

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, Families & Adults		Lead officer responsible for assessment		Rob Hyde	
Service	School Organisation		Other members of team undertaking assessment		Barbara Dale	
Date	11 January 2013		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 √	
<p>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)</p> <p>Please attach a copy of the strategy/plan/function/policy/procedure/service</p>	<p>Following the Portfolio Holder's decision of 3 December to issue a statutory notice on the proposed expansion of Pebble Brook Primary from 1FE to 1.5FE a 4 week representation period commenced on 20 December 2012 and concluded on 17 January 2013.</p> <p>During that 4 week representation period no representations were received and consequently the proposed expansion of Pebble Brook is progressing to Cabinet on the 4 February 2013. Cabinet will be asked to approve to the expansion of Pebble Brook Primary School, Crewe from 210 school places to 315 with a planned implementation date of 1 September 2013.</p> <p>There are any other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> • Children and Families Department Capital Strategy 2012/2013 • Statutory consultation has been undertaken for this proposal as the changes, if approved, will fall within the category of a significant enlargement. The additional accommodation proposed for Pebble Brook 					

Primary would increase the capacity by more than 30 pupils and by more than 25%.

- 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 2007 (as amended by The School Organisation and Governance (Amendment)(England) Regulations 2007 which came into force on 21 January 2008 and The School Organisation and Governance (Amendment)(England) Regulations 2009 which came into force on 1 September 2009).
- The outcomes of consultation were summarised in a report to the Portfolio Holder for a decision on 3 December 2012. In deciding whether or not to give permission to publish proposals it is a requirement both under DfE guidance and case law that the decision maker should consider the views expressed during consultation and take into account the Equality Impact Assessment. It was therefore imperative that full details of all views submitted were made available at this decision making meeting.

The aims, objectives and outcomes of this proposed change are as follows:-

The proposal, if determined, will provide additional school places in a local primary school. In addition, this will deliver a level of operational surplus for the Local Authority, which is a level of spare capacity intended to accommodate reasonable journey times to school, some degree of parental choice, and flexibility to allow for mid-year entrants. The proposal will have a significant positive impact on the current projected shortfall in school places in Crewe and will have, at worst, a neutral impact on vulnerable and minority groups in the Community.

The Crewe Local Area Partnership (LAP) has 21 primary schools and 5 secondary schools covering the areas of Crewe, Nantwich, Sandbach, and Shavington. Currently the total primary school capacity across this area is 6992 pupil places. Forecasts using January 2012 school census data indicated that across the area

	<p>as a whole there will be a shortfall of 416 pupil places by 2017.</p> <p>The 14 primary schools located in the Crewe town area of this Local Area Partnership, which includes Pebble Brook Primary currently provide 4936 pupil places increasing to 5185 from September 2013. It is in this area where demand for places has increased significantly producing a forecast shortfall of 156 pupil places by 2017.</p> <p>Pebble Brook Primary is a popular and successful school and forecasts informed by January 2012 school census data indicate that based on current intake patterns this school will have insufficient capacity to meet demand and is therefore proposed for expansion.</p> <p>In making this recommendation the Local Authority has given consideration to a number of issues including the number of pupils in each school's catchment area, the number of first preferences received for each school, the current size of the school together with the school sites and those suitable for expansion and the likely costs of extension. Suitable schools also needed to be central to the area of Crewe where the extra places are required.</p>
<p>Who are the main stakeholders? (eg general public, employees, Councillors, partners, specific audiences)</p>	<ul style="list-style-type: none"> • Children and their parents and carers • Headteachers in schools in Crewe

Section 2: Initial screening

<p>Who is affected? (This may or may not include the stakeholders listed above)</p>	<p>Children and Young People Parents / Carers Schools</p>
<p>Who is intended to benefit and how?</p>	<p>Young Children and their parents in the Crewe Town area</p>

EQUALITY IMPACT ASSESSMENT FORM

Annex 3



Could there be a different impact or outcome for some groups?												This proposal will have a marginal positive impact for members of the local community.											
Does it include making decisions based on individual characteristics, needs or circumstances?												Any decision on the proposal will not be based on any individual characteristics, needs or circumstances											
Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)												None											
Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?												None											
Is there an actual or potential negative impact on these specific characteristics? (Please tick)																							
Age			Y	N	Marriage & civil partnership			Y	N	Religion & belief			Y	N	Carers			Y	N				
				✓					✓					✓					✓				
Disability			Y	N	Pregnancy & maternity			Y	N	Sex			Y	N	Socio-economic status			Y	N				
				✓					✓					✓					✓				
Gender reassignment			Y	N	Race			Y	N	Sexual orientation			Y	N									
				✓					✓					✓									
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																		Consultation/involvement carried out					

		Yes	No
Age	This will positively impact on the number of school places for young people at Primary school age in the Crewe area.		
Disability	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 peoples place of residence. The proposal will also offer greater parental choice for those families with wider caring responsibilities for household members with a disability.		
Gender reassignment	As the Admission Authority 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.		
Marriage & civil partnership	The Admission Authority is bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. As a foundation School the Governing Body are the Admission Authority Admissions to the school are made following the Governing Bodies admission arrangements and over subscription criteria. All applications are considered against by the Governing Body against their over subscription criteria on a equal basis without reference to the marital status of the parent/carer.		
Pregnancy & maternity	As a foundation School the Governing Body are the Admission Authority Admissions to the school are made following the Governing Bodies admission arrangements and over subscription criteria. All applications are considered against by the Governing Body against their over subscription criteria on a equal basis without reference to the status of the parent/carer.		

<p>Race</p>	<p>The Admission Authority are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Race is recorded as the following from Pebble Brook school:</p> <ul style="list-style-type: none"> • 87% White • 3% Mixed/Dual Background • 3% Asian or Asian British • 3% Black or Black British • 4% Other Groups or Not recorded <p>Across all schools in Crewe the following data is recorded:</p> <ul style="list-style-type: none"> • 92% White • 3% Mixed/Dual Background • 2% Asian or Asian British • 1% Black or Black British • 2% Other Groups or Not recorded 		
<p>Religion & belief</p>	<p>Pebble Brook Primary School is a Foundation school and the Governing Body is the Admission Authority. All applications are considered against the admission arrangements and over subscription criteria as determined by the Governing Body. The over subscription criteria make no reference to religion or belief and all applications are considered on an equal basis irrespective of religious belief.</p>		
<p>Sex</p>	<p>The Admission Authority is bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. There is an equal gender balance. Girls represent 53% of the Pebble Brook pupils with boys 47%. This represents a similar school population demographic across all Crewe schools with 51% male and 49% female.</p>		
<p>Sexual orientation</p>	<p>The Admission Authority is bound by the Admissions Code and Regulations</p>		

	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		
Carers	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		
Socio-economic status	It is considered that the proposal will have a positive impact on those children/young people included in this group because 33% of pupils within Pebble Brook (Reception to Year 6) are eligible for free school meals. Across all of the Crewe primary schools 17% are eligible.		
Proceed to full impact assessment? (Please tick)			
	Yes	No <input checked="" type="checkbox"/>	Date 30.11.2012

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 Low: Little/no identified impacts; heavily legislation-led; limited public facing aspect	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)
Age				
Disability				
Gender reassignment				
Marriage & civil partnership				

EQUALITY IMPACT ASSESSMENT FORM

Annex 3



Pregnancy and maternity				
Race				
Religion & belief				
Sex				
Sexual orientation				
Carers				
Socio-economics				
<p>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)</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
Religion & Belief	<p>Feedback from consultees during the formal consultation period was low with the Local Authority only receiving 8 responses, of these, 6 indicated support for the expansion and 1 indicated “ no objection” and 1 did not support the expansion.</p> <p>The main comments received during consultation were in relation to the need to review the current capacity at the Catholic primary school serving this area in response to changing demographics in the town and increasing demand for faith education. In response officers met with the local catholic school and representatives of the Diocese and further analysis is already underway to address the significant increase in demand for primary school places in the Crewe area and included in this analysis is the need to ensure that there are sufficient places for families seeking a faith education to ensure diversity of provision in response to local demand.</p>	Barbara Dale	Sep 2013

Please provide details and link to full action plan for actions			
When will this assessment be reviewed?			
Are there any additional assessments that need to be undertaken in relation to this assessment?			
Lead officer signoff		Date	
Head of service signoff		Date	

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