

## Appendix 1

### Due Regard Statement

Please use this statement to evidence how 'due regard to' the three aims of the public sector equality duty has been made (section 149 of the Equality Act 2010) during the development of the 'policy'.<sup>1</sup>

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by the ACT:
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic

Name of the 'policy':	Proposal to expand the capacity of Lakeside Primary School (Cheltenham) by 1 Form of Entry (210 pupils) to increase the school from a 2FE (420 pupils) to a 3FE (630 pupils) by 2020.
Person responsible for completing this statement	Sandra Donaldson, Project Manager, Education Planning and Development
Briefly describe the activity being considered including aims and expected outcomes	<p>Local Authority officers have been in discussion with the Headteacher and Governors of Lakeside Primary School to increase the school's admission number on a permanent basis from 60 to 90 from September 2015. There is currently an increased demand for pupil places resulting from an increase in the population of children aged under 5 in Gloucestershire that is more acute in this planning area. There is a need to increase the capacity at reception entry that will gradually increase the available pupil places in order to provide an increase in school places in the future. This will ensure that the Local Authority meets its statutory obligation to ensure sufficient places are available to meet demand locally in the Hatherley and Leckhampton planning area.</p> <p><b>Expected outcomes:</b></p> <p>This proposal to meet the expected increased demand in pupil numbers by expanding an existing primary</p>

<sup>1</sup> For 'policy': any new and existing policy, strategy, services, functions, work programme, project, practice and activity. This includes decisions about budgets, procurement, commissioning or de-commissioning services, service design and implementation.

	school is the most effective. The alternative would be to create a new 1FE primary school in the planning area which would add significant time and financial pressures. The current school site has sufficient room for further development and is well placed to meet the needs for the additional pupils meaning that the 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 attainments.
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## Documenting use of sufficient information

Please document below the data and information sources that you have used to understand the needs, participation and experiences of each protected group. Evidence must be gathered as the policy is developed and used to inform decisions.

### Service user data

Service user data is an important source of evidence and should be collated as part of routine monitoring of in- house or external services. If service user data is not available record 'not known' and use the action plan to identify what improvement actions will be used to gather data going forward.

Service user diversity reports are available on our website and give an indication of service user participation across commissioning areas, for example adult residential services and youth services. It does not include participation data at individual service level.

### Needs analysis

Gloucestershire population demographics data is available to understand the representation of different protected groups across the county and help with needs analysis. Data like this may also be also useful for benchmarking to identify under or over representation of a service by any of the protected groups. For example, a service is open to all residents and from monitoring you know that 2% of service users are disabled: However, demographic data indicate that 16.7% of Gloucestershire residents report having a disability or long term limiting illness. This finding can be used to explore if there are barriers to participation by residents with disabilities and how this can be addressed as part of the development of your 'policy'.

### Data gaps

You may find that you have more information about some of the protected groups for example, gender, age, disability and less about others, for example, sexual orientation and religion and/or belief. If data is not available and you intend to start collating data about a protected characteristic please use the action plan to outline how this data will be collated. You can find equality monitoring guidance on our [website](#) including an equality monitoring template.

If you have no plans to start collating data about a protected characteristic please state the rational why.

**Service information (if applicable) or Needs analysis (if applicable)**

<b>Who is responsible for delivering the service?</b>	Gloucestershire County Council is responsible for providing school places for children in the County.
<b>Service user data/Needs analysis information</b>	
Age	Age 4-11. Reported in January 2014 schools NOR there were 410 pupils in National Curriculum years Reception – Year 6 at Lakeside Primary School.
Disability	7.7% of pupils have special educational needs – less than the County average
Sex	Pupils are split between 200 girls and 210 boys (January 2014).
Race (including Gypsy & Traveller)	No details on race were collected in census

Gender reassignment	None
Marriage & civil partnership	None
Pregnancy & maternity	None
Religion or Belief	None
Sexual Orientation	None

**Workforce data**

Please document details of GCC staff only if they will be affected by the proposed activity. This could include GCC staff transferring under TUPE to a new service provider, relocating, employment at risk. **GCC Workforce diversity reports** are available on our website.

If the proposed activity does not affect GCC staff, please state 'Not affected below'.

<b>Total number of GCC staff affected</b>	All school staff – as with any expansion to a school, there are opportunities to expand teaching skills or to be able to specialise in particular subjects where this fits with the curriculum. The proposal would provide further opportunities for Teaching Assistants and Teachers alike. The number of teaching staff would need to expand which would bring in additional teaching experience. The school and its leadership would be responsible for organising the new staffing requirements.
Age	The proposal would not differentiate between staff of different ages.
Disability	The school's leadership would ensure that any particular difficulties faced by disabled staff are taken into account when they are allocated facilities in which to teach. The new areas of the building would be built to current regulations and would be DDA compliant.
Sex	This proposal would not differentiate between either genders.
Race (including Gypsy & Traveller)	This proposal will not have a negative impact on this group
Gender reassignment	This proposal will not have a negative impact on this group

Marriage & civil partnership	Not known
Pregnancy & maternity	Not known
Religion or Belief	This proposal will not have a negative impact on this group
Sexual Orientation	This proposal will not have a negative impact on this group

### 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

Service users	<p>On the 28<sup>th</sup> October 2013, the Group Director for Children and Families approved the recommendation to undertake public consultation with stakeholders over the proposal to expand Lakeside Primary School's capacity from 420 (two forms of entry) pupils to 630 pupils (three forms of entry) from September 2015.</p> <p>We undertook the necessary statutory process. The statutory consultation commenced on 25<sup>th</sup> November 2013 and ended on 20<sup>th</sup> December 2013. A drop in session was held at Lakeside Primary on 5<sup>th</sup> December. The views of parents, staff and local residents were collected. The school explained to pupils what was being considered for their school and how this would affect them. The Headteacher alerted parents to the statutory process and ensured that each pupil took a copy of the consultation document home.</p> <p>83 responses were received, 80% of respondents strongly agreed with the proposal.</p> <p>The main points made by the respondents relate to:</p> <ul style="list-style-type: none"> <li>• Additional traffic in the area at the beginning and end of the day</li> </ul>
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	<ul style="list-style-type: none"> <li>• The impact a larger school may have on the quality of education</li> <li>• Concern over the loss of playing field space</li> </ul> <p>A statutory notice was published on the 3<sup>rd</sup> March 2014 seeking approval to expand Lakeside Primary School from its current two forms of entry to three forms of entry starting in September 2015.</p> <p>Senior Officers met Cllr Whyborn on 7<sup>th</sup> April 2014 to discuss his concerns.</p>
Workforce	Discussion took place with the School's Headteacher and Governors on 30/09/2013 and 9/10/2013. Staff were encouraged to take part in the consultation.
Partners	Discussion has also taken place with the Headteacher and Governors at the six schools in the Cheltenham area. Further discussion also took place between all Cheltenham primary heads and governors at a meeting on 20/06/2013. Other local schools have received a letter from the County Council about these proposals.
External providers of services	

### **Equality analysis: Summary of what the evidence shows and how has it been used**

This section will allow you to outline how the evidence has been used to show 'due regard' to the three aims of the general equality duty. It is important that this consideration is thorough and based on sufficient information. Consideration should be relevant and proportionate.

- Eliminate discrimination
- Advance equality of opportunity
- Promote good relations..

<b>Protected group</b>	<b>Challenge or opportunity considered and what we did</b>
<b>Age(A)</b>	To ensure that no pupils or staff are discriminated against based on their age – we ensured that all parties were fully engaged in the consultation process so that their views could be taken into consideration. Mitigating actions have

	<p>been taken to ensure that the safety of children is not compromised by increased traffic.</p> <p>Analysis of data provides assurance that academic outcomes of children will not be adversely affected by the expansion of the school.</p> <p>The expansion of the current school buildings will provide the opportunity to improve the utilisation of space in the school.</p> <p>More pupils from the local area should be able to access places at their local primary school.</p>
<b>Disability (D)</b>	The new building will be DDA compliant. Improved facilities could encourage more applications from disabled staff/pupils.
<b>Sex (S)</b>	This proposal will not have a negative impact on males and females.
<b>Race (including Gypsy &amp; Traveller)(R)</b>	This proposal will not have a negative impact on this group
<b>Gender reassignment(GR)</b>	This proposal will not have a negative impact on this group
<b>Marriage &amp; civil partnership (MCP)</b>	This proposal would have no effect on those staff who are single, married or in civil partnerships.
<b>Pregnancy &amp; maternity (PM)</b>	It is unlikely that this proposal would affect any staff that are on maternity leave or are pregnant.
<b>Religion and/or Belief (RAOB)</b>	No changes are being proposed to the religious ethos of the school therefore these proposals should have no effect on the pupils or staff.



<b>Sexual Orientation(SO)</b>	None of the proposals would in any way affect pupils or staff based on their sexual orientation.
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## Strengthening actions: Planning for further improvements

Please outline here what actions are required for further improvements to address challenges or opportunities, for example:

- Arrangements for continued/new engagement with stakeholders, staff, service users
- Plans to close data gaps across any of the protected characteristics through reviewed contract management arrangements
- Identify other plans already underway to address the challenges or opportunities identified in this statement
- Share findings with partner organisations.

If none, state 'none' below.

### Action Plan

Action	Who is accountable	Time frame
Full consultation with all stakeholders	GCC	November/December 2013

## Monitoring and Review

Please indicate what processes/actions will be put in place to keep this 'activity' under review. For example will progress be monitored/ reported to a board, scrutiny committee, project board etc

Progress and safety of pupils at the school will be monitored through the Education Performance Team and through Ofsted inspections

The capital programme is monitored through the Children and Families Scrutiny Committee

### **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:**

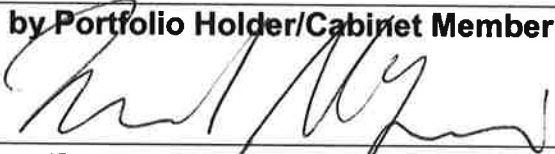
Date: 24<sup>th</sup> April 2014



Peter Holmes

Head of Extended Learning

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.

<b>Name of relevant Portfolio Holder/Cabinet Member: Paul McLain</b>	
<b>Signed by Portfolio Holder/Cabinet Member:</b> 	<b>Date:</b> 21.5.14

**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.

