

Equality impact assessment is a legal requirement for all strategies, plans, functions, policies, procedures and services under the Equalities Act 2010. We are also legally required to publish assessments.

### Section 1: Description

Department	Children and Families Services		Lead officer responsible for assessment		Tony Crane	
Service	School Organisation		Other members of team undertaking assessment		Barbara Dale	
Date	29 May 2014		Version		3	
Type of document (mark as appropriate)	Strategy	Plan ✓	Function	Policy ✓	Procedure	Service
Is this a new/existing/revision of an existing document (mark as appropriate)	New ✓		Existing		Revision	
Title and subject of the impact assessment (include a brief description of the aims, outcomes, operational issues as appropriate and how it fits in with the wider aims of the organisation)  Please attach a copy of the strategy/plan/function/policy/procedure/service	<p><b>Decision on the proposed expansion of Manor Park School and Nursery, Knutsford from 210 places (1FE) to 315 school places (1.5FE) for implementation for September 2015.</b></p> <p>There are any other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> <li>Targeted Basic Need Programme - The programme was launched in March 2013 to provide additional funding for school places in areas where they are most needed. Local authorities were invited to bid for funding for new schools, or to expand existing outstanding and good schools.</li> <li>Statutory procedures have taken place on the proposal as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed for Manor Park School and Nursery would increase the capacity by more than 30 pupils and by more than 25%.</li> <li>The Local Authority must comply with statutory requirements as set out in The Education and Inspections Act 2006 (EIA 2006) and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that came into force on 28 January 2014.</li> </ul> <p>The aims, objectives and outcomes of this proposed change are as follows:-</p>					

	<p>The Local Authority is proposing the expansion of Manor Park School and Nursery, which has a current capacity of 210 pupil places. The proposed increase to 315 places will deliver sufficient capacity for the school to become a one and half form of entry (45 places per year group) primary school with a proposed completion date of September 2015.</p> <p>The outcomes of the 4 week representation period are summarised in a report to the School Organisation Sub Committee. In deciding whether to approve the expansion it is a requirement both under DfE guidance and case law that the decision makers should consider the views expressed during the representation period and take into account the Equality Impact Assessment. It is therefore imperative that full details of all views submitted are made available at the decision meeting.</p>
<b>Who are the main stakeholders?</b> (eg general public, employees, Councillors, partners, specific audiences)	<ul style="list-style-type: none"> <li>• Children and their parents and carers</li> <li>• Headteachers of schools in Knutsford</li> </ul>

## Section 2: Initial screening

<b>Who is affected?</b> (This may or may not include the stakeholders listed above)	<ul style="list-style-type: none"> <li>• Children and Young People</li> <li>• Parents / Carers</li> <li>• Schools</li> </ul>
<b>Who is intended to benefit and how?</b>	Young Children and their parents and carers in the Knutsford area.
<b>Could there be a different impact or outcome for some groups?</b>	This proposal will have a positive impact for members of the local community.
<b>Does it include making decisions based on individual characteristics, needs or circumstances?</b>	Any decision on the proposal will not be based on any individual characteristics, needs or circumstances.

EQUALITY IMPACT ASSESSMENT FORM

Appendix 13



<b>Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)</b>											
<b>Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?</b>		Pre – publication consultation took place between 14 January 2014 and 11 February 2014. Key stakeholders were invited to offer feedback on the proposal and a summary of the feedback was presented to the Portfolio Holder meeting on 31. March 2014. The Portfolio Holder gave permission to publish notices and a public notice was issued in the local press on 16 April 2014. The 4 week representation period commenced on 16 April and ended on 14 May 2014. Key stakeholders were invited to offer feedback on the proposal and a summary of the feedback received will be considered by the School Organisation Sub Committee at their meeting of 9 June 2014.									
<b>Is there an actual or potential negative impact on these specific characteristics? (Please tick)</b>											
<b>Age</b>	Y	N	<b>Marriage &amp; civil partnership</b>	Y	N	<b>Religion &amp; belief</b>	Y	N	<b>Carers</b>		N
		✓			✓			✓			
<b>Disability</b>	Y	N	<b>Pregnancy &amp; maternity</b>	Y	N	<b>Sex</b>	Y	N	<b>Socio-economic status</b>		N
		✓			✓			✓			
<b>Gender reassignment</b>	Y	N	<b>Race</b>	Y	N	<b>Sexual orientation</b>	Y	N			
		✓			✓			✓			
<b>What evidence do you have to support your findings? (quantitative and qualitative) Please provide additional information that you wish to include as appendices to this document, i.e., graphs, tables, charts</b>										<b>Consultation/involvement carried out</b>	
										<b>Yes</b>	<b>No</b>
<b>Age</b>	This will positively impact on the number of school places for young people of primary school age in the Knutsford area and thereby increasing opportunities for parental choice, in line with DfE guidance.									✓	
<b>Disability</b>	The proposal will have a marginally positive impact on young people and									✓	

	parents with a disability because the provision of additional places will overall provide sufficient places closer to person's place of residence. The proposal will also offer greater parental choice for those families with wider caring responsibilities for household members with a disability.		
<b>Gender reassignment</b>	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.</p>	v	
<b>Marriage &amp; civil partnership</b>	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the school are made following the published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without reference to the marital status of the parent/carer.</p>	v	
<b>Pregnancy &amp; maternity</b>	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the school are made following the published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without reference to the status of the parent/carer</p>	v	
<b>Race</b>	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. Based on the October	v	

	<p>2012 School Census data</p> <p>The recorded data for Manor Park School and Nursery is:</p> <ul style="list-style-type: none"> <li>• 93% White</li> <li>• 0.5% Mixed/Dual Background</li> <li>• 5% Asian or Asian British</li> <li>• 1% Black or Black British</li> <li>• 0.5% Other Groups or Not recorded</li> </ul> <p>The average recorded data across the Knustford primary schools is:</p> <ul style="list-style-type: none"> <li>• 91% White</li> <li>• 3% Mixed/Dual Background</li> <li>• 3% Asian or Asian British</li> <li>• 1% Black or Black British</li> <li>• 2% Other Groups or Not recorded</li> </ul> <p>The local authority has no reason to believe that any proposed expansion of schools would result in an overall change to the current demographics.</p>		
<p><b>Religion &amp; belief</b></p>	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. The school proposed for expansion is a Community school and admission applications are considered against the Local Authority's published admission arrangements and over subscription criteria. Religion and belief do not form part of the admission arrangements or over subscription criterion and all applications will be considered on an equal basis irrespective of religious belief.</p>	<p>✓</p>	
<p><b>Sex</b></p>	<p>Based on the October 2012 School Census the gender balance between girls and boys currently attending Manor Park School and Nursery is 54 % male and 46 % female. This compares to a combined school population across</p>	<p>✓</p>	

	Knutsford of 49% male and 51% female.		
<b>Sexual orientation</b>	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.	v	
<b>Carers</b>	The proposal will have a marginally positive impact on persons with dependents and will offer greater parental choice for those families with wider caring responsibilities.	v	
<b>Socio-economic status</b>	It is considered that the proposal will have a positive impact on those children/young people included in this group as the proposal, if agreed, will provide more places locally for local families.	v	
<b>Proceed to full impact assessment? (Please tick)</b>			
	Yes	No <input checked="" type="checkbox"/>	Date

If yes, please proceed to Section 3. If no, please publish the initial screening as part of the suite of documents relating to this issue

### Section 3: Identifying impacts and evidence

This section identifies if there are impacts on equality, diversity and cohesion, what evidence there is to support the conclusion and what further action is needed

Protected characteristics	Is the policy (function etc....) likely to have an adverse impact on any of the groups?  Please include evidence (qualitative & quantitative) and consultations	Are there any positive impacts of the policy (function etc....) on any of the groups?  Please include evidence (qualitative & quantitative) and consultations	Please rate the impact taking into account any measures already in place to reduce the impacts identified High: Significant potential impact; history of complaints; no mitigating measures in place; need for consultation Medium: Some potential impact; some mitigating measures in place, lack of evidence to show effectiveness of measures	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)

**EQUALITY IMPACT ASSESSMENT FORM**

**Appendix 13**



			Low: Little/no identified impacts; heavily legislation-led; limited public facing aspect	
<b>Age</b>				
<b>Disability</b>				
<b>Gender reassignment</b>				
<b>Marriage &amp; civil partnership</b>				
<b>Pregnancy and maternity</b>				
<b>Race</b>				
<b>Religion &amp; belief</b>				
<b>Sex</b>				
<b>Sexual orientation</b>				
<b>Carers</b>				
<b>Socio-economics</b>				
<p><b>Is this project due to be carried out wholly or partly by contractors? If yes, please indicate how you have ensured that the partner organisation complies with equality legislation (e.g. tendering, awards process, contract, monitoring and performance measures)</b></p>				

**Section 4: Review and conclusion**

Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed			
Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
<p><b>During the pre – publication consultation process concern was expressed regarding the 2013 Key Stage 2 results;-</b></p>	<p>From 2012 the method of assessment for Key Stage 2 results changed to assess reading, writing and maths. In 2012 the % of children attaining Level 4 in reading , writing and maths for Manor Park was 85%, in 2013 this reduced to 58%. The results will vary year on year dependent on the cohort of children and 2 major contributing factors to the differing results were :-</p> <p>In 2012 there were 28 children in the cohort against a cohort of 19 in 2013 - This meant that in 2012 each child equated to just under 3.6% of the overall score, whereas in 2013 this increased to 5.2% per child of the overall score.</p> <p>In 2012 - 22% of the cohort were registered as having Special Educational Needs, in 2013 this increased to 24%. of the cohort.</p> <p>In addition to the key stage results a school is also measured on its Value Added Score. The Value Added Score is a measure of progress that individual pupils have made between taking assessment tests when they are generally aged 7 and in Year 2 (KS1) and assessment tests when they are generally aged 11 and in Year 6 (KS2). Each pupil's value added score is based on comparing their KS2 performance with the median - or middle - performance of other pupils with the same or similar results at KS1. The individual scores are averaged for the school to give a score that is represented as a number based on 100. At KS1 to KS2, for schools with 30 or more pupils in the value added measure, measures of 99.1 to 100.9 represent broadly average performance. The overall Value Added Score for Manor Park School and Nursery for 2013 was 99.4.</p> <p>LA monitor and record all schools attainments on a yearly basis. Any concerns are discussed and</p>		

	addressed with the head and governors of the school.		
<b>During the 4 week representation period concern was expressed regarding increased traffic and parking in the area.</b>	The school have undertaken a “ Safer Routes to School” survey and analysis to identify the various methods of how children travel to school. Only 44 parents returned the survey but of those returned 69% of children walked to school, 3 % cycled , 5% came by car and 13% used a combination of walking and car . The school will continue to encourage children to walk or cycle to school either in groups or with parents and older siblings and parents will be reminded to exercise consideration when parking near the school.		
<b>Please provide details and link to full action plan for actions</b>			
<b>When will this assessment be reviewed?</b>			
<b>Are there any additional assessments that need to be undertaken in relation to this assessment?</b>			
<b>Lead officer signoff</b>		<b>Date</b>	
<b>Head of service signoff</b>		<b>Date</b>	

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