

Section A - EQUALITY ANALYSIS TEMPLATE

You must complete this in conjunction with reading Equality Analysis Guidance

Name of Decision:

Increase of capacity at St Paul's CE VC Primary School from 210 places to 315 places

Date: January 2020

Version Number: 1

Equality Analysis completed by:

Name: Alan Rowan

Job title: Retained Education Functions Lead

Responsible Officer or Group:

Name: School Organisation Committee of Cabinet

Is the Activity:

New/Proposed (X)

Changing/Being Reviewed ()

Other ()

Part 1. Purpose and Scope

Purpose

In this section outline briefly:

- what the policy, decision or activity is and what the intended outcomes/benefits are (linked to the Corporate Outcomes Framework)
- over what period of time the outcomes will be achieved
- why it needs to be implemented or revised
- what populations are affected by the proposal
- who is expected to benefit and how, i.e. young people, older people, carers, BME groups, ward areas/communities, etc
- whether there are any overlaps with regional, sub-regional, national priorities.

[Further Guidance](#)

This proposal will increase the capacity at St Paul's CE VC Primary School (St Paul's) for pupils aged 5-11 from 210 places (30 per year group) to 315 places (45 places per year group).

The proposal is linked to infrastructure requirements associated with the South Sunderland Growth Area (SSGA). The SSGA is projected to increase the primary aged cohort by between 600 – 720 pupils. This will result in the utilisation of current surplus places in the area and a requirement to create new school places to meet this demand.

The Council has proposed that that the increased demand is met through the extension of two primary schools in the SSGA (with Benedict Biscop CE Primary Academy to be extended in 2021 and St Paul's CE VC Primary to be extended in 2022) and through the development of a new 315 place primary school at a later point in the development of the SSGA.

St Paul's is currently at capacity in all age groups. It provides primary school places to developments at South Ryhope and Cherry Knowles. The increased capacity at St Paul's will directly contribute to the sufficiency of school places for families moving into homes at the two development areas.

Intelligence and Analysis

Please describe:

- What sources of information have been used to inform this assessment/analysis (this should include but is not limited to consultations, resident/service user feedback and statistical data and intelligence)
- **What the information is telling you** – this should be broken down by each of the protected characteristics or other identified groups which could be disadvantaged. Each of the aims of the equality act should be considered in relation to each of the protected characteristics.

[Further Guidance](#)

The Council has used a range of data sources as part of the analysis that forms this proposal. This includes an evaluation on the sufficiency of local school places within statutory walking distance of planned and commenced housing developments, projected yield from new housing developments and suitability of existing school buildings to meet the needs of a growing local population

While not focussing on specific disadvantaged groups the admissions criteria used to allocate the increased capacity continues to prioritise pupils who are looked after, formally looked after and with SEN needs.

In addition to the desktop analysis to calculate demand the Council has also conducted a 6 week informal consultation on the proposal and a further 4 week statutory representation period to seek views on the proposal.

Gaps in intelligence and information

Having analysed the information available to you:

- are there any gaps in intelligence or areas where understanding needs to be improved? Please describe what these are and what actions you intend to take to obtain/improve the information. These actions should be covered in the action plan.
- are there any groups who should be expected to benefit who do not? Please describe why not and whether you will amend the decision to change this outcome. This should also be covered in the action plan.

[Further Guidance](#)

NA

Additional Impacts

The policy or action may also have an impact on other groups or individuals which are not covered by statutory requirements. Please outline any additional individuals or groups which have not already been covered. This could include socio-economic groups, voluntary and community sector, carers or specific communities which face additional challenges (such as former coal mining areas or areas of high deprivation)

[Further Guidance](#)

The proposal is not projected to impact on groups outside statutory requirements

Part 2. Analysis of Impact on People

In this section you must **review the intelligence described above and summarise the intended and potential impact of the policy, decision or activity** on the people of Sunderland. This includes specific consideration of the impact on individuals, groups with protected characteristics and communities of interest within the city. Please briefly outline any positive, neutral or negative impacts on the specific groups below. Please note that any negative impacts should have a corresponding action in the action plan in the page below.

In this assessment it is important to remember the **Council is required to give due regard to:**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Each of these aims must be summarised in turn in relation to the groups outlined below.

[Further Guidance](#)

Characteristic	List of Impacts		
	Positive	Neutral	Negative
Age	Increased local school places for children of statutory school age		
Disability	Increased facilities for children with SEN, more appropriate class sizes for children with SEN, greater potential to deliver external provision for children with SEN		
Gender/Sex	NA		
Marriage & Civil Partnership	NA		
Pregnancy and maternity	NA		

Race/Ethnicity	NA		
Religion/belief	NA		
Sexual Orientation	NA		
Gender identity	NA		

Please add any additional groups mentioned in the “additional impacts” section above.

Part 3. Response to Analysis, Action Plan and Monitoring

In this section please outline what actions you propose to take to minimise the negative, and maximise the positive, impacts that have been identified through the analysis. By considering and implementing these actions the policy or action can be refined to make sure that the greatest benefits are achieved for the people of Sunderland. The performance monitoring process should also be set out to explain how ongoing progress is going to be followed to make sure that the aims are met.

From the analysis four broad approaches can be taken, (No major change; continue with the policy/action despite negative implications; adjust the policy/decision/action; or stop the policy/action). Please indicate, using the list below, which is proposed.

- No Major Change ()
- Continue Despite Negative Implications ()
- Adjust the Policy/Decision/Project/Activity ()
- Stop ()

Action Plan

[Further Guidance](#)

ACTION	WHO	WHEN	MONITORING ARRANGEMENTS

PLEASE ENSURE THAT THIS TEMPLATE IS PUBLISHED ON <http://citypoint/equalityanalysis/default.aspx>, WITH THE RELEVANT ACCOMPANYING DOCUMENTATION APPENDED, i.e. POLICY/STRATEGY. THE EQUALITY ANALYSIS MUST BE PRESENTED AT ANY DECISION POINT.