

Nottingham City Council: Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: Proposed expansion of Fernwood Primary School, Wollaton

Name of Author: Lucy Juby

Department: Access to Learning

Director: Pat & Sarah Fielding

Service Area: School Organisation

Strategic Budget EIA Y/N

(please underline)

Author (assigned to Covalent):

Brief description of proposal / policy / service being assessed:

Between 21 September and 18 October 2015, a four week consultation with parents, carers, staff, governors and community members was undertaken on the proposal to expand Fernwood Primary School from 840 to 1050 places.

This report updates Executive Board on the outcomes of the consultation and seeks approval to move to the next stage of the consultation process, the issuing of Statutory Notices and a four week representation period.

Information used to analyse the effects on equality:

To assess the equalities impact, the January school census data for Fernwood Primary was assessed and this revealed the following: 6.3% of pupils on roll have special educational needs, 25.3% of pupil's first language is not English, 6.4% qualify for free school meals and 42% are BME.

Consultation response data: 21% of respondents to the consultation recorded their ethnicity as BME. 6% were recorded as 'prefer not to say'.

A total of 206 people responded to the consultation. 84 (41%) were in favour of the proposal, 117 (57%) were against the proposal and 4 (2%) had no opinion.

To provide further context it is useful to quantify this against the total number of 1) families and 2) staff at Fernwood Primary: 1) based on the figure of 635 families of children who currently attend the school, 27% of the total number of families responded formally to the consultation. The number of families who objected is only 16% of the total number of families with children at the school. 2) 8% of staff replied formally to the consultation (although many more attended the consultation meeting) and only 2% of the total number of Fernwood Primary school staff objected to the proposal.

	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>

How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
<p>If the proposal to expand Fernwood Primary School is approved, it will provide additional school places in the Wollaton area.</p> <p>The data shown above, highlights the different groups who currently make up the cohort at Fernwood Primary and this is likely to be replicated if the school expands. Which means the proposal will benefit a diverse population of young people, by providing additional places in an "outstanding" primary school.</p> <p>In addition, parents/carers of these children benefit when their child is admitted to the school and they too are likely to be in some of the groups referred to above.</p>	<p>During the 4 week consultation process, proactive efforts were made to engage and consult with the entire school community, via letter, text message, face to face meetings, school gates consultation, Internet, to maximise responses from all represented groups.</p> <p>The two most common concerns raised during consultation relate to the size of the school being too large and traffic volume.</p> <p>As any additional needs of pupils and staff will be considered in the design and delivery of the buildings, there is not expected to be any adverse impact on any particular group.</p> <p>If the proposal is approved, building work to provide 6 new classrooms will be undertaken.</p> <p>There is sufficient space on</p>

Lesbian, gay or bisexual people	<input type="checkbox"/>	<input type="checkbox"/>

	<p>the site to accommodate this and the impact on outdoor space will be minimal. The building work will be fit for the future of the school community, ethos and any pupils or staff with additional needs, without compromising the quality of education. There have already been some alterations to the KS1 hall to increase space and appropriate arrangements will be implemented to accommodate additional children as the school grows. Further outdoor space has also been opened up to KS1.</p> <p>A full transport and traffic assessment is undertaken as part of the planning permission process. To inform this process, there will also be a review of the School's Travel Plan to establish the current concerns and endeavor to find solutions to address them. The viability of potential solutions will be explored with our Road Safety and Traffic Management colleagues, and any proposals would be subject to a full Equality Impact Assessment.</p>
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Older	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults). <i>Please underline the group(s) /issue more adversely affected or which benefits</i>	<input type="checkbox"/>	<input type="checkbox"/>

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Outcome(s) of equality impact assessment:

- No major change needed •Adjust the policy/proposal •Adverse impact but continue
- Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:

Not required.

Approved by (manager signature):

Jonny Kirk
Service Manager – Access to Learning

Date sent to equality team for publishing:

23 November 2015

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).

5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.