

Diversity impact assessment

TITLE
School Admission Arrangements 2024
DATE
14 November 2022
LEAD OFFICER.
Paul Clarke, Head of School Services
<p>1 Summary description of the proposed change</p> <p>What is the change to policy / service / new project that is being proposed? How does it compare with the current situation?</p> <p>Each year the Local Authority is required to undertake a consultation on the co-ordinated admission schemes and arrangements for primary and secondary schools.</p> <p>This assessment relates to the proposed Medway Council co-ordinated admission schemes for secondary and primary admissions 2024 and the arrangements being proposed in relation to community and voluntary controlled primary, infant and junior schools only.</p> <p>The changes proposed from last year are as follows:</p> <p>Secondary admissions:</p> <ul style="list-style-type: none"> • revision of dates to fit the 2024/25 admission timeline • increase to the percentage of children assessed as grammar through the Medway Test from 23% to 26% of the Medway cohort, subject to changes to Chatham Grammar, Fort Pitt Grammar and Holcombe Grammar being approved by the Regional Schools Commissioner • <i>Extended Writing Test</i> name updated to <i>Writing Test</i> in keeping with current and up-to-date assessments in school • <i>Mathematics Test</i> changed to <i>Mathematical Skills and Non-Verbal Reasoning Test</i> which includes the additional of non-verbal reasoning assessment to the Medway Test • <i>Verbal Reasoning</i> test name updated to <i>Verbal Skills</i> in keeping with current and up-to-date assessment • further description added to the list of work requested for academic review • further detail added to define what we mean by children who appear to have previously been in state care outside of England <p>Primary admissions:</p> <ul style="list-style-type: none"> • revision of dates to fit the 2024/25 admission timeline • further detail added to define what we mean by children who appear to have previously been in state care outside of England • reduction of Published Admission Numbers for Parkwood Primary School and Crest Infant School from 90 to 60

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2 Summary of evidence used to support this assessment

Eg: Feedback from consultation, performance information, service user.
Eg: Comparison of service user profile with Medway Community Profile

A full 6 week public consultation on the proposed admission arrangements has been undertaken. The Council have received 2 responses to the consultation, which have been considered as part of the proposed outcomes.

3 What is the likely impact of the proposed change?

Is it likely to:

Adversely impact on one or more of the protected characteristic groups

Advance equality of opportunity for one or more of the protected characteristic groups

Foster good relations between people who share a protected characteristic and those who don't

(insert Yes when there is an impact or No when there isn't)

Protected characteristic groups (Equality Act 2010)	Adverse impact	Advance equality	Foster good relations
Age	No	No	No
Disability	No	No	No
Gender reassignment	No	No	No
Marriage/civil partnership	No	No	No
Pregnancy/maternity	No	No	No
Race	No	No	No
Religion/belief	No	No	No
Sex	No	No	No
Sexual orientation	No	No	No
Other (eg low income groups)	No	No	No

4 Summary of the likely impacts

Who will be affected?

How will they be affected?

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The proposed change, if implemented, will have a positive effect on the opportunity for families in the area. The updates to the Medway Test including the test papers and the increase in the proportion of Medway children being assessed grammar will give more Medway children the opportunity to go to grammar school.

The PAN reductions at Crest Infant School and Parkwood Primary School are proposed after careful consideration to forecast pupil numbers for the cohort. Sufficient school places will still be available for families and the reductions will allow schools to consolidate their pupil numbers and staffing levels.

5 What actions can be taken to mitigate likely adverse impacts, improve equality of opportunity or foster good relations?

What alternative ways can the Council provide the service?

Are there alternative providers?

Can demand for services be managed differently?

All applications will be processed in accordance with the co-ordinated schemes and admission arrangements for all schools which is fair for all pupils and provides equality of opportunity.

6 Action plan

Actions to mitigate adverse impact, improve equality of opportunity or foster good relations and/or obtain new evidence

Action	Lead	Deadline or review date
To consider all applications in accordance with the co-ordinated schemes	School Admissions	As part of the admissions process

7 Recommendation

The recommendation by the lead officer should be stated below. This may be: to proceed with the change, implementing the Action Plan if appropriate, consider alternatives, gather further evidence

If the recommendation is to proceed with the change and there are no actions that can be taken to mitigate likely adverse impact, it is important to state why.

That the proposed schemes be adopted following the outcome and taking consideration of the admissions consultation, which closed 11 November 2022.

8 Authorisation

The authorising officer is consenting that the recommendation can be implemented, sufficient evidence has been obtained and appropriate mitigation is planned, the Action Plan will be incorporated into the relevant Service Plan and monitored

Assistant Director

Celia Buxton

Date of authorisation