

LONDON BOROUGH OF HAVERING EQUALITY ANALYSIS

PROPOSED ACTIVITY: Phase 2 expansion of nine community primary schools and one Foundation primary school from September 2014.

SCOPE OF PROPOSAL

1. What is the scope and intended outcomes of the activity being assessed; in terms of both the Council's organisation and staffing, and services to the community?

A decision is required as to whether or not statutory proposals should be published in relation to a number of primary school expansion projects to enable the local authority to meet its statutory duty to provide sufficient school places. An increased demand for school places has been experienced due to increasing birth-rates, additional housing developments and inward population migration. This increased demand is expected to continue in future years to the anticipated growth in population. Projects for school expansion have taken place where birth rates are increasing and parental preferences for places are on the increase in order to better meet the choices made by families for school places.

A decision not to expand primary schools will lead to a lack of choice for parents in relation to school places, increased admissions appeals or increased travelling distances for pupils to attend schools and the Local Authority failing in meeting its statutory duty to provide sufficient school places.

Background

In the light of latest projections of pupil numbers, Havering's pupil forecasts are projecting a substantial growth in primary pupil numbers. The most significant growth is projected for Year R, the first year of entry to compulsory primary education. Numbers are forecast to rise from 2,906 in 2012/13 to some 3,523 in 2016/17 (18%), and to 3,681 (21%) by 2020/21. In November 2013, Havering's Cabinet approved an approach to manage this forecast increase beyond the current Phase 1 of the Council's Programme of Primary School Expansions. Officers were authorised to develop proposals for expanding existing primary schools to ensure that there are sufficient school places to meet the present and the best assessment of likely future demand as part of the second phase of the programme.

Table 1: Need for Primary School Places for 2014/15

Table 1 below shows the number of classes needed in each year group broken down by planning area for the academic year 2014/15:

Need for Primary Places for 14/15								
Planning Area	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Collier Row	1	1						2
Harold Hill	1					1		2
Hornchurch	1.5							1.5
Rainham	1	1			1	1		4
Romford	3	1		1	1	1	1	8
S.Hornchurch and Elm Park	1							1
Upminster	1	1		0.5		1	1	4.5
Total	9.5	4		1.5	2	4	2	23

a) Organisation

An analysis of the capacity of primary schools in the borough following the first phase of the expansion programme has shown the need to provide additional primary places if the Council is to meet its legal obligation of ensuring sufficient school places.

Table 2: Need for Primary School Places by School Planning Area for 2015/16 and for next 5 years

Table 2 indicates the minimum additional permanent primary phase capacity, expressed as forms of entry (FE), that will be needed for each School Planning Area for September 2015 and then for the next five years.

School Planning Area	Phase 2 - Additional need for 2015/16	Phase 3 -Further additional need for next 5 years
Collier Row	2 FE	2 FE
Elm Park & South Hornchurch	1 FE	2 FE
Harold Hill	1 FE	2 FE
Hornchurch	2 FE	2 FE
Rainham	1 FE	2 FE
Romford	3 FE	3 FE
Upminster & Cranham	1 FE	1 FE

(b) Services to the Community

The proposal is to expand the capacity of **Broadford, Benhurst, Newtons and Crowlands community primary schools** from September 2014 to meet some of the demand as highlighted in table 1 above. From September 2015, **Parsonage Farm, Scotts and RJ Mitchell community primary schools** will also have their premises enlarged to meet the additional need for 2015/16 academic year.

Following the successful outcome of the Priority School Building Programme (PSBP), three Havering schools will be rebuilt and expanded from September 2016. **Hacton and Suttons** community Primary schools will help with the longer term provision of additional places in the Upminster & Cranham and South Hornchurch & Elm Park Planning Areas respectively. Similarly, the expansion of **The Mawney Foundation School** beyond 2 FE, also under the PSBP would contribute to the additional place requirements in the Romford School Planning Area.

The outlined proposals will ensure that no Havering child is left without a school place.

(c) Staffing

As a result of this phase 2 expansion programme, there will be a need to recruit additional teaching and support staff within these schools. The likely/potential impact on staff members within these schools is outside the scope of this EA as individual schools will directly manage their recruitment and selection process in accordance with the existing and relevant HR policies and procedures. However, the Council's Schools' HR team will provide appropriate relevant support in relation to these processes.

2. Which individuals and groups are likely to be affected by the activity?

(a) Staff Individuals and Groups

The following staff groups are likely to be affected by the proposals:

- Staff members working in the above schools proposed for expansion

The likely/potential impact on staff members within these schools is outside the scope of this EA as individual schools will directly manage their recruitment and selection process in accordance with the existing and relevant HR policies and procedures. However, the Council's Schools' HR team will provide appropriate relevant support in relation to these processes.

- About 70% of LBH staff members live locally and as parents/carers/guardians and/or local residents living near the schools proposed for expansion.

The impact on these staff groups is considered under the community section of this EA.

(b) Community Individuals and Groups (including voluntary organisations)

- Children aged 0-11 who are or will be studying in the schools proposed for expansion and their families/carers/guardians
- Residents who live near the schools proposed for expansion

The potential/likely impact on affected individuals and groups is analysed in section 5 (b) below.

DATA AND INFORMATION

3. **What data/information do you have about the people with 'protected characteristics' (age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation) or other socio-economic disadvantage (e.g. disabled and part-time workers, low income and/or lone parents (mothers and fathers), looked-after children, other vulnerable children, families and adults) among these individuals and groups?**

(a) Staff Individuals and Groups

Please refer to section 2 (a) above.

(b) Community Individuals and Groups (including voluntary organisations)

The Joint Strategic Needs Assessment (Demographics chapter) published in 2014 and can be accessed via this link; <http://www.haveringdata.net/research/jsna.htm> provides information on the demographics, diversity and socio-economic profile of Havering population and highlights that:

- Between 2001 and 2011 the Havering's population grew by 6% (12,984 people)
- Over the last ten years Havering has become more diverse with 17% of black and ethnic minority group accounting for 17% of the total population as of 2011.
- In 2001, pre-school age infants (aged 0-4 years) accounted for 5.52% (12,415) of the population. This has increased by 10% to make up 5.76% (13,661) of the population in 2011. This percentage is slightly below the average for London (24%) and average for England (13%)
- Projections predict a further 3.1% increase from 2016 to 2021. This represents an expected further increase of 18.8% from 2011 to 2021 with significant implication on education, social care and health services and additional need for primary school places

In addition to the above data, our proposal which has identified where additional school places will be needed across the borough has also been informed by both;

- **The Joint Strategic Needs Assessment (Children and Young People Chapter 2013/14)** available via this link; <http://www.haveringdata.net/research/jsna.htm> . It provides information on children aged 0-11 and their families/carers/guardians. It also details actual birth figures, projected pupil growth, pupil migration trends into and out of the borough and the likely pupil numbers generated from new housing developments.

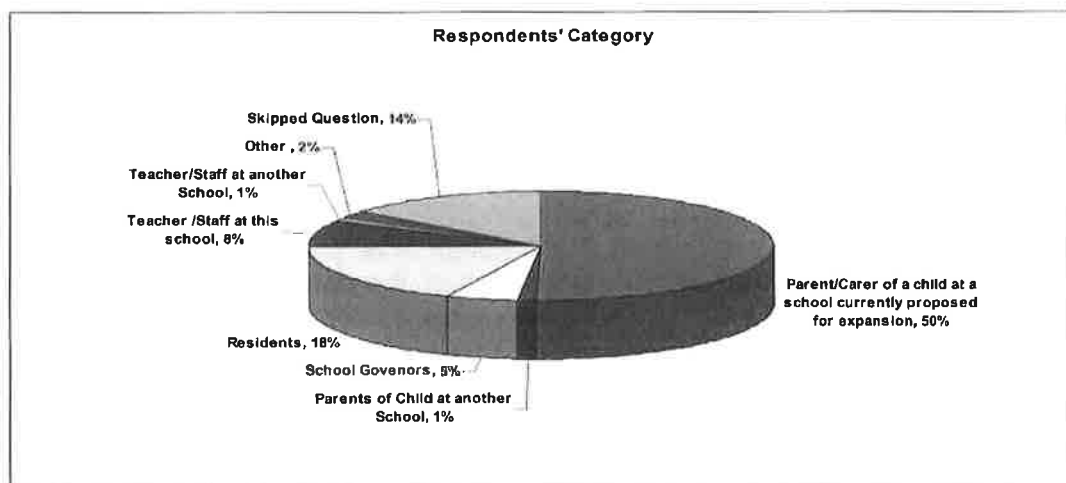
- **The Commissioning School Places Strategy (approved by Cabinet 11/7/12)** includes an analysis of the diversity of school places across the borough. <http://democracy.havering.gov.uk/leListDocuments.aspx?CId=153&Mid=2233&Ver=4>

What information do you have about how they will be affected by the activity? Will you be seeking further information in order to assess the equalities impact of the activity? How is this information being used to influence decisions on the activity?

As part of our approach in ensuring a best assessment of the impact of our proposed activity, a four weeks stakeholder consultation was undertaken. The objective was to inform and gather views from key stakeholders, particularly parents/carers/guardians of existing & potential pupils, school staff and local residents regarding our expansion proposals.

A breakdown of the various groups who responded to the consultation survey is highlighted and shown in the chart below;

- **169** were parents/carers/guardians of a children currently in one of the schools proposed for expansion;
- **26** were members of staff/teacher in one the schools proposed for expansion;
- **5** parent/carers/guardians of children at another school in the borough;
- **62** were local residents
- **4** were members of staff/teacher in another school in the borough
- **17** were members of a school governing body
- **6** indicated that their role was not in any of the category above and
- **48** skipped the question



Overall, 124 respondents representing (37%) of the total responses received supported the proposal and had positive comments regarding the expansion plans. They felt it would be a positive boost for most of the schools as it provides the opportunity to upgrade facilities and get rid of split age groups/mixed classes. They also highlighted that the plans would help address the lack of school places

currently being experienced in the borough and offer families their choice of local schools.

Respondents who did not support the proposals raised a number of concerns regarding the physical capacity of the existing schools being able to accommodate the expansion plan. Majority of the consultees' highlighted concerns over road congestion, increased traffic and parking problems around the schools being proposed for expansion.

These and other related comments have been addressed and covered in Section 4 of the detailed consultation feedback report.

- 4. If no data and information is available about the groups likely to be affected by the activity, how would you inform your EA? Will you be considering carrying out some consultation to inform your EA?**

CONSULTATION

Following Cabinet approval (20/11/2013) on an approach in managing the forecast increase in primary phase pupil numbers beyond the current Phase 1 of the Council's Programme of Primary School Expansions; details via this link;

<http://democracy.havering.gov.uk/leDecisionDetails.aspx?ID=986>

A public consultation with stakeholders was undertaken between the period of 3/02/2014 – 3/03/2014. The consultation survey was carried out using questionnaire and officers from the Education Asset Management and School organisation teams attended governing bodies meetings of all the schools that were being proposed for expansion.

(a) Staff

School staff members in all the borough schools were consulted. Head teachers were sent electronic version of the consultation document to distribute to staff. An option of an online questionnaire was also made accessible to register any views.

Those staff members who are local residents and are (likely to be) affected by the proposed expansion of schools are covered in section (b) below.

(b) Community

Each primary school in the borough was sent an electronic version of the consultation document. Hard copies of the document and questionnaire with a freepost return address were also made available to headteachers to distribute to parents/carers/guardians who did not have an online access. The consultation document including supporting documents and the online survey response link was made available to the public via the Havering website. Consultees' were also made aware of the opportunity to register their views and direct enquiries via phone calls or emails.

All views and comments were carefully considered and informed the next stage of the proposed activity.

The detailed consultation feedback report which is available on request is included as a background paper in the Non-Key Decision report on the publication of statutory notices and proposals.

LIKELY IMPACT

5. Based on the collected data and information, what will be the likely impact of the activity on individuals and groups with protected characteristics or other socio-economic disadvantage?

As demand increases for primary school places, parental choice can be reduced, particularly for more popular schools. With the addition of places at expanded schools, pupil place allocations will be made in accordance with London Borough of Havering's Admissions arrangements which ensure a fair and transparent process for parents applying for school places, either as in-year transfers or for reception-age children. More information on the admission arrangements is available via this weblink; <http://www.havering.gov.uk/Pages/Services/Primary-admissions>

Age

Admission to primary school is age-specific. Proposals to expand primary schools will ensure that all children requiring a primary school place can be offered one.

Disability

School refurbishments and building expansions are undertaken with full accessibility compliance. Where specific individual needs are identified, these are addressed in consultation with the SEN team as required using capital funding. In addition, the placement of children with special educational needs means that revenue funding transfers to the school with the child, ensuring that necessary resources can be made available.

Gender

All schools proposed for expansion are co-educational therefore the gender of pupils is not considered to be a factor in determining proposals.

Race

National legislation determines that schools cannot discriminate on race in relation to admissions policies. Some of the children who are or will be studying in the schools proposed for expansion would be from ethnic minority backgrounds and may have English as a second language. We are also aware that a small proportion of parents/carers/guardians of current and potential pupils do not speak or read English. Our English Additional Language (EAL) team will work with schools to offer support as best as we can. We would also ensure that information is written in Plain English and is accessible via a wide range of communications channels, with translation and interpreting services made available upon request.

Through our Attendance, Behaviour and Traveller support service, we will support Gypsy, Roma and Travellers children and their families to ensure that GRT children are also provided with the opportunity to benefit from accessible and inclusive education.

Religion/belief

None of the schools proposed for expansion admit or exclude pupils on faith grounds therefore this is not considered to be a factor in determining proposals.

Sexual orientation

National legislation determines the admission policies that schools have to operate and they cannot discriminate on sexual orientation, therefore sexual orientation is not considered to be a factor in determining proposals.

Socio-Economic

Increasing the number of primary school places will ensure that every child requiring a school place can have one. This will mean that there is a reduced chance of children having to travel further to schools which may have a positive impact upon attendance. The Early Help & Troubled Families Team along with other partner agencies are actively working with children and families with multiple complex needs to ensure that socio-economic disadvantage is not a barrier to education and that every child has equal life chances, regardless of their socio-economic status.

It is not considered that the impact will be different for groups in relation to race, disability, gender, religion and belief, sexual orientation or age. However, any children admitted with learning difficulties or special educational needs, who is in receipt of free school meals, has English as an additional language etc will be assessed at the time of admission and any necessary support will be put in place.

London Borough of Havering's Admissions criteria already recognises the requirements of the Code in relation to Looked After Children, children with Special Educational Needs statements, Services families, siblings and also has a category for exceptional medical needs.

6. What is the likely impact on arrangements for safeguarding children and/or safeguarding vulnerable adults?

- (a) Vulnerable children**
Please refer to sections 5 above
- (b) Vulnerable adults**
Not applicable

PREVENTING DISCRIMINATION

7. If any negative impact is identified, is there a way of eliminating or minimising it to reasonable level? If not, how can the negative impact be justified?

The Council has a statutory duty to ensure that there are sufficient primary and secondary places available to meet the needs of the population of their area. The decision of which schools to expand is based on comprehensive needs assessment, in-depth analysis of demographic data and the consultation feedback.

- (a) Staff**

Those staff members who are local residents and are (likely to be) affected by the proposed expansion of schools are covered in section 7(b).

(b) Community

We have examined carefully the needs of children and their families/carers by carrying out comprehensive needs assessment to propose expansion of primary schools as close as possible to those areas pupil growth is projected

Furthermore, the approach in managing the forecast increase in primary pupil numbers and deciding which schools to propose for expansion has been guided by advice from our school improvement officers who work directly with schools to ensure that the quality of teaching is not compromised by our proposed activity. Wherever possible, successful schools that are popular with parents have been identified for expansion.

We recognise that some local residents who live near the schools proposed for expansion might be adversely affected and the Council is doing everything possible to minimise that impact by:

- Consulting with residents to understand and provide strategies and solutions for addressing the issues and concerns raised.
- Working with schools to improve their travel plans by encouraging safe and sustainable modes of travel, such as walking and cycling thereby reducing air pollution and traffic congestion.
- Putting plans and provisions in place to secure permanent and long lasting solutions.
- Continuous monitoring and review of our plans and provisions.

PROMOTING EQUALITY

8. How will the activity help the Council fulfil its legal duty to advance equality of opportunity in the way services are provided?

The Council has a statutory duty to ensure that there are sufficient primary and secondary places available to meet the needs of the population in their area.

The Council commissioned a survey in 2012 to better understand Parents'/Carers'/Guardians' satisfaction levels, needs and preferences as a prerequisite of launching a major programme for expanding Primary schools. This second phase of the programme has taken these into account and in addition an extensive consultation have been carried out to ensure that the views and comments of all stakeholders and individuals in the community were given due consideration during the planning stages of these proposals.

There is an on-going engagement with stakeholders to ensure all views are heard and considered as this expansion programme progresses.

SPECIFIC NEEDS

9. What actions will you be taking in order to maximise positive impact and minimise negative impact from the activity?

There has been no evidence through the consultation exercise to suggest that specific groups have been disproportionately affected by the proposals for primary school expansions.

Projects for school expansion have taken place in areas where there is an acute need for additional places and where parental preferences for places are on the increase in order to better meet the choices made by families for school places.

Possible further travel would impact on families on lower income if they were allocated school places further afield and if they did not qualify for free school travel. This in turn could have a negative impact upon attendance if proposals were not approved.

The Council's Fair Access Protocol ensures that pupils, identified through the protocol as having additional needs, engage in that process for appropriate school placement. The PDF copy of the protocol can be viewed or downloaded from this weblink <http://www.havering.gov.uk/Pages/Services/In-year-transfers.aspx?I1=100005&I2=200308>. All primary and secondary schools in Havering participate in the protocol, which may in some cases result in schools admitting pupils above their various individual published admission numbers.

MONITORING AND REVIEW

10. Once implemented, how often do you intend to monitor the actual impact of the activity?

The outcomes of the proposal, if implemented, would be monitored through the allocation of school places, a reduced number of admission appeals and other equalities & diversity related complaints/concerns raised. The increased flexibility of choice for parents will also be an indicator of measuring the impact of the proposal, if implemented.

SIGN OFF AND PUBLICATION

11. When completed, the Equality Analysis needs to be signed off by the Head of Service. Once signed off, it should be forwarded to the Directorate Equality Analysis Web administrator to publish it on the council's website.

HEAD OF SERVICE

Name: *MARY C PATTERSON*

Date: *26.3.14*

Signature: *MCP*