

# Derby City Council

## Equality Impact Assessment

**New primary school in Boulton Moor, Derby, to serve Snelsmoor Grange and Fellow Lands Way housing developments**

**January 2022**



## What's the name of the policy you are assessing?

New primary school for Snelsmoor Grange and Fellow Lands Way housing developments in Boulton Moor, Derby.

## Process and Decision Making

The Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a Local Authority (LA) thinks there is a need for a new school in its area, it must seek proposals from potential sponsors to establish a free school.

The process includes the development of a specification for the new school, including information on school place planning, age range and the capacity of the new school as well as expected cost. The Council will invite proposals to open the new school by posting an advert and documentation on the Council's website, and through other routes, such as an article in the Schools' Circular.

The Department for Education provides model criteria for evaluating the proposals. The assessment panel process will include an evaluation and scoring of the proposals.

Following the evaluation of bids, the Council will forward a recommendation to the Secretary of State on the Council's preferred sponsor. It should be noted that the Secretary of State will take the Council's preferred sponsor into consideration, but has the option to decide to appoint an alternative sponsor

## The assessment team

Name	Job title	Organisation	Area of expertise
Helen Zwart	Project Development Officer	Derby City Council	School Capital Projects
Hayley Millward	Project Development Officer	Derby City Council	School Place Planning



## Step 1 – setting the scene

Make sure you have clear aims and objectives on what you are impact assessing – this way you keep to the purpose of the assessment and are less likely to get side tracked.

### **1 What are the main aims, objectives and purpose of the policy? How does it fit in with the wider aims of the Council and wider Derby Plan? Include here any links to the Council Plan, Derby Plan or your Directorate Service Plan.**

A new housing development is proposed at Snelsmoor Grange, Boulton Moor, for 800 dwellings. It is anticipated that 196 primary school pupils will be generated.

The new school will also serve a development of 190 properties at Fellow Lands Way, Chellaston, which has recently been completed. Based on the Council's pupil yield multipliers, the total of 990 new dwellings across the two developments will generate an estimated 277 primary aged pupils.

There is limited surplus capacity available in nearby primary schools and there are other housing developments underway in the local area which will increase the pupil population.

The proposal is to build a new 315 place primary school to serve children and families moving into the new Snelsmoor Grange and Fellow Lands Way housing developments. The Council has a statutory duty to commission sufficient school places in the city and a new school is necessary to ensure that there is a school place available for every child who needs one.

The proposal is for the new primary school to also include a 39-place nursery to ensure sufficient early years provision.

The proposal supports the Council priority outcomes of 'enabling individuals and communities' and 'raising achievement and skills.



## **2 Who delivers/will deliver the policy, including any consultation on it and any outside organisations who deliver under procurement arrangements?**

The new school will be located on one site on the Snelsmoor Grange housing development, Boulton Moor, Derby. The site has been acquired by the housing developers.

The building of the new school will be funded by the Snelsmoor Grange and Fellow Lands Way developers through Section 106 funding and will serve pupils from both developments. The Council is leading on the design and delivery of the new school building.

Once a sponsor has been appointed by the Secretary of the State to open and run the school, the sponsor will carry out formal statutory consultation, as required under Section 10 of the Academies Act 2010.

The Council is responsible for meeting the pre-and post-opening costs associated with opening the new school.

## **3 Who are the main customers, users, partners, employees or groups affected by this proposal?**

The main group affected by this proposal are families and children moving into the new houses on the Snelsmoor Grange and Fellow Lands Way housing developments.

There may also be an effect on other primary schools in the Alvaston and Chellaston areas, but these schools are all full or nearly full and so no significant impact is anticipated. For further information, please see the Education Impact Assessment.

### **Step 2 – collecting information and assessing impact**

## **4 Who have you consulted and engaged with so far about this policy, and what did they tell you? Who else do you plan to consult with? – tell us here how you did this consultation and how you made it accessible for**



**the equality groups, such as accessible locations, interpreters and translations, accessible documents.**

The requirement for a new primary school to serve the Snelsmoor Grange and Fellow Lands Way developments is set out in Derby's adopted Core Strategy, the key planning document for the City, setting out a long-term strategy for spatial development and associated infrastructure up to 2028.

Consultation has taken place with Derbyshire County Council through Housing Market Area & Education Planning Group meetings.

Following careful consideration, and in accordance with planning policy, the type of school, size of school and timescales for delivery were embedded in a signed Section 106 legal agreement between the Council and developer. There are legal requirements on the developer and Council in relation to the detail and delivery of the new school.

Notification of the proposal was provided to schools through a Schools Circular article with an option to raise queries or make any comments. In addition, early notification of the proposal was provided to all Academy Trusts in Derby.

**5 Using the skills and knowledge in your assessment team, and from any consultation you have done, what do you already know about the equality impact of the policy on particular groups? Also, use any other information you know about such as any customer feedback, surveys, national research or data. Indicate by a tick for each protected characteristic group whether this is a negative or a positive impact. If it's negative, fill in the mitigation section as well to explain how you are going to lessen the impact.**



## Age

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
The new school will ensure sufficient places for primary school aged pupils moving to the new housing development. The school will also include nursery provision to ensure sufficient early years provision.	Yes		N/A

## Disability

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
The building is being designed in accordance with current regulations on accessibility.	Yes		N/A

## Gender identity- trans

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
There will be no impact			



## Marriage and Civil Partnership

What do you already know?	Positive impact	Negative impact	Mitigation
There will be no impact			

## Pregnancy and maternity

What do you already know?	Positive impact	Negative impact	Mitigation
There will be no impact			

## Race

What do you already know?	Positive impact	Negative impact	Mitigation
There will be no impact			

## Religion or belief or none

What do you already know?	Positive impact	Negative impact	Mitigation
If an Academy Sponsor is appointed on the basis of opening a school with a particular religious character, there could potentially be an impact.			Funding agreements for new free schools with a religious character provide that where the school is oversubscribed at least 50% of places are to be allocated without reference to faith.



			The DfE standard criteria, which we will be using to score bids to run the new school, include a section on assessing applications for a school with a religious ethos or character. These criteria aim to ensure that the needs of pupils of different faiths or none are considered.
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**Sex**

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
The school will be open to boys and girls; there will be no impact			

**Sexual orientation**

<b>What do you already know?</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Mitigation</b>
There will be no impact			





**Important** - For any of the equality groups you don't have any information about, then make it an equality action at the end of this assessment to find out. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. You can get lots of information on reports done from organisations' websites such as the Equality and Human Rights Commission, Stonewall, Press for Change, Joseph Rowntree Trust and so on. Please don't put down that the impact affects 'everyone the same' – it never does!

**6 From the information you have collected, how are you going to lessen any negative impact on any of the equality groups? How are you going to fill any gaps in information you have discovered?**

Not applicable as no negative impacts have been identified for any of the equality groups.

**Step 3 – deciding on the outcome**

**7 What outcome does this assessment suggest you take? – You might find more than one applies. Please also tell us why you have come to this decision?**

<b>Outcome 1</b>	X	<b>No major change needed</b> – the EIA hasn't identified any potential for discrimination or negative impact and all opportunities to advance equality have been taken
<b>Outcome 2</b>		<b>Adjust the policy</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
<b>Outcome 3</b>		<b>Continue the policy</b> despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly



		<p>sets out the justifications for continuing with it. You need to consider whether there are:</p> <ul style="list-style-type: none"> <li>• sufficient plans to stop or minimise the negative impact</li> <li>• mitigating actions for any remaining negative impacts</li> <li>• plans to monitor the actual impact.</li> </ul>
<b>Outcome 4</b>		<b>Stop and rethink</b> the policy when the EIA shows actual or potential unlawful discrimination

### **Our Assessment team has agreed Outcome number**

Outcome 1

### **Why did you come to this decision?**

We do not expect that the proposed new school will have a negative impact on any of the equality groups, but it will have a positive impact on some groups.





Derby City Council