

HARINGEY COUNCIL
EQUALITY IMPACT ASSESSMENT FORM



Service: BSF

Directorate: Children & Young People's Service

Title of Proposal: BSF project – Heartlands School

Lead Officer: Adam Srodzinski (Project Manager)

Names of other Officers involved: Barry Fenby (Transformation Coordinator), & wide range of other agents and contractors acting for the council, including architects, cost consultants

Step 1 - Identify the aims of the policy, service or function

State what effects the proposal is intended to achieve and who will benefit from it.

1. 1 Project outline

- ❖ Heartlands High School (HHS) is one of 12 schools in the BSF programme that has completed its pre-construction stage and is moving to the main stage of the Design and Build programme. Procurement Committee approval is now being sought to award the main works design and build contract for HHS
- ❖ HHS is a new, purpose-built 11-16, eight forms of entry community school, which will create a building specifically designed for 21st century learning.
- ❖ A temporary governing body is in place, and a Headteacher Designate and Deputy Head Designate have been appointed, all of whom are heavily engaged in the consultation processes to date
- ❖ Following significant and sustained consultation the work will comprise:
 - 8 forms of entry (with 6 FE for initial intake, as a temporary measure to support the building schedule)
 - purpose-built teaching & learning facilities for core and foundation subjects
 - facilities to support a Visual Arts and Media specialism
 - high quality ICT infrastructure, to support management information systems and effective learning
 - ASD provision for up to 25 students
 - Additional SEN Facilities, including BESD provision, to reduce the likelihood of exclusion
 - Facilities for independent learning
 - Facilities for student recreation
 - Facilities accessible for community use

1.2 What effects the proposal is intended to achieve

- ❖ The Heartlands project supports CYPS and national goals, by (i) increasing school places in Haringey, thereby enhancing diversity and choice (ii) improving examination outcomes for students transferring to secondary education in Haringey (iii) benefitting these students' personal development & well-being (iv) enhancing Haringey's facilities for community use
- ❖ The school will have strong provision for its core curriculum, for its specialism, and for vocational education (delivered in partnership with other providers), promoting choice and diversity, but also quality of outcomes, to increase local 16+ stay-on rates, and employability
- ❖ Access to high quality ICT provision will reduce the 'digital divide' for families with limited ICT access at home and enhance the learning activities for all students
- ❖ A managed learning environment will enable any parent to securely access information on their child, such as attendance, homework and progress

Who will benefit?

- ❖ The nearest primary schools include Alexandra Primary, Earlham, Nightingale, Bounds Green, Noel Park, St Paul's RC, St Michael's (N22)

- ❖ Whilst it is anticipated that the majority of HHS students will be from these schools, the HHS admissions arrangements (which preference students by distance from school, then by sibling attendance) may not exactly correlate with particular primary schools
- ❖ The greater choice of schooling available for local residents will differentially support areas of high deprivation, supporting the BSF goal of breaking the link between disadvantage and low achievement. Data on local wards shows relatively high levels of deprivation, which is replicated in most of the local primary schools. All of the schools listed above have a deprivation indicator higher than the national average (0.21), with most of the local primary schools being over twice this figure, and in some cases nearly three times the average
- ❖ Similarly, the area/schools which HHS will serve include a significantly higher proportion of minority ethnic groups than the national norm. Most local primary schools listed above, for example, have over 85% of students from minority ethnic groups, compared to the national average of 23.3%
- ❖ The broader local community, which will have improved access to community facilities through HHS, also has a significantly higher proportion of minority ethnic groups than the national average

Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm

2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:

- **are significantly under/over represented in the use of the service, when compared to their population size?**
- **have raised concerns about access to services or quality of services?**
- **appear to be receiving differential outcomes in comparison to other groups?**

2a

Groups significantly under/over represented in use of the service, when compared to their population size

As this is a new school, and as we cannot specifically at this stage identify the profile of users, the most relevant data are those relating to Key Stage 2 provision in the locality of HHS

- ❖ **Age:** the school will serve the 11-16 age group; community users will be of varied ages, with high representation of adults with school-age children (i.e. parents of HHS students), a high representation of younger students (weekend activity groups)
- ❖ **Gender - students:** overall, across local primary schools, the gender pattern is in line with national averages (c 48.9% girls). Some local primaries have slightly above the national proportion of girls (Nightingale, Earlham for example), with others slightly below
- ❖ **Ethnicity:** all local primary schools have a higher proportion of minority ethnic groups than the national norm. Whilst the particular mix of groups varies from school to school, ' Any other white background', Black & Black British – African', and ' Black or Black British – Caribbean' are typically the largest single groups
- ❖ **Religion and other beliefs;** from the data available, there is a broad range of religious and other beliefs within the local wards, and local primary schools; as there is no requirement on community user groups to declare a religious/belief affiliation, it is not possible to identify the profile of users of community facilities in primary schools
- ❖ **Disability:** local primary schools typically have slightly above the national average proportion of students with SEN, and below the national average Key Stage 1 attainment measure
- ❖ **Sexual orientation:** schools do not hold data on student sexual orientation, unless confidentially divulged by individual students; similarly, schools do not hold such records on other users.

Groups that have raised concerns about access to service/service quality

- ❖ Community groups, as with the local authority, are aware that whilst some performance gaps are narrowing (see various CYPS reports to elected Members), this process needs to be accelerated, to achieve Bright Futures goals
- ❖ An overview of primary school attainment patterns is provided in the following section

Groups which appear to be receiving differential outcomes in comparison to other groups
HHS is a new school, so technically, no groups are receiving differential outcomes in relation to this particular project submission. It is however, helpful to summarise differential outcomes across the sector from which the new school will draw its students

- ❖ In summary, HHS is likely to welcome many students whose progress from Key Stage 1 to Key Stage 2 was as good as or better than national norms, and others who have underachieved. The challenge will be to address prior underachievement for the latter group, and maintain good progress rates for the former group
- ❖ *Gender - students:* girls in Haringey outperform boys in English at L4+ by 12% and at L5+ by 8% (national difference is 9% at L4+ and 13% at L5+). In maths girls score the same as boys at L4+ (national boys are 1% higher), at L5+ boys outperform girls by 5% (national difference is 7% in favour of boys). In science there is a 4% difference in favour of girls at L4+ (2% national difference), and a 3% difference at L5 (2% national difference)
- ❖ Achievement in local primary schools is variable, with more than one having Key Stage 1- 2 achievement significantly below expectations for girls, or boys, or both. Other local schools, however, show both boys and girls making appropriate progress
- ❖ *Ethnicity:* in English at L4+, the gap between the Haringey results and the results of all the larger ethnic groups has generally been closing slowly. Haringey African pupils are 1% below their national 2007 peers. Caribbean pupils are 3% below national peers and White UK pupils are 8% above national peers. In relation to local primary schools, patterns vary. In most, minority ethnic group progress is in line with or better than national, but in more than one, there is some significant underachievement for specific minority ethnic groups
- ❖ *Religion and other beliefs:* in relation to local primary schools, there does not appear to be a direct correlation between religion/belief and underachievement
- ❖ *Disability:* in local primary schools, students with SEN tend, as would be expected, to have standards below national and school norms, but SEN students' achievement varies
- ❖ *Sexual orientation:* schools do not hold data on student sexual orientation, unless confidentially divulged by individual students; similarly, schools do not hold such records on other users.

2 b) What factors (barriers) might account for this under/over representation?

- ❖ *Ethnicity:* the lower attainment of particular groups on entry to the school has multiple causation, including: high levels of disadvantage; EAL; factors associated with prior schooling and low prior attainment; factors associated with refugee/asylum-seeker status. It is difficult to generalise about reasons for the underachievement of the under-achieving ethnic groups across different schools, particularly where the actual numbers are low, & there is multiple causation, but in at least one local primary school, there is significant underachievement for several groups, including those not from minority groups
- ❖ *Disability:* see 2a, above

Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect existing barriers and what actions you will take to address any potential negative effects.

3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)

	Reduce barriers	
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Comment

- ❖ Proposal will **reduce** barriers, by widening choice of school, increasing school places, and making specific provision for students with ASD

3 b) What specific actions are you proposing in order to respond to the existing barriers and imbalances you have identified in Step 2?

- ❖ As a new school, HHS does not yet know the precise breakdown of student needs, as parental choices for its first year intake are not made until autumn 2009. Nevertheless, the new school is being set up to promote good progress for all learners
- ❖ *Gender*: boys' and girls' achievement, thence attainment, will benefit from: high quality teaching and learning accommodation; good private study/independent learning facilities; state-of-the-art ICT provision to support learning; sufficiency of teaching accommodation to allow appropriately-sized groups in core subjects, and a good range of other subjects (including applied and vocational provision at 14-16 level.). Specific provision has been made for students with short or medium behavioural difficulties to have a closer attention in a different environment within the school that gets them back on track and avoid exclusions.
- ❖ *Ethnicity*: achievement, thence attainment, for all minority ethnic groups will benefit from measures described in Gender section, above
- ❖ *Religion or other beliefs*: no particular issues
- ❖ *Disability*. The new works are fully compliant with DDA, statutory legislation and DCFS Building Bulletins. Learner achievement, personal development & well being will benefit from: social space; Students with SEN will also have achievement, thence attainment, raised by measures described in the gender section, above & the additional spaces created will facilitate the school in continuing to provide more personalised support for the growing School Action cohort to meet their needs in a more appropriate way. The BSF project includes additional funding for furniture, fittings & equipment to support students with ASD, which will enable the school to widen access & participation for this particular group
- ❖ Community users (particularly the elderly or less mobile) will benefit from access to zoned areas of the school including ICT facilities that are fully DDA compliant.
- ❖ The design allows for flexibility of spaces and rooms, should the school's needs change with time

3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?

- ❖ The BSF project cannot in itself widen provision for community users, Revenue funding (which BSF cannot provide) to sustain this provision is the key challenge. This is being addressed through the newly appointed extended services team and will also be addressed within the schools specialist community plan (to be developed at a later date)
- ❖ The BSF project in itself cannot provide high quality teaching and support staff, but plans are in place to recruit the best available staff on the market, driving achievement and attainment measures above targets.
- ❖ The recruitment of the Headteacher and Deputy Headteacher for September 2009 and other key teaching personnel a term in advance of the school opening will enable the establishment of a strong ethos, effective planning and training.
- ❖ Underachievement by identified ethnic groups (above) will be addressed by measures including: setting of ambitious individual targets for each student, based on prior attainment, against which progress can be tracked (below) ; training for staff on effective Assessment for Learning; close working partnerships with parents/carers, in particular specific target groups; use of MEAP and BPAP programmes including Coaching for Success led by teachers with specific responsibilities; use of progress tracking data, on a case-by-case basis, working with students, teachers, parents/carers on individualised strategies to accelerate progress
- ❖ The measures outlined above will also be used to ensure that gender-related underachievement is challenged
- ❖ Standards for SEN students will benefit from measures identified in the previous paragraph, &, additionally, mapping of SEN provision with responsibility taken by Learning Support teachers and the appointment of Higher Level Teaching Assistants. Specialist support and facilities will be available for students with Asperger's Syndrome (ASD), augmented by BSF-related funding for furniture, fittings & equipment.

Step 4 - Consult on the proposal

Consultation is an essential part of impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal, ensuring that you cover all the equalities strands. Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?

- ❖ The whole BSF project for this school has been driven by a major public consultation and bidding process point at the beginning of the project. Haringey Council's Proposal for a New Secondary Community School was published supported by extensive public consultation.
- ❖ A competition was carried out by the Office of the Schools Adjudicator. Extensive public consultation was required during this process prior to the Adjudicator's decision in favour of Haringey Council's proposal for a non-denominational community school.
- ❖ A School Vision document expanded Haringey Council's proposals, this fully incorporated the New Secondary Curriculum and detailed what the project was to comprise.
- ❖ Partnership for Schools were extensively consulted and involved in translating the Schools Vision into a detailed curriculum and staffing model that met the guidelines of Building Bulletin 98. The developed proposals were subject to regular consultation with governors (including representatives of the local community), elected members and senior education advisers and officers.
- ❖ Task groups of subject specialist teachers were established to advise on particular aspects of teaching environment design layout and equipment, particularly so with the development of Science provision in line with The Faraday project.
- ❖ All junior schools in Haringey were invited to participate and be involved in the naming of the New School; this generated considerable interest and a feeling of involvement amongst students. Their proposed name was adopted by the Council.
- ❖ Prospective parents meetings were held in all local junior schools and a register of participants compiled who agreed to act as an informal consultation group on specific school issues. Matters of branding, school Logo and uniform proposals are to be discussed with them.
- ❖ The Temporary Governing Body with its range of sub committees has assumed a key stakeholder and community representative role in all aspects of the developing school. They have reviewed and adopted the schools vision statement and receive update reports on the emerging built and landscaped environment.
- ❖ Haringey Council's proposal and School Vision has driven the project, with Governors and Partnership for Schools carefully monitoring the emerging design, to ensure the users' aspirations are to be fully met.
- ❖ Any design proposal from architects, or ICT consultants or Landscape Designers that were not in accordance with the vision document was challenged by the school &/or BSF team, unless it was an affordable **enhancement** to what consultees prioritised in their vision statement.
- ❖ Exemplar CABE review demonstrating their review process used the Heartlands High School design Proposal as a vehicle for discussion, the key outcomes from the discussion have been subject to detailed consideration and proposed amendments.
- ❖ As Haringey Council's Proposal and School Vision, fully adopted by Governors and the appointed Headteacher designate have driven the project, there are relatively few concerns raised by subsequent consultations, & those that were tended to be of a technical nature

Group /Body consulted	Focus of consultation	Frequency & timing of consultation	Concerns/Issues raised by consultees	Overall message from consultees
School's Temporary governing body (including parents, community representatives & Headteacher designate.)	Haringey Council's Proposal and School Vision for development of a new provision as funded by BSF	Haringey Council's and Governors detailed written proposals, specifying what they wanted the project to deliver in terms of improved student & community facilities and outcomes, with a clear statement on design & ICT features they saw as priorities.	Not applicable	Haringey Council and Governors made clear that their main goal was to raise achievement for all sections of school community
	Design Quality Indicator workshop to be attended by Governors, Headteacher, Deputy Headteacher, Education Officers, parents and students	Reviewing priorities, & match of priorities to emerging design		To be determined
	Initial design proposals (Stage B)	Briefing prior to Stage B signoff, then formal signoff of proposals		Partnership for Schools, and New School Project Board reviewed and signed off proposal.
	Stage C design proposals	As above		Temporary Governing Body, Partnership for Schools and New School Project Board reviewed and signed off proposals
	Stage D design proposals	As above		Signed off proposals
	Final detailed proposals for works – "Employers Requirements"	Detailed information on all aspects of proposals provided	None	Proposals agreed
	Seeking confirmation that governing body was satisfied with the consultation process, and that the design is in line with the governors views expressed in their vision document (see above)	Prior to Final Business Case	None	Formal confirmation agreed from governing body, that they are satisfied with process and outcome
	Head teacher	Head teacher	Monthly full	Schedule and

Designate	Designate involved in governing body consultation process and sub committee meetings.	Governing Body and sub committee meetings	timetable for completion of building in readiness for reception of first cohort of students	
	Detailed briefings and updates from Education Consultant, Project Manager and Architects for project immediately upon appointment. School vision, curriculum, staffing, budget and branding are areas of detailed focus.	Regular meetings and half day workshop sessions with Education Consultant, Project Manager, architects, ICT consultants, FF&E consultants, plus regular telephone & email discussion.	Wide range of issues emerging during development of project, all of which are in the process of being addressed	Headteacher confident with process and strategies for addressing issues in pursuance of expected programme outcome.
Subject Teacher task groups	As no subject teachers will be appointed to the school until April 2010 there has been limited opportunity for Consultation on detail of room adjacencies; room layouts; ICT specifications. Where required this has been achieved through Subject teacher task groups, Education Consultant and Professional Association Representation	As required by programme timetable.	A range of issues covered especially relating to practical subjects. Most concerns resolved. Issue of size and location of the two Staff Rooms considered in detail and the impact on the SEN provision if they were to be amalgamated into one space.	Proposals meet the aspirations of the New Secondary Curriculum and provide a flexible and adaptable teaching and learning environment.
Students	<p>The first intake of 162 students is not scheduled until September 2010.</p> <p>The name of the 'New school' was subject to a competition involving all Haringey Junior Schools.</p> <p>Consultation on a range of aspects of project including Joined Up Design project run by the</p>	Specific purpose activity linked to the development programme.		Student suggestions were adopted and engendered a sense of participation.

	Sorrell Foundation.			
Parents	<p>All aspects of Haringey Council's Proposals and Governors School Vision for an 11-16 Secondary School specialising in Visual Arts and Media.</p> <p>Curriculum provision, including core subjects, Science sports and extra curricular activities</p>	<p>Involvement through prospective parents who registered an interest in acting as an informal consultation group. Specific focus meetings held at required times in accordance with programme calendar.</p> <p>input into governors' vision document via parent governors; parent governor representation throughout process; drop-in sessions with architects</p>	<p>Understanding of a Secondary Schools curriculum with special reference to the New Secondary Curriculum</p> <p>Provision for extended school study arrangements and extra curricular activities.</p>	<p>Proposals for a Community School with a central Learning Resources Centre and excellent ICT provision was warmly welcomed by parents.</p> <p>The emphasis on excellent performance in Core Subjects along with the Media Specialism was seen as an appropriate balance for students.</p>
Community Users & general public	<p>Negotiations and agreements with the Guardians of Wood Green Common.</p> <p>Negotiations with the Alexandra Park Football and Cricket Club relating to shared use of the Club's and School facilities.</p> <p>Discussions and updates for the Stakeholder Engagement Officer for Transport for London and Arriva London relating to the future school transport requirements for students.</p> <p>Discussions with Haringey's Bio Diversity Group on the proposed landscape designs and conservation corridor.</p>	<p>Regular and ongoing meetings held as required by the schedule of the programme.</p>	<p>logistical concerns regarding the impact of the actual works and on going requirements of the student and local community – ongoing consultation to address this</p>	<p>The diverse range of issues have been seriously considered by the BSF programme and acceptable solutions found.</p>

4 b) How, in your proposal have you responded to the issues and concerns from consultation?

- ❖ There has been an intensive consultation process, over several years, with detailed records kept of all changes to design, all of which have been subject to scrutiny by Partnerships for Schools, the BSF board (with elected members represented), and the governing body
- ❖ At all design stages and major decision-making points, there has been formal consultation
- ❖ During the consultation process the environmental conditions were a key concern of the school. Throughout the design stage these have been discussed and resolved. Although these were included within the original brief the project team has focussed on at the health and well being of the user groups to ensure appropriate ventilation, acoustics and lighting is provided.
- ❖ It is impractical to summarise the vast numbers of ongoing modifications to the design over the past 3 years, but the key issues raised & resolved are as below;
- ❖ Logistical concerns will be addressed by restricting delivery times in conjunction with detailed coordination of larger deliveries and on going consultation with residents during technical \ large load deliveries to minimise disruption.

4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?

- ❖ Feedback provided to major constituencies through: Project Manager written & oral feedback to Head teacher Designate; written & oral reports to governors by Head &/or . Project Manager/Transformation Manager;
- ❖ Five major public consultation events throughout the development of the project and providing feedback to responses. Consultation with parents at each of 20 local primary schools ; regular updates in newsletters and on Haringey website;
- ❖ The key concerns raised in relation to equalities have been about the school's admissions policy. Parents have been assured that admissions arrangements in the first year are in line with pan-London admissions, which prioritise SEN and looked after children then allocate places on the basis of distance from school. This will ensure the school serves its local community. In subsequent years siblings will also be given priority in the admissions arrangements. Other major concerns have been about the impact of the school on the local community. Extensive planning is taking place to minimise this risk, including work with parks, transport and planning.

Step 5 - Addressing Training

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

Do you envisage the need to train staff or raise awareness of the issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?

- ❖ As HHS is appointing its all its staff 'from the market', it is in a strong position to select staff who are already au fait with the Governors' and Head Designate's high expectations
- ❖ In addition to thereby pre-empting some training needs, the school will be establishing a strong CPD/training programme for all appointees, including training on: assessment for learning focused through its specialist school methodologies; curricular target-setting & progress tracking of student performance; effective use of ICT, provision for students without access to home facilities; teaching bilingual learners; strategies to raise achievement of target groups
- ❖ All staff will have individual performance management plans, containing customised CPD/training programmes

Step 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Equalities Team.

What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?

- ***Who will be responsible for monitoring?***
- ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***
- ***Are there monitoring procedures already in place which will generate this information?***
- ***Where will this information be reported and how often?***

The following monitoring arrangements are in place in respect of equalities issues in respect of provision & outcomes for all EIA target groups, & provision for user groups:

- ❖ Annual:
 - school outcomes & provision reviewed by school, logged in school Self-Evaluation framework (SEF), then scrutinised by School Improvement Partner (SIP); outcomes reported to governing body & LA SIP coordinator, feeding into CYPS review
 - review of outcomes by Haringey School Improvement officers, & intervention if significant negative trends identified
- ❖ Every 2-3 years: OfSTED inspection reviews & judges quality of all aspects of school, including equalities issues; outcomes published nationally
- ❖ Annual review of Specialist Schools Plan targets with particular reference to community outcomes
- ❖ One year after BSF works completion: review of impact by independent DQI assessor; outcome fed to BSF Board, which has elected member representation.
- ❖ The implementation of the School's Equality Scheme (SES) will allow the school to monitor issues in relation to race, gender, age, disability, religion and sexual orientation. The SES will also identify the key Equality Impact Assessments that the school proposes to undertake and will link in with the key issues raised in the BSF programme.

Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Ethnicity	Gender	Religion or Belief	Sexual Orientation
	<p>Improved SEN student achievement, through:</p> <ul style="list-style-type: none"> - Improved access to in school (new build elements) - Reduced exclusion risk, via new BESD facility - Additional facilities for students with ASD (FF&E details currently being determined through consultation with the authority's experts on ASD provision) 	<ul style="list-style-type: none"> - Improved achievement for under-achieving ethnic groups, by means other than BSF (see detail in document) - Improved achievement by all minority ethnic groups (most achieving well), by virtue of over half of students being from these groups, therefore benefiting from project 	<ul style="list-style-type: none"> - Both male & female students achieve well at this school. All will benefit, however, from this project 	<ul style="list-style-type: none"> - No discrete underachievement is currently existing for Muslim students or site users - All students will benefit from this project 	<ul style="list-style-type: none"> - Whilst sexual orientation is not logged by schools, students of all orientations will benefit from the project

Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead person	Timescale	Resource implications
The guidance note says that <i>"Summarise the actions that are recommended against each of the risks/potential adverse effects on each of the groups covered in the assessment. This should be used to develop an action plan to implement the improvements needed to address the adverse effects that have been identified"</i> .				
As Step 8, & the main body of this document demonstrates in detail, the project creates no adverse effects				
a) Gender Boy' achievement	New study rooms and new independent study facilities, together with improved circulation	School/PM	12 months	School to review
b) Improved disabled access/facilities to the school	Disabled access to new areas and allowing school to reorganise facilities	School/PM	12 months	No further implications – already funded in BSF project
c) Improved facilities for Pupils diagnosed ASD	Appoint expert staff to support pupils and train adults	Headteacher and governors	By Sept 2010	Cost of staffing already in school's planned budget
d) Improved outcomes for BME	Liaison with local primary schools to identify students needing support. Focused support for under-performing BME pupils as significant part of provision	Headteacher and governors	Work with local primaries Sept 2009 – July 2010. School starts with clear programme in Sept 2010	Cost of liaison covered in transition budget
e) Improved access to facilities for under-represented community groups.	Commission leisure services to manage provision out of hours and to target key groups.	Headteacher and governors	Sept 2009 onwards Activities begin Sept 2010	Identify revenue costs of extended opening with leisure services.

Step 9 - Publication and sign off

There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.

When and where do you intend to publish the results of your assessment, and in what formats?

The results of the assessment intend to be published on the Haringey website, under the Building Schools for Future.

Assessed by (Author of the proposal):

Name: Adam Srodinszi

Designation: Project Manager

Signature:



Date: 09 April 2009

Quality checked by (Equality Team):

Name: Bethan Williams

Designation: Equalities Project Officer

Signature:



Date: 29 May 2009

Sign off by Directorate Management Team:

Name: P. Lewis

Designation: Director, CYPS

Signature:



Date: 29 May 2009

