

# **Community Impact Assessment Checklist and Executive Summary**

## **Name of Proposal:**

**Title:** Branston Locks New 2FE Primary school

## **Project Sponsor:**

**Name and Job Title:** Cllr. Jonathan Price, Cabinet Member for Education (and SEND)

## **Project Manager:**

**Name and Job Title:** Tim Moss, Assistant Director for Education Strategy and Improvement

## **Date Completed:**

**02/09/21**

## Final Checklist

Prior to submitting your Community Impact Assessment (CIA), please ensure that the actions on the checklist below have been completed, to reassure yourself / SLT / Cabinet that the CIA process has been undertaken appropriately.

| Checklist  | Action Completed | Comments/Actions |
|--|------------------|------------------|
| The project supports the Council's Business Plan, priorities and MTFS.   | Yes              |                  |
| It is clear what the decision is or what decision is being requested.  | Yes              |                  |
| For decisions going to Cabinet, the CIA findings are reflected in the Cabinet Report and <b>potential impacts are clearly identified and mitigated for</b> (where possible).                                     | Yes              |                  |
| The <b>aims, objectives and outcomes</b> of the policy, service or project have been clearly identified.   | Yes              |                  |
| The <b>groups</b> who will be affected by the policy, service or project have been clearly identified.   | Yes              |                  |
| The <b>communities</b> that are likely to be more adversely impacted than others have been clearly identified.   | Yes              |                  |
| Engagement / consultation has been undertaken and is representative of the residents most likely to be affected.   | Yes              |                  |
| A range of people with the appropriate knowledge and expertise have contributed to the CIA.  | Yes              |                  |
| Appropriate evidence has been provided and used to inform the development and design of the policy, service or project. This includes data, research, engagement/consultation, case studies and local knowledge. | Yes              |                  |
| The CIA <b>evidences</b> how the Council has considered its statutory duties under the Equality Act 2010 and how it  | Yes              |                  |

| <b>Checklist</b>   | <b>Action Completed</b> | <b>Comments/Actions</b> |
|--|-------------------------|-------------------------|
| has considered the impacts of any change on people with protected characteristics. |                         |                         |
| The next steps to deliver the project have been identified.                        | Yes                     |                         |

## Executive Summary

The Executive Summary is intended to be a collation of the key issues and findings from the CIA and other research undertaken. This should be completed after the CIA and research has been completed. Please structure the summary using the headings on the left that relate to the sections in the CIA template. Where no major impacts have been identified, please state N/A.

|  | <b>Which groups will be affected?</b> | <b>Benefits</b>   | <b>Risks</b> | <b>Mitigations / Recommendations</b>  |
|--|---------------------------------------|---|--------------|---|
| <p><b>PSED</b></p> <p>What are the impacts on residents with a protected characteristic under the Equality Act 2010? Highlight any concerns that have emerged as a result of the equality analysis on any of the protected groups and how these will be mitigated. It is important that Elected Members are fully aware of the equality duties so that they can make an informed decision, and this can be supported with robust evidence.</p> | Disability                            | Increase of places in the local area  | N/a          | The DfE will ensure that the new school will comply fully with the Equality Act 2010.   |
| <p><b>Health and Care</b></p> <p>How will the proposal impact on residents' health? How will the proposal impact on demand for or access to</p>  | Parents of Young people (aged 4-11)   | Ability to gain a local school place and the ability to walk to a school located on the housing site that they live in. | N/a          | The new 2FE Primary school is to be located within a large housing development of up to 2500 dwellings to ensure that the children living in the development can get access to a local school place. The developers have designed the housing |

|   | <b>Which groups will be affected?</b>                           | <b>Benefits</b>   | <b>Risks</b> | <b>Mitigations / Recommendations</b>   |
|---|---|---|--------------|--|
| social care or health services?   |   |   |              | development to encourage sustainable means of transport.<br><br>It will be the responsibility of the Academy to produce a school travel plan which will encourage safe, healthy, and sustainable travel options. |
| <b>Economy</b><br>How will the proposal impact on the economy of Staffordshire or impact on the income of Staffordshire's residents?                      | Primary school staff  | New facilities that adhere to the latest specification/guidance. More school staff will be required at the new school from 2024 and will grow year on year as the number of pupils at the school increases.<br><br>More school staff will be required at the new school from 2024 and will grow year on year as the number of pupils at the school increases. | N/a          | It will be the responsibility of the Academy to recruit all new personnel required for the increase of school places.  |
| <b>Environment</b><br>How will the proposal impact on the physical environment of Staffordshire? Does this proposal have any Climate Change implications? | Young People (aged 4-11), parents/guardians and local residents | Encourage sustainable travel options to and from the school.  | N/a          | It will be the responsibility of the Academy to produce a school travel plan which will encourage safe, healthy, and sustainable travel options.   |
| <b>Localities / Communities</b><br>How will the proposal impact on Staffordshire's communities?   | Young people (aged 4-11) and their parents/guardians            | Additional Primary school places provided due to the increase in homes in the locality.   | N/a          | N/a  |

|  | <b>Which groups will be affected?</b> | <b>Benefits</b>  | <b>Risks</b> | <b>Mitigations / Recommendations</b> |
|--|---------------------------------------|--|--------------|--------------------------------------|
|  |                                       | Community cohesion will be increased due to children attending a local school. |              |                                      |