

# Equality Analysis

## Birmingham City Council Analysis Report

<b>EA Name</b>	Birmingham Education Partnership (BEP)
<b>Directorate</b>	People
<b>Service Area</b>	Education And Commissioning - People
<b>Type</b>	Amended Policy
<b>EA Summary</b>	<p>Following Trojan Horse, the Council was required to produce an improvement plan to address the serious weaknesses exposed in its custodianship of education.</p> <p>The Leader, the Cabinet Member for Children, Families and Schools, the Chief Executive, the Strategic Director for People and the Education Commissioner approved the Education and Schools Strategy &amp; Improvement Plan on 1 December 2014 and it was subsequently approved by Cabinet in March 2015.</p> <p>A key workstream of the 2015/16 plan was to strengthen the way the Council discharges its duties to vulnerable schools as set out in the statutory Schools Causing Concern guidance. The Education Commissioner supported the</p>
<b>Reference Number</b>	EA001384
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### Introduction

The report records the information that has been submitted for this equality analysis in the following format.

### **Overall Purpose**

This section identifies the purpose of the Policy and which types of individual it affects. It also identifies which equality strands are affected by either a positive or negative differential impact.

### **Relevant Protected Characteristics**

For each of the identified relevant protected characteristics there are three sections which will have been completed.

- Impact
- Consultation
- Additional Work

If the assessment has raised any issues to be addressed there will also be an action planning section.

The following pages record the answers to the assessment questions with optional comments included by the assessor to clarify or explain any of the answers given or relevant issues.

## 1 Activity Type

The activity has been identified as a Amended Policy.

## 2 Overall Purpose

### 2.1 What the Activity is for

What is the purpose of this Policy and expected outcomes?	<p>Twenty years of international evidence supports the view that the best, most sustainable form of school improvement is where strong schools support weaker ones. Council officers, the Deputy Education Commissioner and BEP representatives worked from late 2014 to get the contract in place to commence on 1 September 2015. The early signs are that BEP has started its work strongly for the Council, having visited 87% of maintained schools. The formal contract monitoring is now in place and by the end of the school year in July 2016 the Council will have a full picture of BEPs first year in operation.</p> <p>Now BEP have been up and running for 9 months, they have been able to review the demand for school improvement and identified that the budget for this year will be insufficient to provide adequate support to the maintained schools identified.</p> <p>The biggest influence on the positive changes to the identified schools has been the result of BEP engagement. This has improved the knowledge of leadership and management capacity in schools across Birmingham and the validation of the way that this links to school vulnerability.</p>
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For each strategy, please decide whether it is going to be significantly aided by the Function.

Public Service Excellence	Yes
A Fair City	Yes
A Prosperous City	Yes
A Democratic City	No

### 2.2 Individuals affected by the policy

Will the policy have an impact on service users/stakeholders?	Yes
Will the policy have an impact on employees?	No
Will the policy have an impact on wider community?	Yes

### 2.3 Analysis on Initial Assessment

An initial equality screening has been carried out. The school improvement support provided by BEP is available to all schools and is targeted, in particular, to the most vulnerable schools, for example those in special measures or requiring improvement.

### **3 Concluding Statement on Full Assessment**

No adverse equality impacts will arise from the application of this support. The greater clarity and strengthening of school improvement support will be a direct benefit to the most vulnerable learners in the city.

### **4 Review Date**

31/03/17

### **5 Action Plan**

There are no relevant issues, so no action plans are currently required.