



## **Executive - supplementary: Crest Academies - Equalities Impact Assessment**

**Monday, 14 November 2011 at 7.00 pm**

Committee Rooms 1, 2 and 3, Brent Town Hall, Forty Lane, Wembley, HA9 9HD

### **Membership:**

#### **Lead Member Councillors:**

#### **Portfolio**

John (Chair)	Leader/Lead Member for Corporate Strategy and Policy Co-ordination
Butt (Vice-Chair)	Deputy Leader/Lead Member for Resources
Arnold	Lead Member for Children and Families
Beswick	Lead Member for Crime and Public Safety
Crane	Lead Member for Regeneration and Major Projects
Jones	Lead Member for Customers and Citizens
Long	Lead Member for Housing
J Moher	Lead Member for Highways and Transportation
R Moher	Lead Member for Adults and Health
Powney	Lead Member for Environment and Neighbourhoods

**For further information contact:** Anne Reid, Principal Democratic Services Officer  
020 8937 1359, [anne.reid@brent.gov.uk](mailto:anne.reid@brent.gov.uk)

For electronic copies of minutes, reports and agendas, and to be alerted when the minutes of this meeting have been published visit:

[www.brent.gov.uk/committees](http://www.brent.gov.uk/committees)

**The press and public are welcome to attend this meeting**

# Agenda

Introductions, if appropriate.

Apologies for absence and clarification of alternate members.

Item	Page
<b>6 Appendix 5 - Crest Academies: Award of Design and Build Contract to Rebuild the Crest Girls' and Crest Boys' Academies</b>	1 - 10

This report seeks authority to award the Design and Build Contract to completely rebuild the Crest Girls' and Crest Boys' Academies. The report outlines the project background and the procurement process undertaken. It also seeks approval to enter into a Development Agreement with the Academies' sponsors and approval to submit the Final Business Case to Partnerships for Schools in order to subsequently award the Design and Build contract.

**Ward Affected:**  
Dollis Hill

**Lead Member:** Councillor  
**Contact Officer:** Richard Barrett, Property and Asset Management, Cheryl Painting, Property and Asset Management  
Tel: 020 8937 1334, Tel: 020 8937 3227  
richard.barrett@brent.gov.uk,  
cheryl.painting@brent.gov.uk

**Date of the next meeting: Monday, 12 December 2011**



- Please remember to **SWITCH OFF** your mobile phone during the meeting.
- The meeting room is accessible by lift and seats will be provided for members of the public.
  - Toilets are available on the second floor.
  - Catering facilities can be found on the first floor near The Paul Daisley Hall.
  - A public telephone is located in the foyer on the ground floor, opposite the Porters' Lodge

# Agenda Item 6

## Impact Needs/Requirement Assessment Completion Form

<b>Department:</b> Regeneration & Major Projects	<b>Person Responsible:</b> Richard Barrett
<b>Service Area:</b> Property & Assets Management	<b>Timescale for Equality Impact Assessment :</b>
<b>Date:</b> 11.10.2011	<b>Completion date:</b> 7.11.2011
<b>Name of service/policy/procedure/project etc:</b> Rebuild of Crest Girls and Crest Boys Academies	<b>Is the service/policy/procedure/project etc:</b> New <input checked="" type="checkbox"/> Old <input type="checkbox"/>
Predictive <input checked="" type="checkbox"/>  Retrospective <input type="checkbox"/>	Adverse impact <input type="checkbox"/> Not found <input checked="" type="checkbox"/> Found <input type="checkbox"/>  Service/policy/procedure/project etc, amended to stop or reduce adverse impact Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Is there likely to be a differential impact on any group?</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>Please state below:</b>
1. Grounds of race: Ethnicity, nationality or national origin e.g. people of different ethnic backgrounds including Gypsies and Travellers and Refugees/ Asylum Seekers  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	2. Grounds of gender: Sex, marital status, transgendered people and people with caring responsibilities  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3. Grounds of disability: Physical or sensory impairment, mental disability or learning disability  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	4. Grounds of faith or belief: Religion/faith including people who do not have a religion  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
5. Grounds of sexual orientation: Lesbian, Gay and bisexual  Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	6. Grounds of age: Older people, children and young People  Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Consultation conducted</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Person responsible for arranging the review:</b> Richard Barrett	<b>Person responsible for publishing results of Equality Impact Assessment:</b> Richard Barrett
<b>Person responsible for monitoring:</b> Cheryl Painting	<b>Date results due to be published and where:</b> Planning application submitted 29 June 2011 (Ref: 11/1698) - consultation
<b>Signed:</b>	<b>Date:</b>

## Impact Needs/Requirement Assessment Completion Form

Please note that you must complete this form if you are undertaking a formal Impact Needs/Requirement Assessment. You may also wish to use this form for guidance to undertake an initial assessment, please indicate.

### 1. What is the service/policy/procedure/project etc to be assessed?

This assessment refers to the project to rebuild the Crest Girls and Crest Boys Academies as previous assessments have taken account of the expansion of these academies to provide additional school places.

It is proposed that Crest Girls' and Crest Boys' Academies each expand by one form of entry and are totally rebuilt as one procurement project. Planning approval for the development has been approved subject to GLA approval and a decision notice is expected on 19 October 2011. A report is now being made to the Executive on 14 November 2011 for authority to award the design and build contract.

### 2. Briefly describe the aim of the service/policy etc? What needs or duties are it designed to meet? How does it differ from any existing services/ policies etc in this area

This is a single procurement project of the Crest Girls' and Crest Boys' Academies; two separate Academies sharing one site in the Dollis Hill ward. The Crest Academies were formerly the John Kelly Boys and John Kelly Girls Technology Colleges before becoming Academies in September 2009 (see record of Executive meeting of June 2009 for further details). The existing Academies buildings are in very poor condition and have exceeded their lifespan. This project, funded by the Governments Academies Programme through Partnerships for Schools (PfS) will see both Academies totally rebuilt on the existing site whilst the current Academies remain in operation. Each Academy will also expand by one form of entry to meet the demand for school places in the Borough. Under sections 13 and 14 of The Education Act 1996, as amended by The Education and Inspections Act 2006, a local education authority has a general statutory duty to ensure that there are sufficient school places available to meet the needs of the population in its area. LA must promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They must also ensure that there are sufficient schools in their area and promote diversity and increase parental choice. To discharge this duty the LA has to undertake a planning function to ensure that the supply of school places balances the demand for them.

The funding for the proposed expansion and rebuild of the Crest Academies has been allocated by the Department for Education, and can only be spent on providing new facilities for these schools on the basis of the business cases made for them as part of the Academies programme; it cannot be used anywhere else.

The Executive report planned for presentation on 14 November 2011 recommends the award of the design and build contract to rebuild the Crest Girls' and Crest Boys' Academies.

### 3. Are the aims consistent with the council's Comprehensive Equality Policy?

The project is consistent with the Council's Comprehensive Equality Policy.

The proposed expansion and rebuild of the Crest Academies will provide a total of 900 places for girls aged 11-16 years and 750 boys aged 11-16 years plus 400 places in a joint girls and boys sixth form; this includes a total of 300 extra places for girls and boys. The Crest Girls Academy and Crest Boys Academy currently exist as single sex academies following statutory consultation undertaken prior to the schools establishment as Academies in September 2009 (they were formerly the John Kelly Boys and John Kelly Girls Technology Colleges). The outcome of this consultation is detailed in a report to the Executive in June 2009.

Although this assessment refers specifically to the rebuild of the Academies and not to the strategy of providing extra school places, for information in 2008, the Council consulted widely on schools strategy in Brent, receiving over 800 responses. Brent residents were in favour of the Council's strategy for school places and believed that the LA should play a major role in managing and running schools. Over two thirds of participants did not feel they were disadvantaged in obtaining a school place for their children due to any of the main diversity strands. Over, 90% did not feel they were disadvantaged due to their gender. This was also true for 85% of participants in relation to disability; 77% in relation to ethnicity; and 66% in relation to their faith.

## Impact Needs/Requirement Assessment Completion Form

Both Academies have a diverse ethnic representation of young people; as demonstrated below:

Crest Boys Academy – table 1

Ethnicity	%
Black - Somali	20.42
Afghan	13.18
Other Pakistani	13.02
White Eastern European	6.59
Iraqi	5.31
Indian	5.31
Black Caribbean	3.86
Arab	2.89
Other ethnic group	2.41
White - English	2.41
Traveller of Irish heritage	1.93
Other Asian	1.77
Lebanese	1.61
Bangladeshi	1.61
Black - Nigerian	1.61
Black - Sudanese	1.45
Latin/South/Central American	1.29
Sri Lankan Tamil	0.96
Other mixed background	0.96
White and Black Caribbean	0.96
Other Black	0.80
Asian and any other ethnic group	0.64
Black - Congolese	0.64
Black - Ghanaian	0.64
Moroccan	0.64
Other Black African	0.64
Iranian	0.48
Kosovan	0.48
Kurdish	0.48
Pakistani	0.48
White Other	0.48
Albanian	0.32
Nepali	0.32
Refused	0.32
White - Irish	0.32
White and Black African	0.32
White and any other ethnic group	0.32
Black - Sierra Leonian	0.16
Black European	0.16
Black and any other ethnic group	0.16
Filipino	0.16
Italian	0.16
Kashmiri Pakistani	0.16
Portuguese	0.16
Sri Lankan Other	0.16

## Impact Needs/Requirement Assessment Completion Form

White European	0.16
White Western European	0.16
White and Indian	0.16
White and Pakistani	0.16
{None}	0.16

Crest Girls Academy – Table 2

Ethnicity	%
Black - Somali	18
Other Pakistani	12
Afghan	11
Other Ethnic Group	9
Iraqi	8
Other Asian	6
Indian	5
Other Black/Black African	5
White/White Other	5
White Eastern European	4
White/Any Other Ethnic Group	4
Black Caribbean	3
Arab	2
White - Irish	2
Sri Lankan Tamil	1
Portuguese	1
Information not yet obtained/Refused	6

73% of girls at the Crest Girls Academy and 80% of the boys at the Crest Boys Academy have English as an additional language.

Data collected for the travel plan submitted with the planning application demonstrates how locally students live to the Academies as shown in table 3 below:

Table 3

Distance from Academies	Percentage %	
	Boys Academy	Girls Academy
Less than 1 mile	26	25
Between 1 and 2 miles	21	24
Between 2 and 3 miles	31	24
Between 3-5 miles	16	22
More than 5 miles	6	5

Expanding Crest Academies would enable the Council to provide additional new places required for Brent's growing student population as well as meet the needs of the existing students who are currently learning in poor condition buildings. The buildings are not currently fully accessible for disabled students, staff and visitors and the rebuild project will address this.

The expansion and rebuild will improve choice and diversity by presenting a good quality environment for families wishing to educate their children in a non-denominational single sex school. The impact on Equalities will be kept under review and reported to the members as required.

The Council supports the Academies admissions criteria to admit all eligible young people. Although single sex academies these are non-denominational schools with no faith based admissions criteria. Arrangements for applications for places will be made in accordance with local authorities co-ordinated admission arrangements with the following criteria in the event of over-subscription:

## Impact Needs/Requirement Assessment Completion Form

- SEN where the academy is listed in the statement
- Young people in public care
- Applicants with Siblings already at the named academy
- Applicants with siblings already at the opposite academy i.e boys with siblings in the girls academy
- Boys/girls in special circumstances related to significant medical needs, social needs, or special educational needs
- Admission of boys/girls on the basis of proximity to the academy using straight line measurement from the main entrance of the academy to the main entrance to the child's home, using the council's computerised measuring system

4. Is there any evidence to suggest that this could affect some groups of people? Is there an adverse impact around race/gender/disability/faith/sexual orientation/health etc? What are the reasons for this adverse impact?

The project will largely affect young people but this will not be adverse as facilities will improve. Rebuilding the Crest Academies will have a positive impact on disability. The new buildings will be fully accessible where the current accessibility levels in both academies are low. The new building is required to meet building regulations which require a good level of disabled access and this is identified as a requirement at tender stage.

The Academies are single sex non-denominational schools, as a result it is not considered that there is any adverse impact on gender or faith as the Academies collectively provide for all students.

Any impact on residents living in close proximity to the build and those in the local area have been assessed as part of the planning application process and assessed to be acceptable and/or have planning conditions to ensure no adverse impact occurs.

5. Please describe the evidence you have used to make your judgement. What existing data for example (qualitative or quantitative) have you used to form your judgement? Please supply us with the evidence you used to make your judgement separately (by race, gender and disability etc).

The Council's Executive decided in June 2009 to discontinue the John Kelly Technology Colleges and for those colleges to become the Crest Academies. There was agreement to a project to rebuild the Academies at that time which was supplemented in February 2010 when the Executive approved the submission of the Outline Business Case to Partnerships for Schools to apply for funding as part of the Academies Programme. This explained the justification for the development which is focussed on the need to provide good quality environments for teaching and learning, as well as the need to create additional school places. The wider community will benefit from the development by having access to good facilities for sports and recreation as well as activities such as adult learning. The project has a planning condition to provide a minimum of 30 hours community access each week to the academies.

The buildings are not currently fully compliant with the provisions of the Disability Discrimination Act and the rebuilt facilities will address this as monitored by Building Control.

The Academies admission criteria demonstrate that these are non-denominational single sex academies as detailed above in section 3.

6. Are there any unmet needs/requirements that can be identified that affect specific groups? (Please refer to provisions of the Disability Discrimination Act and the regulations on sexual orientation and faith, Age regulations/legislation if applicable)

No

7. Have you consulted externally as part of your assessment? Who have you consulted with? What methods did you use? What have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?

A period of consultation took place prior to the submission of the planning application for this project. This included a wide range of stakeholders including local residents and the Academies community.

## Impact Needs/Requirement Assessment Completion Form

The consultation strategy was devised to ensure information was made available in a range of ways to allow maximum access for all, including: primary schools, future students, current Crest Academies students, parents, staff, local residents and businesses. A range of written and presentation material was provided as well as four consultation event days. The strategy included:

- 1 Invite to 5 March 2011 event in *The Brent Magazine*, March 2011 Issue
- 2 Letters to local primary schools, residents' associations advertising 5 March 2011 Drop In event
- 3 Flyer advertising 5 March 2011 Drop In event
- 4 Brent Council web page [www.brent.gov.uk/crestacademies](http://www.brent.gov.uk/crestacademies)
- 5 Flyer advertising 4 May and 21 May 2011 Consultation Days
- 6 Twitter account: [Twitter.com/crestbuild](https://twitter.com/crestbuild) (April 2011)
- 7 Staff meetings and student assemblies at The Crest Boys' Academy and The Crest Girls' Academy
- 8 Letters to The Crest Boys' Academy and Crest Girls' Academy current and future pupils' parents
- 9 Exhibition consultation material hard copy: 10No. A1 Exhibition boards and "Have your say" feedback card
- 10 Digital copies of exhibition consultation information on the Brent Council consultations web site with the option of responding electronically on line
- 11 Telephone and email addresses for any queries or comments available on paper copies of the "Have your say" feedback cards and digitally on line
- 12 Advertisements for the 21 May and 4 June 2011 Consultation Days in *The Willesden and Brent Times*, 19 May 2011
- 13 Feature Article on The Crest Boys' Academy and The Crest Girls' Academy, *The Willesden Brent Times*, 26 May 2011
- 14 Newsletter and invitation to the 4 June 2011 Consultation Day
- 15 Exhibition consultation material hard copy: 10 No. A1 Exhibition boards plus 2No. additional A1
- 16 Exhibition boards for 4 June 2011 Consultation Day and "Have your say" feedback card

Feedback cards were distributed at consultation events, were available on-line and in the Academies.

Responses were as follows:

Do you support the project to rebuild the Crest Academies?

YES: 79.9% NO: 17.8% MAYBE: 2.3%

Would you welcome community use of the site:

Yes 66.9%

No 24.6%

Maybe 3.1%

No view provided 5.4%

Respondents were also asked what community services would you like to see and any other comments. A range of open ended responses were provided to each question.

Demographic questions were also asked and the following table records the overall response:

<b>Are you?</b>	
Parent	126
Resident	52
Pupil	37
None of these	2
<b>Are you?</b>	
Male	127
Female	81
Prefer not to say	2
<b>Are you?</b>	



## Impact Needs/Requirement Assessment Completion Form

under 18	43
18 - 24	4
25 - 34	18
35 - 44	29
45 - 54	38
55 - 64	12
65 and over	17
<b>Which of the following groups best describes you?</b>	
White	59
Asian/Asian British	76
Black/Black British	31
Mixed	4
Chinese	1
Other	36
Prefer not to say	12

### 8. Have you published the results of the consultation, if so where?

A record of the consultation is included within the Statement of Community Involvement contained in the planning application for this rebuild project. The planning application can be access on [www.brent.gov.uk](http://www.brent.gov.uk) or at the Planning Service in Brent House. The planning application reference number is 11/1698. The planning application was available on line from 29 June 2011. Hard copies of the application are available to view for three years at the Planning Service. Information is generally held in accordance with the Council's policies.

### 9. Is there a public concern (in the media etc) that this function or policy is being operated in a discriminatory manner?

Some local residents have aired concerns in communication with the Council that officers have not placed the views of local residents as highly as the requirements for the new schools; in that residents would prefer a longer construction programme if it created lower level buildings but this is not preferable for the academies.

There is no concern specifically related to this rebuild project that this policy is being operated in a discriminatory manner.

### 10. If in your judgement, the proposed service/policy etc does have an adverse impact, can that impact be justified? You need to think about whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality of opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.

There will be an impact on younger people by rebuilding the academies but that impact will be positive and will enable the encouragement of good community relations by the provision of facilities for the community to meet e.g. flexible rooms for use as adult learning or community meeting rooms, as well as sports and recreation facilities for use by the community including the theatre.

## Impact Needs/Requirement Assessment Completion Form

11. If the impact cannot be justified, how do you intend to deal with it?

The impact is justified as mentioned above.

12. What can be done to improve access to/take up of services?

Not applicable

13. What is the justification for taking these measures?

The current condition of the Academies is poor and not fit for purpose. The new buildings will address this need and provide 300 additional school places for boys and girls in order to meet the demand for school places in the borough as documented in reports to the Council Executive including in February 2010.

14. Please provide us with separate evidence of how you intend to monitor in the future. Please give the name of the person who will be responsible for this on the front page.

Schools are subject to performance monitoring in order to comply with DFE requirements. This includes data on disability, ethnicity and gender of children.

The impact on Equalities will be kept under review.

15. What are your recommendations based on the conclusions and comments of this assessment?

To proceed with the recommendation to the Executive to award the Design and Build Contract for this rebuild project.

Should you:

1. Take any immediate action? N/A.
2. Develop equality objectives and targets based on the conclusions? N/A
3. Carry out further research? N/A

16. If equality objectives and targets need to be developed, please list them here.

N/A.

17. What will your resource allocation for action comprise of?

Not applicable

If you need more space for any of your answers please continue on a separate sheet

Signed by the manager undertaking the assessment:

Full name (in capitals please): Richard Barrett

Date:

Service Area and position in the council:

Details of others involved in the assessment - auditing team/peer review:

## **Impact Needs/Requirement Assessment Completion Form**

Once you have completed this form, please take a copy and send it to: **The Corporate Diversity Team, Room 5 Brent Town Hall, Forty Lane, Wembley, Middlesex HA9 9HD**

This page is intentionally left blank