

**EDUCATION PROVISION IN GAMLINGAY**

**COMMUNITY IMPACT ASSESSMENT**

**OPTION ONE: FEDERATION WITH STRATTON UPPER SCHOOL**

The following template has been put together to record the results of your impact assessment.

*For each of these questions, take account of the following equality strands:*

- Age
- Sex
- Gender reassignment
- Marriage and civil partnership
- Disability
- Ethnicity, race and culture
- Sexual orientation
- Religion or belief
- Pregnancy and Maternity

*You may also want to consider these characteristics, which can be significant in areas of Cambridgeshire:*

- Rural isolation
- Deprivation

	Key Sections	Your Answer
1.	<b>Scope:</b>	
	<ul style="list-style-type: none"><li>• What is the existing service, document or action being impact assessed?</li></ul>	<p>The future of educational provision in Gamlingay. A review of the current provision in Gamlingay was launched in early April 2011 in response to significant challenges facing Gamlingay Village College.</p> <p>The Village College was placed in Special Measures by the Office for Standards in Education (OfSTED) following an inspection of the school which took place in February 2011.</p>
	<ul style="list-style-type: none"><li>• What are the aims and objectives of the service, document or action?</li></ul>	<p>The school faces serious challenges regarding standards and attainment for all pupils, the quality of teaching and leadership. It is graded as inadequate for the standard of leadership and for educational provision overall.</p> <p>The prime objective of the review is to secure and sustain high-quality educational provision for all children and young people in the catchment area served by Gamlingay Village College and to achieve this as quickly as possible, thus mitigating the impact on children.</p>
	<ul style="list-style-type: none"><li>• What is the proposed change?</li></ul>	<p>Three options for change have been identified and have been the subject of consultation. The three options are:</p>

	<p>What will be different?</p>	<p>1. For Gamlingay Village College to enter into a formal statutory partnership (a Federation) with one or more other schools.</p> <p>2. For Gamlingay First School, which provides education for children in the 4-9 age range to become an all-through primary school serving children in the 4-11 age range and for Gamlingay Village College to close and for Bassingbourn Village College to become the designated catchment secondary school for children living in the area currently served by Gamlingay Village College.</p> <p>3. As Option 2 but for the new secondary school which is being established in Cambourne to become the designated catchment secondary school for children living in the area currently served by Gamlingay Village College.</p> <p>This Community Impact Assessment has been prepared for <b>Option 1</b>, which would involve Gamlingay Village College entering into a statutory partnership, known as a federation, with Stratton Upper School.</p> <p>This Option would involve the creation of a single governing body with collective responsibility for all of the schools in the Federation. In addition, it is likely that there would be an Executive Head teacher with responsibility for leading and managing the schools in the Federation.</p>
2.	<p><b>Who should be involved:</b></p> <ul style="list-style-type: none"> <li>Who is involved in this impact assessment?</li> </ul> <p>e.g. Council officers, stakeholders from partner organisations, service users and community experts</p>	<p>The three options outlined above have been the subject of detailed consultation with parents/carers, the local community and staff of both the Village College and Gamlingay First School and their union representatives, and with the governing bodies of Gamlingay First School and Gamlingay Village College.</p> <p>Views have also been sought from Bassingbourn Village College, Comberton Village College (this is the current catchment school for children living in Cambourne), the Longsands Learning Partnership (Longsands College and St Neots Community College), Gamlingay Parish Council, Bassingbourn Parish Council, South Cambridgeshire District Council, Central Bedfordshire Council and the local MP.</p> <p>Views of local members, County Council members and Council officers have also been considered.</p> <p>The consultation exercise has run for seven weeks. The submission of views to the County Council has been actively encouraged.</p>



	<ul style="list-style-type: none"> <li>• What <b>evidence</b> has been used to inform this view?</li> </ul>	<p>Measures is used to identify a school which is failing to provide an acceptable standard of education and where the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.</p> <p>Rapid improvement is needed to address key areas of teaching and learning identified as inadequate:</p> <ul style="list-style-type: none"> <li>• Increasing attainment and improving pupils' progress to at least national averages in all subjects, but especially numeracy and literacy</li> <li>• The quality of teaching to improve the proportion of good and outstanding lessons; and</li> <li>• The quality of leadership.</li> </ul> <p>Groups that are considered to be vulnerable to educational underperformance, for example those with disability, special educational needs (SEN) and some minority ethnic groups are at a particular risk of their educational needs not being met in an under-performing school. Effective, good schools support the learning outcomes of all children and young people. Ofsted confirm that children with SEN have made the same low level of progress as their peers.</p> <p>It is the view of officers that the Federation option presents the greatest risk to the learning outcomes of children, in that it requires significant intervention to address existing weaknesses. The improvement task is considerable, such that there can be no guarantee that the school will improve to the required level within the next three-year period.</p> <p>The option of Federation with Stratton Upper School has the greatest levels of support amongst parents and the local community. However, the First School has expressed a desire to expand to become a Primary School. The First School is assessed by Ofsted as being Good with outstanding features. Implementing Option 1 would mean that the First School would be unable to expand, and could become isolated in the future.</p> <p><b>Evidence</b></p> <p>The view is informed by evidence from Local Authority monitoring of the Village College, Ofsted inspections of the Village College, information and experiences shared by Gamlingay First School and Stratton Upper School and views expressed during the consultation process.</p> <p>The Council's consultation has generated a great deal of interest. Three meetings for parents/carers, members of the community and other interested parties have been held, all of which were very well attended. In addition, the Council has received a wealth of written responses in the form of e-mails,</p>
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	<ul style="list-style-type: none"> <li>• What <b>plans</b> are in place to mitigate any negative impacts identified?</li> </ul>	<p>letters and completed comment sheets. The comments made at the consultation meetings and the views expressed in writing have informed this impact assessment. The consultation response is summarised below.</p> <p>Close to 700 written responses were received in the form of emails, letters and completed comment sheets. The vast majority of these – 614 – are in support of Gamlingay Village college remaining open and entering into a Federation with Stratton Upper School (Option 1). In a number of cases, multiple responses have been received from families, one for each member of the family. In many other cases, comment sheets have been returned indicating Option 1 as the preference, but with no further information to support this choice. Whilst far fewer people (55) expressed support for Option 2, the submissions supporting this option have tended to set out the reasoning for their view.</p> <p>The potential impact of implementing each of the three options for change which have been identified must be weighed against the negative impact on children and young people of retaining the status quo. There is little evidence to demonstrate any educational improvement at Gamlingay Village College in the four months since the OfSTED inspection.</p> <p><b>Plans</b></p> <p>If a decision is taken to proceed with one of the options for change, then detailed transition plans would be developed in consultation with the schools involved. The key objective of these plans would be to mitigate the impact of change on the children and young people concerned and to effect as smooth a transition as possible to the new arrangements.</p> <p>Should Option 1 be taken forward, then the Federation would be expected to quickly develop a clear and robust three-year plan for improving the outcomes of children and young people at Gamlingay Village College. Particular regard will need to be given to improving the progress of those children and young people that are most vulnerable to underperforming. The Federation will be expected to form effective working relationships with the First School to minimise the disruption of transition at Year 4.</p>
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4.	<p><b>Making a judgement:</b></p> <ul style="list-style-type: none"> <li>• Your final judgement – will your service, document or action have a positive, negative or neutral equality impact?</li> <li>• If it will have a positive impact on some groups and a neutral impact on others, is this justified?</li> <li>• Are there any existing or potential equality issues with your service, document or action that need to be addressed?</li> </ul>	<table> <tr> <th data-bbox="592 181 815 445">Equality strand</th><th data-bbox="815 181 1142 445">Judgement based on evidence cited above (positive, negative, neutral)</th><th data-bbox="1142 181 1450 445">Issues or opportunities that need to be addressed</th></tr> <tr> <td data-bbox="592 445 815 1072">Age</td><td data-bbox="815 445 1142 1072">Positive impact on educational attainment and outcomes for children aged 9 -13.</td><td data-bbox="1142 445 1450 1072">This option has elicited a far greater level of support from the consultation exercise than the other two options. However, it is the view of officers that Option 1 has the highest risk of not securing the level of positive impact on educational outcomes required.</td></tr> <tr> <td data-bbox="592 1072 815 1117">Sex</td><td data-bbox="815 1072 1142 1117">Neutral</td><td data-bbox="1142 1072 1450 1117"></td></tr> <tr> <td data-bbox="592 1117 815 1666">Disability</td><td data-bbox="815 1117 1142 1666">Positive impact on children and young people with special educational needs aged 9-13 currently attending Gamlingay Village College. The assessment of their current progress is that it is inadequate.</td><td data-bbox="1142 1117 1450 1666">Change to the existing arrangements is required to improve outcomes for pupils with SEN. However, it is the view of Officers that Option 1 represents the highest risk of not securing the improvements required.</td></tr> <tr> <td data-bbox="592 1666 815 2036">Ethnicity, race and culture</td><td data-bbox="815 1666 1142 2036">Positive impact on children from minority ethnic groups aged 9-13 currently attending Gamlingay Village College. The assessment of their current progress is that it is inadequate.</td><td data-bbox="1142 1666 1450 2036">It is the view of Officers that Option 1 represents the highest risk of not securing the improvements required.</td></tr> </table>	Equality strand	Judgement based on evidence cited above (positive, negative, neutral)	Issues or opportunities that need to be addressed	Age	Positive impact on educational attainment and outcomes for children aged 9 -13.	This option has elicited a far greater level of support from the consultation exercise than the other two options. However, it is the view of officers that Option 1 has the highest risk of not securing the level of positive impact on educational outcomes required.	Sex	Neutral		Disability	Positive impact on children and young people with special educational needs aged 9-13 currently attending Gamlingay Village College. The assessment of their current progress is that it is inadequate.	Change to the existing arrangements is required to improve outcomes for pupils with SEN. However, it is the view of Officers that Option 1 represents the highest risk of not securing the improvements required.	Ethnicity, race and culture	Positive impact on children from minority ethnic groups aged 9-13 currently attending Gamlingay Village College. The assessment of their current progress is that it is inadequate.	It is the view of Officers that Option 1 represents the highest risk of not securing the improvements required.
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5.	<b>Action planning:</b> <ul style="list-style-type: none"><li>Are there any actions that you have identified to address any potentially unjustifiable differences in impact on different equality groups</li><li>Are there any actions you have identified to take advantage of an opportunity you have identified to promote equality and diversity</li><li>Where will these actions be recorded (i.e. which service plan, strategy action plan etc.)?</li></ul>	<table><tr><th>Issue/ opportunity</th><th>Action</th><th>Lead officer</th><th>Timescale</th><th>Action plan recorded in</th></tr><tr><td>Additional leadership for Gamlingay Village College across all areas of learning, to secure teaching for SEN pupils</td><td>Extensive use of the Authority's School support team, especially literacy and Mathematics team to design and deliver Quality First Teaching.</td><td>GD</td><td>April to December 2011</td><td>Ofsted post action plan</td></tr><tr><td>Securing effective standard of education for all children (aged 9-13)</td><td>Local Authority intervention regarding leadership, school to school support and</td><td>GD</td><td>March to Dec 2011</td><td>Ofsted Action plan</td></tr></table>	Issue/ opportunity	Action	Lead officer	Timescale	Action plan recorded in	Additional leadership for Gamlingay Village College across all areas of learning, to secure teaching for SEN pupils	Extensive use of the Authority's School support team, especially literacy and Mathematics team to design and deliver Quality First Teaching.	GD	April to December 2011	Ofsted post action plan	Securing effective standard of education for all children (aged 9-13)	Local Authority intervention regarding leadership, school to school support and	GD	March to Dec 2011	Ofsted Action plan												
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6.	<b>Monitoring and Review:</b> <ul style="list-style-type: none"><li>• If the actions identified in stage 5 are not incorporated into an existing action plan, how will you monitor them?</li><li>• When will you review this impact assessment? Who will be responsible?</li></ul>	<p>Monitoring will be undertaken by the Local Authority Implementation Group (LAIG).</p> <p>A time-limited project group will be established to undertake the work identified in respect of transition planning. This group will report to the LAIG.</p> <p>Should a decision be taken to proceed with one of the options for change identified above, a review of this Impact Assessment will be undertaken as part of any statutory proposals for change to the current educational arrangements in Gamlingay. A further consultation process will be required.</p> <p>A further review would then be undertaken following determination of transition arrangements.</p> <p>A follow up review would then be undertaken following implementation of any agreed changes to the current educational arrangements in Gamlingay.</p> <p>The Director of Learning and Head of Infrastructure will be responsible for undertaking these reviews and for reporting on the outcomes of these to the Executive Director: Children and Young People's Services and the Council's Cabinet.</p>										

*If it is relevant to your area, you may also need to consider the impact on community cohesion:*

<b>Community Cohesion</b>  <i>Answer the above with yes, no, or not applicable</i>  a. Will this service, document or action help community groups to develop a vision of a shared future?	<p>Option 1 would preserve community facilities within Gamlingay, although the extent and nature of these facilities would be determined by the Federation.</p>
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<p>b. Will this service, document or action help community groups to improve their understanding and respect for each other?</p> <p>c. Does this service, document or action promote engagement of children and young people in the locality?</p> <p>d. Have local stakeholders and community leaders been engaged in the planning of this service, document or action?</p> <p>If you have answered <b>NO</b> to any of these questions please outline the reasons and consider if and how this work needs doing</p>	<p>Neutral impact.</p> <p>More children aged 9-13 would continue to be educated in their local community, there would be a positive impact in this respect compared to the other options</p> <p>Extensive consultation has been carried out on the proposed options as set out above</p>
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