

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment January 2013	Title of document being assessed: Secondary Class sizes in S1 and S2 for English and Mathematics
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.	At present, all secondary schools are staffed to deliver average class sizes of 20 in English and Mathematics. The recommendation is to continue to maintain average class sizes of 20 in the four secondary schools where there is an identified need but to move to regulation class sizes of up to 33 pupils in the remaining five secondary schools with effect from the start of academic year in 2013-14.
3) What is the intended outcome of this policy, procedure, strategy or practice?	<p>The implementation of this proposal would remove the universal provision of average class sizes of 20 in English and Mathematics across all but 4 of our secondary schools where there is the greatest identifiable level of need. The remaining schools would retain the flexibility to deploy staff such as subject specialists and Support for Learning teachers to support classes and meet the needs of pupils in the most effective ways.</p> <p>This is consistent with the Fairness Strategy which ensure those young people with the greatest needs receives commensurate levels of resource.</p> <p>The implementation of this proposal will result in estimated savings amounting to £197,000 in financial year 2013-14 and £315,000 in a full financial year.</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>Standards and Quality Report Education Dept. 2011/12</p> <p>Equality Act 2010</p> <p>Curriculum for Excellence - Building a Curriculum 1-5 suite of documents</p> <p>Accessibility Strategy 2009-12</p> <p>Additional Support for Learning Act 2004/09</p> <p>Data sets e.g. SIMD, Free School Meal entitlement, CfE baseline assessment data</p> <p>Education Department Service Plan 2012 - 2017</p> <p>Single Outcome Agreement for Dundee 2012-17</p> <p>Dundee Council Plan 2012-2017</p>

<p>5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.</p>	<p>Research into data sets including SIMD, Free School Meal entitlement, CfE baseline assessment data has been scrutinised to inform this revision of policy.</p> <p>Research with regard to policy and practice in other authorities was undertaken.</p>
<p>6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)</p>	<p>Michael Wood, Director of Education Paul Clancy, Head of Education (Secondary and Support for Learners) Danny Webster, Education Manager Diana Weir, Finance Manager</p>
<p>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?)</p>	<p>Pupil performance and progress are monitored and recorded throughout the school session. Annual reviews of school attainment are conducted within the Department's Review procedures. External examination results are scrutinised annually in each establishment.</p>

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>The implementation of this proposal would result in estimated savings amounting to £197,000 in financial year 2013-14 and £315,000 in a full financial year. Within a climate of austerity staffing levels are maintained within schools where the greatest level of need exists.</p> <p>The removal of the class restriction of an average of 20 (maximum of 24) pupils in English and Maths in S1 & S2 affords schools greater flexibility and autonomy in determining class sizes.</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>Whilst research regarding the correlation between class size and attainment is inconclusive pupils within five schools may be taught in larger classes of up to the regulation class size.</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>Continued as outlined in section 7, Part 2</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>NO</p>
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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 January 2013
Signature of Director / Head of Service area:		Date 23 January 2013
Name of Director / Head of Service:	Michael Wood	
Date of next policy review:		