engagement

CONSULTATION WITH KEY STAKEHOLDERS			COMPLETE THIS DETAIL WHEN YOU HAVE DONE YOUR CONSULTATION		
REF No.	Which key stakeholders have you/are you consulted/ing with?	Why have you/are you consulted/ing them (or not?) and what were you/are you looking to find out?	How did you/are you planning to consult them? Date and method of planned consultation	Actual Date of Consultation	Outcome of consultation What have you learned? Do you have actions to complete that will help mitigate any unnecessary negative impact on groups? [move to section D if you do]
1	Parents and carers	Parent and carers at both schools were consulted as part of the non-statutory consultation to gather their views and opinions	Letters were sent to parent/ carers at each Key Stage of the process  Each child on roll at both schools was sent information at each key stage.  parent/ carer were invited to attend an individual meeting to talk to an LA officer(s)	27 <sup>th</sup> January 2010 Until 24 <sup>th</sup> February 2020	Part of the consultation there was concern raised about Traffic in the area if the proposal was implemented.
2	Staff	Staff at both schools were consulted as part of the non-statutory consultation to gather their views and opinions	Letters were sent to staff Meetings were held with HR, Trade Union reps and staff at the school.		
3	Governors at both schools	There have been meetings with Governors of both schools. Regular meetings with Chair of Governors at both schools to move the proposal forward.	The School held formal Governing Body meeting as part of the consultation.		
4	Diocese of England	Meeting with the Church of England Diocese of Leeds. Agreed to move forward. As a school designated as having a religious character St John's CE(VC) Infant School must seek approval to make such a proposal from the Leeds Diocesan Board of Education.	Partners to increase the upper age range of St Johns Infant School. The Diocese was informed at each key stage		
5	Ward members	Engage with ward members to seek their views and opinions	Engagement has already taken place with ward members before the publication of the first cabinet report. Ward members were sent link to the Consultation.		

## D) Environmental Impact – Action Planning

Environmental Impact - ACTION PLAN			Complete this section when you have actually carried out some actions		
REF.No [from section C]	What actions are you going to do as a result of carrying out your consultation?	What do you think these actions will achieve? Will they mitigate any adverse impact on protected groups? Will they foster good relations between people? Will they promote equality of opportunity?	What did you actually do?	When did you do this?	What was the actual outcome? Have you mitigated any negative impact? Have you ensured good relations exist? Have you promoted equality of opportunity?
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