



## Equality Impact Assessment

<b>Name of Project</b>	St Marys C of E Primary School Expansion Project	<b>Cabinet meeting date <i>If applicable</i></b>	
<b>Service area responsible</b>	Children & Young People's Service (CYPS)		
<b>Name of completing officer</b>	Joanna Heard / Michael Baldwin	<b>Date EqIA created</b>	18.06.15
<b>Approved by Director / Assistant Director</b>	Anton Francic	<b>Date of approval</b>	

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 Council's commitment to equality; please visit the Council's website.



Stage 1 – Names of those involved in preparing the EqIA	
1. Project Lead	Joanna Heard / Michael Baldwin
2. Equalities / HR	William Shanks Policy and Equalities Officer  London Borough of Haringey River Park House, 225 High Road, London, N22 8HQ  020 8489 6926 william.shanks@haringey.gov.uk
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.**

The strategic objective of this project is to provide an excellent primary education to a wider number of primary age pupils by expanding St Marys C of E Primary School Primary School from a two form (**2FE** 60 pupils per year group) to a three form entry school (**3FE** 90 pupils per year group). This will allow the school to accommodate up to 630 pupils from Foundation Stage to Year 6; with this increase of capacity bringing wider benefit to the local community, with more local children being able to be educated locally. The need for this increase is due to statistical evidence which projects a high demand for primary school places in the area for September 2014 onwards.

The school is arranged as a split site school. The schools were formally organised as separate Infant and Junior schools, but completed a merged organisational model at the beginning of 2013 to form a single primary school.

Both sites are located in Hornsey in the London Borough of Haringey. The former infants school is on the corner of Church Lane and Hornsey High Street, while the former juniors school is approximately half a mile to the west, and is set back behind the High Street on Rectory Gardens.

## Infants – Church Lane Site

There are significant opportunities to improve the quality of the learning environment on this site with both direct and indirect relevance for equality:

- Improved access for the Nursery
- A rationalisation of the entrance to the site from Church Lane to improve both access and safety / security
- Improve the reception area to the school from outside to improve passive supervision
- Rationalise and improve the function of limited office space
- A new well designed play area for Key Stage 1 – improving access and inclusion opportunities for the children
- For Classroom adjacencies to be improved to support the leaning organisation of the school
- To improve the access to, movement in and function of the Rainbow Room – which offers support for parents and families

## Juniors – Rectory Gardens Site

The former junior school site is located in a residential area to the north of the western end of Hornsey High Street. It faces onto a small public green to the south and beyond that is Priory Road. The gardens of houses in Rectory Gardens back onto the north and east boundaries of the site and to the west is an open bowls green. The building was constructed in the early 1960s. It comprises a three storey classroom block facing onto the open green, and a one and a half storey high hall to the rear with a single storey skirt of ancillary accommodation wrapping around the back. The building was originally St David's Secondary Boys' School. Because of this many of the rooms are larger than average for a primary school.

There are significant opportunities to improve the quality of the learning environment on this site with both direct and indirect relevance for equality:

- At present, despite the main building being several stories high, access is restricted as there is no lift to this floor significantly restricting movement around the building
- In addition the first floor has no WCs which impacts upon the access and facilities requirements of pupils, staff and other users
- There are some problems with overheating in classrooms which can adversely impact on some pupils with specific medical conditions
- There are opportunities to improve the school facilities benefiting a wider range of users with the use of the spaces vacated by the

## Music Service

The new build and remodelling will allow for a much expanded community use and improved access for parents, carers and families to the service offerings of the school.

The vision for the St Marys C of E Primary School Primary School expansion will include:

- To have the means to maintain and develop an outstanding school.
- To provide an efficient and best value model to LBH for accommodating pupils from the local community.
- To provide a model of best practice in inclusive education.
- To provide high-quality education in a secure, supportive learning environment.
- To maintain and further develop a strong partnership with families and carers.
- To help children develop special abilities, and overcome difficulties.
- To set appropriate targets based on high expectations in literacy and numeracy.
- To develop further the effective use of pupil data to inform classroom practice.
- To offer a broad curriculum including extra-curricular activities.
- To provide every child with access to the expressive arts.
- To ensure children appreciate the culture and background of others.
- To encourage children to learn respect for others and themselves.
- To nurture confidence, respect and trust in a friendly atmosphere.
- To further the spirit of co-operation between staff, pupils, parents and governors.
- To provide a school where learning is enhanced by ICT that is accessible throughout the school.

The vision for the investment in St Marys C of E 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.**

<b>Data Source (include link where published)</b>	<b>What does this data include?</b>
DFE	School Performance Tables RAISEONLINE
DFE	St Marys C of E Primary School 2014 School Data Dashboard
Ofsted	Ofsted inspection information

**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**

<b>Data Source (include link where published)</b>	<b>What does this data include?</b>
DFE	School Performance Tables RAISEONLINE
DFE	St Marys C of E Primary School 2014 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.**

	<b>Positive</b>	<b>Negative</b>	<b>Details</b>	<b>None – why?</b>
This proposal will have <b>NO</b> adverse impacts on any of groups identified				
<b>Sex</b>	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.	
<b>Gender Reassignment</b>	Whilst gender reassignment is not logged by schools, all pupils will benefit from this inclusive project.		Building designed to deliver an outstanding curriculum vision.	
<b>Age</b>	Improved access to school facilities provision built into the design.		Areas will be able to be managed to increase the opportunity for community access as needed.	
<b>Disability (inc. SEN)</b>	Improved access. New lift to be built Improve circulation space is also		The new works are fully compliant with DDA, statutory	



	<p>built into this scheme aiding access and mobility.</p> <p>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 (especially with the enhanced access provision at the Rectory Gardens site).</p>		<p>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..</p> <p>All learner achievement, personal development and well-being will benefit from:</p> <p>The improvements to circulation space, social space, larger, more purpose-fit environmentally-controlled classrooms; more rooms to facilitate smaller group work in core subjects. Multi-purpose rooms in the old Music Service area; Access around the site and in the main buildings (both sites) will be greatly enhanced. Dining arrangements will be particularly reviewed by the project to consider maximising all reasonable benefit for pupils with disability.</p>	
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<b>Race &amp; Ethnicity</b>	School to continue to fully consider meeting the needs of all ethnic groups.		Each classroom of a good size to enable more personalised learning/differentiated learning as needed.  Anytime, anywhere ICT facilities for pupils.  Building designed to deliver an outstanding curriculum vision.	
<b>Sexual Orientation</b>	Whilst sexual orientation is not logged by schools, all pupils will benefit from this inclusive project.		Building designed to deliver an outstanding curriculum vision.	
<b>Religion or Belief (or No Belief)</b>	All pupils admitted to the school will benefit from this inclusive project  * please see St Marys C of E Primary School admissions policy below for full EqlA contextual information.		Building designed to deliver an outstanding curriculum vision.	
<b>St Marys C of E Primary School Admissions Policy</b>				

## **FOUNDATION PLACES**

The Governing Body has designated 36 places to be offered to people whose families are regular worshippers (i.e. once a month over the course of a year) at the:

- Parish Church of St Mary with St George, Hornsey, including St Mary's Tower
- Baptist Church, Campsbourne
- Methodist Church, Middle Lane
- The Moravian Church, Priory Road (which are located in the Parish of Hornsey),
- Parish Church of Christ Church, Crouch End
- Parish Church of Holy Innocents
- Parish Church of Holy Trinity, Stroud Green
- Parish Church of St Paul's Wightman Road

**Or**

A member Church of the Churches together in Britain and Ireland

Written evidence of applicants' commitment to the above places of worship (in the form of a clergy reference) will be required at the time of application.

Only if there are more than 36 applicants, will places be allocated according to the following criteria. These are stated in order of priority:

1. Children who are in public care ("looked after children"). Written supporting evidence should be supplied, at the time of application, from the relevant Local Authority;
2. Children who will have a brother or sister in the school at the time of admission. This category includes foster brothers and sisters, half brothers and sisters or stepbrothers and sisters. Parents should note that in all these cases the brother or sister must be living at the same address as the child for whom the application is being made. (However this does not include younger siblings in the school's nursery class).
3. Children with social/medical reasons, evidence should be supplied at the time of application, from a relevant professional, such as, a doctor, social worker or educational psychologist.
4. The supporting evidence should state the reason why this particular school is the most suitable and the difficulties that would be caused if

the child had to go to another school.

5. The nearness of the home to the Fire Station, Priory Road, N8, which is the geographic and historic centre of the parishes of St Mary and of St George, united in 1982 into the present parish of St Mary with St George, Hornsey. A computerised mapping system maintained by the London Borough of Haringey will be used to ascertain the nearness of the home to the Fire Station.

The tie breaker for all criteria is children living closest to the school (measured in a straight line from the post office address point of the child's home to the post office address point of the fire station which is the centre of the parish). The address used for admission purposes must be where the child normally lives with his/her parents/guardians. If parents or carers live separately, the home address is where the child lives on weekdays, and if the child lives equally with each parent or carer, the exact arrangements should be made clear on the application form.

If there are less than 36 qualified applicants for Foundation places, any unfilled places will become additional Open places. Unsuccessful applicants for Foundation places will be considered for any Open places remaining unfilled at the end of the allocation procedure.

### **OPEN PLACES**

24 places to be offered to pupils who do not qualify for a Foundation place, but whose parents have chosen the school for the type of education it provides. Parents applying for an Open place do so knowing that the school aims to provide an education based on Christian principles and, therefore, the Governing Body hopes that all pupils will take part in the Christian worship of the school and will attend religious education lessons.

If there are more than 24 applicants, places will be allocated according to the following criteria. These are stated in order of priority:

1. Children who are in public care ("looked after children"). Written supporting evidence should be supplied, at the time of application, from the relevant Local Authority.
2. Children who will have a brother or sister in the school at the time of admission. This category includes foster brothers and sisters, half brothers and sisters or stepbrothers and sisters. Parents should note that in all these cases the brother or sister must be living at the same address as the child for whom the application is being made. (However this does not include younger siblings in the school's nursery class).
3. Children with known special medical or social needs. Written supporting evidence should be supplied, at the time of application, from a relevant professional, such as, a doctor, social worker or educational psychologist. The supporting evidence should state the reason why this particular school is the most suitable and the difficulties that would be caused if the child had to go to another school;
4. The nearness of the home to the Fire Station, Priory Road, N8, which is the Geographic and historic centre of the parishes of St Mary and of

St George, united in 1982 into the present parish of St Mary with St George, Hornsey. A computer-aided system maintained by the Borough of Haringey will be used to ascertain the nearness of the home to the Fire Station.

In the event that two or more applicants have equal right to a place under any of the above criteria, the Governing Body will give priority to those living nearest to the Fire Station. The tie breaker for all criteria is children living closest to the school (measured in a straight line from the post office address point of the child's home to the post office address point of the fire station which is the centre of the parish).

The address used for admission purposes must be where the child normally lives with his/her parents/guardians. If parents or carers live separately, the home address is where the child lives on weekdays, and if the child lives equally with each parent or carer, the exact arrangements should be made clear on the application form.

If there are less than 24 qualified applicants for Open places, any unfilled places will become additional Foundation places. Unsuccessful applicants for Open places will be considered for any Foundation places remaining unfilled at the end of the allocation procedure.

<p><b>Pregnancy &amp; Maternity</b></p>	<p>Improved access. New lift to be built.</p> <p><i>Community</i> users (particularly the elderly or less mobile) will benefit from the new opportunities for extended services that St Marys C of E Primary School will offer through improved access and security. This will be particularly true for the Rectory Gardens site, with improved access to the side of the building giving swift access to the Rainbow Room and the other remodelled spaces. A principle has</p>		<p>Lift installed (not there at present)</p>	
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	been adopted in the arranging of these facilities within the school so that spaces that are most likely to be used, are easy to reach from public approaches and planning of spaces allows for separation from learning spaces.			
<b>Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))</b>	Improved access.  Improved pupil place space/numbers			

**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.**

	<b>Positive</b>	<b>Negative</b>	<b>Details</b>	<b>None – why?</b>
<b>Sex</b>	The school will 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.  ‘However, Schools with a designated Church of England character are able to ask for Christian commitment as one of the criteria used in making staff appointments, so that the Christian			
<b>Gender Reassignment</b>				
<b>Age</b>				
<b>Disability</b>				
<b>Race &amp; Ethnicity</b>				
<b>Sexual Orientation</b>				
<b>Religion or Belief (or No Belief)</b>				
<b>Pregnancy &amp; Maternity</b>				
<b>Marriage and Civil Partnership (note this only applies in relation to eliminating unlawful discrimination (limb 1))</b>				

	<p>character of the school may be effectively maintained.'</p> <p>Source:</p> <p><a href="http://www.churchofengland.org/our-views/education/church-schools-faqs/faqcofeschools.aspx#employment">www.churchofengland.org/our-views/education/church-schools-faqs/faqcofeschools.aspx#employment</a></p>			
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<b>Stage 6 - Initial Impact analysis</b>	<b>Actions to mitigate, advance equality or fill gaps in information</b>
<p>The school expansion 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.</p>	<p>The school will continue to monitor the equalities profile of service delivery.</p> <p>The school / borough / diocese will also collect equalities information from school performance data each year, from Ofsted inspections and borough school improvement adviser monitoring.</p>

<b>Stage 7 - Consultation and follow up data from actions set above</b>
<ul style="list-style-type: none"> <li>• 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 diocese representatives, parent governors, teaching staff, local authority officers, other school governors and the Headteacher.</li> <li>• Key workshops have dealt with a range of design development concerns.</li> <li>• The St Marys C of E Primary School Progress Meetings have provided a key forum for LA officers, diocese representatives and others to support the development and progress of the project.</li> <li>• The St Marys C of E Primary School Steering Group has provided a valuable executive steer at all of the major stage decisions.</li> </ul>

- 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 and diocese representatives
- 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.

### **Demographic Analysis of those consulted**

Those taking part in the consultation process represented local residents, the current school community, and the prospective school community. The consultation process for the proposed expansion of St Marys C of E Primary School was therefore focused on consulting those in the geographical location of the school, with the different forums reflecting that fact. As a result the demographics of the postcode and surrounding area that are shown below, and are taken from Streetcheck.co.uk provide a snapshot analysis of the demographics of those consulted.

#### Social Grade

Social Grade approximations are derived from an algorithm created by the Market Research Society. The figures shown are per-household rather than individual - more specifically, the job title and employer of the "household reference person" is used, analogous to what traditionally was called the head of the household. Only household reference persons between the ages of 16-64 are included.



AB - Higher and intermediate managerial, administrative, or professional positions **48%**

C1 - Supervisory, clerical, and junior managerial/administrative/professional positions **29%**

Ethnic Group

As whole, the UK population claims itself as approximately 86% white, with this area being recorded in census 2011 as 82% white, with 4% mixed ethnicity.

Economic Activity

This area within Hornsey has a larger than average concentration of residents that are in full-time employment - 57% of the resident population. On average, around 38.4% of UK wide 2011 census respondents were in full-time employment.

Figures for economic activity do not include those aged under 16, or those family members aged 16-18 who are in full-time education.

This data is therefore based on 42.4 million of the United Kingdom's 57.8 million residents. The data was correct as of the 2011 census, which was a period of depressed economic activity.

**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?***

<b>Group /Body consulted</b>	<b>Focus of consultation</b>	<b>Frequency &amp; timing of consultation</b>	<b>Concerns/Issues raised by consultees</b>	<b>Overall message from consultees</b>
Community <ul style="list-style-type: none"> <li>• Diocese</li> <li>• Parents</li> <li>• Carers</li> <li>• Local residents</li> <li>• Local businesses</li> <li>• LA</li> </ul>	The need for the expansion of St Marys C of E Primary School by 1 FE	3 public meetings held to address the expansion of St Marys C of E Primary School.  Local area received leaflets explaining the	Space - internal and external was a real concern, especially for parents.  How will traffic be managed both	Mixed pattern of endorsement / expression of concerns of planned expansion project.

representatives		<p>need for expansion and the means for public comments to be made.</p> <p>Consultation Report written and disseminated on line and with hard copies available from the school.</p> <p>Online consultation organised throughout consultation process.</p>	during expansion project (with 2 other major build projects in the immediate area).	
St Marys C of E Primary governing body (including parent, and community representatives)	The need for the expansion of St Marys C of E Primary School by 1 FE	Consultation with Headteacher and Governing body by Head of admissions (JD)	None raised	Support for the expansion project.
St Marys C of E Primary School Stakeholders Group	Headteacher / Governing Body vision for new expanded school.	<p>Stakeholder Group meetings (monthly)</p> <p>Governing body meetings half termly.</p> <p>Governors &amp; Headteacher submitted detailed written proposals</p>	Views fed into design process	Support for schools vision.

<p>DSRG Team</p> <ul style="list-style-type: none"> <li>• Education advisers</li> <li>• Financial Officers</li> <li>• Governing Body representatives</li> <li>• Planning officers</li> <li>• Environment officers</li> <li>• Highways representatives</li> </ul>	<p>Suitability of options - review of initial design proposals.</p>	<p>DSRG (design stage review group – inc. headteacher and governor, LA Officers, project team representatives)</p>	<p>No issues</p>	<p>Support for the option 1 (current design) 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 volume / parking issues raised / access</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>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>No issues</p>	<p>Full support for the expansion project</p>
	<p>Detailed consultation throughout all stages described in</p>	<p>Meetings with project officers, architects, ICT consultants, FF&amp;E</p>	<p>No issues</p>	<p>Full support for the expansion project</p>

	governing body section	consultants, plus regular telephone & email discussion		
Staff <ul style="list-style-type: none"> <li>Teaching</li> <li>Non-teaching staff</li> </ul>	Consultation on detail of: room adjacencies; room layouts; SEN requirements, ICT requirements	Programme of workshops & group/individual meetings' participation in DQP workshop by Deputy Head Teacher	Wide range of issues covered; concerns being resolved	
Parents  School parents/carers have been engaged throughout consultation process	As above	Involvement through: input into governors' vision document via parent governors; parent governor representation throughout process; drop-in sessions with architects	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.  Not unanimous support for project / expansion as a concept.	

### Stage 8 - Final impact analysis

Who will be impacted by the proposal?

- Diocese
- 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 St Marys C of E 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: SEN performance - disabled pupils and those who have special educational needs make good progress, because they benefit from support and guidance tailored to their needs from teachers and additional adults.

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

- The physical layout of the school (both sites) – key adjacencies need re-siting
- Lack of a lift at the Rectory Gardens site
- The usability of key school facilities – e.g. the dining facilities
- The best use of external space – currently this needs improving
- The general condition of the main school buildings
- Ventilation, in some areas
- Thermal – heat issues at the Rectory Gardens
- Access and security needs improvement
- Storage

The current school buildings and site present a clear barrier to developing the schools vision of becoming a truly 21<sup>st</sup> 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 St Marys C of E Primary School 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 St Marys C of E Primary School Primary School through the enhancement of the both sites to achieve a 21<sup>st</sup> century learning environment.

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

- *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*
- 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 significantly improving the outdoor areas for play and out-door learning (addressing level issues at Church Lane)
- Supporting the ICT infrastructure
- Accommodation to house broader curriculum use, with the repurposing of the old Music Service areas. These areas are to be remodelled as multi-purpose learning spaces – supporting the school’s curriculum development ambitions.
- By offering the opportunity for a range of personalised learning experiences through the consideration of diverse and flexible spaces
- 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 providing the opportunity to achieve the highest standards in relation to pupil goals
- By strengthening and building upon the professional culture (meeting spaces, staff room, training spaces, communication spaces (Hall enhancement)
- By becoming a centre of excellence for staff development and outreach support
- By providing a full extended school for the benefit of all of the pupils and community.
- Improving access to the Nursery on the Church Lane site.
- Improving the Rainbow Room on the Church Lane site benefiting parents, community and pupils.

#### **Impact on different client groups - who will benefit?**

- The expansion 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. Given the recorded small numbers of students with SEN/disability currently on roll there will be an opportunity to improve the schools educational offer to these groups of pupils.

***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 expansion project at St Marys C of E 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 expansion project (will be fully DDA compliant).
- ICT provision is being addressed bringing the school 21<sup>st</sup> 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. Main parent concern was pressure on internal / external space – which the design fully addresses.

**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 expansion, 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 expansion, 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 expansion, 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 expansion, 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* – *DQP 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 EQIA 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.

Yes – by increasing access to non-Christian children to the school

In addressing this question 2013 School Data Dashboard has been used. An analysis of the overview of this information shows that there are some differential outcomes across the different groups of the school.

St Marys C of E Primary School 2013 School Data Dashboard:

**Economic Deprivation**

**Key Stage 1**

Closing the Gap – **disadvantaged pupils**

READING

In 2013, 90% of disadvantaged pupils attained Level 2 or above in the key stage 1 reading assessment, while 97% of other pupils attained

Level 2 or above.

## WRITING

In 2013, 86% of disadvantaged pupils attained Level 2 or above in the key stage 1 writing assessment, while 95% of other pupils attained Level 2 or above.

## MATHEMATICS

In 2013, 95% of disadvantaged pupils attained Level 2 or above in the key stage 1 mathematics assessment, while 100% 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 89% of other pupils achieved expected progress.

## WRITING

In 2013, 92% of disadvantaged pupils achieved expected progress, while 84% of other pupils achieved expected progress.

## MATHEMATICS

In 2013, 83% 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 benefit from support and guidance tailored to their needs from teachers and additional adults. On the Rectory Gardens site there is no lift to take pupils and adults to the higher floors. The project is installing such a lift.

KS1/KS2 - *Religion or other Beliefs - pupil*: no significant variations in terms of standards achieved and progress made by pupils has been recorded.

**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

Date of review

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.