

**Title of EIA/ DDM: Approval relating to expansion of Mellers Primary School**

**Name of Author: Sarah Lake**

**Department: Development and Growth**

**Service Area: Major Projects**

**Author (assigned to Covalent): N/A**

**Director: Alison Michalska**

**Strategic Budget EIA Y/N (please underline)**

**Brief description of proposal / policy / service being assessed:**

Expansion work to increase capacity of Mellers Primary from 210 to 420 pupil places and to increase nursery provision from 26 to 52 full time equivalent.

The large majority of pupils come from a wide range of minority ethnic backgrounds. Over half the pupils speak English as an additional language and in total well over twenty different home languages are represented within the school. These proportions are above average. The proportion of disadvantaged pupils, for whom the school receives the pupil premium, is well above average. The pupil premium is funding provided to schools to support looked after children and those known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs is above average.

**Information used to analyse the effects on equality:**

Feasibility study produced as part of the initial options appraisal. Discussions with the school around the needs of staff, pupils and other users on site have taken place as part of the feasibility process.

|  | <b>Could particularly benefit</b><br><b>X</b> | <b>May adversely impact</b><br><b>X</b> | <b>How different groups could be affected</b><br>(Summary of impacts)   | <b>Details of actions to reduce negative or increase positive impact</b><br>(or why action isn't possible)   |
|--|---|---|---|--|
| People from different ethnic groups.                     | <input checked="" type="checkbox"/>           | <input type="checkbox"/>                | The works will ensure access to education for young people in their local area.<br><br>Facilities will be provided to ensure young people have a safe and suitable learning environment appropriate to their needs.<br><br>Creation of a quality teaching and learning space to allow the school to grow.<br><br>All works will be compliant under the Equality Act 2010 and any proposals are discussed with the City Council Access Officer as required. Proposals and works will promote integration and | No negative impact is expected.<br><br>Works will be procured using the East Midland Property Alliance (EMPA) framework that offers a compliant mechanism for procuring works. Works are banded depending on value and there are likely to be a number of contractors appointed to manage works. KPIs are in place to ensure local spend is monitored and involvement with SMEs. |
| 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 checked="" 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"/>                |   |  |
| Lesbian, gay or bisexual people.                         | <input type="checkbox"/>                      | <input type="checkbox"/>                |   |  |
| 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).<br><b><i>Please underline the group(s) /issue more adversely affected or which benefits.</i></b> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

|           |  |
|-----------|--|
| cohesion. |  |
|-----------|--|

**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:**

This proposal provides an opportunity to advance equality in a number of ways. Firstly, there is an opportunity to support and include more children who have special educational needs as well as children from minority ethnic groups through the expansion of the school due to the catchment area it covers. Secondly, the proposal also reduces the need for children to travel to schools further afield by providing additional places within the local area. Thirdly, there may be an opportunity to incorporate social and equality outcomes in the contracts with builders, suppliers and other agents linked to the delivery of the programme.

However caution should be exercised to ensure that support is provided with regard to the organisation of class sizes, as increases may result in negative impacts in terms of learning outcomes for children. Consequently, it is important to conduct regular diversity monitoring which includes the take up rates, attendance and attainment levels of pupils and action taken where necessary to address any areas of concern promptly.

Consultation undertaken should include parents and members of the local community, and as English may not be the first language of the abovementioned, care must be taken to ensure that consultation and engagement methods are as inclusive as possible.

**Approved by (manager signature):**

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