

Community Impact Assessment Checklist and Executive Summary

Name of Proposal:

**Relocation and Expansion of St Leonard's Primary School to
the Kingston Centre, Stafford**

Project Sponsor:

Cllr. Jonathan Price, Cabinet Member for Education (and SEND)

Project Manager:

**Tim Moss, Assistant Director of Education Strategy and
Improvement**

Date Completed:

26/10/21



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 potential impacts are clearly identified and mitigated for (where possible).	YES	
The aims, objectives and outcomes of the policy, service or project have been clearly identified.	YES	
The groups who will be affected by the policy, service or project have been clearly identified.	YES	
The communities 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 four-week consultation was undertaken, including a local engagement event at the school.
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 evidences how the Council has considered its statutory duties under the Equality Act 2010 and how it	YES	

Checklist	Action Completed	Comments/Actions
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.

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
<p>PSED</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>	Children attending St Leonard's Primary School and their families/carers	Improved educational infrastructure	None	The proposed relocation and expansion project at the Kingston Centre, will comply fully with the physical accessibility components of the Equality Act 2010 which will be overseen by Entrust with the contractor.
<p>Health and Care</p> <p>How will the proposal impact on residents' health? How will the proposal impact on demand for or access to</p>	Local community, Staff and Young people (aged 3-11) and their families/carers	Improvement of outdoor facilities at the school, including an attached rather than the current detached playing field will ensure	Pupils currently in Year 4 or below at the school will move to the new school site from September 2023. This could unsettle	The school will ensure that the children are familiar with the new school and its layout prior to the move.

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social care or health services?		<p>better sports provision which can help mental health.</p> <p>The provision of a modern school building rather than the current Grade 2 listed Victorian building will support the mental health and wellbeing of staff and pupils.</p>	some of the pupils and parents/carers.	
<p>Economy</p> <p>How will the proposal impact on the economy of Staffordshire or impact on the income of Staffordshire's residents?</p>	School staff	<p>More staff may be required at the school if more pupils are admitted</p> <p>Improved working and teaching environment.</p>	None	None
<p>Environment</p> <p>How will the proposal impact on the physical environment of Staffordshire? Does this proposal have any Climate Change implications?</p>	Young People (aged 3-11), parents/carers, local residents, school staff	The reconfiguration and expansion of the existing Kingston Centre will provide a modern school building for pupils aged 3-11 and allows an increase in the number of pupils attending the school to mitigate housing developments in the local area.	More pupils attending the school may increase the number of cars on the highway.	<p>The two local housing developments which may impact on the number of pupils attending the school, are both within walking distance from the school.</p> <p>School to work with parents to develop safe, sustainable and healthy travel options.</p>

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
		<p>Parents will continue to be able to walk to the school as the existing and new school sites are 0.5 miles apart. The school journey will be shorter for some parents when the school has relocated.</p> <p>Encourage sustainable travel options to and from the school, including scooter/cycle parking.</p>		
<p>Localities / Communities</p> <p>How will the proposal impact on Staffordshire's communities?</p>	<p>Young people (aged 3-11) and their families/carers</p>	<p>Improved educational infrastructure to deliver the school curriculum for local children and their families.</p> <p>Children that live within the new housing developments will be able to attend a local school, helping to support community cohesion.</p>	<p>None</p>	<p>None</p>