

<p>Initial equality impact assessment screening form (As of October 2015 this form replaces 'Record of decision not to carry out an EIA')</p> <p>This form records an equality screening process to determine the relevance of equality to a proposal, and a decision whether or not a full EIA would be appropriate or proportionate.</p>	
Directorate	Children and Young People Services
Service area	Education and Skills
Proposal being screened	779 - Implementation of changes arising from the recommendations of the commission for School Improvement
Officer(s) carrying out screening	Emma Lickiss
What are you proposing to do?	Changes to the core and traded service provision to schools and the way in which the school improvement service operate. Reviewing the core service and focusing on growing the traded aspect of the School Improvement Service to allow for a reduction in funding whilst mitigating the significant impact this could have on the School Improvement Service. This will require robust time recording and performance monitoring for staff and clear lines of core services and those that will be charged for.
Why are you proposing this? What are the desired outcomes?	<p>New ways of working were outlined by the commission in 2016 with the expectation that all schools within North Yorkshire would be converted to academies by 2020.</p> <p>Following a review of the academy conversions in early 2017 it highlighted the number of schools expected to convert by 2020 was much lower than originally anticipated.</p> <p>This, combined with the requirement to achieve £1.7m savings to contribute to 2020NY meant that reconsideration of the operational aspect of the service was required, although some of the early changes considered would still be required the core focus for the review would need to look at how the service could become more successful in commercial activity by bridging the gap in funding and also generating income for the local authority.</p> <p>With the focus on increased trading the expectation is that the impact on School Improvement Service will be reduced.</p> <p>The outcomes anticipated are:</p> <ul style="list-style-type: none"> • Moving towards sector-led leadership and eight Improvement Partnerships having responsibility for driving school improvement and improving outcomes in their areas • Improvement in outcomes at all key stages

	<ul style="list-style-type: none"> Fulfilling our collective ambition for all schools and settings to be good or outstanding To assist the council vision to grow its commercial activity 			
<p>Does the proposal involve a significant commitment or removal of resources? Please give details.</p>	<p>Yes – There will be a significant change to some staff around the commitment to increase trading. In addition there will be the requirement from Heads of Services initially to drive and monitor the change as well as carry out their day to day role.</p>			
<p>Is there likely to be an adverse impact on people with any of the following protected characteristics as defined by the Equality Act 2010, or NYCC’s additional agreed characteristics? As part of this assessment, please consider the following questions:</p> <ul style="list-style-type: none"> To what extent is this service used by particular groups of people with protected characteristics? Does the proposal relate to functions that previous consultation has identified as important? Do different groups have different needs or experiences in the area the proposal relates to? <p>If for any characteristic it is considered that there is likely to be a significant adverse impact or you have ticked ‘Don’t know/no info available’, then a full EIA should be carried out where this is proportionate. You are advised to speak to your Equality rep for advice if you are in any doubt.</p>				
Protected characteristic	Yes	No	Don’t know/No info available	
Age		✓		
Disability		✓		
Sex (Gender)		✓		
Race		✓		
Sexual orientation		✓		
Gender reassignment		✓		
Religion or belief		✓		
Pregnancy or maternity		✓		
Marriage or civil partnership		✓		
NYCC additional characteristic				
People in rural areas		✓		
People on a low income		✓		
Carer (unpaid family or friend)		✓		
<p>Does the proposal relate to an area where there are known inequalities/probable impacts (e.g. disabled people’s access to public transport)? Please give details.</p>	<p>Potentially – If schools are unable to buy the services required this could impact to the learning of the children within the schools, however NYCC have a responsibility and would still be providing core services to keep school at a satisfactory Ofsted standard.</p>			
<p>Will the proposal have a significant effect on how other organisations operate? (e.g. partners, funding criteria, etc.). Do any of these organisations support people with protected characteristics? Please explain why you have reached this conclusion.</p>	<p>None anticipated</p>			
Decision (Please tick one option)	EIA not relevant or proportionate:	✓	Continue to full EIA:	
Reason for decision				

	We will monitor schools that choose not to spend money on supporting school improvement especially where they are suggesting they can afford it.
Signed (Assistant Director or equivalent)	Paul Brennan
Date	11 January 2018