



## Equality Impact Assessment – Proposed Expansion of St Catherine’s Catholic School

Directorate	Children’s Services.
Unit/Team	School Organisation.
Assistant Director Responsible for EIA	Caroline Sutton.
Service EIA or Proposal	Expansion of St Catherine’s Catholic School, Penrith.

### Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible expansion of St Catherine’s RC School
Summary of findings	<p>If there are too few school places in the Penrith area the county council will not meet its obligation to supply sufficient school places. Increased birth-rates and planned housing development in the area will potentially increase the need for school places and may shift the location of the requirement of those school places. A failure to provide additional places may result in parents being unable to access their preferred school, will reduce the range of choice available and significantly increase travelling distance and time for young children.</p> <p>Any other issues identified during the representation period could be addressed appropriately at a later stage and added to this assessment.</p>
Scope of the EIA: <ul style="list-style-type: none"> <li>• One directorate</li> <li>• Cross directorate</li> <li>• Outsourced organisation</li> </ul>	The Childrens’ Services directorate, the St Catherine’s School and the surrounding communities, the Lancaster Diocese and the Catholic community of Penrith.

## Phase 1: Gathering information

List examples of background information that you think are **relevant**. If carrying out an assessment of a proposal this section should include the data used to establish whether the proposal has an impact.

Type of information	Findings
Feasibility studies on school site for expansion.	Current capacity at the site allows re-modelling of internal areas to provide additional teaching space.
Population information, pupil projections, patterns of admission to schools.	General growth in births and pupil numbers indicates the possibility of a future shortage of primary school places.

## Phase 2 Impacts

From the evidence above use this section to identify the risks and benefits according to the different characteristics protected by the Equality Act.

**All/general:** Any issue that cuts across a number of protected characteristics

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Increase in the numbers of places at St Catherine's.	<p>Greater access to faith-based education.</p> <p>Improved facilities.</p> <p>Increases choice for parents and improves ability of the local authority to meet parental preferences.</p> <p>Increase in pupil numbers will increase associated funding.</p>	Increase in class sizes working through from larger Reception class intakes.	<p>Implementation of expansion proposal.</p> <p>Support the school with regards to future class size organisation.</p>

**Disability and health and wellbeing:** All forms of disability recognised under the Disability Discrimination Act including sensory impairment, mental health, learning disabilities, mobility related conditions, conditions such as heart disease, diabetes, asthma. This also covers any impact on health and well being

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Impact on pupils with special needs. (school is not a strategically resourced school).	CCC operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment.		The policy is that funding for children with special needs follows the child.

### Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
		No negative impacts have been identified.	None.

**Ethnicity:** All ethnic groups including Asian, Black, East Asian and white minority ethnic groups, including Eastern Europeans and Gypsy and Travellers.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
GRT children do not achieve academically as well as their peers.	St Catherine's already has a large cohort of GRT pupils and therefore has an understanding of the issues From the January School Census 2011, GRT make up 14.5% of St Catherine's School.	GRT pupils need more support attendance and attainment may be a concern	Monitor attendance and attainment through Virtual schools and Learning
GRT pupils are at risk of not make Transfers and key times, Nursery and secondary.	St Catherine's has links with local Secondary schools	There are no faith schools in Eden secondary school transfer is poor in the Eden area.	Transfers and school places take up to be monitored by Equality Officer, support via School choices officer

<p>High numbers of mobile GRT families on the Penrith site</p>	<p>St Catherine's has strong links with the GRT community on the local site</p>	<p>Attendance and risk of GRT children becoming "Children Missing from Education" The site is privately owned and run, and could close down at short notice which would mean GRT places may not be required.</p>	<p>Equality Learning Officer GRT and links with the community and other agencies.</p>
<p>First choice school for migrant catholic families</p>	<p>Families actively seeking places</p>	<p>New arrival at mid term and mid phase, causing difficulty in target setting and planning,</p>	<p>Monitor attendance and attainment through Virtual schools and Learning</p>
<p>Attainment of EAL children</p>	<p>Already have experience of working with this cohort</p>	<p>Large numbers will have implication in achieving social English and concerns about more advanced learners receiving appropriate support. Same secondary transfer issues with faith schools as GRT. Economical down turn may have an impact on migration  From the October School Census 2011, in St Catherine's School 88.7% of the children English is their first language. The next greatest number is Polish as a first language, with 7.8% of the school population.</p>	<p>Transfers and school places take up to monitored by Equality Officer, support via School choices officer  Ensure children with EAL that any letters home are translated if required and that the school is aware of the process to access interpretation services.</p>

**Sexual Orientation:** including heterosexual, gay, lesbian and bisexual people

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
		No negative impacts have been identified.	None.

**Age:** Where a person is at risk of unfair treatment because of their age group

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Possible shortage of primary school places.	Expansion increases ability to provide sufficient primary school places.	No negative impacts have been identified.	Implementation of expansion proposal.

**Religion/belief:** all faiths including Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism and non religious beliefs such as Humanism

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Religious nature of school.	Additional school places will be provided for those seeking a faith-based primary education.	No negative impacts have been identified.	Implementation of expansion proposal.

**Socio-Economic Status:** This can include people on low incomes, as well as issues around rural and urban deprivation

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Increase in primary school places in Penrith.	Will help to ensure that sufficient primary school places are provided in Penrith. Thereby reducing the possibility that children will have to travel to schools further afield. This potentially mitigates against cost/access issues that some parents on low incomes may face.	No negative impacts have been identified.	Implementation of expansion proposal.

**Community Cohesion:** This is where a decision or a change to services may risk creating tensions between community groups in a local area.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Community effects.	Will provide primary school places within the local community.	None identified.	Implementation of expansion proposal.

### Phase 3: Action Planning

Based on actions raised in the action required box above

Area for further action	Actions proposed	Lead officer	When	Resource implications	Outcome
Consultation process.	Made as fair and accessible as possible.	Andy Smart.	Ongoing.		All stakeholders are able to take part in the process.
	Take into account any new information which arose during the consultation process and seek to mitigate any negative impacts.		Ongoing.		Any new issues are fully addressed.
Implementation.		Andy Smart and heads of schools involved.			PAN increase was implemented in September 2012.
Monitor attendance and attainment through Virtual schools and Learning					The monitoring of attainment of EAL learners has taken place. The attendance of GRT children is monitored closely as this has been identified as an area of

<p>Transfers and school places take up to be monitored by Equality Officer, support via School choices officer</p> <p>GRT new arrivals midterm. Transfers and school places take up to be monitored by Equality Officer, support via the School choices officer</p> <p>Support the school with regards to future class size organisation.</p>					<p>concern.</p> <p>The Equality Learner Officer Travellers monitors new arrivals midterm and provides support as needed to ensure that a school place is secured if this is the wish of the family. The officer works closely with the CME (Children Missing Education) Officer who fulfils the School Choice Officer role.</p> <p>The school is implementing appropriate strategies to meet their needs.</p>
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**Documents appended to the Equality Impact Assessment:**

**Quality Assurance and EIA completion**

<b>Date completed</b>	Dec 2011
<b>Lead officer</b>	Andy Smart
<b>EIA taken through Directorate Equality Group/or DMT</b>	
<b>Have staff been involved in developing the EIA?</b>	Indirect discussions
<b>Have community organisations been involved?</b>	Yes
<b>Date of latest update of EIA</b>	<b>05/12/12</b>