

**LITTLE LONDON COMMUNITY PRIMARY SCHOOL – EXPAND FROM 1FE TO 3FE**

<b>Service Area:</b> Strategic Development & Investment	<b>Team:</b> Capacity Planning & Sufficiency
<b>Assessment prepared by:</b> Sharon Hurley	<b>Contact number:</b> 0113 2475793
<b>Date of assessment:</b> 29 October 2012	

**1. Summary of project that was assessed:**

Increase the admission number of Little London Community Primary School from 30 to 90 with effect from September 2014 increasing the schools capacity from 210 to 630 places. The expansion would require additional accommodation to be added to the school site.

**2. Summary of people/services involved with assessment:**

A pupil places operational group meets on a monthly basis to develop and work through proposals to expand school provision across the city, as part of the School Places Strategy – Planning Learning Places in Leeds 2010-2013. This group consists of officers from various services within Leeds City Council. These include: Capacity Planning & Sufficiency, Children’s Performance Service, Built Environment, Inclusion, School Improvement and Early Help.

**3. Research:**

As part of the process to develop options, various research work is undertaken including:

- Analysis of under 5s, looking at past trends
- Projections based on births and take-up, to determine whether there are enough school places within a particular area.
- Regular contact with Corporate Property Management to identify council owned sites that have or are to become surplus,
- Parental preference patterns.
- The types of schools within the area, does this offer choice and diversity?
- Research around BME to ensure these groups are not adversely affected.
- Ensure that we adhere to our legal duty of promoting choice and diversity.
- Communicating with schools and local members to gain a better understanding of the wider community
- Communicating with the community at a later stage of the process to obtain views.

**7. Who may be affected by this project?**

**Equality characteristics**

**Age**

**Carers**

**Disability**

**Gender reassignment**

**Race**

**Religion  
or Belief**

**Sex (male or female)**

**Sexual orientation**

**Other**

**Stakeholders**

**Services users**

**Employees**

**Trade Unions**

**Partners**

**Members**

**Suppliers**

**Other please specify:**

**Potential barriers.**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Built environment             | <input type="checkbox"/> Location of premises and services       |
| <input checked="" type="checkbox"/> Information and communication | <input type="checkbox"/> Customer care                           |
| <input type="checkbox"/> Timing                                   | <input type="checkbox"/> Stereotypes and assumptions             |
| <input type="checkbox"/> Cost                                     | <input checked="" type="checkbox"/> Consultation and involvement |
| <input type="checkbox"/> Other, please specify                    |  |

8a. Summary of Impacts:				
Equality Characteristic	Positive Impact	Negative Impact	Neutral Impact	Description
AGE	X			An additional 60 places will be made available in reception class from 2014 for children within the Woodhouse area.
DISABILITY			X	School will be built to DDA guidelines to ensure accessibility in and around the building for all.

<b>8b. Summary of stakeholders involvement:</b>
<ul style="list-style-type: none"> <li>- Initial briefing sessions with Headteacher, governing body and ward members.</li> <li>- Members of the assessment team who represent various services and partners are part of discussions and meetings throughout the process.</li> <li>- School employees and trade unions will be met during the consultation stage.</li> <li>- Parents and members of the community will be consulted via a public meeting.</li> </ul>

<b>8c. Summary of Potential barriers:</b>		
<b>Type of barrier/Issue</b>	<b>Action needed</b>	<b>Impact</b>
Built environment	DDA guidelines adhered to.	Ensure accessibility for all
Information and Communication	A consultation document and public meeting will be used to convey the aims of the proposal to the wider community.	All relevant parties are able to express their views verbally and in written format.
Consultation and Involvement	Consultation documents available on request in other languages	All communities are consulted and are able to express their views on the proposal.

<b>9. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Please provide detail:</b>	
<b>Action required:</b> None	

**10. Could this activity be perceived as benefiting one group at the expense of another?**

Yes

No

**Please provide detail:**

**Action required:**

**11. Equality, diversity, cohesion and integration action plan**

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>



**TRANMERE PARK PRIMARY SCHOOL – EXPAND FROM 1.5FE TO 2FE**

<b>Service Area:</b> Strategic Development & Investments	<b>Team:</b> Capacity Planning & Sufficiency
<b>Assessment prepared by:</b> Sharon Hurley	<b>Contact number:</b> 0113 2475793
<b>Date of assessment:</b> 29 October 2012	

**1. Summary of project that was assessed:**

Increase the admission number of Tranmere Park Primary from 45 to 60 with effect from September 2014, increasing the schools capacity from 315 to 420 places. The expansion would require additional accommodation to be added to the school site.

**2. Summary of people/services involved with assessment:**

A pupil places operational group meets on a monthly basis to develop and work through proposals to expand school provision across the city, as part of the School Places Strategy – Planning Learning Places in Leeds 2010-2013. This group consists of officers from various services within Leeds City Council. These include: *Capacity Planning & Sufficiency, Children’s Performance Service, Built Environment, Inclusion, School Improvement and Early Help.*

**3. Research:**

As part of the process to develop options, various research work is undertaken including:

- Analysis of under 5s, looking at past trends
- Projections based on births and take-up, to determine whether there are enough school places within a particular area.
- Regular contact with Corporate property management to identify council owned sites that have or are to become surplus,
- Parental preference patterns.
- The types of schools within the area, does this offer choice and diversity?
- Research around BME to ensure these groups are not adversely affected.
- Ensure that we adhere to our legal duty of promoting choice and diversity.
- Communicating with schools and local members to gain a better understanding of the wider community
- Communicating with the community at a later stage of the process to obtain views.



**7. Who may be affected by this project?**

**Equality characteristics**

**Age**

**Carers**

**Disability**

**Gender reassignment**

**Race**

**Religion  
or Belief**

**Sex (male or female)**

**Sexual orientation**

**Other**

**Stakeholders**

**Services users**

**Employees**

**Trade Unions**

**Partners**

**Members**

**Suppliers**

**Other please specify: *Neighbouring authorities***

**Potential barriers.**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Built environment             | <input type="checkbox"/> Location of premises and services       |
| <input checked="" type="checkbox"/> Information and communication | <input type="checkbox"/> Customer care                           |
| <input type="checkbox"/> Timing                                   | <input type="checkbox"/> Stereotypes and assumptions             |
| <input type="checkbox"/> Cost                                     | <input checked="" type="checkbox"/> Consultation and involvement |
| <input type="checkbox"/> Other, please specify                    |  |

8a. Summary of Impacts:				
Equality Characteristic	Positive Impact	Negative Impact	Neutral Impact	Description
AGE	X			An additional 15 places will be made available in reception class from 2014 for children within the Guiseley area.
DISABILITY			X	School will be built to DDA guidelines to ensure accessibility in and around the building for all.

<b>8b. Summary of stakeholders involvement:</b>
<ul style="list-style-type: none"> <li>- Initial briefing sessions with Headteacher, governing body and ward members.</li> <li>- Members of the assessment team who represent various services and partners are part of discussions and meetings throughout the process.</li> <li>- School employees and trade unions will be met during the consultation stage.</li> <li>- Parents and members of the community will be consulted via a public meeting.</li> </ul>

<b>8c. Summary of Potential barriers:</b>		
<b>Type of barrier/Issue</b>	<b>Action needed</b>	<b>Impact</b>
Built environment	DDA guidelines adhered to.	Ensure accessibility for all
Information and Communication	A consultation document and public meeting will be used to convey the aims of the proposal to the wider community.	All relevant parties are able to express their views verbally and in written format.
Consultation and Involvement	Consultation documents available on request in other languages	All communities are consulted and are able to express their views on the proposal.

<b>9. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Please provide detail:</b>	
<b>Action required:</b> None	

**10. Could this activity be perceived as benefiting one group at the expense of another?**

Yes

No

**Please provide detail:**

**Action required:**

**11. Equality, diversity, cohesion and integration action plan**

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>



**RUFFORD PARK PRIMARY SCHOOL – EXPAND FROM 1FE TO 1.5FE**

<b>Service Area:</b> Strategic Development & Investment	<b>Team:</b> Capacity Planning & Sufficiency
<b>Assessment prepared by:</b> Sharon Hurley	<b>Contact number:</b> 0113 2475793
<b>Date of assessment:</b> 29 October 2012	

**1. Summary of project that was assessed:**

Increase the admission number of Rufford Park Primary from 30 to 45 with effect from September 2014, increasing the schools capacity from 210 to 315 places. The expansion would require additional accommodation to be added to the school site.

**2. Summary of people/services involved with assessment:**

A pupil places operational group meets on a monthly basis to develop and work through proposals to expand school provision across the city, as part of the School Places Strategy – Planning Learning Places in Leeds 2010-2013. This group consists of officers from various services within Leeds City Council. These include: Capacity Planning & Sufficiency, Children’s Performance Services, Built Environment, Inclusion, School Improvement and Early Help.

**3. Research:**

As part of the process to develop options, various research work is undertaken including:

- Analysis of under 5s, looking at past trends
- Projections based on births and take-up, to determine whether there are enough school places within a particular area.
- Regular contact with Corporate property management to identify council owned sites that have or are to become surplus,
- Parental preference patterns.
- The types of schools within the area, does this offer choice and diversity?
- Research around BME to ensure these groups are not adversely affected.
- Ensure that we adhere to our legal duty of promoting choice and diversity.
- Communicating with schools and local members to gain a better understanding of the wider community
- Communicating with the community at a later stage of the process to obtain views.

**7. Who may be affected by this project?**

**Equality characteristics**

**Age**

**Carers**

**Disability**

**Gender reassignment**

**Race**

**Religion  
or Belief**

**Sex (male or female)**

**Sexual orientation**

**Other**

**Stakeholders**

**Services users**

**Employees**

**Trade Unions**

**Partners**

**Members**

**Suppliers**

**Other please specify: *Neighbouring authorities***



**Potential barriers.**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Built environment             | <input type="checkbox"/> Location of premises and services       |
| <input checked="" type="checkbox"/> Information and communication | <input type="checkbox"/> Customer care                           |
| <input type="checkbox"/> Timing                                   | <input type="checkbox"/> Stereotypes and assumptions             |
| <input type="checkbox"/> Cost                                     | <input checked="" type="checkbox"/> Consultation and involvement |
| <input type="checkbox"/> Other, please specify                    |  |

**8a. Summary of Impacts:**

Equality Characteristic	Positive Impact	Negative Impact	Neutral Impact	Description
AGE	X			An additional 15 places will be made available in reception class from 2014 for children within the Yeadon area.
DISABILITY			X	School will be built to DDA guidelines to ensure accessibility in and around the building for all.

<b>8b. Summary of stakeholders involvement:</b>
<ul style="list-style-type: none"> <li>- Initial briefing sessions with Headteacher, governing body and ward members.</li> <li>- Members of the assessment team who represent various services and partners are part of discussions and meetings throughout the process.</li> <li>- School employees and trade unions will be met during the consultation stage.</li> <li>- Parents and members of the community will be consulted via a public meeting.</li> </ul>

<b>8c. Summary of Potential barriers:</b>		
<b>Type of barrier/Issue</b>	<b>Action needed</b>	<b>Impact</b>
Built environment	DDA guidelines adhered to.	Ensure accessibility for all
Information and Communication	A consultation document and public meeting will be used to convey the aims of the proposal to the wider community.	All relevant parties are able to express their views verbally and in written format.
Consultation and Involvement	Consultation documents available on request in other languages	All communities are consulted and are able to express their views on the proposal.

<b>9. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Please provide detail:</b>	
<b>Action required:</b> None	

**10. Could this activity be perceived as benefiting one group at the expense of another?**

Yes

No

**Please provide detail:**

**Action required:**

**11. Equality, diversity, cohesion and integration action plan**

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>



**SHARP LANE PRIMARY SCHOOL – EXPAND FROM 2FE TO 3FE**

<b>Service Area:</b> Strategic Development & Investment	<b>Team:</b> Capacity Planning & Sufficiency
<b>Assessment prepared by:</b> Rosie Fluin	<b>Contact number:</b> 0113 2475793
<b>Date of assessment:</b> 29 October 2012	

**1. Summary of project that was assessed:**

Increase the admission number of Sharp Lane Primary from 60 to 90 with effect from September 2014, increasing the schools capacity from 420 to 630 places. The expansion would require additional accommodation to be added to the school site.

**2. Summary of people/services involved with assessment:**

A pupil places operational group meets on a monthly basis to develop and work through proposals to expand school provision across the city, as part of the School Places Strategy – Planning Learning Places in Leeds 2010-2013. This group consists of officers from various services within Leeds City Council. These include: Capacity Planning & Sufficiency, Children’s Performance Service, Built Environment, Inclusion, School Improvement and Early Help.

**3. Research:**

As part of the process to develop options, various research work is undertaken including:

- Analysis of under 5s, looking at past trends
- Projections based on births and take-up, to determine whether there are enough school places within a particular area.
- Regular contact with Corporate property management to identify council owned sites that have or are to become surplus,
- Parental preference patterns.
- The types of schools within the area, does this offer choice and diversity?
- Research around BME to ensure these groups are not adversely affected.
- Ensure that we adhere to our legal duty of promoting choice and diversity.
- Communicating with schools and local members to gain a better understanding of the wider community
- Communicating with the community at a later stage of the process to obtain views.

## 7. Who may be affected by this project?

### Equality characteristics

Age

Carers

Disability

Gender reassignment

Race

Religion  
or Belief

Sex (male or female)

Sexual orientation

Other

### Stakeholders

Services users

Employees

Trade Unions

Partners

Members

Suppliers

Other please specify: Neighbouring authorities

**Potential barriers.**

**Built environment**

**Location of premises and services**

**Information and communication**

**Customer care**

**Timing**

**Stereotypes and assumptions**

**Cost**

**Consultation and involvement**

**Other, please specify**

**8a. Summary of Impacts:**

<b>Equality Characteristic</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>Neutral Impact</b>	<b>Description</b>
AGE	X			An additional 30 places will be made available in reception class from 2014 for children within the Belle Isle area.
DISABILITY			X	School will be built to DDA guidelines to ensure accessibility in and around the building for all.



<b>8b. Summary of stakeholders involvement:</b>
<ul style="list-style-type: none"> <li>- Initial briefing sessions with Headteacher, governing body and ward members.</li> <li>- Members of the assessment team who represent various services and partners are part of discussions and meetings throughout the process.</li> <li>- School employees and trade unions will be met during the consultation stage.</li> <li>- Parents and members of the community will be consulted via a public meeting.</li> </ul>

<b>8c. Summary of Potential barriers:</b>		
<b>Type of barrier/Issue</b>	<b>Action needed</b>	<b>Impact</b>
Built environment	DDA guidelines adhered to.	Ensure accessibility for all
Information and Communication	A consultation document and public meeting will be used to convey the aims of the proposal to the wider community.	All relevant parties are able to express their views verbally and in written format.
Consultation and Involvement	Consultation documents available on request in other languages	All communities are consulted and are able to express their views on the proposal.

<b>9. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Please provide detail:</b>	
<b>Action required:</b> None	

**10. Could this activity be perceived as benefiting one group at the expense of another?**

Yes

No

**Please provide detail:**

**Action required:**

**11. Equality, diversity, cohesion and integration action plan**

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>

