

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

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| <b>Directorate:</b> Children and Families | <b>Service area:</b> Sufficiency and Participation |
| <b>Lead person:</b> Tracy Waud            | <b>Contact number:</b> 0113 3787231                |

**1. Title:** Proposal to increase primary school places in Alwoodley.

Is this a:

**Strategy / Policy**
 **Service / Function**
 **Other**

**If other, please specify**

**2. Please provide a brief description of what you are screening**

The proposal is to expand primary places at Allerton Church of England Primary School from a capacity of 420 pupils to 630 pupils with an increase in the admission number from 60 to 90 with effect from September 2018.

**3. Relevance to equality, diversity, cohesion and integration**

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

| When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels). |     |    |
|--|-----|----|
| Questions  | Yes | No |
| Is there an existing or likely differential impact for the different equality characteristics?   |     | x  |
| Have there been or likely to be any public concerns about the policy or proposal?  | x   |    |
| Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?  |     | x  |
| Could the proposal affect our workforce or employment practices?   |     | x  |
| Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>  |     | x  |

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

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| <b>4. Considering the impact on equality, diversity, cohesion and integration</b>  |
| If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).   |
| <ul style="list-style-type: none"> <li>• <b>How have you considered equality, diversity, cohesion and integration?</b> (<b>think about</b> the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)</li> </ul> <p>The proposal is to increase the number of primary places in the Alwoodley area.</p> <p>Leeds City Council has permanently increased primary places across the Alwoodley and Roundhay areas over a number of years and more recently bulge cohorts have been agreed at a number of local schools to address the ongoing demand for places.</p> <p>The demographics of the area were considered when working up the proposal, along with parental preference trends, numbers of births and children aged under 5 based on NHS data and admissions data, and it was concluded that additional capacity is required. The types of schools in the area were also considered, to ensure we adhere to our legal</p> |

duty of ensuring parents are offered choice and diversity.

By September 2017, Allerton C of E Primary School will have admitted additional children above its published admission number into its Reception class on three separate occasions. These bulge cohorts were supported by the Head Teacher and Governing Body and as the Local Authority have admitted these bulge cohorts and provided physical accommodation, it was appropriate for us to consult on whether this should become a permanent change, as the statutory guidance from the Department for Education recommends.

We consulted those affected on this proposal from 26 June 2017 to 21 July 2017, including parents and carers of pupils, governors and staff at the school, nearby schools, the Diocese, Councillors, MP and local residents. Information was also sent to local Early Years providers for them to pass to parents who may be impacted by the proposals. Information was posted on the Family Information Service website and social media was used to publicise e.g. Leeds City Council Facebook page, Child Friendly Cities twitter, community committees facebook and twitter.

To ensure maximum engagement with families we asked the school to promote the consultation on the proposal through their usual methods of communication such as the school website and newsletter. Documents used during the consultation were available from the school and via links to the council's webpage. These documents could be requested in different languages. Informal consultation drop in sessions took place which provided an opportunity for stakeholders to meet council officers, ask questions and to tell us what they thought of the proposal. These sessions were planned at school drop off and pick up times and a session took place in the evening to ensure we were available to speak to people at convenient times and to assist working parents/carers and residents.

Stakeholders were able to give their views on the proposals by completing a consultation response form available either from the school offices or at the drop in sessions where assistance was offered if required. In addition, consultees were informed that they could put their views forward via email, post, on-line blog or on-line survey.

There were a total of 92 responses with 34 of the respondents supporting the expansion, 36 not in support and 22 unsure.

- **Key findings**

**(think about** any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

From the Equality Impact Assessment the Sufficiency and Participation Team found that these proposals would have a positive effect on some of the 6 categories listed below;

- Age
- Gender
- Religion
- Ethnicity
- Disability
- Sexual orientation

Additional learning places create more opportunities for all pupils to be supported and to meet their needs at every age, regardless of gender, and in every school. This proposal supports that aim and would not have an adverse impact on any child or young person who attends the school included in this proposal. The school ethos and accommodation would ensure that all children and young people who attend can take a full part in the school curriculum in an environment that supports their specific needs regardless of religion, ethnic background and nationality. The area around the school is a diverse, multi ethnic and multi faith community and an expansion of the existing school will ensure that it continues to support the needs of its community by providing more places for local children. Any new accommodation would meet the Equality Act 2010 and would therefore be accessible for all.

By September 2017, Allerton C of E Primary School will have admitted additional children above its published admission number into its Reception class on three separate occasions. This proposal would ensure that additional primary places are permanently created in the Alwoodley area for primary aged children from September 2018 onwards. If the proposal is agreed, the school would grow from Reception upwards over a period of 5 years.

The proposal would have a positive impact on promoting choice and diversity for local families who are applying for a school place. Allerton C of E Primary School is a good school (Ofsted January 17) and was judged to be Outstanding in the Statutory Inspection of Anglican and Methodist Schools (SIAMs) report (January 17). The school is popular with local families, situated within an area of high demographic need. The school has been willing to work with the authority to ensure a sufficiency of places by supporting bulge cohorts in 2014, 2016 and 2017 and has worked hard to improve its offer to local parents, including developing provision for 2 year olds and offering 30 hours of early years care for parents who work - to be implemented from September 2017.

An increase in admission numbers would mean that more pupils would benefit from the high standard of education provided at the school.

- **Actions**

**(think about** how you will promote positive impact and remove/ reduce negative impact)

If the proposal is taken forward, the extra primary places will be made available in reception from September 2018. All parents/carers will therefore have the option of applying for these places or preferencing alternative schools.

During the consultation process, all views and responses were considered equally. If the proposal was approved, during the design process for new school accommodation, the plans would be shared with stakeholders and consulted on. Through the design process, any new accommodation to facilitate the expansion of the school would be compliant with the Equality Act 2010. This would ensure that the building is accessible to all users; students, staff and visitors.

**5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.**

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| Date to scope and plan your impact assessment:                         |  |
| Date to complete your impact assessment                                |  |
| Lead person for your impact assessment<br>(Include name and job title) |  |

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|---|------------------------------------|--------------|
| <b>6. Governance, ownership and approval</b>  |                                    |              |
| Please state here who has approved the actions and outcomes of the screening  |                                    |              |
| <b>Name</b>   | <b>Job title</b>                   | <b>Date</b>  |
| Richard Amos  | Sufficiency and Participation Lead | 24 July 2017 |
| <b>7. Publishing</b>  |                                    |              |
| This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published. |                                    |              |
| Please send a copy to the Equality Team for publishing  |                                    |              |
| <b>Date screening completed</b>   | 24 July 2017                       |              |
| <b>Date sent to Equality Team</b>   |                                    |              |
| <b>Date published</b><br>(To be completed by the Equality Team)   |                                    |              |