

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



**PROPOSED CLOSURE OF HADDINGTON INFANT SCHOOL AND KING'S
MEADOW PRIMARY SCHOOL, AND THE ESTABLISHMENT OF A NEW
PRIMARY SCHOOL AND ITS ASSOCIATED CATCHMENT AREA FOR
HADDINGTON**

April 2018

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

Title of Policy/ Proposal	Proposed closure of Haddington Infant School and King's Meadow Primary School, and the establishment of a new primary school and its associated catchment area for Haddington
Completion Date	10 th April 2018
Completed by	Karen Haspolat
Lead officer	Fiona Robertson

Type of Initiative:

Policy/Strategy

Programme/Plan

Project

Service

Function

Other

New or Proposed

Changing/Updated

Review or existing

1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

Subject to the outcome of this consultation exercise:

Haddington Infant School and King's Meadow Primary School will be closed with effect from August 2018, or as soon as possible thereafter.

A new primary school and its associated catchment area will be established for Haddington with effect from August 2018, or as soon as possible thereafter.

The new primary school will operate on a split site within the existing buildings and facilities for Haddington Infant School and King's Meadow Primary School.

Children attending Haddington Infant School and King's Meadow Primary School will transfer to the new primary school with effect from August 2018, or as soon as possible thereafter.

2. What will change as a result of this policy?

Haddington Infant School serving children from Nursery to Primary 3 and King's Meadow Primary School serving children from Primary 4 to Primary 7 will close and be replaced by a new primary school serving children from Nursery through to Primary 7. A single senior management team will be established with a newly appointed head teacher. Staff currently working in the two individual schools will work in the new school across all stages from Nursery to Primary 7.

3. Do I need to undertake an Integrated Impact Assessment?

High Relevance	Yes/no
1. The policy/ proposal has consequences for or affects people	Yes
2. The policy/proposal has potential to make a significant impact on equality	No
3. The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	No
4. The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
5. The policy/proposal has little relevance to equality	Yes
6. The policy/proposal has negligible impact on the economy	Yes
7. The policy/proposal has no/ minimal impact on the environment	Yes
<p>If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.</p> <p>Almost all schools for primary aged children in East Lothian and across Scotland currently operate from Nursery to Primary 7. The establishment of a new school from Nursery to Primary 7 in Haddington will align the experiences of those children attending this school with children in other schools by negating an extra transition from Primary 3 to Primary 4 and improving coherence in learning.</p>	

If you have answered yes to 1, 2, or 3 above, please proceed to complete the Integrated Impact Assessment.

If you have identified that your project will have a significant environmental impact (4), you will need to consider whether you need to complete a Strategic Environmental Assessment.

4. What information/data/consultation have you used to inform the policy to date?

Evidence	Comments: what does the evidence tell you?
Data on populations in need	The primary-aged population in the Haddington catchment area is projected to increase steadily over the next 6 years as a result of population demographics and new housing developments. Haddington Infant School is due to be extended to accommodate the projected P1-P3 pupils arising from new houses in the catchment area. The projected P4-P7 pupil rolls for King's Meadow Primary School to 2031, taking into account new pupils from current planned and committed new housing developments in the Haddington catchment area can be accommodated within the existing planning capacity of the buildings. The combined planning capacity of the buildings and facilities of Haddington Infant School and King's Meadow Primary School, with the planned extension at Haddington Infant School, will be 894. The combined planning capacity of 894 can accommodate the projected peak P1-P7 pupil roll of 815 pupils in 2025 for the proposed new single school structure.
Data on service uptake/access	See above
Data on quality/outcomes	N/A
Research/literature evidence	N/A
Service user experience information	N/A
Consultation and involvement findings	<p>The consultation period commenced on Monday 8th January 2018 and ended on Monday 26th February 2018, being a period of seven weeks, which also included the minimum 30 school days.</p> <p>Representations were sought from consultees and the wider public in the following ways:</p> <ul style="list-style-type: none"> • An online questionnaire on East Lothian Council's Consultation Hub. The questionnaire asked specific questions and enabled general comments and views to be entered. The Consultation Hub stored all relevant consultation documentation for public viewing; • Widely distributed paper copies of the same questionnaire, at Council buildings around the

	<p>Haddington area. Sealed boxes were also located at Haddington Infant School, King's Meadow Primary School and John Gray Centre for their return;</p> <ul style="list-style-type: none"> • Paper and digital flyers, in addition to the press adverts and Council web and social media announcements linked to the Consultation Hub. These flyers also detailed a specific Education Consultations email inbox, to which any queries could be submitted during the consultation period; • Flyer distribution to pupils at Haddington Infant School and King's Meadow Primary School as well as all local authority managed nursery classes and partner providers within the Haddington cluster area. The Head Teacher of King's Meadow Primary School who is also currently the interim Head Teacher of Haddington Infant School used established methods of communication to engage/remind parents about the consultation and the Education Scotland independent evaluation visit. • In addition to the public meeting and public drop-in sessions, staff at both the affected schools were also invited to attend a planned staff voice session held at Haddington Infant School and King's Meadow Primary School to discuss the proposal. Additional informal meetings to discuss any queries or concerns they may have on the proposal were held with staff in both schools based around their availability and at their discretion. Information on the 'Protocol for School Merger' was shared with staff at these meetings and a copy of the protocol was provided to the Head Teacher to share with staff on request. Further additional opportunities to engage with HR staff regarding the protocol were also offered to staff at their discretion; • A representative group of pupils from both Haddington Infant School and King's Meadow Primary School attended separate workshops where they were able to express their views on the proposal; • Meetings were held with Haddington Infant School Parent Council and King's Meadow Primary School Parent Council. <p>As part of the consultation process, the council sought the views of a wide range of stakeholders. The council</p>
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	<p>provided stakeholders with a short online or paper questionnaire and also made good arrangements for receiving written responses.</p> <p>The Council received 147 responses to its questionnaire, 146 of these questionnaire responses were received during the consultation period. The Council received one questionnaire submission to its consultation by email the day after the consultation period had ended. This response was submitted to Education Scotland with all representations that had been made during the consultation period and any issues or concerns raised are also subject to the Council's response in this Consultation Report.</p> <p>43% of all individual questionnaire respondents (62 responses) to the consultation were in favour of establishing a new primary school covering Nursery to P7 for the Haddington area.</p> <p>A number of common points and questions emerged from the responses as follows:</p> <ul style="list-style-type: none">• Proposal offers more continuity and consistency for the children and parents in terms of learning and teaching, policies etc.• Shared understanding and vision from Nursery through to P7• Having one school will offer a smoother transition for all children through the primary years• Opportunities for greater buddying system for pupils• Concerns that the proposal will not go ahead and that there will continue to be inconsistencies between the two schools in terms of teaching and policies• School Budget and size of Senior Management Team• Appointment of Head Teacher and difficulty in recruitment• Management of one larger school across two campuses• Transition to the new single school structure and minimising disruption
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49% of all individual questionnaire respondents (71 responses) to the consultation were not in favour of establishing a new primary school covering Nursery to P7 for the Haddington area.

The main issues raised in these responses were as follows:

- Concerns that the consultation outcome is already decided and it is just a cost saving exercise
- Concerns that the proposal document is focused on the benefits of the proposal and no information provided on the benefits of the 'status quo'
- Concerns over loss of specialism in stages, for example in Early Years
- Concerns over loss of additional "stage" transition as a positive experience
- School Budget and size of Senior Management Team
- Appointment of Head Teacher and difficulty in recruitment
- Management of one larger school across two campuses
- Protocol for creating a composite class at P3/4
- Additional cost of purchasing a new uniform
- School Capacity & Building Condition
- Catchment area for the new school structure

All these concerns were responded to in the consultation report and, where appropriate, will form actions for the Council.

In accordance with the Schools (Consultation) (Scotland) Act 2010, a report was produced by Education Scotland on the educational aspects of the proposal.

In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the Council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal; and

- visits to the sites of Haddington Infant School, St Mary's RC Primary School and King's Meadow Primary School, including discussion with relevant consultees.

The Education Scotland report summarised their findings and conclusions as follows:

“Overall, there are clear educational benefits to the proposal. Closing Haddington Infant School and King's Meadow Primary School and establishing a new primary school with an associated catchment area for Haddington provides an opportunity to improve learning and teaching and further raise attainment for all children in the catchment area. The establishment of a single staff team working together to ensure continuity and progression from P1 to P7 should bring greater curricular coherence, improved consistency of expectations and increased moderation of standards. Children will benefit from improved progression planning to better meet their needs. Removing the need for an additional transition to a different school at the end of P3 is likely to reduce any possible risk of a slowing down of progress as children progress through the first level of Curriculum for Excellence. The proposal is in line with the aims and aspirations of Curriculum for Excellence.”

East Lothian Council welcomed the report from Education Scotland and accepted its findings. The points raised by Education Scotland within the Education Scotland Report were also key themes identified through the consultation process and were addressed the consultation report. The main points identified in the Education Scotland report for further consideration and clarification are as follows:

“Parents and staff across the two schools hold significantly different views about the educational benefits of the proposal. In taking the proposal forward, the council needs to continue to engage with all stakeholders and to address their concerns. The council now needs to work with its stakeholders to agree an appropriate timescale for implementing its proposal. In taking its proposal forward, an effective communication strategy and an action plan based on the needs of both schools will be essential for the council to keep all stakeholders informed and engaged. The council should include details of these in its final report.”

The Education Authority set out its commitment to ongoing engagement with all stakeholders and the

	process for taking the proposal forward within the consultation report. Details on the process for transitioning to the new school structure were also made publicly available during the consultation period through the Frequently Asked Questions document on the Consultation hub and shared at the Public meeting.
Good practice guidelines	N/A
Other (please specify)	N/A
Is any further information required? How will you gather this?	As above

5. How does the policy meet the different needs of groups in the community?

	Issues identified and how the strategy addresses these
<p>Equality Groups</p> <ul style="list-style-type: none"> • Older people, people in the middle years, • Young people and children 	<p>N/A</p> <p>The establishment of a new school from Nursery to Primary 7 in Haddington will align the experiences of those children attending this school with children in other schools in East Lothian and in Scotland by negating an extra transition from Primary 3 to Primary 4.</p> <p>There will be less risk of slowing progress from Primary 3 to Primary 4.</p> <p>There will be opportunities to improve learning and teaching and further raise attainment for all bringing greater curricular coherence, improved consistency of expectations and improved progression planning to better meet children's needs.</p>

<ul style="list-style-type: none"> • Women, men and transgender people (includes issues relating to pregnancy and maternity) • Disabled people (includes physical disability, learning disability, sensory impairment, long-term medical conditions, mental health problems) • Minority ethnic people (includes Gypsy/Travellers, migrant workers, non-English speakers) • Refugees and asylum seekers • People with different religions or beliefs (includes people with no religion or belief) 	<p>The new school will meet the needs of the groups referred to through personal and social education programmes currently delivered in both schools until a common programme is established from Nursery to Primary 7 through the school improvement planning process.</p> <p>The new school will ensure that accessibility for learners with disabilities complies with the council's Accessibility Strategy and the Equality Act 2010.</p> <p>The new school from Nursery to Primary 7 will be one education provision and this will enable better, longer-term transition planning especially for children with Additional Support Needs.</p> <p>Support staff supporting children with ASN can potentially move with children from Nursery to Primary 7.</p> <p>The school will be supported by the council to meet the needs of these groups if settled in the catchment area.</p> <p>As above</p> <p>The new school will implement Religious and Moral Education programmes which recognises and encourages respect for the religions and beliefs of others as currently delivered in both schools until common programmes are established from Nursery to Primary 7 through the school improvement planning process.</p> <p>The new school will meet the needs of the groups referred to through personal</p>
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<ul style="list-style-type: none"> • Lesbian, gay, bisexual and heterosexual people • People who are unmarried, married or in a civil partnership 	<p>and social education programmes currently delivered in both schools until a common programme is established from Nursery to Primary 7 through the school improvement planning process.</p> <p>As above</p>
<p>Those vulnerable to falling into poverty</p> <ul style="list-style-type: none"> • Unemployed • People on benefits • Single Parents and vulnerable families • Pensioners • Looked after children • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers) • Those involved in the community justice system • Those living in the most deprived communities (bottom 20% SIMD areas) • People misusing services • People with low literacy/numeracy • Others e.g. veterans, students 	<p>In line with current Education Service priorities, the new school will be expected to maintain strategies and interventions to tackle issues of equity and the poverty related attainment gap which arises from a range of causes including deprivation, homelessness, those who have been looked after, etc.</p>
<p>Geographical communities</p> <ul style="list-style-type: none"> • Rural/ semi-rural communities • Urban Communities • Coastal communities 	<p>The new single school structure will operate on a split campus arrangement from within the existing buildings and facilities of Haddington Infant School and King’s Meadow Primary School. There are no plans to change the school catchment area for Haddington therefore it is anticipated that the new school will serve the communities currently served by Haddington Infant School and King’s Meadow Primary School.</p>

6. Are there any other factors which will affect the way this policy impacts on the community or staff groups?

The closure of Haddington Infant School and King's Meadow Primary School and the establishment of one school for children from Nursery to Primary 7 will mean that the children and parents within families will belong to one learning community rather than two separate learning communities. This familiar environment across campuses will enable children and their families to build and sustain a support network through the relationships they build with staff from the early stages of school. Communication between teachers and between parents and teachers is more likely to be better with information passing within the school, including academic, pastoral and emotional information.

The post of Head Teacher within the new school is deemed to be a "new" job against which Head Teacher(s) of the closed schools are not eligible to claim a match. The recruitment of the new Head Teacher will be carried out in line with current East Lothian recruitment procedures, appointing the best candidate for the vacancy. If the Education Authority is unable to recruit a new Head Teacher, current arrangements are to work in partnership with the Chair of the Parent Council to discuss re-advertisement and interim arrangements such as Acting Head Teacher. The Council has an obligation to redeploy any displaced Head Teacher to an appropriate vacancy within the Council. Successful redeployment would depend on a number of factors, as set out in the relevant procedures for the appointment of teaching staff, and would be subject to consultation with the relevant Parent Council.

Currently staff work in each individual school; either Haddington Infant School or King's Meadow Primary School and therefore work across Nursery to Primary 3 or Primary 4 to Primary 7. The proposed closure of the two schools and the establishment of a new primary school will enable teachers to work across all stages of the school, which will support professional learning and further ensure a shared understanding of each child as a learner; including shared expectations and progression from Nursery to Primary 7.

Reconfiguration of existing core staffing arrangements will be required as a result of this proposal. The staffing entitlement for the new school will be set in line with the primary and nursery pupil roll of the school and calculated in accordance with the approved Scheme of Delegation for Schools and the Council's Devolved School Management (DSM) policies. Revised staffing arrangements for the new school will be managed in line with the Council's 'Protocol for School Merger'. All staff, other than the Head Teacher(s), from the closed schools will be eligible to be matched to jobs in the structure of the new school.

The current DSM scheme sets out the criteria for entitlement to management and other staff posts. Any change to the current in-place management post structure that arises out of the establishment of a single school will be considered in light of local circumstances and the need to ensure no detrimental impact at a time of transition to a new single school structure. The Education Department will put in place interim arrangements to ensure the allocation of resources to address this requirement and will keep the situation under review as the school grows. Support for Learning staffing requirements, which are met through Predictable Needs

funding, are determined by the Head Teacher under the DSM scheme to ensure the needs of all pupils are met. Overall the DSM scheme delivers an entitlement to financial resources based on a criteria. This entitlement does not necessarily mean the Head Teacher will staff the school accordingly, for example the school roll may deliver an entitlement and funding for two Depute Head Teachers but the Head Teacher may decide to only have one Depute Head Teacher post in place. This can similarly be the case with other posts in the school.

7. Is any part of this policy/ service to be carried out wholly or partly by contractors?

No

If yes, how have you included equality and human rights considerations into the contract?

8. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?

The Education Service will liaise with the Council Communication Team on how it will communicate information to those identified above.

9. Please consider how your policy will impact on each of the following?

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	The educational benefits outlined in the consultation report and recognised in the report by Education Scotland will provide opportunities for improvements in the service including opportunities for children and staff to benefit from working across all stages as one learning community.
Promotes good relations within and between people with protected characteristics and tackles harassment	Both schools are committed to supporting their stakeholders and this will continue if the schools close and a new school with two campuses is established. Families will belong to one learning community rather than two separate learning communities and this familiar

	environment will enable children and their families, including those with protected characteristics, to build and sustain positive relationships across the school.
Promotes participation, inclusion, dignity and self-control over decisions	This is currently undertaken through good practice in both schools and it is anticipated this will continue if the schools close and a new school with two campuses is established.
Builds family support networks, resilience and community capacity	Families will belong to one learning community rather than two separate learning communities and this will enable children and their families to build and sustain a support network through the relationships they build with staff from the early stages of school.
Reduces crime and fear of crime	N/A
Promotes healthier lifestyles including <ul style="list-style-type: none"> • diet and nutrition, • sexual health, • substance misuse • Exercise and physical activity. • Life skills 	This will continue to be promoted through formal curriculum and extra-curricular activity.
Environmental	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	N/A
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	

Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms or transport	
Improves the physical environment e.g. housing quality, public and green space	
Economic	
Maximises income and /or reduces income inequality	The Education Service is committed to raising educational attainment and ensuring that all children and young people have the best start in life and are ready to succeed. The educational benefits outlined in this proposal will have a positive impact on the factors listed in this section.
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	
Improves working conditions, including equal pay	
Improves local employment opportunities	N/A

10. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person
Additional cost of purchasing a new uniform	Continue to wear existing uniform until they need replaced.	A transition action group will be established. The remit of the Transition Action	To be agreed by the transition action group.	Head teacher of the new school.

		<p>Group will be to create a Transition Action Plan with a phased approach specifying clear targets and agreed timescales over an appropriate timeframe to ensure community involvement in the process.</p> <p>The new school uniform will be one of the considerations for the Transition Action Group taking account of the recommendations set out in the East Lothian Poverty Commission Report and East Lothian Poverty Action Plan 2017-19.</p>		
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It should be noted that this Integrated Impact Assessment should not be seen as a one off exercise. The true impact of a policy or project may only become clear once it is implemented or operating in practice. It follows, therefore, that any other negative impacts not highlighted in this assessment but which are emerge through the consultation process or after its proposed implementation will be addressed at an appropriate time.

11. Sign off by Head of Service



Name Fiona Robertson
Date 23/04/2017

