

Draft Equality Analysis

Proposal to Expand Elsley Primary School

Screening Data

1. What are the objectives and expected outcomes of your proposal? Why is it needed? Make sure you highlight any proposed changes.

The proposal is to expand Elsley Primary School by two forms of entry to create more school places. The consultation is to seek approval to increase pupil numbers a separate planning permission consultation will be carried to physically change the school accommodation.

The objectives are to meet the growing demand for primary school places and to extend outstanding provision to a wider number of pupils.

The expected outcome is to make Elsley Primary School a 4 form entry schools. The expansion is required as currently the demand for primary school places in Brent cannot be met by the existing capacity in schools.

2. Who is affected by the proposal? Consider residents, staff and external stakeholders.

Pupils

Parents

Residents in the Elsley Primary School area i.e. Wembley Central Ward

Staff and Governors at Elsley Primary School

3.1 Could the proposal impact on people in different ways because of their equality characteristics?

Yes

If you answered 'Yes' please indicate which equality characteristic(s) are impacted

Age

Disability

3.2 Could the proposal have a disproportionate impact on some equality groups?

Yes

If you answered 'Yes', please indicate which equality characteristic(s) are disproportionately impacted

Age

Disability

3.3 Would the proposal change or remove services used by vulnerable groups of people?

Yes

Elsley Primary School provides education for a variety of pupils with varying educational needs. The proposed expansion will change pupil numbers and may impact those with special educational needs more than children without these disabilities.

3.4 Does the proposal relate to an area with known inequalities?

No

3.5 Is the proposal likely to be sensitive or important for some people because of their equality characteristics?

Yes

If you answered 'Yes', please indicate which equality characteristic(s) are impacted

Age

Disability

3.6 Does the proposal relate to one of Brent's equality objectives?

Yes

Equality Objective 3- To work in partnership with voluntary and community led organisations to ensure that services are delivered to the wider community is engaged by this proposal.

The main aim of this proposal is to widen education provision in the Elsley School area. Through our consultation periods we have met with a number of stakeholders to ensure they are informed about the proposal. This proposal also relates to equality objective 4: To encourage residents to participate and engage with us in order to help us to shape local priorities and improve our performance in service delivery across the protected groups.

The consultation process opens dialogue with local residents about their beliefs on school structure. In doing so we gather a wealth of information on the quality of education currently provided by the schools and resident's views on how to improve, as well as community issues such as traffic and parking. As a result we are able to work with the local communities in devising effective strategies for the future to alleviate current problems.

Recommend this EA for Full Analysis?

Yes

Rate this EA

N/A

Impact Assessment Data

5. What effects could your policy have on different equality groups and on cohesion and good relations?

5.1 Age (select all that apply)

Positive

Negative

Elsley Primary Schools is a community school which provides 420 places for boys and girls from the ages of 4 to 10. The positive impact of the proposal is that there will be an additional 420 places for children in the local area who need a school place. The increase in places will also give parents additional choice for a school place. The proposal is to increase the number of places on a gradual basis i.e. 60 additional places per academic year starting at Reception.

Therefore from September 2016 there will be 4 permanent Reception classes instead of two, in 2017 there will be another 4 permanent Reception classes and this will be repeated for each academic years until full capacity of 840 pupils is reached. Therefore the initial additional places will be for 4 year olds - pupils in their first year of statutory schooling.

A negative impact that was brought up during the consultation is that a larger school could affect the younger children who may be are not used to such numbers.

Elsley Primary School is situated in the Wembley Central ward. The 2011 census showed that just over a fifth of the population in the ward was under 18, 20.5% compared to 22.6% for Brent. 1 in 10 residents were aged 65 and over, 9.7% compared to 10.6% for Brent. Wembley Central had a larger working age (16 to 64) population than Brent, 72.0% compared to 69.2%.

The age profile of Wembley Central's population was similar to that of Brent, with a slightly larger proportion of people aged 20 to 29, 21.2% compared to 18.9% in Brent; and a slightly larger proportion aged 45 to 59, 18.4% compared to 17.2% in Brent.

The median age, at 32 is the same as Brent's median age of 32.

5.2 Disability (select all that apply)

Neutral

The 420 additional places at the school will have the potential for a proportionate increase in the number of children with disabilities. Any additional building work will be required to be DDA compliant.

The proportion of residents who felt that they had good health increased from 69.5% in 2001 to 82.8% in 2011.

In November 2013, 0.8% (65 people) of Wembley Central residents of working age - aged 16 to 64 - were claiming disability benefits. This rate was the same as Brent, and lower than the 0.9% rate for London.

In the 2011 census, more than 1 in 7 (15.1%) Wembley Central residents considered that their health had a limiting impact on their day to day activities. This is higher than the rate for Brent of 14.5%.

7.3% of residents felt their day to day activities were limited a lot and 7.9% of residents felt their day to day activities were limited a little. 5.3% of Wembley Central's residents felt that they had bad or very bad health, similar to the 5.4% rate for Brent. Across the ward, the rate varied from 4.1 to 6.5%.

Disability and ill health varied across Wembley Central. 7.3% of residents felt that their health limited a lot their day to day activities, slightly higher than the 7.0% rate for Brent. Across the ward, the rate varied from 5.2 to 9.4%.

5.3 Gender identity and expression (select all that apply)

Neutral

5.4 Marriage and civil partnership (select all that apply)

Neutral

5.5 Pregnancy and maternity (select all that apply)

Neutral

5.6 Race (select all that apply)

Positive

The pupil population at Elsley Primary School is diverse

A recent study showing the top 8 ethnic breakdown (77%) of 418 pupils at Elsley Primary as at 2015 showed the following groups:

Asian Indian - 27%

Black Somali - 12%

Black Caribbean - 10%

Asian Sri Lankan - 10%

Asian Pakistani - 6%

White European - 6%

Asian Afganistani - 3%

Asian Other - 3%

In the 2011 Census, 86.0% of the population of Wembley Central were from black, Asian and minority ethnic (BAME) backgrounds similar to 63.7% in Brent as a whole. By contrast, 14% of people in England and Wales and 40% of people in London were BAME.

The largest BAME group in Wembley Central were the Asian/Asian British: Indian or British Indian, 46.2% of Wembley Central's population compared to 18.6% of Brent's population, followed by Black/African/ Caribbean/Black British: Caribbean: 6.7% compared to Brent's 7.6%. The White: English/ Welsh/ Scottish/ Northern Irish/ British population at 5.4% was lower than the percentage for Brent 18.0%.

There was a lower proportion of White: Irish: 1.4% people and White: Other Western European: 0.3% in Wembley Central than in Brent where these populations were 4.0% and 1.9% respectively. There were higher proportions of Asian/Asian British: Sri Lankan, 5.3% compared to 2.9% and Asian/Asian British: Nepalese (includes Ghurkha): 3.0% compared to 0.9%. The Asian ethnic group percentage was larger than those for Brent: 66.1% compared to 34.1%.

There was a smaller proportion of people from black ethnic groups in Wembley Central: 13.8% compared to Brent's 18.8%. 0.1% of Wembley Central's population were White: Gypsy or Irish Traveller which was on par with Brent, London and national figures.

5.7 Religion or belief (select all that apply)

Neutral

In the 2011 census more people in Wembley Central had a religion than Brent i.e. 1 in 26 Wembley Central residents stated that they had no religion, compared to 1 in 10 people in Brent.

The largest religious groups in Wembley Central were:

Hindu (45.0% compared to 17.8% in Brent)
Christian (25.1% compared to 41.5% in Brent)
Muslim (16.3% compared to 18.6% in Brent)

The biggest changes to religious groups in Wembley Central were:

259% increase to the proportion of Buddhist people
55% increase to the proportion of Hindu people
69% decrease to the proportion of Jewish people

163 people stated that they were Jain and 153 people stated that they were Sikh.

5.8 Sex (select all that apply)

Neutral

During the 201/2015 academic year there were 52% boys compared to 48% girls in Elsley Primary School.

During the 2011 census men made up slightly over half of the population of Wembley Central: 7,792 people in Wembley Central were men and 6,935 were women.

There were 875 more men than women at age 16 to 64. The population aged under 18 had 143 more boys than girls.

Wembley Central's population aged 65 and over had more women than men: 781 women and 654 men.

5.9 Sexual orientation (select all that apply)

Neutral

5.10 Other (please specify) (select all that apply)

Neutral

6. Please provide a brief summary of any research or engagement initiatives that have been carried out to formulate your proposal.

What did you find out from consultation or data analysis?

Were the participants in any engagement initiatives representative of the people who will be affected by your proposal?

How did your findings and the wider evidence base inform the proposal?

The consultation process to expand Elsley Primary School was in 5 parts (one part non statutory):

Part 1 - Informal consultation (non statutory)

Part 2 - Statutory notice

Part 3 - Formal consultation - Representation

Part 4 - Decision by the Brent Cabinet

Part 5 - Implementation if the Brent Cabinet agrees the proposal - subject to planning permission being granted

Detailed consultation documents were drafted and agreed with the governing body of the school. 900 copies were printed and delivered to the local community and approximately 300 copies were emailed to a variety of people and organisations as outlined in the attached document.

A consultation meeting for parents and residents was held to discuss the proposal. Staff meetings were held also.

The responses received were quite low compared to the consultation documents distributed - 25 received for the informal consultation and 49 for the formal consultation including a petition with 48 names and signatures against the proposal to expand. The main reasons given against expansion related to infrastructure rather than educational matters. Infrastructure will be dealt with in detail during the design and planning stages of the project.

7. Could any of the impacts you have identified be unlawful under the Equality Act 2010?

No

No.

8. What actions will you take to enhance any potential positive impacts that you have identified?

Currently, the demand for primary school places in the Brent cannot be met by the existing capacity in schools. The number of children seeking a primary school in Brent is increasing year on year. This is due to several factors e.g. the renewed popularity of Brent schools, the inward migration of families into the borough, the new housing developments throughout the borough attracting new families and the rising birth rates. As a result, in areas of high demand there are insufficient school

places. Expansion would impact the type of places offered by Elsley Primary School. The proposed permanent expansion will eventually provide 60 new places in each of the 7 year groups providing more choice for parents and a school place for children without a school. It is expected expansion will create an altered learning environment for pupils.

The proposed accommodation will be designed to optimise educational standards and include leading class facilities that will maximise the learning and teaching environment e.g. greater natural light and optimal room sizes.

9. What actions will you take to remove or reduce any potential negative impacts that you have identified?

Elsley Primary School's location at the end of two residential roads will have a number of effects on local residents. An increase of the school's admissions number by 60 pupils per year for up to 7 years could lead to a gradual increase in noise, traffic and parking outcomes for those in close vicinity of the school.

This could be limited by the school reviewing its travel plan, speaking with parents to walk their children to school and respect the residents living close to the school by not parking across their drives or driving in a dangerous manner.

These factors will also form part of the planning permission consultation and are outside the remit of the statutory educational consultation.

10. Please explain the justification for any remaining negative impacts.

There are no remaining negative impacts.