

Due Regard Statement

Person responsible for completing this statement. Sandra Donaldson Education Planning & Development	Date statement started: January 2013 Date statement completed: June 2013
---	---

Name of the policy, service, strategy, procedure or function: (indicate whether new or revised)

Proposal to expand the capacity of Kingsholm Church of England Primary School from a 2 to 3 Form Entry School.

Briefly describe its aims and expected outcomes

Local Authority officers have been in discussion with the Head Teacher and Governors at Kingsholm C of E School and also with the Schools Diocesan Officer to alter the schools admission number on a permanent basis with effect from September 2013.

Due to a rise in the number of children under 5 in the county, we are experiencing significant shortfalls of primary places at reception age. The rise in numbers peaked in 2012 when we planned over 300 temporary and permanent additional places in a number of schools to meet the demand. Although numbers for 2013 have dropped a little we are still short of spaces particularly in Cheltenham and Gloucester.

For 2012 and 2013 Kingsholm C of E Primary School agreed to take an additional 30 pupils for each year on a temporary basis. Our latest GP patient registration data suggests this trend will remain into the future and we have therefore proposed that we move to permanently expand Kingsholm School by 30 additional pupils each year and increase the admission number to 90 per year.

Expected outcomes

- The school would benefit from remodelling and expansion of its school buildings, this will allow for some opportunities to update and upgrade some key areas within the school.
- Future increased demand arising from the higher numbers in the under 5's population will be met locally.
- Enhanced facilities will help the school to continue to meet high standards and attainment.

Gathering the evidence base

List the main sources of data, research and other sources of evidence, including full references, used to determine the impact of your work on each of the protected groups. If there are gaps in evidence, state what you will do to close them in the Action plan at the end of this document.

	Service user data (if applicable) If service user data is not available, use the action plan below to identify how service user data will be collated in the future.	Other (for example, local demographic data, research , ONS, partner data, officer knowledge)
All	Consultation with local residents gave rise to concerns, particularly relating to: capacity of the site and increase in traffic in the area at the beginning and end of the school day.	We have highlighted below the measures that we will put in place to address the concerns that have arisen from the consultation.

Age	Reported in October 2012 schools NOR that there were 432 pupils in National Curriculum years Reception – 6.	The school is currently slightly above its total capacity with current pupils; however the school has created internal physical space to meet the additional pupil needs. By creating further additional places on a permanent basis we will be providing the opportunity for primary aged children living in Kingsholm to obtain a place at their local school.
Disability	There are currently 10 pupils at the school who have statements of Special Educational Need.	The proposals to remodel and expand the current building will also provide the opportunity to update some areas of the school which would improve access to curriculum as well as physical access. The new classrooms would be built to latest design specifications taking into account needs of pupils with additional requirements .Disruption during construction will be kept to a minimum we will work with the school to insure the pupils are not affected adversely
Sex	Pupils are split between 216 girls and 216 boys.	The project and proposals do not differentiate or discriminate between genders
Race (including Gypsy & Traveller)	No details collected in census	The project and proposals do not differentiate or discriminate between one race and another.
Gender reassignment	None	The project and proposals have neither a positive or negative effect on anyone who has undergone or who is about to undergo gender reassignment.
Marriage & civil partnership	None	The project and proposals do not differentiate or discriminate between married couples or those in a civil partnership.
Pregnancy & maternity	None	. The project and proposals have neither a positive or

		negative effect on any parent who is pregnant.
Religion or Belief	None	The project and proposals do not alter the religious characteristic of the school from its current designation, the effect is therefore neutral.
Sexual Orientation	None	The project and proposals do not differentiate or discriminate against one sexual orientation over another.

	Workforce data If employees are affected by your 'project' please outline the profile of the workforce affected below.	
All	Parking and travel issues are included in the considerations for extending the school building. We will work carefully with the school and diocese to plan the remodelling of the existing buildings to ensure that we maintain the maximum recreational and social areas of the site for the benefit of the pupils.	
Age	None	
Disability	The new areas of the school will be fully accessible for staff, parents and children with physical disabilities as the classroom extensions and remodelled staff areas will be designed to be fully accessible.	
Sex	None	

Race (including Gypsy & Traveller)	None
Gender reassignment	None
Marriage & civil partnership	None
Pregnancy & maternity	See above - All
Religion or Belief	None
Sexual Orientation	None

Consultation and engagement

List all types of consultation that has taken place during the development of this activity. Include on-line consultations, events, meetings with stakeholders, community events, employee consultation exercises etc

- Meetings were held in September 2012 with the Head and Governors of Kingsholm School and with the Diocese, to discuss the option for permanently increasing the schools capacity.

- In January 2013 Kingsholm CofE School carried out informal discussions with staff of the school. Governors considered the proposal and decided to support the move to statutory consultation on a proposal to expand their school. Their decision was conditional upon the availability of transitional support to protect the school budget together with a phased expansion of the school buildings.
- Lead Member for Children and Families approved the recommendation to undertake public consultation with stakeholders over the proposal to expand Kingsholm CofE School's capacity from 420 places to 630 places (3 form entry).
- The statutory consultation commenced on 4th February and ended on the 8th March 2013. A drop in session was held at Kingsholm CofE Primary School on the 7th February 2013.
- The main points made by respondents during the consultation related to:
 - Additional traffic in the area at the beginning and end of the school day
 - Impact of additional build on the play space on the school site
 - Impact of Educational Standards the increase in numbers may have
- A statutory notice was published on the 26th April seeking approval to expand Kingsholm Church of England Primary School from its current two forms of entry to three forms of entry starting in September 2013. No representations or comments were received.

Equality analysis: What the evidence shows

Considering the evidence and engagement activity you listed above, please summarise the impact of your work. Consider whether the evidence shows potential for differential impact, if so state whether adverse or positive and for which groups. In the next section you will be required to document how you will mitigate any negative impacts.

Useful questions to consider:

Do policy outcomes and service take-up differ between people with different protected characteristics?

What are the key findings of your engagement?

If there is a greater impact on one group, is that consistent with the policy aims?

If the policy has negative impacts on people with particular characteristics, what steps can be taken to mitigate these effects?

Does any part of the policy discriminate unlawfully?

Will the policy deliver practical benefits for certain groups?

Does the policy miss opportunities to advance equality of opportunity and foster good relations?

Do other policies need to change to enable this policy to be effective?

What are the impacts to the workforce?

Briefly outline your main findings that relate to the Council's commitment to: **Eliminate discrimination (consider potential for indirect discrimination) Advance equality of opportunity Promote good relations. This can include challenges and opportunities.**

Note: If you are assessing a number of options, you should consider the opportunities and challenges of EACH option.

Protected group	Challenge or Opportunity
All	O – The expansion of the current school buildings will provide the opportunity to update and upgrade some of the poorer areas of the building.
Age(A)	N/A
Disability (D)	O – Improved new facilities could encourage more applications from disabled staff/pupils.

Sex (S)	N/A
Race (including Gypsy & Traveller)(R)	N/A
Gender reassignment(GR)	N/A
Marriage & civil partnership (MCP)	N/A
Pregnancy & maternity (PM)	N/A
Religion and/or Belief (RAOB)	N/A
Sexual Orientation(SO)	N/A

Strengthening actions: Outline what actions have been identified to mitigate the key findings identified above by protected group.

Potential/ actual impact	Protected group (s) affected	Proposed mitigating action(s)	Accountability	Timeframe
Adverse effect on school due to increase in traffic into the school site-	All	The School and Gloucestershire County Council will work together to put measures in the design of the building to try to alleviate some congestion at the school entrance by considering opening a second access to the school site.	School and GCC	At Design Stage
Space on the site for play and sporting recreation	All	we will consider any design to extend the school to keep the impact on the open spaces to a minimum	School and GCC	At Design Stage
Impact on Education Standards	All	The school is currently judged to be outstanding. The leadership of the school is such that it has very strong capacity to manage the curriculum and ensure that all children achieve well. The local authority will work together with the school to ensure that high educational standards are maintained.	School and GCC	On Going

Monitoring and Review

Please indicate what processes/actions will be put in place to keep this 'activity' under review.

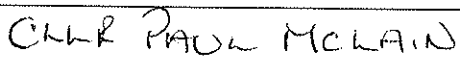
Action	Accountability	Timeframe
Monitoring of access into the school	GCC/School	
Minimising impact on current outdoor space	GCC	
Ensuring Standards of Education remain	GCC/School	

Sign off and Scrutiny

By signing this statement off as complete you are confirming that 'you' have examined sufficient information across all the protected groups and used that information to show due regard to the three aims of the general duty. This has informed the development of the activity

Senior level sign off: 	Date: 11 th June 2013
--	----------------------------------

I am in agreement that sufficient information and analysis has been used to inform the development of this 'activity' and that any proposed improvement actions are appropriate and I confirm that I as the decision maker have been able to show due regard to the needs set out in section 149 of the Equality Act 2010.

Name of relevant Portfolio Holder/Cabinet Member: 	
Signed by Portfolio Holder/Cabinet Member:	Date:

Publication

If this statement accompanies cabinet paper it will be published as part of the cabinet report publication process. Statements accompanying cabinet reports are also published on our website. If this statement is not to be submitted with a cabinet paper please maintain a copy for your own records that can be retrieved for internal review and also in case of future challenge.