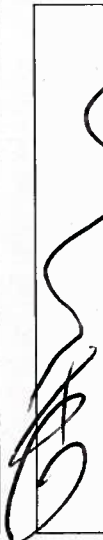




Equality Impact Assessment

Name of Project	Bounds Green Primary School 3FE Reinstatement Project	Cabinet meeting date If applicable	
Service area responsible	Children & Young People's Service (CYPS)	Date EqIA created	13.02.15
Name of completing officer	Claire Barnes	Date of approval	
Approved by Director / Assistant Director			

The Equality Act 2010 places a 'General Duty' on all public bodies to have 'due regard' to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act
- Advancing equality of opportunity between those with 'protected characteristics' and those without them
- Fostering good relations between those with 'protected characteristics' and those without them.

In addition the Council complies with the Marriage (same sex couples) Act 2013.

Haringey Council also has a 'Specific Duty' to publish information about people affected by our policies and practices.

All assessments must be published on the Haringey equalities web pages. All Cabinet papers MUST include a link to the web page where this assessment will be published.

This Equality Impact Assessment provides evidence for meeting the Council's commitment to equality and the responsibilities outlined above, for more information about the Councils commitment to equality; please visit the Council's website.

Stage 1 – Names of those involved in preparing the EqIA	
1. Project Lead	Claire Barnes
2. Equalities / HR	Zakir Chaudhry
3. EqIA Adviser (where necessary)	Nigel Cushion

Stage 2 - Description of proposal including the relevance of the proposal to the general equality duties and protected groups. Also carry out your preliminary screening (Use the questions in the Step by Step Guide (The screening process) and document your reasoning for deciding whether or not a full EqIA is required. If a full EqIA is required move on to Stage 3.

The reinstatement of Bounds Green School Primary School is required due to indicative statistical evidence which projects a high demand for primary school pupil places in the area for September 2014 onwards.

Therefore Bounds Green School Primary school is to be reinstated back to a three form of entry primary (3FE) school, from the current 2 FE.

It is recognised nationally that many of our primary school buildings are a barrier to developing new methods and better quality of teaching and learning, particularly with the development of ICT and its use in schools.

The opportunity to support and improve teaching and learning opportunities at Bounds Green Primary School will clearly be provided by this investment. The ICT infrastructure will support the 'any time any where' access and use philosophy for the benefit of the pupils.

The purpose of this EIA is to ensure that the investment in the reinstatement to 3FE of Bounds Green Primary School remains consistent with the needs of different ethnic groups, those with disability, regardless of gender, faith or sexual orientation, ability, aspiration or background. The reinstatement project at Bounds Green Primary School will have a particular emphasis on inclusion to enable every learner to meet their potential, and meet the five outcomes for children and their families. The vision for the investment in Bounds Green Primary School has been informed by a number of consultation events, targeting the end users, parents and carers and the wider local community – see stage 7 below.

Haringey Bright Futures - Local Authority Educational Vision

Our overriding vision is for all children and young people in Haringey to be happy, healthy and safe with a bright future. This is reflected in our vision for education:

“Our vision is for successful schools, enjoying the confidence of local communities, maximising the life chances of local children and young people, contributing to the wellbeing and cohesion of the local area and gaining from the potential connections across the capital. We intend to raise standards further and ensure the inclusion of all our children and young people. We believe they deserve nothing less.”

To realise this vision we reaffirm our commitment, and our resolve to work hard to create a strong partnership with the Diocese and all those in our community, who have a stake in the future of children and young people.

Above all we want to:

- Finally break the link between disadvantage and low achievement in order to create prosperous, inclusive and sustainable communities for the 21st century;
- Transform outcomes for vulnerable individuals and groups
- Enable schools to have a key role in neighbourhood regeneration and in the wider agenda that supports the well-being of young people
- Support schools to achieve the highest standards, to be fully inclusive, to put the aspirations and achievement of the learner first and to contribute to community cohesion and race equality
- Assist all our partners with a stake in the future of young people to work together to provide the best possible opportunities for young people
- Invest in services that support young people

Stage 3 – Scoping Exercise - Employee data used in this Equality Impact Assessment

Identify the main sources of the evidence, both quantitative and qualitative, that supports your analysis. This could include for example, data on the Council's workforce, equalities profile of service users, recent surveys, research, results of recent relevant consultations, Haringey Borough Profile, Haringey Joint Strategic Needs Assessment and any other sources of relevant information, local, regional or national.

Data Source (include link where published)	What does this data include?
DFE	School Performance Tables RAISEONLINE
DFE	Bounds Green Primary School 2013 School Data Dashboard

Stage 4 – Scoping Exercise - Service data used in this Equality Impact Assessment

This section to be completed where there is a change to the service provided

Data Source (include link where published)	What does this data include?
DFE	School Performance Tables RAISEONLINE
DFE	Bounds Green Primary School 2013 School Data Dashboard

**Stage 5a – Considering the above information, what impact will this proposal have on the following groups in terms of impact on residents and service delivery:
Positive and negative impacts identified will need to form part of your action plan.**

	Positive	Negative	Details	None – why?
Sex	School to continue to fully meet the needs of boys and girls in teaching and learning policy and practice.		Teaching and learning facilities improved greatly in the new building design. Anytime, anywhere ICT facilities for pupils. Curriculum diversity - Improved specialist rooms. Improved toilet facilities. Building designed to deliver an outstanding curriculum vision.	
Gender Reassignment	Whilst gender reassignment is not logged by schools, all pupils will benefit from this inclusive project.		Building designed to deliver an outstanding curriculum vision.	

<p>Age</p>	<p>Improved access to school facilities provision built into the design.</p>		<p>Areas will be able to be managed to increase the opportunity for community access as needed.</p>	
<p>Disability</p>	<p>Improved access. New lift to be built juniors building where needed.</p>		<p>Improved outside space increasing the diversity of use – curriculum experience etc</p> <p>Improved opportunities for inclusion.</p> <p>Improved sports facilities.</p> <p>Better class bases.</p> <p>Robust ICT infrastructure / network.</p> <p>Remodelled dining arrangements / kitchen extension</p> <p>Improved access.</p> <p>An outstanding curriculum vision.</p> <p>Teaching and learning facilities improved greatly in the new building design.</p>	

<p>Race & Ethnicity</p>	<p>School to continue to fully consider meeting the needs of all ethnic groups.</p>		<p>Each classroom of a good size to enable more personalised learning/differentiated learning as needed.</p> <p>Anytime, anywhere ICT facilities for pupils.</p> <p>New specialist rooms (Multi-purpose).</p> <p>Building designed to deliver an outstanding curriculum vision.</p>	
<p>Sexual Orientation</p>	<p>Whilst sexual orientation is not logged by schools, all pupils will benefit from this inclusive project.</p>		<p>Building designed to deliver an outstanding curriculum vision.</p>	
<p>Religion or Belief (or No Belief)</p>	<p>All pupils will benefit from this inclusive project.</p>		<p>Building designed to deliver an outstanding curriculum vision</p>	
<p>Pregnancy & Maternity</p>	<p>Improved access. New lift to be built juniors building where needed.</p>		<p>Lift installed (not there at present)</p>	

Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))	Improved access. Improved pupil place space/numbers			
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Stage 5b – For your employees and considering the above information, what impact will this proposal have on the following groups: Positive and negative impacts identified will need to form part of your action plan.

	Positive	Negative	Details	None – why?
Sex	School to continue to fully meet the protected characteristics of the teachers and other non-teaching staff employed by the school. This will be undertaken in full compliance with Haringey's Spring of 2012 equalities policy update – which reflects the changes made by the government in the Equality Act 2010.		Teaching and learning facilities improved greatly in the new building design. Anytime, anywhere ICT facilities for pupils. Curriculum diversity - Improved specialist rooms. Improved toilet facilities. Building designed to deliver an outstanding curriculum vision.	
Gender Reassignment	School to continue to fully meet the protected characteristics of the teachers and other non-teaching staff employed by the school. This will be undertaken in full compliance with		Building designed to deliver an outstanding curriculum vision.	

	<p>Haringey's Spring of 2012 equalities policy update – which reflects the changes made by the government in the Equality Act 2010.</p>			
<p>Age</p>	<p>Improved access to school facilities provision built into the design.</p> <p>School to continue to fully meet the protected characteristics of the teachers and other non-teaching staff employed by the school. This will be undertaken in full compliance with Haringey's Spring of 2012 equalities policy update – which reflects the changes made by the government in the Equality Act 2010.</p>		<p>Areas will be able to be managed to increase the opportunity for community access as needed.</p>	

<p>Disability</p>	<p>Improved access. New lift to be built juniors building where needed.</p> <p>School to continue to fully meet the protected characteristics of the teachers and other non-teaching staff employed by the school. This will be undertaken in full compliance with Haringey's Spring of 2012 equalities policy update – which reflects the changes made by the government in the Equality Act 2010.</p>		<p>Improved outside space increasing the diversity of use – curriculum experience etc</p> <p>Improved opportunities for inclusion.</p> <p>Improved sports facilities.</p> <p>Better class bases.</p> <p>Robust ICT infrastructure / network.</p> <p>Remodelled dining arrangements / kitchen extension</p> <p>Improved access.</p> <p>An outstanding curriculum vision.</p> <p>Teaching and learning facilities improved greatly in the new building design.</p>	
<p>Race & Ethnicity</p>	<p>School to continue to fully consider meeting the needs of all ethnic groups.</p>		<p>Each classroom of a good size to enable more personalised learning/differentiated</p>	

	<p>School to continue to fully meet the protected characteristics of the teachers and other non-teaching staff employed by the school. This will be undertaken in full compliance with Haringey's Spring of 2012 equalities policy update – which reflects the changes made by the government in the Equality Act 2010.</p>		<p>learning as needed. Anytime, anywhere ICT facilities for pupils. New specialist rooms (Multi-purpose). Building designed to deliver an outstanding curriculum vision.</p>	
<p>Sexual Orientation</p>	<p>School to continue to fully meet the protected characteristics of the teachers and other non-teaching staff employed by the school. This will be undertaken in full compliance with Haringey's Spring of 2012 equalities policy update – which reflects</p>		<p>Building designed to deliver an outstanding curriculum vision.</p>	

	the changes made by the government in the Equality Act 2010.			
Religion or Belief (or No Belief)	All teaching and non-teaching staff will benefit from this inclusive project.		Building designed to deliver an outstanding curriculum vision.	
Pregnancy & Maternity	Improved access. New lift to be built juniors building where needed		Lift installed (not there at present)	
Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))	School to continue to fully meet the protected characteristics of the teachers and other non-teaching staff employed by the school. This will be undertaken in full compliance with Haringey's Spring of 2012 equalities policy update – which reflects the changes made by the government in the Equality Act 2010.		New lift to be built juniors building where needed.	

Stage 6 - Initial Impact analysis

The school reinstatement will contribute to the equalities agenda by providing needed pupil places in the borough, improving the current school buildings, improve the quality of the external design and layout and ensure that the borough's educational vision is fulfilled.

Actions to mitigate, advance equality or fill gaps in information

The school will continue to monitor the equalities profile of service delivery.

The school / borough will also collect equalities information from school performance data each year, from Ofsted inspections and borough school improvement adviser monitoring.

Stage 7 - Consultation and follow up data from actions set above

- There has been an intensive consultation process, with detailed records kept of all changes to design, all of which have been subject to scrutiny by the Steering Group and the school governing body. The steering group is made up of parent governors, teaching staff, local authority officers, other school governors and the Headteacher.
- Key workshops have dealt with a range of design development concerns.
- The Bounds Green Primary School Progress Meetings have provided a key forum for LA officers and others to support the development and progress of the project.
- The Bounds Green Primary School Steering Group has provided a valuable executive steer at all of the major stage decisions.
- At all design stages and major decision-making points, there has been formal consultation with the end users.
- It is impractical to summarise the vast numbers of ongoing modifications to the design over the past year, but the key issues raised and resolved are as below. Evidence of these design modifications and developments are recorded in workshop notes, Stakeholder Group minutes and the stage design review developments, and frequent design consultation meetings managed by the Project Manager.

How have you/will you inform 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 Headteacher
- Consultation Report (Jennifer Duxbury & Eveleen Riordan)
- Written and oral reports to governors by Headteacher and/or Project Manager
- School newsletter feedback to parents, pupils
- Community users; drop-in sessions
- Question & answer sheets produced and circulated on website and to key stakeholders, Additional feedback to pupils via school assemblies
- LA website and school website.

Data Source (include link where published) – SEE BELOW **What does this data include? – SEE BELOW**

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

Group /Body consulted	Focus of consultation	Frequency & timing of consultation	Concerns/Issues raised by consultees	Overall message from consultees
Community <ul style="list-style-type: none"> • Parents • Carers • Local residents • Local businesses • LA representatives 	The need for the reinstatement of Bounds Green Primary School by 1 FE	2 public meetings held to address the reinstatement of Bounds Green Primary School. Local area received leaflets explaining the need for reinstatement and the means for public comments to be made. Consultation Report written	Will there be sufficient internal space? Use of external space – will there be sufficient space for expanded pupil numbers.	Positive endorsement of planned reinstatement project.

<p>Bounds Green Primary governing body (including parent, and community representatives)</p>		<p>and disseminated on line and with hard copies available from the school. Online consultation organised throughout consultation process.</p>	<p>How will traffic be managed</p>	
<p>Bounds Green Primary School Stakeholders Group</p>	<p>The need for the reinstatement of Bounds Green Primary School by 1 FE</p>	<p>Consultation with Headteacher and Governing body by Head of admissions (JD)</p>	<p>None raised</p>	<p>Support for the reinstatement project.</p>
	<p>Headteacher / Governing Body vision for new expanded school.</p>	<p>Stakeholder Group meetings (monthly) Governing body meetings half termly. Governors & Headteacher submitted detailed written proposals</p>	<p>Views fed into design process</p>	<p>Support for schools vision.</p>
	<p>Pupil Design Quality Process workshop held</p>	<p>Reviewing priorities, & match of priorities to emerging design (scheduled December 2014)</p>	<p>Views fed into design process</p>	<p>How spaces would be used. Practical movement / circulation information. Number of toilets and their location</p>

<p>DSRG Team</p> <ul style="list-style-type: none"> • Education advisers • Financial Officers • Governing Body representatives • Planning officers • Environment officers • Highways representatives 	<p>Suitability of options</p> <ul style="list-style-type: none"> - review of initial design proposals. 	<p>DSRG (design stage review group – inc. headteacher and governor, LA Officers, project team representatives)</p>	<p>No issues</p>	<p>Support for the current designs unanimous</p>
<p>Local residents</p> <p>Local people from the roads and accommodation within approximately a quarter of a mile radius.</p>	<p>Information regarding the proposed project.</p>	<p>Drop in sessions</p> <p>Local drop leaflets</p>	<p>Traffic / parking issues raised</p>	<p>Essential and urgent investment is required by the LA to ensure the continued improvement in curriculum delivery and the delivery of inclusive opportunities for all pupils.</p>
<p>Pupils of Bounds Green Primary School</p> <p>Pupils have been engaged both through school council representation – and as a whole school body in assemblies.</p>	<p>The pupil needs and requirements for the outside learning and play space. (Support for diverse curriculum).</p>	<p>Specific pupil's engagement DQP exercises (on-going).</p>		<p>Further work on specific layout and features on-going.</p>

<p>Headteacher</p>	<p>Headteacher involved at all stages in governing body consultation process – see above</p>	<p>Design development workshops carried out through the stages.</p> <p>Headteacher present at all public consultation events.</p>		
	<p>Detailed consultation throughout all stages described in governing body section</p>	<p>Meetings with project officers, architects, ICT consultants, FF&E consultants, plus regular telephone & email discussion</p>		
<p>Staff</p> <ul style="list-style-type: none"> • Teaching • Non-teaching staff 	<p>Consultation on detail of: room adjacencies; room layouts; SEN requirements, ICT requirements</p>	<p>Programme of workshops & group/individual meetings' participation in DQP workshop by Deputy Head Teacher</p>	<p>Wide range of issues covered; concerns all resolved</p>	
<p>Parents</p> <p>School parents/carers have been engaged throughout consultation process</p>	<p>As above</p>	<p>Involvement through: input into governors' vision document via parent governors; parent governor representation throughout process; drop-in sessions with architects</p>	<p>The main issue raised by parents was for the design team to consider how to use space internally / externally to support the increased pupil numbers.</p>	

Stage 8 - Final impact analysis

Who will be impacted by the proposal?

- Governing body
- Stakeholders Group
- DSRG Team
- Local residents
- Pupils
- Staff
- Parents

Have they been consulted?

Yes (see section 7 for detail)

What did they say?

Approval of project/proposal – consultation minutes – notes of events contain the detail of respondent comment.

Were the consultation responses considered in the final proposal?

Yes.

Are they summarised/extracts included a project report?

Yes.

How the proposal will remove barriers to and/or advance equality?

There is no under/over representation in terms of differentiated outcomes across groups at Bounds Green Primary School. Significant efforts are

being made by the school to ensure the high quality of teaching and learning meets the different need of the pupils in all groups.

Barrier Analysis:

- Age: Relatively low representation of older people, as the site users are mainly children, which reflect the function of current demand; the school continues to welcome proposals for adult education/community activities, which is being developed into the future.
- Gender: No discernible underachievement related to gender.
- Race: No discernible underachievement related to race.
- Religion or other Beliefs: No discernible underachievement related to Religion or other Beliefs as not required to record.
- Disability: see SEN above.

There are barriers however which prevent further development and improvement of the school which the reinstatement project will seek to address.

- Kitchen – dining area. The kitchen has been recently refitted, although the areas are smaller than current space standards for the current size of school
- Wcs are small, and not immediately adjacent to the classrooms which is an issue particularly for the reception classes.
- Some of the spaces lack much natural light due the organisation of spaces and external canopies which have been added later.
- Accessible WC's: There are 2 accessible wcs in the school; one in Block 2 and the other in Block 4, close to the main school entrance. There is no hygiene room.
- The best use of external space – currently this needs improving. Although the overall quantity of external space is sufficient for 3FE, the current balance between Soft Play, Games Court, Hard Play and Habitat Areas is not as recommended by BB99 for a constrained urban site. In particular the amount of hard play is significantly in excess and soft play significantly below recommendations.
- Lack of a lift on site (juniors building)
- The usability of key school facilities – e.g. the dining facilities
- Ventilation, in some areas

The current school buildings and site present a clear barrier to developing the schools vision of becoming a truly 21st century school, meeting the needs of all students with a flexible and dynamic curriculum. The new refurbishment and new build elements with its focus on light, space and a rationalisation of extended school areas, will enhance the learning opportunities at Bounds Green Primary School, and help secure the community vision for the school.

How will your proposal affect existing barriers?

Comment

The strategic focus of the proposal is to increase the quality of primary education at the Bounds Green Primary School through the enhancement of the both sites to achieve a 21st century learning environment.

The proposal will **reduce** barriers, by:

- Lift installed to juniors building
- Expansion/extension of the kitchen – improving the catering arrangements for all pupils and staff
- Improved access both into the school and around the school will remove physical barriers for pupils, staff, parents and carers and the extended services community
- Diversity of landscape design addresses the issues raised as barriers above
- Currently the 'block 5' caretakers' house is not accessible to the upper floors. The demolition of this building and the new build with its connectivity to floors provides a great improvement in space access and function for all pupils
- Supporting the ICT infrastructure
- Clustering classrooms by year group – improving essential room adjacencies
- SEN room, Art Room and Multi Purpose Room providing the school with the platform for further enhanced curriculum delivery
- Providing better facilities to improve pupils learning
- Providing classrooms of suitable size and dimensions to enable a range of teaching and learning experiences to be practiced
- By offering the opportunity for a range of personalised learning experiences through the consideration of diverse and flexible spaces – including group rooms
- SEN accommodation is improved and enhanced in the design with dedicated rooms, spaces and facilities to support a range of needs –

including the location of core spaces

- By strengthening and building upon the professional culture (meeting spaces, staff room, training spaces, communication spaces (retaining all Halls)
- By becoming a centre of excellence for staff development and outreach support
- By supporting the schools commitment to be a full extended school for the benefit of all of the pupils and community.

Impact on different client groups - who will benefit?

- The reinstatement works at this school are intended to benefit the pupils and community site users.
- The school's current educational strategy is developing to ensure maximum benefit for all pupils. Therefore the benefit of this project will have an equally beneficial impact on all client groups, due to the excellent management of the school and the support of the governing body.
- The dramatic enhancement of the external areas will greatly improve the broader curriculum for all pupils
- The enhancement of the SEN facilities and access to the site and school will have an obvious and specific benefit for pupils and other with SEN requirements or mobility issues

What specific actions are you proposing in order to respond to the existing barriers and imbalances you have identified?

Gender:

positive impact

Gender. Boys' and girls' achievement, hence attainment, will benefit from improvements in teaching and learning provision across all curriculum areas. The new, refreshed or remodelled spaces will support broader curriculum ambitions.

Classroom sizes in any new build will now be suitable for a range of teaching and learning activities. The group and resource rooms will provide a great opportunity for personalised learning and for booster sessions.

Improvements to the SEN provision will benefit boys and girls, and will accommodate a range of visiting professionals as required. Improved hygiene and access facilities will improve the quality of the educational experience for those pupils requiring these specific resources. Access for families to these facilities will be supported through the project.

Ethnicity/Race:

positive impact

Race: achievement and attainment, for all minority ethnic groups will benefit from measures described in Gender section, above.

Religion or other Beliefs / Belief:

positive impact

Religion or other Beliefs: All pupils will benefit from the opportunities provided by the reinstatement project at Bounds Green Primary School with the opportunity to time table a designated quiet room.

Disability:

positive impact

Disability. The new works are fully compliant with DDA, statutory legislation and with consideration of DfE guidance, and have been designed with careful consultation with the leadership of the school, the Stakeholders Group, the local community, pupils, parents and visiting professionals...

All learner achievement, personal development and well-being will benefit from:

Sexual Orientation:

neutral impact

Age:

positive impact

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?

- Access issues are being addressed through the reinstatement project (will be fully DDA compliant).
- ICT provision is being addressed bringing the school 21st century curriculum development opportunities
- The usability of the school is greatly being supported through the provision of suitable size of classrooms.

If you intend to continue with a proposal despite negative impacts on protected groups, what are your mitigation plans?
No negative impacts.

How you intend to monitor the impact of the proposal?

The overall success of the project will be measured on completion through stakeholder survey (see below) undertaken post completion,

through the use of the DQP process and via consultation at mid and post occupation design stage with the end users and others.

The project brief KPIs will be addressed in the survey as highlighted below:

- a) The new infrastructure provides a dynamic environment:
 - i) *KPI 1* - To achieve a 90% positive feedback from end users
- b) Any reinstatement, condition and suitability works reflect the diversity of the children and the full range of services necessary to respond to their individual needs.
 - i) *KPI 2* - To achieve a 90% positive feedback from early years services, teaching and standards & Inclusion staff.
- c) Any reinstatement, remodeling, condition and suitability works will stimulate, excite and inspire and seek to support the school's ethos.
 - i) *KPI 3* – To achieve 70% positive feedback from end users (pupils, parents, staff, governors)
- d) Any reinstatement, remodeling, condition and suitability works will support the long term vision and ambition of the school.
 - 1) *KPI 4* – To be developed by the school
- e) Any reinstatement, remodeling, condition and suitability works will have flexibility and a capacity for change to meet future changes in children's and the wider community's needs.
 - 1) *KPI 5* – DQI and Design Stage Review process to provide 100% confirmation

f) It will provide innovative use of technology, spaces and facilities to extend and develop the work of the school.

i) *KPI 6* – To achieve 70% positive feedback from end users (pupils, parents, staff, governors)

Regular data (pupil attainment, attendance, target setting etc) is generated and used by the school leadership team and staff in monitoring the progress of pupils, in setting annual pupil targets and in the creation of termly progress reports. This is undertaken with reference to different groups within the school.

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

Annual:

- School outcomes and provision reviewed by school, logged in school Self-Evaluation framework (SEF), then scrutinised by School Improvement Partner (SIP); outcomes reported to governing body & Local Authority SIP coordinator, feeding into the CYPs review
- School provision, in relation to policy implementation, monitored by senior leadership team

Every 2-3 years:

Ofsted inspection reviews and judges the quality of all aspects of school, including equalities issues; outcomes are published nationally.

Are there opportunities to mitigate or advance equality addressed through this project?

Yes – by providing more places for more pupils the local population as a whole will benefit from access to a local good school.

In addressing / illustrating an answer to this question, the 2013 School Data Dashboard has been used. An analysis of the overview of this information shows that there are minor differential outcomes across the different groups of the school – which will mean that the intended

benefits of access to a good local school will include all pupils. The analysis below further breaks down this point.

Bounds Green Primary School 2013 School Data Dashboard:

Economic Deprivation

Key Stage 1

Closing the Gap – disadvantaged pupils

READING

In 2013, 84% of disadvantaged pupils attained Level 2 or above in the key stage 1 reading assessment, while 88% of other pupils attained Level 2 or above.

WRITING

In 2013, 84% of disadvantaged pupils attained Level 2 or above in the key stage 1 writing assessment, while 82% of other pupils attained Level 2 or above.

MATHEMATICS

In 2013, 92% of disadvantaged pupils attained Level 2 or above in the key stage 1 mathematics assessment, while 94% of other pupils attained Level 2 or above.

Key Stage 2

Closing the Gap – disadvantaged pupils

READING

In 2013, 100% of disadvantaged pupils achieved expected progress, while 100% of other pupils achieved expected progress.

WRITING

In 2013, 100% of disadvantaged pupils achieved expected progress, while 91% of other pupils achieved expected progress.

MATHEMATICS

In 2013, 100% of disadvantaged pupils achieved expected progress, while 100% of other pupils achieved expected progress.

Gender

There are no significant differences in attainment at KS1 between boys and girls.

There are no significant differences in attainment at KS2 between boys and girls.

Race

Where an ethnicity group is recorded as 10% of a cohort (or above) the group is deemed to be statistically significant to enable meaningful analytical methods to be applied.

At Key Stage 1 no significant attainment differences can be measured in average point scores with reference to race.

At Key Stage 2 no significant attainment differences can be measured in average point scores with reference to race.

All groups of pupils, including pupils from minority ethnic groups and those at the early stages of learning English, achieve well. Achievement is good.

SEN

Disabled pupils and those who have special educational needs make good progress because they are supported well by school staff. By the end of Year 2 their progress in reading is similar to their classmates and broadly in line with similar pupils nationally.

Religion or other Beliefs

No significant variations in terms of standards achieved and progress made by pupils has been recorded. No records are required of pupil

progress based on Religion or other Beliefs.

Overall the project will have a highly positive impact for the local community, providing needed primary school places through a policy and practice which is fully compliant with, and cognisant, of The Equality Act 2010.

Stage 9 - Equality Impact Assessment Review Log

Review approved by Director / Assistant Director


Jon Abbey

Date of review

2.12.2015

Review approved by Director / Assistant Director



Date of review

Stage 10 – Publication

Ensure the completed EqIA is published in accordance with the Council's policy.

