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| **Equality Impact Assessment Report** | **Please enter responses below in the right hand columns** |
| **Date** | February 2015 |
| **Sign-off path for EIA** (please add/delete as applicable) | DLT  Corporate EIA Panel  Cabinet |
| **Title of Project, business area, policy/strategy** | **Lambeth Education & Learning Strategy 2015-18** |
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| **London Borough of Lambeth**  **Full Equality Impact Assessment Report** | | **Please enter responses below in the right hand columns.** |
| **1.0 Introduction** | | |
| **1.1 Business activity aims and intentions**  *In brief explain the aims of your proposal/project/service, why is it needed? Who is it aimed at? What is the intended outcome? What are the links to the political vision, and outcomes?* | Lambeth’s ***Education and Learning Strategy 2015-18*** looks ahead to the next few years and outlines our shared ambition for our learners of all ages. It has been developed in partnership between schools and other educational establishments and the Council.  In a **diverse educational landscape** the local authority (LA) must exercise a range of roles and responsibilities with a growing mix of education providers.  *“Councils have an indispensable role to play as* ***champions*** *of vulnerable children and young people, parents and families, and educational excellence.” (*The Education White Paper, The Importance of Teaching)  We view the LA ‘champion’ role as crucial to ensure a direct and positive impact on learners and their families. Championing is fundamentally about local leadership through influencing and generating consensus.  Lambeth has come a long way in raising standards for its learners. Ten years ago it was near the bottom of the national league tables. Now the borough is one of the highest performing areas in the country for the attainment of pupils at GCSE; it is above national averages at all key stages for most groups of pupils and our special school and alternative education provision is all judged to be ‘good’ or better. Ninety percent of all our education provision is judged good or better. Lambeth Adult Learning & Morley College are judged ‘Good‘ and Lambeth College is ‘improving’.  This change has come about because of strong local leadership, an investment in the education estate and learning environments; the creation of sustainable learning communities - for example the move to all-through primary schools and the development of federations of small schools; the investment in our teachers and school leaders, believing they are the key to improvement of outcomes for learners and a continued investment by the Council in high quality school improvement advice, research, data and relevant traded services.  Education and learning are universal services and the strategy is inherent to the council achieving its political vision and priority outcomes particularly ensuring ‘all young people have opportunities to achive their ambitions’ and ‘people have the skills to find work’ | |
| **2.0 Analysing your equalities evidence** | | |
| **2.1 Evidence**  *Any proposed strategy must be informed by carrying out an assessment of the likely impact that it may have. In this section please include both data and analysis which shows that you understand how this decision is likely to affect residents that fall under the protected characteristics enshrined in law and the local characteristics which we consider to be important in Lambeth (language, health and socio-economic factors).* ***Please check the council's equality and monitoring policy and your division’s self assessment. Each division in 2012 reviewed its equality data and completed a self assessment about what equality data is relevant and available.*** | | |
| **Protected characteristics and local equality characteristics** | **Impact analysis**  **For each characteristic please indicate the type of impact (i.e. positive, negative, positive and negative, none, or unknown), and:**  *Please explain how you justify your claims around impacts.*  *Please include any data and evidence that you have collected including from surveys, performance data or complaints to support your proposed changes.*  *Please indicate sources of data and the date it relates to/was produced (e.g. ‘Residents Survey, wave 10, April 12‘ or ‘Lambeth Business Survey 2012’ etc)* | |
| **Race** | Positive  The aim of the strategy is to continue the positive impact of education improvement and achievement on Lambeth’s residents. 86% of pupils attending Lambeth schools are from a BME background. Black African pupils are the largest ethnic group at 24% followed by black Caribbean 16% and white British at 14%. The Portuguese community continues to grow in Lambeth and the proportion of pupils is currently 5% (Chief Inspector’s report 2012-13).  The strategy focuses on continuing to address issues of under performance of any specific groups. The local authority collects and uses good quality data and research to work with schools in raising achievement of all pupils including those from BME groups. At the end of the academic year 2012-13   * Portuguese pupils have amongst the lowest levels of attainment in the borough, consistently below the Lambeth average, for each key stage. This is therefore a group on which there has been a specific focus and the gaps are now narrowing * The picture for Caribbean pupils, another underachieving group, was more varied. At KS1 the gap with Lambeth narrowed very slightly, while at KS2 they made no progress in closing the gap. GCSE results are now nearly at the overall borough level indicating the positive impact of schooling in Lambeth on this group of pupils. * The relative performance of African pupils at KS1 and KS2 has been at or around the borough average each year, with similar rates of improvement. However the picture is different at GCSE where they tend to be the highest achieving group. * Somali pupils have previously been identified as underperforming in Lambeth. They have made strong progress in each of the key stages and are now above the Lambeth level at each key stage with the exception of KS1. * White British pupils have had consistently high levels of attainment at KS1 and KS2, with rates of improvement at or exceeding the borough average. In contrast the achievement of White British pupils at GCSE has only exceeded the borough average for the last two years. * There is increasing evidence that the performance of pupils from a poorer White background in inner city schools is beginning to fall behind that of some of the other ethnic groups. Yet the educational underachievement of particularly White British pupils in inner city schools has seldom been discussed in the achievement debate and national policy formulation. Lambeth has recently carried out researchinto this area and shared good practice at local and national conferences. This focus has meant that the gap in achievement in Lambeth between poorer white pupils and their peers is less than the national.   Source: Lambeth Scrutiny reprt January 2014  It is now widely acknowledged that closing the gap in educational attainment between different ethnic groups is a pressing concern of both local and national importance An agreed education and learning strategy will enable the LA to continue to focus on groups of pupils vulnerable to under performance as well as to continue to encourage others already achieving well to exceed expectations. | |
| **Gender** | Positive  The Education & Learning Strategy focusses on continuing to ensure we champion educational excellence for all learners who are encouraged to achieve outstanding outcomes.  This means creating the necessary conditions and environment for success and celebrating the achievement of children and young people in education and that of their setting or schools. It means a collective commitment to setting or school improvement that challenges and tackles all forms of underperformance. It means providing support, challenge and early intervention to ensure that schools retain their autonomy.  To deliver its *champion* roles with all schools, Lambeth LA will:   * hold all schools and providers to account for how well they serve all learners, particularly the most vulnerable, through access, inclusion and pupil progress * retain an overview of performance of all Lambeth learners and ensure a dialogue with providers where there are concerns   In 2013, girls outperformed boys in reading and writing at KS1, and this was also true for maths, albeit by a smaller margin. At KS2, girls also outperformed boys in reading by a clear margin, while in maths there was much less of a gap. At GCSE, girls outperformed boys on each indicator. Source: Lambeth Scrutiny Report January 2014. Ensuring that this level of informationis available to schools and policy makers means that appropriate action can be taken, for example, to modify curriculum provision.  Narrowing the gap in performance between groups of pupils continues to be a focus of LA and schools. | |
| **Gender re-assignment** | Unknown / positive  There is no specific focus in the strategy on this equality characteristic. We as yet do not have any information on pupils or adult learners undergoing gender re assignment nor the impact that this might have on educational attainment. However, each school is encouraged tohave an equalities policy where this characteristic is addressed. Where schools do have pupils undergoing gender re assignment they are have dealt with sensitively and health needs addressed. | |
| **Disability** | Positive  **The Strategy states ‘We consider the LA *champion* roles to be defined as:**  1. A *champion* of vulnerable children and young people.  This means ensuring that pupils can access and be fully included in schools and settings of their choice. Our role is to maintain a strategic overview of admissions, inclusion, special education needs and the educational progress of all children and young people especially the most vulnerable, e.g. looked after children, whatever state-funded school or setting they attend. In discharging this responsibility we expect all educational providers to ensure access to high quality educational provision and support as needed for the most vulnerable.Our SEND Strategy has recently focused on increasing the numbers of SEND pupils in mainstream schools and developing a number of resource bases. The aim is that all children are able to be educated locally and inclusively.  Appendix three of the strategy outlines the council pledges for children and young people with special educational needs and disabilities | |
| **Age** | Positive  The Education and Learning strategy outlines ambitions for learners of all ages. As well as continuing improvement for compulsory school age learners, we want to encourage an enthusiasm for wide ranging post compulsory adult learning provision that promotes participation in learning into old age. The strategy promotes a wide range of qualification leading into work or further study or backinto work. For example, post child bearing or for new arrivals or refugees. Specific adult learning courses focus on vulnerable people e.g. homeless, asylum seekers. | |
| **Sexual orientation** | Positive  All schools are required to have equalities policies and address issues of sexual orientation openly and positively. Sex and relationships education address sexual orientation as a part of sex education generally. | |
| **Religion and belief** | Positive  Al schools have equalities policies and promote equality, tolerance and understanding of all faiths and none. All schools follow the local SACRE guidance on curriculum content re religious education. | |
| **Pregnancy and maternity** | Many adult learners are women returning to learning following child birth / child rearing and are an important group to get back to work. Young teenage mums are encouraged to continue with learning. | |
| **Marriage and civil partnership** | No specific impact to be explained | |
| **Socio-economic factors** | Positive  Approximately one in three children in Lambeth is born into poverty, higher than the national average of one in five. Social class differences have commonly been assumed to play a large influence on educational attainment. Eligibility for free schools has often been used as a proxy for deprivation in a number of studies, both in Lambeth and nationally. School level data shows a clear relationship between levels of poverty and examination results.  There is a clear consistent gap in performance between those eligible for a free meal and those who paid for a meal at key stage 1. In 2010 the gap was 11 percentage points, and by 2014 it was still 12 percentage points.  At key stage 2, pupils who were eligible for a free meal were again less likely to gain level 4+ than those who were not eligible. The relative gap has narrowed over the last five years, down from 12 percentage points in 2010 to seven points in 2014. Nationally in 2014 the gap was 13 percentage points, with 77% of pupils eligible for a free meal and 90% of those not eligible getting level 4+.  In 2014, the gap at GCSE between those who were eligible for a free meal and those who were not was 13 percentage points. This is comparable with the national gaps of 27%. Lambeth pupils from a poorer background already do better than poorer pupils nationally. Overall Lambethpupils who are significantly poorer than the national average do better. This relentless focus on the importance of high quality education to continue to narrow the achievement gap is one of the key drivers of this strategy.  Source; Lambeth Scrutiny report January 2014  The Education & Learning strategy articulates the urgency of continuing to ensure a keen focus on narrowing gaps in educational attainment between groups of pupils particularly for those of a disadvantaged socio economic background. | |
| **Language** | Positive  The diversity of Lambeth’s population is reflected by the exceptional number of languages and dialects spoken in Lambeth schools, with the Lambeth Pupil Survey of January 2013 recording 147 languages. Out of the 34,677 pupils recorded in the Pupil Survey, 16,819 pupils spoke or understood a language other than English at home. This represents 48.5% of the total pupils. Portuguese is the most common language spoken by Lambeth pupils after English with 2,470 (7.1%) of speakers. Spanish is the third most spoken language with 1,708 (4.9%) of speakers, closely followed by Somali (4.5%), French (3.7%) and Yoruba (3.6%).  The speed of acquisition of English for pupils with English as an additional language and its implications for educational performance is, as yet, a relatively under-researched field, but one of crucial importance to all involved in education. Lambeth, in common with many other inner London boroughs, has a high proportion of pupils whose first language is not English.  National testing and assessment provide a comprehensive account of the attainment of bilingual pupils at various key stages of the National Curriculum. Amongst bilingual pupils at all key stages, the general trend has been as fluency in English improves so average outcomes correspondingly increases.  Fully fluent (stage 4) pupils in Lambeth have consistently been the highest performers, followed by pupils at stage 3 of English fluency. Both groups outperformed English only speakers by a clear margin each year. This highlights the importance of excellent teaching and learning for those whose first language is not English.  The performance of stage 1 and 2 pupils, those in early stages of English language acquisition have been more variable, partly because the cohort sizes are relatively small and subject to fluctuations.  The Education & Learning strategy seeks to continue to narrow the gap in attainment for all groups of pupils including those with English as an additional languagw who form such a large proportion of our school population. | |
| **Health** | Positive  The Education & Learning Strategy provides a shared ambition for all learners of all ages. It champions educational excellence and promotes lifelong learning. This impacts on the understanding of the needs to develop and maintain good health and on the decision making of an informed/educated population relating to health and healthy living. Educational attainment leads to the acquiring of good professional and life skills and therefore the ability to be more employable and financially secure impactoing on wellbeing generally. All Lambeth schools are encouraged to become ‘ Healthy Schools’. Focus of our schools lead on the current ‘Food Flagship’ initiative. | |
| **2.2 Gaps in evidence base**  *What gaps in information have you identified from your analysis? In your response please identify areas where more information is required and how you intend to fill in the gaps. If you are unable to fill in the gaps please state this clearly with justification.* | **N/a** | |
| **3.0 Consultation, Involvement and Coproduction** | | |
| **3.1 Coproduction, involvement and consultation**  *Who are your key stakeholders and how have you consulted, coproduced or involved them? What difference did this make?* | The strategy has been developed in consultation with headteachers and through them working with children and parents.  Council Officers from across the clusters. The strategy has been taken to a range of boards including the Children and Families Strategic Partnership and therefore had input across the range of our partners – youth offending team, Health, Police, voluntary sector. | |
| **3.2 Gaps in coproduction, consultation and involvement**  *What gaps in consultation and involvement and coproduction have you identified (set out any gaps as they relate to specific equality groups)? Please describe where more consultation, involvement and/or coproduction is required and set out how you intend to undertake it. If you do not intend to undertake it, please set out your justification.* | **N/A** | |
| **4.0 Conclusions, justification and action** | | |
| **4.1 Conclusions and justification**  *What are the main conclusions of this EIA? What, if any, disproportionate negative or positive equality impacts did you identify at 2.1? On what grounds do you justify them and how will they be mitigated?* | As evidence above, there are only positive equality impacts from an Education & Learning Strategy for Lambeth. Promoting educational participation and aspirational coherent excellence is known to be the most effective means of lifting people out of poverty and widening life opportunities. The Strategy contributes to the successful implementation of the Council’s community plan. | |
| **4.2 Equality Action plan**  *Please list the equality issue/s identified through the evidence and the mitigating action to be taken. Please also detail the date when the action will be taken and the name and job title of the responsible officer.* | | |
| **Equality Issue** | **Mitigating actions** | |
| **Example:**  That the equality analysis may not have accurately covered all the equality impacts; and the mitigations may not act to reduce disproportionate impact | **Example**:  Review the EIA and assess whether the mitigating actions were sufficient.  The Strategy will be reviewed and updated annually | |
| No further activity required | N/a | |
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| **5.0 Publishing your results** |  | |
| The results of your EIA must be published. Once the business activity has been implemented the EIA must be periodically reviewed to ensure your decision/change had the anticipated impact and the actions set out at 4.2 are still appropriate. | | |
| **EIA publishing date** |  | |
| **EIA review date** |  | |
| **Assessment sign off (name/job title):** |  | |

All completed and signed-off EIAs must be submitted to [equalities@lambeth.gov.uk](mailto:equalities@lambeth.gov.uk) for publication on Lambeth’s website. Where possible, please anonymise your EIAs prior to submission (i.e. please remove any references to an officers’ name, email and phone number).