

DUNDEE CITY COUNCIL

Equality Impact Assessment Tool

Part 1 Description / Consultation

Is this a Rapid Equality Impact Assessment (RIAT) ?	YES Please circle
Is this a Full Equality Impact Assessment (EQIA)?	NO Please circle
Date of assessment 22 Jan 2013	Title of document being assessed Class Sizes in Primary Schools
Committee report number 61-2013	
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	In 2010 class sizes of a maximum of 18 were introduced in P1, P2 and P3 in 13 Primary schools. The recommendation is to review this practice. This would involve replacing maximum class sizes of 18 in 13 schools with maximum class sizes of 25 in 15 schools.
3) What is the intended outcome of this policy, procedure, strategy or practice?	<p>To raise attainment in schools which were identified as being within areas of greatest social and economic deprivation.</p> <p>This is consistent with the Fairness Strategy which ensures that those children and young people who have the greatest needs receive commensurate levels of resource.</p> <p>The implementation of this proposal will result in estimated savings amounting to £66,000 in financial year 2013 – 14 and £105,000 in a full financial year.</p> <p>It is anticipated that adopting this proposal would also relieve staff pressures being currently experienced within the Primary sector.</p> <p>This proposal would also extend parental choice in regard to placing requests.</p>
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	<p>Scottish Executive (2007a) Circular 1/2007</p> <p>Review of Class Size Control Mechanisms – Scottish Government 2010</p> <p>Scottish Negotiating Committee for Teachers (SNCT) agreements 2009 and 2010.</p> <p>Education Committee and Policy & Resources Committee – January 2010 (report no. 26 – 2010)</p> <p>Standards and Quality Report Education Department 2011-12</p> <p>Equality Act 2010</p> <p>Curriculum for Excellence – Building the Curriculum 1 – 5</p> <p>Accessibility Strategy 2009 – 12</p> <p>Additional Support for Learning Act 2004 – 09</p> <p>Data sets: Free school meals entitlement, PIPS baseline and INCAS data</p> <p>Education Department Service Plan 2012 – 17</p>

	Single Outcome Agreement for Dundee 2012 – 17 Dundee City Council Plan 2012 - 17
5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.	A range of research from the University Durham and also from University of Auckland would suggest that reducing class sizes can result in low impact on learners at a very high cost.
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Michael Wood, Director of Education Lina Waghorn, Head of Education (Pre-School, Primary, Communication and Culture), Diana Weir, Finance Manager
7) Is there a need to collect further evidence or to involve or consult protected communities? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	Learners' performance and progress are monitored and recorded throughout the school session. Annual reviews of school attainment are conducted within the department's review procedures. Standardised attainment data is analysed and acted upon in all schools and educational establishments.

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details</p> <p>Yes. Increasing the size of classes in P1 to P3 in schools which are currently capped at 18 will allow very small classes of 13, 14 15 or 16 to operate more effectively as a learning community. Where class numbers are very low there can be a limiting effect on the breadth of curriculum and curriculum delivery. For learners, engaging and interacting with peers is an important element of the learning process and very low numbers can constrain active learning.</p> <p>In 5 schools currently affected by the maximum class size of 18, P4 children who are part of a P3/4 composite class are also affected. It is expected that this situation would be reduced if not totally eliminated.</p> <p>Moving from a class size of 18 or less in P3 (or P4 for children in a composite P3/4) to a class size of 33 in P4 (or P5 where applicable), is a significant change for a child. Moving from 25 to 33 at P3 would be preferable and less intimidating for the child.</p> <p>The 2 additional schools named in the report currently have class sizes of 25 or less in all of their P1 – P3 classes. These classes are operating effectively with the children receiving good quality learning experiences and positive outcomes in their learning and development.</p> <p>Within a climate of austerity staffing levels are maintained within schools where the greatest levels of need exist.</p> <p>The increase of maximum class size as recommended will afford schools greater flexibility when organising class structures.</p>
<p>2) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>If yes please give further details</p>
<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice</p> <p>(For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>Please give further details</p> <p>The increase from classes of 18 to classes of no more than 25 in P1, P2 and P3 for the 13 schools currently capped at a maximum of 18, would be managed in ways which will enhance curriculum delivery and sensitively support children affected.</p> <p>See Section 2, part 7.</p>

<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details</p> <p>N/A</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p> <p>N/A</p>

Part 4

Name of Department or Partnership - Education Department

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

Contact Information

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Signature of author of the policy:



Date 23/1/13

Signature of Director / Head of Service area:



Date 23/1/13

Name of Director / Head of Service:

Michael Wood

Date of next policy review: