

COMMUNITY IMPACT ASSESSMENT

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.	<p>Scope:</p> <ul style="list-style-type: none"> • What is the existing service, document or action being impact assessed? • What are the aims and objectives of the service, document or action? 	<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> <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"> • What is the proposed change? What will be 	<p>Three options for change have been identified and have been the subject of consultation. The three options are:</p> <p>1. For Gamlingay Village College to enter into a formal statutory</p>

	<p>different?</p>	<p>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 Option 2, which would involve Gamlingay First School becoming an all-through primary school, Gamlingay Village College closing and Bassingbourn Village College becoming the designated catchment secondary school for children living in the area currently served by Gamlingay Village College.</p>
<p>2.</p>	<p>Who should be involved:</p> <ul style="list-style-type: none"> • Who is involved in this impact assessment? <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, staff of the Village College and their union representatives, and 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>
<p>3 a)</p>	<p>What will the impact be?</p> <ul style="list-style-type: none"> • What groups will be affected by this? • What will the impacts on these groups be? 	<p>The groups that will be impacted upon by Option 2 are:</p> <ul style="list-style-type: none"> • Children and young people currently attending Gamlingay Village College and Gamlingay First School. • Children of pre-school age living both inside the Gamlingay schools' catchment area and children of families likely to express a desire to attend the Gamlingay schools in the future. • Parents/carers of children currently attending Gamlingay Village College and Gamlingay First School.

<ul style="list-style-type: none"> • What evidence has been used to inform this view? • What plans are in place to mitigate any negative impacts identified? 	<ul style="list-style-type: none"> • Parents/carers of children of pre-school age living in the Gamlingay catchment area. • Staff employed at Gamlingay Village College, Gamlingay First School and Stratton Upper School. • The governors of Gamlingay Village College, Gamlingay First School and Stratton Upper School. <p>Gamlingay Village College and its catchment area has an average number of children with special educational needs (SEN). Almost all pupils are from White British backgrounds and very few speak English as an additional language.</p> <p>If it were agreed that Gamlingay Village College should close and an all-through primary school developed on the current First School site, there could be an effect on community users of the facilities available on the Village College site.</p> <ul style="list-style-type: none"> • Bassingbourn Village College and the Bassingbourn Community <p>Impacts</p> <p>All three options for change were identified as having the potential to have a very positive impact on the children and young people of Gamlingay in terms of providing them with opportunities to ensure sound educational provision that will lead to improvements in children’s attainment and outcomes.</p> <p>If Option 2 were implemented, children would no longer transfer to Gamlingay Village College at the end of Year 4 but would continue their education at Gamlingay First School until age 11. This would impact on children currently attending the First School and those below the statutory school age.</p> <p>At age 11, the end of Key Stage 2 (Year 6), children would transfer to Bassingbourn Village College. This change would affect children currently attending Gamlingay Village College and those due to transfer to the school from September 2012 onwards.</p> <p>Children would be provided with free transport to Bassingbourn on contract service buses. Children would have a longer travel journey to this school than they do to Stratton Upper School, 11 miles compared to 6 miles to Stratton. They would require transport from age 11 rather than age 13. The journey to Bassingbourn would involve a route which many parents consider to be unsafe for use by school buses.</p> <p>There are no public service buses between Gamlingay and Bassingbourn.</p> <p>If Option 2 were to be pursued, children’s ability to participate in</p>
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after-school activities would be dependent upon parents'/carers' availability/ability to collect them from school because, at present, Bassingbourn Village College does not operate a late bus service. (The Council's home to school/college transport policy is to provide transport at the start and end of the school day. This is applied consistently across the County.)

If Option 2 were to be pursued:

- All staff currently employed at Gamlingay Village College would be at risk of redundancy;
- The Governing Body of Gamlingay Village College would be dissolved on the date on which Gamlingay Village College would close;
- A decision would need to be taken in terms of whether Gamlingay First School would remain on its current site and be extended to provide for the full primary age range or whether it would relocate to occupy the Village College site. The outcome of this decision would be informed by considerations of the impact on the local community of potential loss of the facilities available on the Village College site;
- Gamlingay would no longer be within the catchment area of Stratton Upper School;
- Young people at age 16 who wished to continue their education post-16 would need to transfer to another provider. Currently, they are able to continue their education to age 19 at Stratton Upper School.

Evidence

The report of the OfSTED inspection of Gamlingay Village College undertaken on 9 and 10 February 2011. The report graded the school as:

1. Inadequate in terms of overall effectiveness
2. Inadequate in terms of its capacity for sustained improvement

As a result, the school was placed in Special Measures. Special Measures is the lowest standard of school performance.

Special 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.

Rapid improvement is needed to address key areas of teaching and learning identified as inadequate:

- Increasing attainment and improving pupils' progress to at least national averages in all subjects, but especially

- numeracy and literacy
- The quality of teaching to improve the proportion of good and outstanding lessons; and
- The quality of leadership.

The A*-C GCSE performance of neighbouring secondary schools, data on school capacity and forecast pupil need have informed the Council's option appraisal and the presentation of options in its consultation document.

In addition, officers have met with the Principal and Chair of Governors of Bassingbourn Village College, representatives of South Cambridgeshire District Council and attended a meeting of Bassingbourn Parish Council

Travel distances have been measured using the Council's mapping systems. Journey times have been assessed by the Council's Social Education Transport team who are highly experienced in such matters.

Information on after-school activities and the provision of transport at Bassingbourn Village College has been provided by the school's Principal.

An assessment of the most direct route between Gamlingay and Bassingbourn has been undertaken by the Council's Highways Service.

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, 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.

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.

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

		<p>improvement at Gamlingay Village College in the four months since the OfSTED inspection.</p> <p>Plans If a decision is taken to proceed with one of the options for change, 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>If the decision was taken to proceed with Option 2, further discussions would be held with the Principal of Bassingbourn Village College over the potential of organising a late bus for after-school activities.</p> <p>In the event that staff were identified as at risk of redundancy, the Council's policy is to seek to secure suitable alternative employment for them. Meetings would be held with staff, their union representatives and personnel advisors both on a group and individual basis to identify and determine options.</p>
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<p>4.</p>	<p>Making a judgement:</p> <ul style="list-style-type: none"> Your final judgement – will your service, document or action have a positive, negative or neutral equality impact? If it will have a positive impact on some groups and a neutral impact on others, is this justified? Are there any existing or potential equality issues with your service, document or action that need to be addressed? 	<table border="1"> <thead> <tr> <th data-bbox="510 987 750 1256">Equality strand</th> <th data-bbox="750 987 1077 1256">Judgement based on evidence cited above (positive, negative, neutral)</th> <th data-bbox="1077 987 1383 1256">Issues or opportunities that need to be addressed</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 1256 750 2063">Age</td> <td data-bbox="750 1256 1077 2063"> <p>Positive impact on educational attainment and outcomes for children aged 9 – 13.</p> <p>Under Option 2 there would be a negative impact on children aged 11+, in that they would have to be transported to another school 11 miles from Gamlingay. Currently children are able to continue their education in the village up to age 13 when they then transfer to Stratton</p> </td> <td data-bbox="1077 1256 1383 2063"> <p>Recognition that Option 1 - Federation with Stratton Upper School - has elicited a far greater level of support than either Options 2 or 3.</p> </td> </tr> </tbody> </table>			Equality strand	Judgement based on evidence cited above (positive, negative, neutral)	Issues or opportunities that need to be addressed	Age	<p>Positive impact on educational attainment and outcomes for children aged 9 – 13.</p> <p>Under Option 2 there would be a negative impact on children aged 11+, in that they would have to be transported to another school 11 miles from Gamlingay. Currently children are able to continue their education in the village up to age 13 when they then transfer to Stratton</p>	<p>Recognition that Option 1 - Federation with Stratton Upper School - has elicited a far greater level of support than either Options 2 or 3.</p>
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		<p>Upper School, which is 6 miles from Gamlingay.</p> <p>Under Option 2, there could be a negative impact on young people aged 16 who wish to continue their education post-16, as they would no longer have priority for admission to the sixth form at Stratton Upper School and would be likely to have to travel further to access post-16 learning. However, they would have access to the well-regarded post-16 education system operating in the Cambridge area.</p>	
	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.	
	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.	
	Sexual orientation	Neutral	
	Religion or belief	Neutral	

		Pregnancy & Maternity	Neutral			
		Marriage and Civil Partnership	Neutral			
		Gender reassignment	Neutral			
		<i>You may also want to make a judgement on:</i>				
		Rural isolation	Neutral, but with the potential to be positive, as Option 2 provides for formal links to be created and developed with another community.			
		Deprivation	Option 2 could have a negative impact on low-income families who do not have access to their own transport, or have limited access to transport and want their children to be involved in after-school activities.			
5.	Action planning:					
	<ul style="list-style-type: none"> Are there any actions that you have identified to address any potentially unjustifiable differences in impact on different equality groups Are there any actions you have identified to take advantage of an opportunity you have identified to promote equality and diversity 	Issue/opportunity	Action	Lead officer	Timescale	Action plan recorded in
		Continuity of provision for children in year 4 currently, awaiting transfer to Gamlingay Village College.	Children continue their education at Gamlingay First School for year 5, but on the roll of Gamlingay Village College.	HB	TBC, potential implementation from September 2011	Transition Plan
		Additional leadership for Gamlingay Village College across all	Extensive use of the Authority's School support team, especially	GD	April to December 2011	Ofsted post action plan

	<ul style="list-style-type: none"> Where will these actions be recorded (i.e. which service plan, strategy action plan etc.)? 	areas of learning, to secure teaching for SEN pupils	literacy and Mathematics team to design and deliver Quality First Teaching.			
		Securing effective standard of education for all children (aged 9-13)	Local Authority intervention regarding leadership, school-to-school support and expert teams to implement Ofsted action plan	GD	March to Dec 2011	Ofsted Action plan
6.	Monitoring and Review: <ul style="list-style-type: none"> If the actions identified in stage 5 are not incorporated into an existing action plan, how will you monitor them? When will you review this impact assessment? Who will be responsible? 	<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.</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:

Community Cohesion	
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Answer the above with yes, no, or not applicable

- a. Will this service, document or action help community groups to develop a vision of a shared future?
- b. Will this service, document or action help community groups to improve their understanding and respect for each other?
- c. Does this service, document or action promote engagement of children and young people in the locality?
- d. Have local stakeholders and community leaders been engaged in the planning of this service, document or action?

If you have answered **NO** to any of these questions please outline the reasons and consider if and how this work needs doing

Under Option 2 there is the potential to retain the Gamlingay Village College site and develop this for the delivery of primary education. This would preserve community facilities for continued use. Gamlingay Parish Council have expressed an interest in taking on the running of these facilities.

Improved links between Bassingbourn and Gamlingay, including the ability to build on the joint working and activity that already takes place between the schools in the Bassingbourn cluster and the Comberton, Bassingbourn, Melbourn and Gamlingay locality.

Extensive consultation has been carried out on the proposed options, as outlined above.