

## **Equality Analysis Report**

<b>Title of activity / Budget Proposal title and number</b> Bedford Borough School Improvement Strategy 2018-2021	<b>Committee meeting (decision maker) and date</b> Executive for approval
<b>Service area</b> School Improvement Children's Services	<b>Lead officer</b> Ben Pearson Chief Officer – Education, SEND & Infrastructure (Chief Education Officer)
<b>Approved by</b> Colin Foster, Director of Children Services	<b>Date of approval</b>
<b>Description of activity:</b> <p>This strategy builds upon the success of the School Improvement Strategy 2015-2018 and supports improving outcomes for Bedford Borough's Children and Young People. Outcomes are measured through the Performance Clinic, By OFSTED, the RSC and DfE and relevant data including EYFS profile, KS1, Phonics, KS2, KS4 and KS5 performance data, JSNA, SEND Improvement Board, Corporate Parenting board, LSCB and the Health and Wellbeing Board.</p> <p>Since the first School Improvement Strategy was developed in 2015 there have been steady improvements in the outcomes for Bedford Borough's children and young people:-in particular the number of children achieving 1) a good level of development by the end of Reception year, 2) working at the expected level for the combined measure of reading, writing and maths at KS2 and 3) achieving the Progress 8 measure at the end of KS4. In spite of improvements made in some Key stages and for some vulnerable groups, progress and/or attainment measures demonstrate that Bedford Borough children and young people are not achieving as well as their peers nationally.</p> <p>By September 2018 the majority of schools in Bedford Borough will have converted from a three to a two tier model, with many of the new Primaries seeing their first year 6 cohorts and being responsible for KS2 results for the first time.</p> <p>The number of schools judged by OFSTED to be good and outstanding has decreased.</p> <p>The joint CQC OFSTED local area SEND inspection identified significant areas of weakness to be addressed by all partners.</p> <p>There is still much to be done to secure excellence and to ensure that we all have the highest aspirations and expectations for ALL children and young people, so we will build on the progress achieved to date and strive for more rapid improvements where necessary as we take forward the Bedford Borough School Improvement Strategy for 2018-2021.</p> <p>The school improvement strategy is informed by our local and national data profile for Early Years, Phonics and Key Stages 1,2,4 and 5, the SEND Inspection report and the evidence in the Joint Strategic Needs Assessment of the health and wellbeing of people in Bedford</p>	

Borough. This strategy is also informed by:- the work of Bedford Borough Leaders of Education (BBLE), the system leaders' forum, the Early Years Reference Group, the SEND Improvement Board, and consultations with head teachers, governors, trustees, parents and carers across Bedford Borough

**Please refer to the Equality Analysis Template Notes for guidance on completing this form.**

## Relevance Test

1. The outcomes of the activity directly and significantly impact on people, e.g. service users, employees, voluntary and community sector groups.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2. The activity could / does affect one or more protected equality groups.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
3. The activity could / does affect protected equality groups differently.	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
4. One or more protected equality groups could be disadvantaged, adversely affected or are at risk of discrimination as a result of the activity.	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
5. The activity relates to an area where there are known inequalities.	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
6. The activity sets out proposals for significant changes to services, policies etc. and / or significantly affects how services are delivered.	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
7. The activity relates to one or more of the three aims of the Council's equality duty.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
8. The activity relates to the Council's Corporate Plan objectives, is a significant activity and / or presents a high risk to the Council's public reputation.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
9. An equality analysis of this activity is required.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
This activity has no relevance to Bedford Borough Council's duty to eliminate unlawful discrimination, harassment and victimisation; to advance equality of opportunity; and to foster good relations. An equality analysis is not needed.				<input type="checkbox"/>
<b>Explanation why equality analysis is not needed</b>				

## Scope of equality analysis

<b>Who is / will be impacted by the activity's aims and outcomes?</b>	The main groups who will benefit from the School Improvement Strategy are children and young people and their families and carers. The strategy will also impact and benefit Schools and Colleges and other providers of Education.
<b>Which particular protected equality groups are likely / will be affected?</b>	The protected equality groups that are likely to be positively affected include: the disabled, those who are young (age) and those who have English as an additional language (Race). Also community groups: travellers

## **Evidence, data, information and consultation**

<b>What evidence have you used to analyse the effects on equality?</b>	<p>We have used the following evidence:</p> <p>Bedford Borough Parent/carer survey 2017</p> <p>Early Years Census 2017</p> <p>Bedford Borough Joint Strategic Needs Assessment (JSNA) 2017</p> <p>Early Years Foundation Stage Profile data 2017</p> <p>National and local data sets for outcomes at KS1, phonics, KS2, KS4 and KS5</p>
<b>What consultation did you carry out with protected equality groups to identify your activity's effect on equality?</b>	<p>We carried out various consultations:</p> <p>The Bedford Borough Parent/carer survey enabled us to reach families</p> <p>The Early Years Reference group enabled us to involve our stakeholders including schools, early years settings, University of Bedfordshire and Bedford College.</p> <p>Bedford Borough Learning Exchange (BBLE) enabled us to liaise with Schools in both private and maintained sectors, Colleges, the university and the Prison.</p> <p>We liaised with the Parents Carer Forum to establish their views.</p> <p>We also worked in partnership with our community Health Providers.</p>
<b>What does this evidence tell you about the different protected groups?</b>	<p>The KS 1 and KS2 gap between EAL and non-EAL pupils closed considerably in 2017 and attainment improved significantly for specific groups e.g. Asian pupils, a large group in Bedford Borough.</p> <p>The percentage of children at SEN Support achieving the expected standard increased by 6% in 2017 to 45% compared to an increase of 2% for non-SEN and this is an upward trend across 3 years; therefore the gap is reducing for this group.</p> <p>At Key stage one the percentage of children at SEN Support achieving the expected standard increased in Reading by 6% to 32%, writing by 4% to 20.3 and Maths 8% 30.7%. There were smaller increases for non-SEN at Reading and Maths and the overall trend data indicates that gaps are reducing over time.</p> <p>SEND pupils at KS4 continue to achieve better than their national peers for both Attainment 8 and Progress 8.</p> <p>The recent inspection identified deadlines for both the conversion of statements of SEN into EHC plans and the completion of assessments for new EHC plans within the statutory 20-week timeframe is a strength.</p>

	Since 2015 the percentage of pupils achieving a GLD has improved by almost 6 % to 66.7% (National 4.4%) and the Bedford Borough 2017 benchmark target towards national exceeded by 0.7%.
<b>What further research or data do you need to fill any gaps in your understanding of the potential or known effects of the activity?</b>	N/A

### General Equality Duty

<b>Which parts of the general equality duty is the activity relevant to?</b>			
	Eliminate discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
Age		Further raise achievement; to exceed national expectations and close gaps.	
Disability		Further raise achievement; to exceed national expectations and close gaps.	
Gender reassignment			
Pregnancy and maternity			
Race		Further raise achievement; to exceed national expectations and close gaps	
Religion or belief			
Sex		Further raise achievement; to exceed national expectations and close gaps	

Sexual orientation			
Marriage & civil partnership			

### **Impact on equality groups**

<b>Based on the evidence presented what positive and negative impact will your activity have on equality?</b>				
	Positive impact	Negative impact	No impact	Explanation
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Continue to maintain a rigorous approach to ensuring the gap between the % of children achieving a good level of development and outcomes at KS1 and KS2 not only closes but exceeds national data by using individual school and settings data to focus support and challenge in key areas</p> <p>Extend further the universal access to continuous professional development to include professional study groups; best practice conferences and focused work with local and nationally recognised partners</p> <p>Support governance structures to have clear expectations for leaders in relation to the process of educational improvement and intended outcomes</p> <p>Maximise the resources available via the Strategic School Improvement Fund (SSIF) for EYFS and the Education Improvement Strategic Group (EISG) funding for leaders of emerging primary schools</p> <p>Further develop the commissioned work of the Teaching School Alliances and other system leaders.</p>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Continue to maintain a rigorous approach to ensuring the gap between the % of children achieving a good level of development and outcomes at KS1 and KS2 not only closes but exceeds national data by using individual school and settings data to focus support and challenge in key areas</p> <p>Extend further the universal access to continuous professional development to include professional study groups; best practice conferences and focused work with local and nationally recognised partners</p>

				<p>Support governance structures to have clear expectations for leaders in relation to the process of educational improvement and intended outcomes</p> <p>Maximise the resources available via the Strategic School Improvement Fund (SSIF) for EYFS and KS2 and the Education Improvement Strategic Group (EISG) funding for leaders of emerging primary schools and for subject leaders of English, Maths and Science at KS4</p> <p>Further develop the commissioned work of the Teaching School Alliances and other system leaders</p> <p>Continue to work with partners to accelerate the momentum in putting the needs of vulnerable learners at the heart of all we do</p> <p>Further develop provision within and outside the Borough so that all vulnerable learners enjoy equality of opportunity and receive education appropriate to their needs in order to close achievement and progress gaps by:</p> <p>Enhancing the leadership, skills, knowledge and understanding of key practitioners</p> <p>Supporting the further development and embedding of appropriate systems, structures and approaches</p> <p>Supporting improvements in the quality of pedagogy, practice and provision.</p> <p>Increasing the capacity for sustainable improvement regarding vulnerable learners both within and between schools via the development and sharing of good practice, through professional development and via the development of resources and guidance</p> <p>Providing targeted support, initial advice and guidance and audits of practice to assist individual schools in developing provision and the skills of practitioners to meet the needs of vulnerable learners and so improve attainment and progress.</p> <p>Engaging with a range of professionals, families and communities, in order to improve progress and attainment of vulnerable pupils</p> <p>Developing the disadvantaged/FSM toolkit so that it is appropriate to be used by both settings and schools for their early years provision</p> <p>Accelerate progress with regard to working in conjunction with partners within and beyond Bedford Borough to 'champion' practice and provision for SEND</p>
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				<p>Create an electronic reference library which will include exemplar materials and best practice case studies for use by Borough Schools</p> <p>Work to ensure there is a joined up approach within and between partners including early years settings, schools and post-16 providers in</p> <ol style="list-style-type: none"> <li>1) implementing and embedding the code of practice and</li> <li>2) addressing the areas identified for improvement in the recent CQC and OFSTED report</li> </ol> <p>Continue to facilitate and support the</p> <ol style="list-style-type: none"> <li>1) building of sustainable capacity,</li> <li>2) implementation and embedding of inclusive practice,</li> <li>3) improvement of overall provision within Bedford Borough to meet the needs of pupils with SEND which in turn will support a 'closing of gaps' for vulnerable learners.</li> </ol> <p>Facilitate a working party with key stake holders to include schools, settings, Teaching school alliances and The University of Bedfordshire to focus on how the existing best practice can be shared and implemented across the Borough</p>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Race	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Continue to maintain a rigorous approach to ensuring the gap between the % of children achieving a good level of development and outcomes at KS1 and KS2 not only closes but exceeds national data by using individual school and settings data to focus support and challenge in key areas</p> <p>Extend further the universal access to continuous professional development to include professional study groups; best practice conferences and focused work with local and nationally recognised partners</p> <p>Support governance structures to have clear expectations for leaders in relation to the process of educational improvement and intended outcomes</p> <p>Maximise the resources available via the Strategic School Improvement Fund (SSIF) for EYFS and KS2 and the Education Improvement Strategic Group</p>



				<p>(EISG) funding for leaders of emerging primary schools and for subject leaders of English, Maths and Science at KS4</p> <p>Further develop the commissioned work of the Teaching School Alliances and other system leaders</p> <p>Continue to work with partners to accelerate the momentum in putting the needs of vulnerable learners at the heart of all we do</p> <p>Further develop provision within and outside the Borough so that all vulnerable learners enjoy equality of opportunity and receive education appropriate to their needs in order to close achievement and progress gaps by:</p> <p>Enhancing the leadership, skills, knowledge and understanding of key practitioners</p> <p>Supporting the further development and embedding of appropriate systems, structures and approaches</p> <p>Supporting improvements in the quality of pedagogy, practice and provision.</p> <p>Increasing the capacity for sustainable improvement regarding vulnerable learners both within and between schools via the development and sharing of good practice, through professional development and via the development of resources and guidance</p> <p>Providing targeted support, initial advice and guidance and audits of practice to assist individual schools in developing provision and the skills of practitioners to meet the needs of vulnerable learners and so improve attainment and progress.</p> <p>Engaging with a range of professionals, families and communities, in order to improve progress and attainment of vulnerable pupils</p> <p>Developing the disadvantaged/FSM toolkit so that it is appropriate to be used by both settings and schools for their early years provision</p>
Religion or belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Continue to maintain a rigorous approach to ensuring the gap between the % of children achieving a good level of development and outcomes at KS1 and KS2 not only closes but exceeds national data by using individual school and settings data to focus support and challenge in key areas</p>

				<p>Extend further the universal access to continuous professional development to include professional study groups; best practice conferences and focused work with local and nationally recognised partners</p> <p>Support governance structures to have clear expectations for leaders in relation to the process of educational improvement and intended outcomes specifically for boys writing and girls maths</p> <p>Maximise the resources available via the Strategic School Improvement Fund (SSIF) for EYFS and KS2 and the Education Improvement Strategic Group (EISG) funding for leaders of emerging primary schools and for subject leaders of English, Maths and Science at KS4</p> <p>Further develop the commissioned work of the Teaching School Alliances and other system leaders</p>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other relevant groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### **Commissioned services**

<b>What equality measures will be included in Contracts to help meet the three aims of the general equality duty?</b>	Through the procurement process we ensure protected groups are positively considered by requiring winning contracts to demonstrate they have due regard for the general equality duty. The KPI's and service specifications take into account of protected groups
<b>What steps will be taken throughout the commissioning cycle to meet the different needs of protected equality groups?</b>	The School Improvement Strategy will be monitored through monthly Children's Services SLT monitoring meetings. All maintained schools are held to account via termly meetings at which they are challenged regarding the progress of and support given to protected groups. All academies that don't buy back services are challenged via an annual conversation and by the RSC. Additionally, progress towards the outcomes defined in the strategy to include equality measures are reviewed

	at the Early Years Reference group and the Performance clinic chaired by the portfolio holder for education.
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## **Actions**

	What will be done?	Who?	When?	What will be the outcome?
<b>Actions to lessen negative impact</b>	All actions as part of the strategy are aimed at lessening the negative outcomes and increasing the positive outcomes	Schools, School improvement Team Chief Education Officer, RSC	Now until 2021	Standards will rise for all groups of pupils at all Key stages
<b>Actions to increase positive impact</b>	In collaboration with partners actions are:- Continue to maintain a rigorous approach to ensuring the gap between the % of children achieving a good level of development and outcomes at KS1 and KS2 not only closes but exceeds national data by using individual school and settings data to focus support and challenge in key areas Extend further the universal access to continuous professional development to include professional study groups; best practice conferences and focused work with local and nationally recognised partners Support governance structures to have clear expectations for leaders in relation to the process of educational improvement and intended outcomes Maximise the resources available via the Strategic School Improvement Fund (SSIF) for EYFS and KS2 and the Education Improvement Strategic Group (EISG)	Schools, School improvement Team Chief Education Officer, RSC	Now until 2021	Standards will rise for all groups of pupils at all Key stages

	<p>funding for leaders of emerging primary schools and for subject leaders of English, Maths and Science at KS4</p> <p>Further develop the commissioned work of the Teaching School Alliances and other system leaders.</p> <p>Continue to work with partners to accelerate the momentum in putting the needs of vulnerable learners at the heart of all we do.</p> <p>Further develop provision within and outside the Borough so that all vulnerable learners enjoy equality of opportunity and receive education appropriate to their needs in order to close achievement and progress gaps by:</p> <p>Enhancing the leadership, skills, knowledge and understanding of key practitioners</p> <p>Supporting the further development and embedding of appropriate systems, structures and approaches.</p> <p>Supporting improvements in the quality of pedagogy, practice and provision.</p> <p>Increasing the capacity for sustainable improvement regarding vulnerable learners both within and between schools via the development and sharing of good practice, through professional development and via the development of resources and guidance.</p> <p>Providing targeted support, initial advice and guidance and audits of practice to assist individual schools in developing provision and the skills of practitioners to meet the needs of vulnerable learners and so improve attainment and progress.</p> <p>Engaging with a range of professionals, families and communities, in order to improve progress and attainment of vulnerable pupils</p>			
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	<p>Developing the disadvantaged/FSM toolkit so that it is appropriate to be used by both settings and schools for their early years provision.</p> <p>Accelerate progress with regard to working in conjunction with partners within and beyond Bedford Borough to 'champion' practice and provision for SEND</p> <p>Create an electronic reference library which will include exemplar materials and best practice case studies for use by Borough Schools</p> <p>Work to ensure there is a joined up approach within and between partners including early years settings, schools and post-16 providers in</p> <ol style="list-style-type: none"> <li>1) implementing and embedding the code of practice and</li> <li>2) addressing the areas identified for improvement in the recent CQC and OFSTED report</li> </ol> <p>Continue to facilitate and support the</p> <ol style="list-style-type: none"> <li>1) building of sustainable capacity,</li> <li>2) implementation and embedding of inclusive practice,</li> <li>3) improvement of overall provision within Bedford Borough to meet the needs of pupils with SEND which in turn will support a 'closing of gaps' for vulnerable learners.</li> </ol> <p>Facilitate a working party with key stake holders to include schools, settings, Teaching school alliances and The University of Bedfordshire to focus on how the existing best practice can be shared and implemented across the Borough</p> <p>Work in partnership with Teaching School Alliances, Multi Academy Trusts, stand-alone Academies and maintained schools to ensure every school is led by</p>			
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	<p>inspiring, confident leaders who have access to high quality learning and partnership opportunities</p> <p>Provide support for school governance to ensure appropriate structures, processes and professional development are in place to support the demands of internal and external scrutiny</p> <p>Work collaboratively with OFSTED to disseminate research and best practice identified through inspection</p> <p>Use and share timely local intelligence and monitor all schools through rigorous analysis of robust, quality assured data to focus targeted support, commissioned from a variety of appropriate partners.</p> <p>Continue to facilitate school to school support which builds on and shares best practice within Bedford Borough, as well as brokering external expertise to develop the quality of pedagogy, practice and provision</p> <p>Use the full range of statutory powers, where appropriate, to ensure increased outcomes for ALL pupils</p> <p>We will continue to work in collaboration with the BBLE to ensure that there is clarity as to how each partner can fulfil their responsibilities with regard to contributing to the recruitment, development and retention of outstanding leaders of learning. This will be achieved by reviewing the previous co-constructed recruitment and retention strategy and by writing, in collaboration with partners a strategy which addresses the new issues and is once again based on local and national best practice.</p> <p>We will also continue to develop our strong partnership work with the University of Bedfordshire and other local ITT providers.</p>			
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	<p>The “teachbedford” website will be developed further with the recruitment of an administrator to facilitate and keep live the contributions from all partners.</p> <p>We will explore opportunities for incentivising existing high quality leaders and potential leaders of the future to relocate to Bedford Borough.</p>			
<b>Actions to develop equality evidence, information and data</b>	Annual conversations with Early years settings, children centres and academies that don't buy back improvement functions. At least termly meetings with Head teachers in maintained schools Early Years Census data/ Ofsted outcomes for schools and settings, Yearly national data sets for Early Years, KS1, Phonics, KS2, KS4 and KS5, FFT,ASP and Nexus analysis	Schools, School improvement Team Chief Education Officer, RSC	Now until 2021	Robust data sets leading to rising standards for all groups of pupils at all Key stages
<b>Actions to improve equality in procurement / commissioning</b>	<p>The School Improvement Strategy will be monitored through monthly Children's Services SLT monitoring meetings. All maintained schools are held to account via termly meetings at which they are challenged regarding the progress of and support given to protected groups.</p> <p>All academies that don't buy back services are challenged via an annual conversation and by the RSC. Additionally, progress towards the outcomes defined in the strategy to include equality measures are reviewed at the Early Years Reference group and the Performance clinic chaired by the portfolio holder for education.</p>	Schools, School improvement Team Chief Education Officer, RSC	Now until 2021	Standards will rise for all groups of pupils at all Key stages
<b>Other relevant actions</b>				

### **Recommendation**

<b>No major change required</b>	<input checked="" type="checkbox"/>	
<b>Adjustments required</b>	<input type="checkbox"/>	
<b>Justification to continue the activity</b>	<input type="checkbox"/>	
<b>Stop the activity</b>	<input type="checkbox"/>	

### **Summary of analysis**

In preparing this report, due consideration has been given to the Borough Council's statutory Equality Duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations, as set out in Section 149(1) of the Equality Act 2010.

The School Improvement Strategy will have a positive effect on protected groups. The impact analysis and data shows that the strategy is targeted in meeting the needs of All children and young people in Bedford borough and specifically those that nationally we know are most vulnerable to underachievement which are those with protected characteristics. The Strategy will ensure equal access for all groups including those who have disabilities, traveller communities and those with English as an additional language.

### **Monitoring and review**

We have established that we have effective measures in place to monitor the impact of the School Improvement Strategy. The School Improvement Strategy will be monitored through monthly Children's Services SLT monitoring meetings. All maintained schools are held to account via termly meetings at which they are challenged regarding the progress of and support given to protected groups. All academies that don't buy back services are challenged via an annual conversation and by the RSC. Additionally, progress towards the outcomes defined in the strategy to include equality measures are reviewed at the Early Years Reference group and the Performance clinic chaired by the portfolio holder for education.

**Review date**  
Monthly and termly review with different partners now until 2021