

# **Community Impact Assessment**

## **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:**

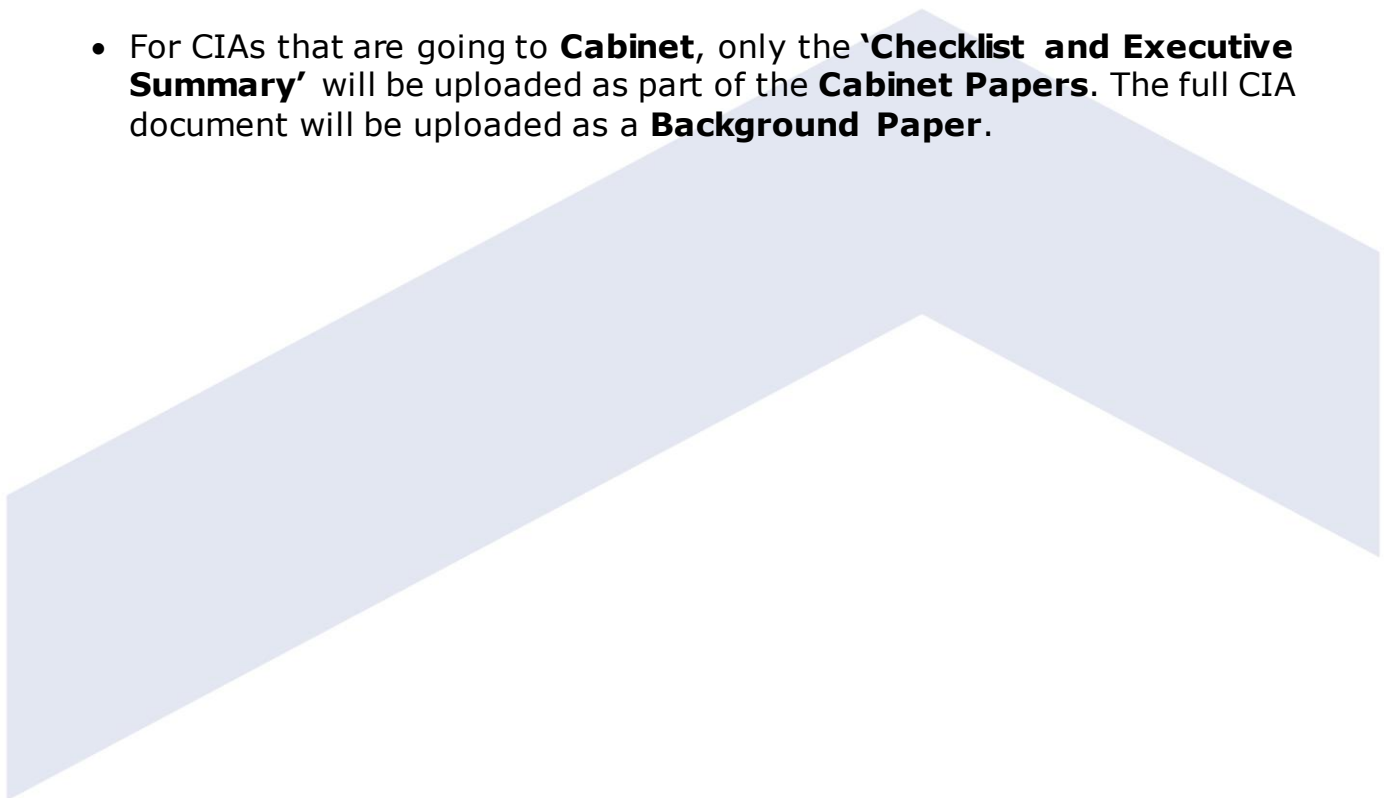
**Tim Moss, Assistant Director of Education Strategy and Improvement**

## **Date Completed:**

**26/10/21**



## Completing a CIA

- A CIA will help you to identify the potential **impacts, risks and benefits** of your proposed policy, service or project. Doing this at an early stage enables engagement and research to be undertaken to identify actions that will either **lessen the risk** or **maximise the benefits**. The assessment will also help you to identify mitigating factors whereby risks may be balanced out to an extent by the benefits.
  - This template should be used to support the development of a proposal during the **planning stage**, therefore supporting the council's approach of [Achieving Commissioning Excellence](#).
  - A good CIA will involve input from more than one person. A **Project Team** should be identified with different, but relevant expertise to ensure that a full range of views are considered.
  - **Engagement and/or consultation** should take place with appropriate and representative groups of people that are most likely to be affected. This must then be used to help shape the design/outcomes of the project. Please note that due to the publication of CIAs, it is advisable not to record personal details of members of the public, such as names or addresses.
  - **Once completed**, the main findings from your CIA should be transferred to the '**Checklist and Executive Summary**' template. Then both documents need to be approved/signed off by the appropriate people. Depending on the size of your project, this could be your manager, project lead, sponsor or SLT.
  - For CIAs that are going to **Cabinet**, only the '**Checklist and Executive Summary**' will be uploaded as part of the **Cabinet Papers**. The full CIA document will be uploaded as a **Background Paper**.
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## Completing the CIA Template

This table describes what is required when completing the key sections of your assessment.

<b>Which groups will be affected</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
<p>Which groups of people will be impacted by the proposed policy, service or project? This could be people in a particular area, a street, or a group of people with similar characteristics e.g. older people, young people or people with care needs. Also consider staff, residents and other external stakeholders.</p>	<p>Think about the impact the proposal may have on each of the different category areas and identify the benefits of each decision.</p>	<p>Think about the impact the proposal may have on each of the different category areas, and identify the risks associated with the proposal.</p>	<p>Set out any recommendations as to how the benefits will be maximised and the risks minimised.</p> <p>Also highlight any trade-offs that may occur.</p>
<p><b>Please note:</b></p> <ul style="list-style-type: none"> <li>• Potential impacts should <b>not</b> be included if it is considered highly unlikely that they would occur.</li> <li>• Where <b>no major impacts</b> have been identified, please state N/A.</li> <li>• Due to the publication of CIAs, it is <b>advisable not to record personal details of members of the public</b>, such as names or addresses.</li> </ul>			
<p><b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>            How certain are you about the assessment of each potential impact, and what evidence have you used to arrive at the decision?            E.g. Data – population trends data, census data, service data. Research – national, regional, local research. Engagement/ Consultation – with partners, the public, the voluntary sector.</p>			

Use the following template to highlight the impacts of your proposal on each of the following categories: The Public Sector Equality Duty (PSED), Health and Care, the Economy, the Environment, and Localities/ Communities.

## Community Impact Assessment

### Public Sector Equality Duty (PSED)

Use this section to identify if the proposal will impact on our legal obligations under the Equality Act 2010 for both residents and staff. In summary, those subject to the general equality duty must have due regard to the need to: Eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups and foster good relations between different groups.

Please consider:

- Who is currently using the service, across the protected characteristics?
- What do we know about their experiences and outcomes?
- What relevant information is available from the Census and population trends data?
- What were the findings of the engagement/consultation?
- Is there any relevant national, regional and/or local sources of research/evidence available?
- Is there any relevant information from partners or voluntary, community, social enterprise organisations?
- What is the analysis of the impact on those with relevant protected characteristics?

<b>Protected Characteristics:</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
<b>Race</b>	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.
<b>Disability</b>	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.
<b>Sex</b>	Children attending St Leonard's Primary School	Improved educational infrastructure	None	The proposed relocation and expansion project at the Kingston Centre, will comply fully with

<b>Protected Characteristics:</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
	and their families/carers			the physical accessibility components of the Equality Act 2010 which will be overseen by Entrust with the contractor.
<b>Age</b>	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.
<b>Religion or Belief</b>	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.
<b>Gender Reassignment</b>	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.
<b>Sexual Orientation</b>	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

<b>Protected Characteristics:</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
				Equality Act 2010 which will be overseen by Entrust with the contractor.
<b>Pregnancy and Maternity</b>	N/a	N/a	N/a	N/a
<b>Marriage and Civil Partnership</b>	N/a	N/a	N/a	N/a
The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships in relation to employment issues.				
<b>Impact on SCC Staff</b>	N/a	N/a	N/a	N/a
If the proposal affects SCC staff, consider the workforce profile compared against the protected characteristics pre and post change, the impact of job losses, available support for staff, and HR protocols.				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>				
Staffordshire County Council held a 4-week local consultation including a local engagement event to gain the views of the local community, including the parents of children currently attending the school. No formal consultation comments were received, however the consensus at the local engagement event held at the school on the 28 <sup>th</sup> September 2021, was that the relocation and expansion project will have a positive impact on pupils and staff with many benefits including an attached playing field.				

## Health and Care

Use this section to determine how the proposal will impact on resident's health and wellbeing, and whether the proposal will impact on the demands for, or access to health and care services. Please consider the Care Act 2014 and the Health and Social Care Act 2012.

<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
(Areas highlighted are suggestions only and there may be other impacts in these categories)				
<p><b>Mental Health and Wellbeing</b></p> <p>Will the proposal impact on the mental health and wellbeing of residents or services that support those with Mental Health issues?</p>	<p>Local community, Staff and Young people (aged 3-11) and their families/carers</p>	<p>Improvement of outdoor facilities at the school, including an attached rather than the current detached playing field will ensure 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>	<p>Pupils currently in Year 4 or below at the school will move to the new school site from September 2023. This could unsettle some of the pupils and parents/carers .</p>	<p>The school will ensure that the children are familiar with the new school and its layout prior to the move.</p>
<p><b>Healthy Lifestyles</b></p> <p>Will the proposal promote independence and personal responsibility, helping people to make positive choices around physical activity, healthy food and nutrition, smoking, problematic alcohol and substance use, and sexual health?</p>	<p>Local community, Staff and Young people (aged 3-11) and their families/carers</p>	<p>Improvement of outdoor facilities at the school, including an attached rather than the current detached playing field will ensure better sports provision which can help mental health.</p> <p>The school will have a kitchen on site and will promote</p>	<p>None</p>	<p>None</p>

<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
(Areas highlighted are suggestions only and there may be other impacts in these categories)		healthy food choices		
<b>Accidents and Falls Prevention</b>	N/a	N/a	N/a	N/a
Does the proposal reduce or increase the risk of: falls in older people, childhood accidents, road accidents, or workplace accidents?				
<b>Access to Social Care</b>	N/a	N/a	N/a	N/a
Will the proposal enable people to access appropriate interventions at the right time?				
<b>Independent Living</b>	N/a	N/a	N/a	N/a
Will the proposal impact on people's ability to live independently in their own home, with care and support from family, friends, and the community?				
<b>Safeguarding</b>	N/a	N/a	N/a	N/a
Will the proposal ensure effective safeguarding for the most vulnerable in our communities?				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>				



<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
(Areas highlighted are suggestions only and there may be other impacts in these categories)				
Staffordshire County Council held a 4-week local consultation including a local engagement event to gain the views of the local community, including the parents of children currently attending the school. No formal consultation comments were received, however the consensus at the local engagement event held at the school on the 28 <sup>th</sup> September 2021, was that the relocation and expansion project will have a positive impact on pupils with many benefits including an attached playing field.				

## Economy

Use this section to determine how the proposal will impact on the economy of Staffordshire and the income of residents.

<b>Category Area</b>	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
(Areas highlighted are suggestions only and there may be other impacts in these categories)				
<b>Economic Growth</b>	N/a	N/a	N/a	N/a
Will the proposal promote the county as a "go to" location for business, and make it easy for businesses to start up, innovate and expand?				
<b>Poverty and Income</b>	N/a	N/a	N/a	N/a
Will the proposal have an impact on income? Will it reduce the gap between high and low earners?				
<b>Workplace Health and Environments</b>	School staff	The school will be relocated to a modern, fit for purpose building from the current	None	None
Will the proposal impact on working				

Category Area	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
(Areas highlighted are suggestions only and there may be other impacts in these categories)				
conditions and the health of Staffordshire's workforce?		listed St Leonards building. This will improve the working and teaching environment.		
<b>Access to jobs/ Good quality jobs</b>	School staff	More staff may be required at the school if more pupils are admitted	None	It will be the responsibility of the school to recruit all new personnel required for the increase of school places
Will the proposal create the right conditions for increased employment in more and better jobs?				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>				
<p>Staffordshire County Council held a 4-week local consultation to gain the views of the local community, including the parents of children currently attending the school. A local engagement event was held at the school on the 28<sup>th</sup> September 2021 and the consensus was that although the character of the current listed building is liked by parents, all attendees agreed that the pupils and staff would benefit from the relocation to a modern, fit for purpose school building at the Kingston Centre site.</p>				

## Environment

Use this section to identify the impact of the proposal on the physical environment. How does the proposal support the utilisation and maintenance of Staffordshire's built and natural environments, thereby improving health and wellbeing and strengthening community assets?

Category Area	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
(Areas highlighted are suggestions only and there may be other impacts in these categories)				

<b>Built Environment/ Land Use</b>	Young People (aged 3-11), parents/carers, local residents, school staff	The reconfiguration 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.	None	None
Will the proposal impact on the built environment and land use?				
<b>Rural Environment</b>	N/a	N/a	N/a	N/a
Will the proposal impact on the rural natural environment or on access to open spaces?				
<b>Air, Water and Land Quality</b>	Young People (aged 3-11), parents/carers, local residents, school staff	Parents will continue to be able to walk to the school as the two sites are 0.5 miles apart. The school journey will be shorter for some parents when the school has relocated.	More pupils attending the school may increase the number of cars on the highway.	The two local housing developments which may impact on the number of pupils attending the school, are both within walking distance from the school.  School to work with parents to develop safe, sustainable and healthy travel options.
Will the proposal affect air quality (e.g. vehicle, industrial or domestic emissions), drinking water quality or land quality (e.g. contamination)?				
<b>Waste and Recycling</b>	N/a	N/a	N/a	N/a
Will the proposal affect waste (e.g. disposal) and recycling?				
<b>Agriculture and Food Production</b>	N/a	N/a	N/a	N/a
Will the proposal affect the				

production of healthy, affordable and culturally acceptable food?				
<b>Transport</b>	Young People (aged 3-11), parents/carers, local residents, school staff	Encourage sustainable travel options to and from the school, including scooter/cycle parking.  Parents will continue to be able to walk to the school as the two sites are 0.5 miles apart. The school journey will be shorter for some parents when the school has relocated.	More pupils attending the school may increase the number of cars on the highway.	The two local housing developments which may impact on the number of pupils attending the school, are both within walking distance from the school.  School to work with parents to develop safe, sustainable and healthy travel options.
Will the proposal affect the ability of people/communities/business to travel? Will the proposal impact on walking/cycling opportunities?				
<b>Noise</b>	N/a	N/a	N/a	N/a
Will the proposal cause disruptive noise?				
<b>Climate Change</b>	N/a	N/a	N/a	N/a
Does this proposal have any Climate Change implications?				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>				
The school will encourage staff and families/carers to choose safe, healthy and sustainable transport choices.				

## Localities / Communities

Use this section to identify the impact of the proposal on communities. How will the proposal strengthen community capacity to create safer and stronger communities? It is important to recognise the different localities and communities your proposal may impact upon and identify any communities that could be more adversely impacted than others. Strategic Delivery Managers (SDMs) have a great deal of knowledge about their relevant locality and they must be engaged with as part of your Project Team at an early stage of the process.

<b>Category Area</b> (Areas highlighted are suggestions only and there may be other impacts in these categories)	<b>Which groups will be affected?</b>	<b>Benefits</b>	<b>Risks</b>	<b>Mitigations / Recommendations</b>
<b>Community Development/ Capacity</b> Will the proposal affect opportunities to work with communities and strengthen or reduce community capacity?	Young people (aged 3-11) and their families/carers	Children that live within the new housing developments will be able to attend a local school, helping to support community cohesion.	None	None
<b>Crime/ Community Safety</b> Will the proposal support a joint approach to responding to crime and addressing the causes of crime?	N/a	N/a	N/a	N/a
<b>Educational Attainment and Training</b> Will the proposal support school improvement and help to provide access to a good education? Will the proposal support the improved supply of skills to employers and the employability of residents?	Young people (aged 3-11) and their families/carers.	Improved educational infrastructure to deliver the school curriculum for local children and their families.  Children that live within the new housing developments will be able to attend their local school	None	N/a
<b>Leisure and Culture</b> Will the proposal encourage people to participate in social and leisure activities that they enjoy?	N/a	N/a	N/a	N/a

<b>Volunteering</b>	N/a	N/a	N/a	N/a
Will the proposal impact on opportunities for volunteering?				
<b>Best Start</b>	N/a	N/a	N/a	N/a
Will the proposal impact on parental support (pre or postnatally), which helps to ensure that children are school-ready and have high aspirations, utilising a positive parenting approach?				
<b>Rural Communities</b>	N/a	N/a	N/a	N/a
Will the proposal specifically impact on rural communities?				
<b>Evidence Base: (Evidence used/ likelihood/ size of impact)</b>				
<p>Staffordshire County Council held a 4-week local consultation to gain the views of local stakeholders, including the parents of children currently attending the school and local residents. No formal responses were received, however, the consensus at the engagement event held at the school on the 28<sup>th</sup> September was that the relocation and expansion project will have a positive impact on pupils and staff with many benefits including an attached playing field.</p>				

## Submitting a CIA

Now transfer the main findings of this assessment to the '**Checklist and Executive Summary**' template. Then both documents need to be approved/signed off by the appropriate people. For CIAs that are going to **Cabinet**, only the '**Checklist and Executive Summary**' will be submitted as part of the **Cabinet Papers**. The Full CIA document will be submitted as a **Background Paper**.