

Impact Assessment Form to establish a new six forms of entry (6 FE) 900 place secondary school in Cheltenham

Part 1: Initial Screening

1. Persons responsible for this assessment:

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Service: Commissioning for Learning	E-Mail: gareth.vine@gloucestershire.gov.uk
	Date of Assessment: February 2018 Due date of review:

2. Name of the policy, service, strategy, procedure or function:

To establish a new six forms of entry secondary school in Cheltenham

Is this new or an existing one? New

3. Briefly describe its aims and objectives

In the autumn of 2016 a strategic review of school place planning in Cheltenham was undertaken to build an overall picture of the current and future pattern of need for places. Taking into account basic need projections, increases to existing school capacity and the known new housing developments, including the provision of a new secondary school to serve the North West Cheltenham development, there will still be a shortfall by 2021/22 of at least 6 forms of entry, equivalent to a shortage of 180 year 7 secondary school places each year.

The aim of the project is to provide additional school places in the area by establishing a new mixed six forms of entry (6 FE) (900 place) secondary school for 11-16 year olds in the Cheltenham area and to seek sponsors for its Academy status.

The Head of Education, in consultation with the Cabinet Member for Economy Skills and Growth, will commence a Free School Presumption Competition to appoint a sponsor to run the new school from September 2019.

Background documents to support these aims will include:

1. Strategic Review Documents
2. Cabinet Report 13th December 2017
3. Education Act 2011
4. Property Acquisition Policy

Background documents and additional information can be found at:

<http://www.gloucestershire.gov.uk/cheltenham-school-planning>

4. Who is intended to benefit from it and in what way?

1. The new school will be in the Cheltenham planning area ref: 916/2500. The tables below show the existing schools in this planning area and the net capacities and their current and projected rolls. This shows that the overall secondary pupil numbers in the planning area are increasing and there are insufficient places to accommodate the increased pupil numbers expected over the next few years:

Current Numbers on Roll (Census May 2017)							
School	PAN	Y7	Y8	Y9	Y10	Y11	Total (Y7-Y11)
All Saints' Academy	180	142	143	155	160	145	745
Balcarras School	194	193	195	217	194	194	993
Cheltenham Bournside School & 6th Form Centre	270	264	269	270	267	246	1316
Pate's Grammar School	150	151	124	120	124	123	642
Pittville School	150	134	150	130	92	82	588
Pates Increased it's PAN for 2016 from 120 to 150, Pittville increased its PAN in September 2017 from 135 to 150							
Currently at PAN							
Currently Exceeding PAN							

Cheltenham Secondary School Year 7 Data Table

		Pupil Forecast				
		2019/20	2020/21	2021/22	2022/23	2023/24
School Name	Admission no. Sept 2019	Y7	Y7	Y7	Y7	Y7
All Saints' Academy	180	180	175	180	180	180
Balcarras School	194	196	196	196	196	196
Cheltenham Bournside School	300	300	289	300	300	300
Pate's Grammar School	150	150	150	150	150	150
Pittville School	175	180	180	180	180	180
Unplaced Pupils		62	27	95	90	81
Planning area sub total	999	1068	1017	1101	1096	1087
Available Places		-69	-18	-102	-97	-88
Additional places required to meet demand from housing		31	47	56	65	65
In-year capacity		28	27	30	30	30
Total additional places required		128	92	188	192	183

2. The opening of the new school will provide additional local pupil places for families living in the town and those who are likely to move to the new housing developments as they are built and occupied.
3. This will also decrease pressure on places at other local schools that are already at or near to capacity.

5. What outcomes are expected?

The outcomes we would expect are:

Opening the school in September 2019 as an Academy Free School with a sponsor. Admission numbers to be increased in phases to provide a sufficient number of high quality school places to meet the need of existing families and those who will be moving in to new houses being built in the area.

6. Have you consulted on this policy, service, strategy, procedure or function?

On 1st February 2017, Council officers met with all Cheltenham Secondary Head teachers to share the latest forecast information and consider options going forward. Whilst some schools were happy to consider permanent expansion, an assessment of each site demonstrated that the continued expansion of existing secondary provision is not a viable option to meet the additional need in full.

There have also been briefing sessions and further meetings held with stakeholders including:

Gloucestershire County Councillors
Cheltenham Borough Councillors
Cheltenham Borough Council Officers

These meetings have established that there is a shared understanding of the need to create additional school provision in the south of Cheltenham.

A dedicated webpage has been set up where there is the option for stakeholders to sign up to receive notifications of further developments. Further engagement will be carried out with stakeholders as the scheme progresses.

7. What evidence has been used for this assessment?

Local evidence includes:

- Strategic Review Documents
- Gloucestershire County Council school census data and projected numbers

8. Could a particular group be affected differently in either a negative or positive way?

	Negative	Positive	Neutral	Evidence
Existing local secondary schools		√		A new secondary school opening to serve local families in Cheltenham will remove the risk of overcrowding the

				existing secondary schools. These schools are already under pressure.
Age		√		Provision of secondary school places where needed. Providing improved local choice for school places for families.
Disability / SEN		√		<p>The new school will be fully compliant with the requirements of the Equality Act 2010 and will be fully accessible.</p> <p>The new provision will provide the opportunity to:</p> <p>offer appropriate educational provision for all learners for whom a mainstream placement is considered appropriate;</p> <p>Ensure that every pupil makes progress and reaches his or her full potential;</p> <p>provide additional value for the families and local community; deliver high quality educational outcomes and close the gap in achievement for children with additional needs.</p>
Gender including Transgender			√	The proposals do not discriminate against one particular gender over another.
Race including Gypsy and Traveller			√	The proposals do not discriminate against one particular racial group over another.
Religion or Belief			√	The proposals do not discriminate against one particular religion or belief.
Sexual orientation				Not applicable
Other groups				Not applicable
Community cohesion		√		Provision of a new secondary school in Cheltenham will enable pupils in the area to attend a local school. It will help to reduce transport issues and reduce pressure on the surrounding schools that would otherwise be expected to deal with the increase in numbers. The sponsor will be expected to establish links with wider community and where possible offer the facilities for use out of hours.

9. If you have identified a negative impact in Question 8 complete this section

Are there any other policies, services, strategies, procedures or functions that need to be assessed alongside this screening? No

If Yes, please identify which groups are affected

Should the policy, service, strategy, procedure or function proceed to a full Equality Impact Assessment?

No

If the answer is no please give reasons for this decision

The assessment concludes that there are no negative impacts for equality issues which will result from these proposals.

Date by which full Community Impact Assessment is to be completed

N/A

Declaration

We are satisfied that an initial screening has been carried out on this policy, service, strategy, procedure or function and a full Equality Impact Assessment is required.

We understand that the Equality Impact Assessment is required by the County Council and that we take responsibility for the completion and quality of this assessment

Completed by: Gareth Vine

Date: February 2018

Role: Universal Commissioning Manager

Countersigned by Head of Service

Tim Brown, Head of Education



Date: 27th February 2018

Date for Review: