

Cabinet

Thursday, 18 November 2021, 10.00 am, County Hall

Membership

Councillors:

Cllr Alan Amos, Cllr Marc Bayliss, Cllr Matt Dormer, Cllr Simon Geraghty (Chairman),
Cllr Adrian Hardman (Vice Chairman), Cllr Marcus Hart, Cllr Adam Kent, Cllr Karen May,
Cllr Tony Miller and Cllr Andy Roberts

Appendices Supplement

Item No	Subject	Page No
4	Approval of Plans for New Secondary School for Worcester Appendices 3, 4 and 6-10 to the report.	1 - 112

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AGENDA ITEM 4

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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Worcester City Secondary School Engagement 2021

Page 3

Key results and findings

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Introduction

In May 2021 Worcestershire Children First (WCF) and Worcestershire County Council (WCC) published an engagement survey to obtain the views of parents, residents, and young people of Worcester City and surrounding areas. The aim was to gauge opinion about what is important in the delivery of a new secondary school for Worcester.

The engagement exercise was designed so that stakeholders' views could be considered at the very start of the project, ensuring the vision and parameters of the design and specification drew on the opinions and expectations of those who would be directly impacted by the scheme.

Thank you

We want to thank all 595 people who took the time to respond to the survey, their contribution is invaluable. Alongside engagement in the questions, 499 individual comments were also submitted as part of this survey. We want everyone to know that colleagues across WCF and WCC involved in this project are using the results to guide the creation of the proposal for a new school and inform their decisions about the project, as outlined below.

The results have provided invaluable insight into what is important to stakeholders and will enable us to develop a proposal to consult on.

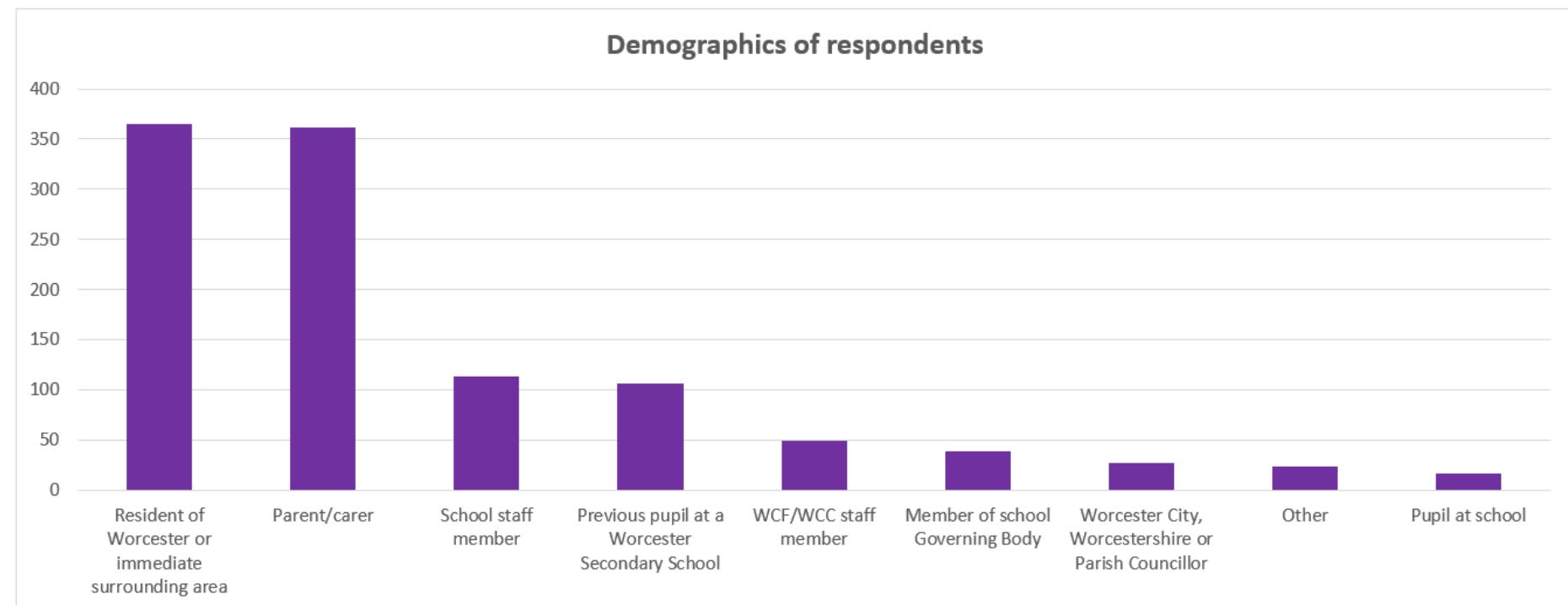
Overview

Demographics

The survey was shared via a number of different channels including:

- WCC website and Social media channels
- Emailed directly to schools, organisations and representative bodies
- Shared with the Worcestershire Viewpoint Panel
- Published in local media.

In total 595 responses were received; 61% of respondents were parents/carers, 21% were past or current pupils of Worcestershire schools, and 26% were current schools staff members or members of Governing Bodies.



420 respondents provided their postcode, this showed a fair distribution across Worcester City and surrounding areas. 6% were from the WR1 area, 16% from WR2, 36% from WR3 area, 21% were from the WR4 area, and 19% from WR5 area of Worcester.

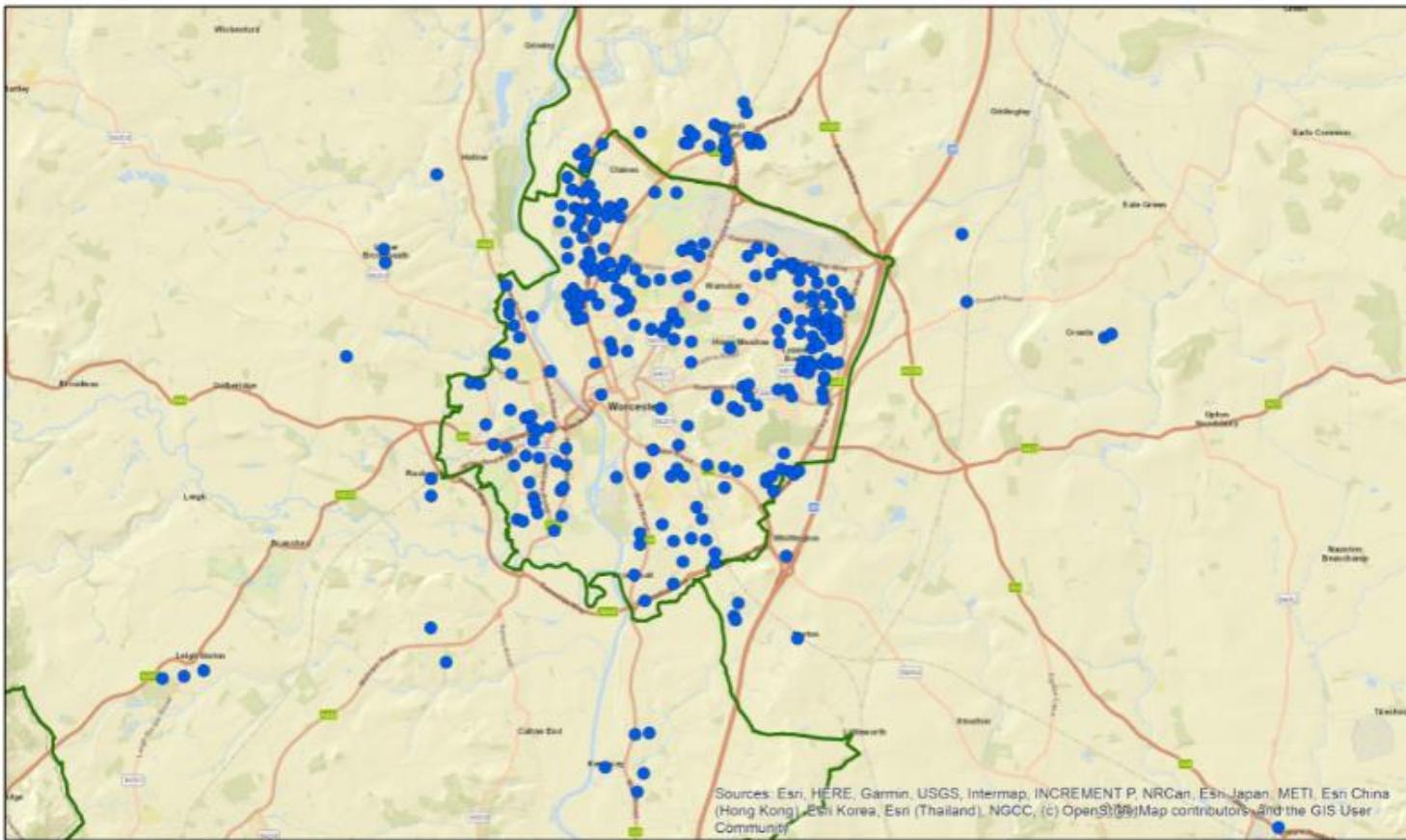
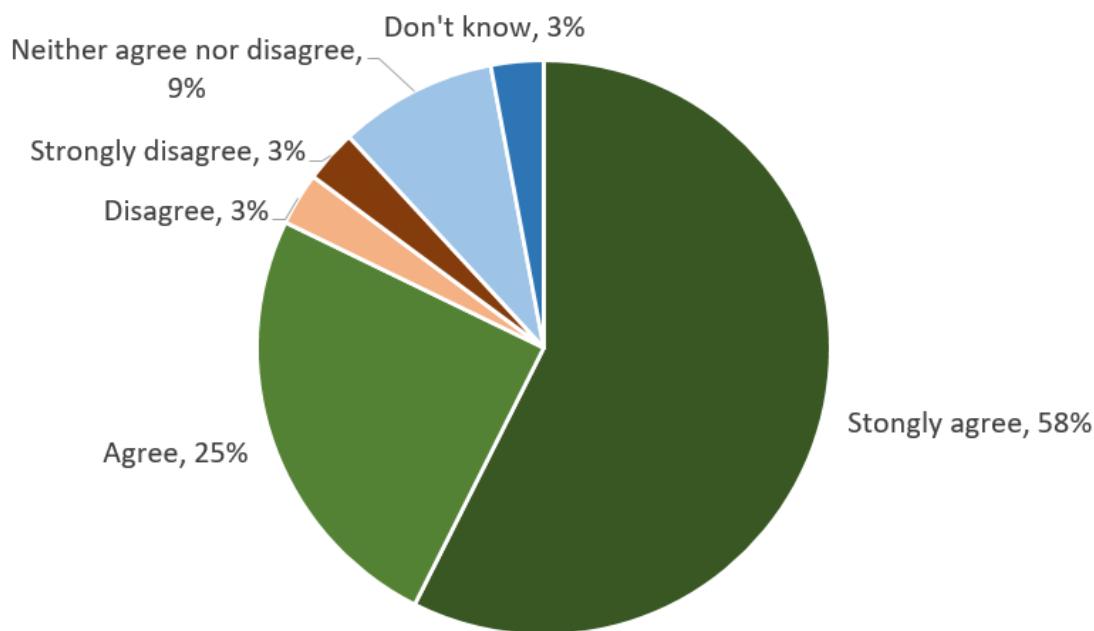


Figure 1 Map of respondents

Support for a new school

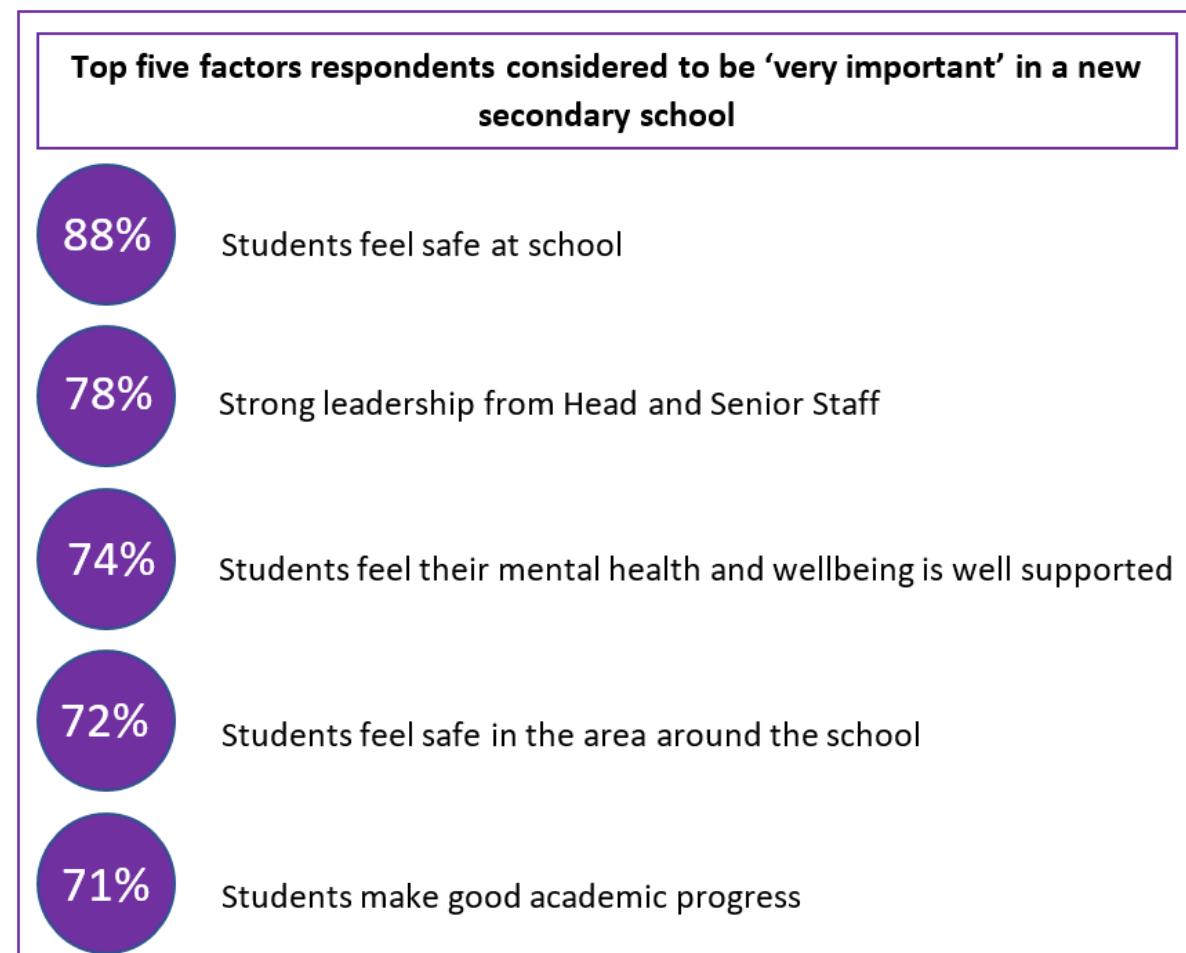
Most respondents agreed that a new secondary school is needed for Worcester. 83% of respondents either agreed or strongly agreed, just 6% of respondents disagreed or strongly disagreed, 9% neither agreed nor disagreed and 3% were unsure.

Percentage of respondents who agreed or disagreed that a new secondary school is needed in Worcester?



Key Outcomes

We asked respondents how important certain factors were in the delivery of a new secondary school. The top five aspects that were considered very important by respondents were that students feel safe at school; the head and senior staff provide strong leadership; students feel their mental health and wellbeing is well supported; students feel safe in the area around the school; and students make good academic progress.



Values

Ensuring the wellbeing of pupils and staff came through very strongly as a priority for respondents when considering a new school. Of those factors we asked respondents to consider that would shape the values and principles of a new school the following were considered very important:

- Ensuring students feel safe and well supported
- Providing strong leadership and effective administration
- A focus on academic achievement
- Providing an education that created well rounded individuals
- Ensuring a strong behaviour policy

Less important factors were uniform policy and faith-based values.

We also asked respondents to provide further comments, many of which concerned ensuring inclusive values, a strong emphasis on pastoral care, emphasising mental health teaching and support and creating a school ethos for care, kindness and respect.

“School needs good leadership but focused on the right things such as supporting students and making them feel safe.”

“Promotion of Equality and Diversity. Relevant curriculum for future employment opportunities.”

“One of the primary causes of concern for parents sending their children to high school is bullying and fighting. It would good to have a school that researches the root causes of bullying and does whatever it can to stamp it out.”

“A culture of acceptance, mutual respect and ambition.”

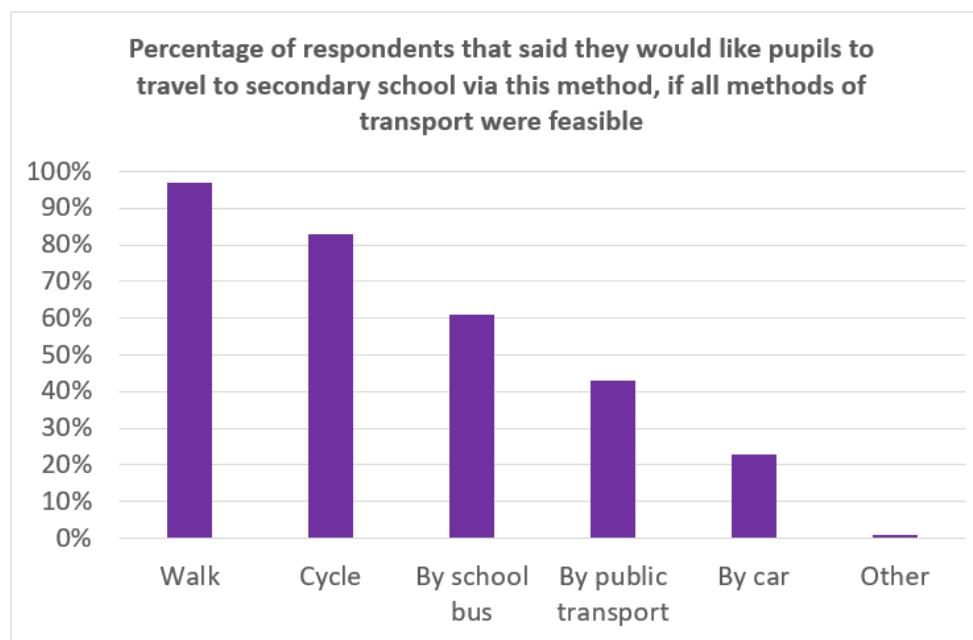
Location

Enabling pupils to travel to the school via active travel routes was extremely important for respondents. They also noted the importance of ensuring sufficient space to enable drop off/pick up where needed, but that car use should be actively discouraged as much as possible.

As a result, guaranteeing good community links was mentioned by a number of respondents, as well as ensuring that the position of the new school consider current traffic congestion. Ensuring the school was located within the local community of the pupils it will serve was also noted as important.

A number of respondents also commented suggestions for the location of the new school:

- 37 respondents identified North Worcester (Fernhill Heath, Claines and Northwick)
- 16 identified Warndon & the Berkeleys as a high need.



"The school surroundings need to be considered, good access to sports pitches and natural areas round the school to aid with pupil's mental health"

"Consideration should be given to the location of the school, where there is a good infrastructure to feed and support the school"

"Please could it be placed in an area accessible by bikes, walking and buses with bike storage provided for pupils and staff to get cars off the local roads and so reduce pollution and keep everyone safe"

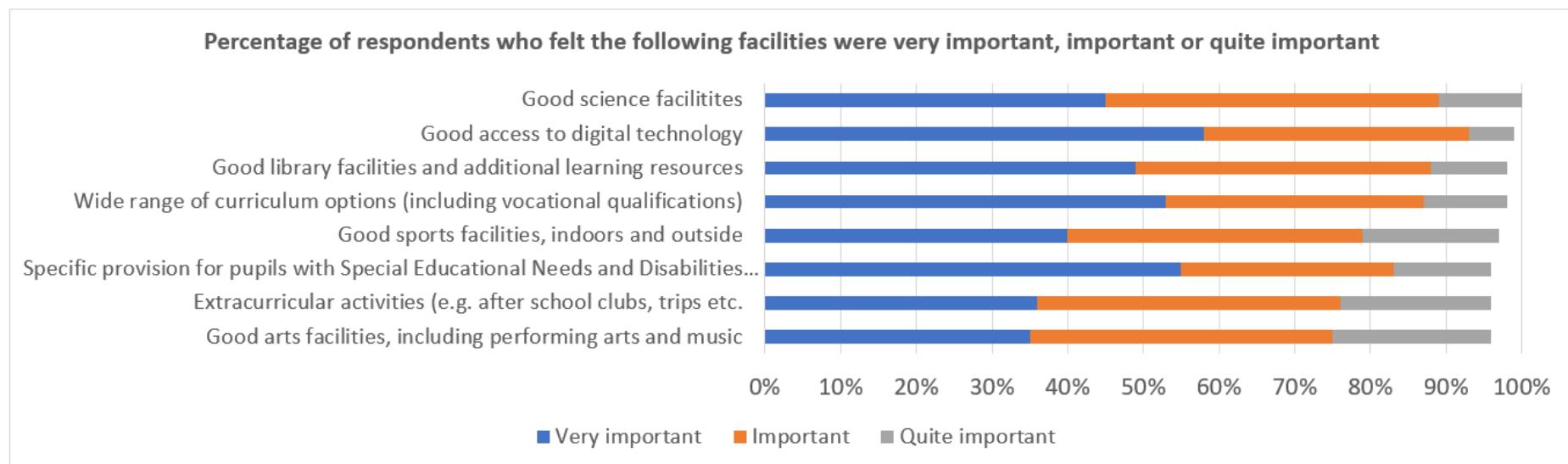
Facilities

Overall, respondents felt that good facilities at the school were particularly important, with the most notably being:

- Access to digital technology
- Good science facilities
- A good library / quite work space
- Enabling a wide range of curriculum options.

Specific provision for pupils with SEND was also felt to be important or very important for over 80% of respondents.

It was also considered critical by respondents that facilities can be used by the community outside of school hours, in particular sports facilities. Many commenters felt that this would provide opportunities to improve community integration and ensure the optimum use of new services.



"The school should be at the heart of its community and have rich and varied provision for the students and the surrounding community within the school day and beyond"

"This is a wonderful way of sharing facilities with the wider community and then in turn raising much needed funds for schools from rent"

Admissions

Respondents were asked to rank how priority should be given in admission to a new secondary school:

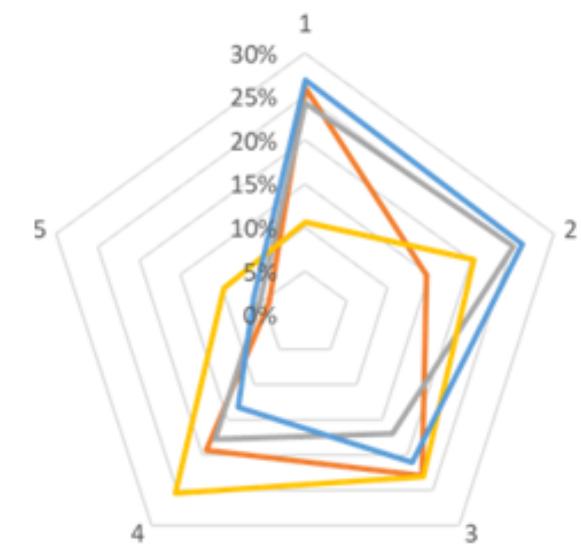
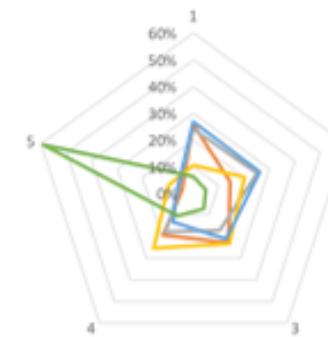
- 27% of respondents said that first priority should be given to students with siblings already attending the school
- 26% said priority should firstly be given to students living within a defined catchment area
- 24% said first priority should be determined by distance from home to the school.

Respondents also felt that following this, admissions should also prioritise attendance at particular feeder schools.

Most Respondents felt that a test to prioritise admissions as to get a fair spread of academic abilities across the year groups should be prioritised lowest. The below graph shows the distribution of respondents who said each factor should be given 1st, 2nd, 3rd, 4th, or 5th priority.

Distribution of how respondents felt each factor should be prioritised in admissions for a new secondary school, with respondents answering 1 when this should be the first priority, 2 if this factor should be the second priority and so on

- Priority should be given to students living within a defined geographical area (catchment area).
- Priority should be given by distance a student lives from the school, with no defined catchment area
- Priority should be given to students attending particular primary schools (feeder schools)
- Priority should be given to students with siblings already attending the school regardless of catchment area or distance
- The school should test applicants and prioritise admission so as to get a fair spread of academic abilities across the year group



Build

Through the engagement exercise, additional comments were received in regard to the build of the new secondary school. In particular, 25 respondents left comments in regard to the need to focus on energy efficient, sustainable building methods and carbon neutrality.

Comments were also received on the need to ensure buildings are adaptable to future need and changes in education practice. Respondents also commenting showing a preference to seek local materials and use of local companies.

"Want a functional robust school with good but not expensive energy credentials and an internal space you can feel good about."

"Access to the school needs to carefully considered especially for traffic issues either end of the day and how this impacts on local residents. The school surroundings should include natural areas / outdoor learning to aid with pupils' well being. The school should be built to produce its own energy, use SUDS and rain water capture."

"The school should aim for 100% of students travelling to school by active travel. Staff should also be enabled, encouraged, and incentivised to avoid private motor vehicles. The school should also be built to the highest sustainability standards, and be aiming for a net zero carbon institution."

"Should be built to be as environmentally friendly as possible including integral facilities for as much recycling / energy efficient processes as is feasible"

'You said, We Will'

The 595 responses and 500 comments provided as part of this engagement exercise have provided guidance to shape the specification and proposals for a new secondary school. The below outlines the key themes presented and how these will be integrated into the design, build, and specification for the new secondary school.

Some matters such as the values, leadership and operation of the school will be in the control of the chosen Academy Trust for the school. Wherever a requirement has been identified in these areas, we will include our expectations for this area within the specification for the Academy competition, and score applicants against this standard within the application.

Theme	Comments	What we will do
Values	Students feel safe in and around the school	<ul style="list-style-type: none">Focus on strong behavior policy in the specification for the academy sponsor and a requirement for any academy candidate to provide information and evidence of such.Ensuring the school is built with safeguarding best practice.
Leadership	Strong leadership from Head and Senior Staff	<ul style="list-style-type: none">A requirement for the academy sponsor to provide evidence of strong leadership.A requirement for the school to offer ongoing development opportunities for all staff.A requirement for the school to have a dedicated head of school.
Values	A focus on the wellbeing and mental health of students and staff	<ul style="list-style-type: none">A requirement for the academy trust to show their approach to wellbeing and mental health as part of their application.A requirement for the school to offer ongoing development opportunities for all staff.Integration of small teaching spaces and quiet zones within the school where possible.Prioritise locations that offer access to green space.Clear processes in place to provide early help and social care for pupils and staff.
Education	Students make good academic progress and have access to a variety of curriculum options	<ul style="list-style-type: none">Selection of an academy sponsor will prioritise those that show how educational offer/curriculum ensures excellent outcomes and high quality of teaching and learning to ensure all pupils can succeed.A requirement for academy applicants to provide evidence and details of their approach to meeting the needs of all children and ensure accessibility for all pupils to the curriculum and school life, including Looked After Children, Young Carers, and those with Special Educational Needs.
Values	An ethos and practice of inclusivity	<ul style="list-style-type: none">The chosen sponsor must have a strong ethos and evidenced practice to ensure inclusivity of all pupils, and ensure all pupils are able to access the curriculum and quality first teaching (QFT) and high-quality teaching, in particular making appropriate adjustments for pupils with Special Educational Needs and Disabilities (SEND), vulnerable learners and Looked after Children.

Theme	Comments	What we will do
		<ul style="list-style-type: none"> The chosen academy sponsor will be expected to build an ongoing, holistic understanding of their pupils and their needs, and facilities will reflect an ethos of inclusivity. The school will have a strong IT Policy that seeks to utilise technology to support inclusivity and accessibility for all pupils, including children with SEND including dyslexia, hearing impairment etc. The management of other facilities such as bathrooms and staff facilities must link to the inclusivity policy of the school, in particular with regard to gender and self-identity. The school will work closely with the Local Authority and other organisations to ensure all pupils receive the correct support to ensure full access to the curriculum and school life. The school should commit to staff continuing professional development (CPD) and training to upskill senior leaders, teachers, teaching assistants and other school staff in understanding the requirements to meet the individual needs of pupils.
Leadership	A strong bullying policy which focuses on the root cause of bullying that is consistently applied	<ul style="list-style-type: none"> The school must have a strong behaviour policy and an academy sponsor who can evidence the effectiveness of the policy. The school should have a behaviour policy that does not discriminate against pupils with SEND or vulnerable learners. The school will be proactive in preventing exclusions and will follow the Graduated Response to preventing exclusions in mainstream schools.
Location	The location of the school should be within the local community of the pupils who will be accessing the school	<ul style="list-style-type: none"> The search criteria for a site for the new secondary school has been restricted to the East of Worcester City, which has seen the most significant levels of housing growth and which has the lowest percentages of pupils receiving a place at one of their preferred secondary schools. The search criteria have been restricted to within walking distance of houses in Worcester City.
Location	The location of the school should consider existing traffic congestion and ensure active travel routes are in place for pupils from the point of school opening	<ul style="list-style-type: none"> The search criteria have been restricted to sites that already have existing strong links to residential areas through walking and cycling routes. When possible, the site will be easily accessible by existing bus travel routes. A Traffic Impact Assessment will be carried out by the Council as part of the planning process for the build project. The appointed sponsor will be required to develop a School Travel Plan encouraging safe travel to school which promotes walking and cycling. The use of cars for students will be discouraged through the design of the school and through active management by the school. The minimum parking requirements of 1 parking space per full time member of staff will be used for the school site.

Theme	Comments	What we will do
Facilities	Pupils should have access to sports pitches and natural areas to support mental health	<ul style="list-style-type: none"> The location of the school will prioritise being close to natural spaces and where possible utilise outside space for teaching and school life.
Facilities	The school should have good facilities, in particular digital technology	<ul style="list-style-type: none"> An emphasis on identifying an academy sponsor with experience of using innovative digital technologies to support learning, particularly to support children with special needs or disability to access the curriculum.
Facilities	Facilities should be mindful of inclusivity and ensure specific facilities are available for pupils with special education needs and disability requirements	<ul style="list-style-type: none"> The school will have a specialist 12 place mainstream autism base on site to ensure children with a diagnosis of Autism Spectrum Disorder can integrate into a mainstream setting alongside ensuring they have a dedicated space for their learning and wellbeing needs to be met throughout the school day. The management of other facilities such as bathrooms and staff facilities must link to the inclusivity policy of the school.
Facilities	Facilities should be accessible for community use out of school hours	<ul style="list-style-type: none"> The design of the school will take account of after school use of facilities, particularly sports facilities. The chosen academy sponsor will be expected to agree community use and ensure wherever possible facilities can be used outside of school hours by the community.
Admissions	Admission to the school should prioritise siblings of pupils at the school, distance to the school, and catchment	<ul style="list-style-type: none"> There will be an expectation that the academy sponsor will be mindful of this when determining their admissions requirements.
Build	The build of the new school should focus on energy efficient building methods and an aim towards carbon neutrality	<ul style="list-style-type: none"> Minimum build criteria will be created which is in line with the Worcestershire County Council aims towards sustainability and energy efficiency.
Build	Buildings should be adaptable to future need and changes in education practice	<ul style="list-style-type: none"> The School will initially be built as a 120 place per year secondary school in line with current need, but will be designed with core facilities of up to 240 pupils per year to enable future expansion in keeping with the initial build and timed alongside the growth in population of Worcester City.
Build	Local materials and construction companies should be used where possible	<ul style="list-style-type: none"> Local companies will be prioritised where possible through the procurement process.

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Data Protection Full Assessment

Impact Assessment Id: #237

1.0 Screening Information

Project Name

New Worcester City Secondary School

Name of Project Sponsor

Sarah Wilkins

Name of Project Manager

Lucy Langdon

Name of Project Lead

Sarah Wilkins

Please give a brief description of the project

Delivery of a new secondary school on site at Newtown Road to meet the needs of Worcester City families and allow us to provide a 5% surplus across the Education Planning Area.

Data Protection screening result

Will require a full impact assessment

Equality and Public Health screening result

Will require a full impact assessment

Environmental Sustainability screening result

Will require a full impact assessment

1.1 Background and Purpose

Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document.

The provision of places for secondary school pupils in the Worcester City Education Planning Area is the key mainstream sufficiency risk in Worcestershire over the next five years. Mitigating this risk is necessary to meet our statutory and strategic aims over the next five years.

We have seen that the number of children seeking a year seven place in Worcester City has been consistently increasing over the last decade. The population of Worcester continues to grow, with increasing cohort numbers due to enter year seven over the next six years, as well as substantial housing planned for the City and surrounding area as part of the South Worcestershire Development Plan. In Autumn 2020 there were fewer than 10 spare places in year seven across the City, which represents a 0.7% surplus.

Across any Education Planning Area in Worcestershire we seek to maintain a 5% surplus of places. This is an important factor to meeting the strategic aims as outlined in the Worcestershire Education and Skills Strategy (2019 – 2024) and ensures:

- Families have an element of choice and increase the likelihood that families receive one of their top two preferences;
- all children who move into the City during the school year are offered provision within 20 days; and
- all children who want to access a place in their local community are able to do so, reducing school travel times.

The oversubscription criteria of schools favour pupils living closest to the school when oversubscribed from in-catchment or feeder schools. Therefore, schools on the outskirts of Worcester City are disproportionately affected by this strain, notably children living within Warndon Villages, Warndon, Claines, and looking into the future, those families moving onto housing developments on the outskirts of the City. We have seen a year on year decline in pupils at schools in these areas receiving an offer for their preference secondary school.

The growth of housing in the City will be particularly focused on the South and South East, which is supported by two secondary schools; Nunnery Wood High and Blessed Edward Oldcorne Catholic. The rise in population in this region is expected to continue with significant housing developments approved in the South Worcester Urban Expansion land allocation. Provision in the South is currently below forecast need for the next five years, with demand approximately four forms of entry (120 places) higher than these two secondary schools can currently support.

The level of additional places required provides us with an opportunity to deliver a new secondary school to meet short-term and long-term growth of Worcester City.

The provision of a new Secondary School in the City would meet the sufficiency needs of Worcester and allow us to provide a 5% surplus across the Education Planning Area.

The provision of a new Secondary School to meet this need was approved by Cabinet on 4th February 2021.

This project aligns to the Council's requirement to:

- The Local Authority's statutory requirements to provide a sufficiency of school places;
- The ability of the Worcestershire County Council to meet the aims agreed within the Education and Skills Strategy
- Providing local schools which can be accessed by active travel routes is key to the Council's core priorities of 'Protecting the Environment' as set out in our Corporate Plan 'Shaping Worcestershire's Future 2017 to 2022'

Upload Business Case or Support documents

No files uploaded

Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

The project output will be a new 4FE secondary school in Worcester City with a mainstream autism base and sports facilities available for use by the community. This will be delivered via a number of workstreams:

- Land, procurement and delivery - acquisition of suitable land and construction
- Education - Academy Sponsor selection and consideration of educational requirements of the school (e.g. inclusivity)
- Communication and engagement - stakeholder management and consultation
- Legal
- Mitigating school places - ensuring sufficiency of school places in Worcester

Project Outcomes

Briefly summarise what the project will achieve.

- Sufficiency of school places for all secondary age pupils in Worcester City
- A reduction in travel times and car use for secondary age pupils travelling to school
- Certainty that all pupils in Worcester City can attend a secondary school in their community
- Longevity of secondary school sufficiency in Worcester in line with housing growth
- Increase in jobs for school staff in Worcester
- Increased inclusivity for pupils with autism

Is the project a new function/service or does it relate to an existing Council function/service?

Existing

Was consultation carried out on this project?

No

1.2 Responsibility

Directorate/Organisation

Worcestershire Children First

Service Area

Education and Early Help

1.4 Specifics

Project Reference (if known)

Not Recorded

Intended Project Close Date *

September 2025

1.5 Project Part of a Strategic Programme

Is this project part of a strategic programme?

No

2.0 Personal Data

Who are you processing data about?

Customers, clients or service users

Suppliers

Staff, persons contracted to provide a service

Professional advisers and consultants

Students and pupils

What personal data will be collected? *

The second stage is to list all of the types of personal data that you believe the project/works/additional processing will utilise.

Please select yes for as many examples of types of data that are relevant and include any others in the free text at the bottom of the page.

Basic Identifiers:

Name

Yes

Date of Birth

No

Age

Yes

Gender

No

Sex

No

Contact Details:

Address

Yes

Email Address

Yes

Home Phone Number

Yes

Mobile Phone Number

Yes

Postcode

Yes

ID Number:

National Insurance Number

No

Driving Licence/Number

No

NHS Number

No

Other General Identifier

No

Employment:

Work Related Training/Awards

Yes

Financial:

Income/Financial/Tax Situation

No

Appearance:

Photograph

No

Physical Description

No

Lifestyle:

Living Habits

No

Marital Status

No

Technology:

Login/Username

No

Device MAC Address (Wireless Network Interface)

No

Device Mobile Phone/Device IMEI No

No

Location Data (Travel/GDPS/GSM Data)

No

Online Identifier e.g. IP Address

No

Website Cookies

No

Other Data Types Collected

Not Recorded

2.1 Legal basis for Personal Data

What is your lawful basis for processing the personal data? *

Please choose one of the following

Data Subject's consent for the purpose

No

Necessary for a contract with the Data Subject

Yes

Necessary to comply with a legal obligation

No

Necessary to protect the vital interests of an individual(s)

No

Necessary for a task in the public interest or exercise of official authority of Controller

Yes

Necessary for legitimate interests of Controller unless interests are overridden by the interests or rights of the individual (only available in limited circumstances to public bodies)

No

2.2 Special Data

What special category personal data (if any) will be collected? *

This section will not apply to all projects and should only be completed if it applies to you.

It is important that you read this section carefully, as these data types require additional care and protection.

If you do pick anything from this list, you will be required to give more details in Section 4 of this form.

You can read more about Special Category Data through this link;

<https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/special-category-data/>

Race

No

Ethnic origin

No

Political opinions

No

Religion

No

Philosophical beliefs

No

Trade union membership

No

Genetic Data

No

Biometric Data

No

Sex life

No

Health or social care

No

2.3 Legal basis for Special Data

What is the relevant condition for processing the special category personal data? *

You must qualify under one of the below exemptions as well as having a legal basis from the previous question.

Explicit Consent

The data subject has given explicit consent to the processing of those personal data for one or more specified purposes, except where Union or Member State law provide that the prohibition referred to in paragraph 1 may not be lifted by the data subject;

Not Recorded

Employment and Social Security

Processing is necessary for the purposes of carrying out the obligations and exercising specific rights of the controller or of the data subject in the field of employment and social security and social protection law in so far as it is authorised by Union or Member State law or a collective agreement pursuant to Member State law providing for appropriate safeguards for the fundamental rights and the interests of the data subject;

Not Recorded

Vital Interests

Processing is necessary to protect the vital interests of the data subject or of another natural person where the data subject is physically or legally incapable of giving consent;

Not Recorded

Legitimate Interests of:

"a foundation, association or any other not-for-profit body with a political, philosophical, religious or trade union aim".

Processing is carried out in the course of its legitimate activities with appropriate safeguards by a foundation, association or any other not-for-profit body with a political, philosophical, religious or trade union aim and on condition that the processing relates solely to the members or to former members of the body or to persons who have regular contact with it in connection with its purposes and that the personal data are not disclosed outside that body without the consent of the data subjects;

Note – this is not often applicable to local authorities.

Not Recorded

Publicly Available Data

Processing relates to personal data which are manifestly made public by the data subject;

Not Recorded

Legal or Court Proceedings

Processing is necessary for the establishment, exercise or defence of legal claims or whenever courts are acting in their judicial capacity;

Not Recorded

Public Interest - Statutory Necessity

Processing is necessary for reasons of substantial public interest, on the basis of Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject;

Not Recorded

Medical, Health and Social Care Provision

Processing is necessary for the purposes of preventive or occupational medicine, for the assessment of the working capacity of the employee, medical diagnosis, the provision of health or social care or treatment or the management of health or social care systems and services on the basis of Union or Member State law or pursuant to contract with a health professional and subject to the conditions and safeguards referred to in paragraph 3;

Not Recorded

Public Health

Processing is necessary for reasons of public interest in the area of public health, such as protecting against serious cross-border threats to health or ensuring high standards of quality and safety of health care and of medicinal products or medical devices, on the basis of Union or Member State law which provides for suitable and specific measures to safeguard the rights and freedoms of the data subject, in particular professional secrecy;

Not Recorded

Archiving or Scientific, Historical or Statistical Research Purposes

Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

Not Recorded

2.4

Information Involved

Understanding the information flows involved in a project is essential to a proper assessment of privacy risks.

How will the data be collected? *

This section should be filled in for every project, not just those collecting Special Category data.

Date for consultants will be collected through normal procurement processes.

Public data will be collected through public consultation.

What will the data be used for? *

This section should be filled in for every project, not just those collecting Special Category data.

Consultation data will be used for informing us about what is important to residents in the delivery of a new school, etc.

We will collect postcode data to ensure we have a good spread of respondents across Worcester.

Has data already been collected?

Yes

Are the purposes for which you are collecting the data different? *

If the data you are hoping to use was not collected specifically for this project, please explain in the box below why it was collected. This will include data that you have collected from other teams within WCC.

No

Explain why existing and/or less intrusive processes or measures would be inadequate *

In this section, you should explain why your new method/project is absolutely necessary and show that you have thought about all other options.

We want to ensure we receive a wide spread of views so that we deliver an adequate service for everyone in Worcestershire.

3.0

Other organisations

Are other organisations involved in processing the data?

No

3.1

Storage detail

How will the information be stored? *

Please include details of whether data will be stored outside of the European Economic Area (EEA).

Please remember that cloud storage and back up servers maybe outside the EEA.

Information will be stored on WCC servers (U Drive & SharePoint).

For how long will the data be retained? *

Consultation responses will be disposed of 6 years following end of business use (i.e. 6 years from school opening).

What is the deletion process? *

Manual

4 Consultation details

Consultation can be used at any stage of the DPIA process and is important to allow people to highlight privacy risks and solutions based on their own area of interest or expertise.

For further assistance and information please visit the [consultation toolkit section on Ourspace](#).

Explain what practical steps you are going to take to ensure that you identify and address privacy risks *

- Collecting anonymised data wherever possible
- Holding data securely
- Explain via privacy notice what we are doing with people's data
- Voluntary responses

Who should be consulted, internally and externally? Do you need to seek the views of members of the public? *

Members of the public

How will you carry out the consultation? *

(You should link this to the relevant stages of your project management process)

- Website
- Face-to-face event/drop-in
- Might have physical copies

5 Risk register

At this stage you should identify the possible privacy risks together with their likelihood, severity and overall level, and for high risks the measures taken to reduce the risk.

Add any risk to the relevant sections below.

Fair and Lawful Processing

Data must be processed lawfully, fairly and in a transparent manner.

Please also consider

- Have you identified at least one lawful basis for the personal data processed as part of the project?
- Does at least one Controller involved have a lawful power to act?
- Do you need to create or amend a privacy notice?
- How is your processing going to be transparent?

Risk that processing is not transparent, and individuals are unaware that data is being collected or why it is processed

Unmitigated Risk

Likelihood - Reasonably Unlikely

Severity - Minimal Impact

Score - Low

Mitigation/Solution

We have identified a lawful basis and will supply a privacy notice

Mitigated Risk

No Risk

Result

Eliminated

Risk that information is being processed unlawfully

No Risk

Specific, explicit and legitimate purposes

The purpose for which you process personal data must be specified, explicit and legitimate. Personal data collected must not be processed in a manner that is incompatible with the purpose for which it was originally collected.

Please also consider

- Does your project plan cover all of the purposes for processing personal data? If not your plan needs amending accordingly.

- Are all elements of the processing compatible with the original reason and justification for the processing?
- What are these specific, explicit and legitimate purposes?

Risk of 'mission creep' and information is used for different, or incompatible purposes to that identified when originally collected

Unmitigated Risk

Likelihood - Likely
Severity - Some Impact
Score - High

Mitigation/Solution

Not giving information to anyone else for a purpose
Access controls in place
Including in privacy notice reasons why someone else might want to use this information

Mitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact
Score - Low

Result

Reduced

Adequate, relevant and not excessive

Personal data processed must be adequate, relevant and not excessive in relation to the purpose for which it is processed.

Please also consider

- Is the quality of the information adequate for the purposes it is used?
- If not, how is this to be addressed?
- Are measures in place to ensure that data is limited to that which is needed to fulfill the aim of the processing?
- Which personal data elements do not need to be included without compromising the needs of the project?

Risk of loss of control over the use of personal data

Unmitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact
Score - Low

Mitigation/Solution

Project management steps in place

Mitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact
Score - Low

Result

Reduced

Risk that inadequate data quality means the information is not fit for the identified purpose(s) potentially leading to inaccurate decision making

Unmitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact
Score - Low

Mitigation/Solution

Comparing data sets to ensure they match up

Mitigated Risk

No Risk

Result

Eliminated

Risk that any new surveillance methods may be an unjustified intrusion on individuals' privacy

No Risk

Accurate and timely

Personal data processed must be accurate and, where necessary, kept up to date, and every reasonable step must be taken to ensure that personal data that is inaccurate is erased or rectified without delay.

Please also consider

- If you are procuring new software does it allow you to amend data when necessary?
- How are you ensuring that personal data obtained from individuals or other organisations is accurate?
- Do you have processes in place to keep data up to date?
- If any data sets are to be merged, what checks are carried out to ensure that the right data records are matched/merged together?

Any data matching or linking, including whole data sets may link wrong records together

No Risk

Storage limitation

Personal data must be kept for no longer than is necessary for the purpose for which it is processed. Appropriate time limits must be established for the periodic review of the need for the continued storage of personal data.

Please also consider

- What are the risks associated with how long data is retained and how they might be mitigated?
- Has a review, retention and disposal (RRD) policy been established?
- How does the software enable you to easily act on retention criteria – does it enable bulk review/destruction; set review periods; extract for long-term preservation/retention of the corporate memory?

Risk information is retained for the wrong length of time (both too long and too short)

Unmitigated Risk

Likelihood - Likely
Severity - Some Impact
Score - High

Mitigation/Solution

Putting a retention period in and recording it on the retention schedule

Mitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact
Score - Low

Result

Reduced

Risk information is not securely destroyed when its retention period has been reached

No Risk

Security

Personal data must be processed in a manner that ensures appropriate security of the personal data, using appropriate technical or organisational measures (and, in this principle, “appropriate security” includes protection against unauthorised or unlawful processing and against accidental loss, destruction or damage).

Please also consider

- What technical and organisational measures are in place to ensure that the data is protected to an adequate level?
- What training on data protection and/or information sharing has been undertaken by relevant staff?
- What access controls are in place to enforce the ‘need to know’ principle?
- What assurance frameworks are utilised to assess adequacy of security measures in place e.g. NHS DSPT; Cyber Essentials Plus; PSN Certification?

Risk of loss of confidentiality

No Risk

Risk of inadequate security controls in place to protect and secure personal data, including inappropriate access

Unmitigated Risk

Likelihood - Likely
Severity - Some Impact

Score - High

Mitigation/Solution

The Council's security measures and access controls are in place

Mitigated Risk

Likelihood - Unlikely

Severity - Minimal Impact

Score - Low

Result

Reduced

Risk that workers processing the data are not aware of their data responsibilities

Unmitigated Risk

Likelihood - Likely

Severity - Some Impact

Score - High

Mitigation/Solution

Everyone has data protection training

Risk assessment

Mitigated Risk

Likelihood - Unlikely

Severity - Minimal Impact

Score - Low

Result

Reduced

Risk that information is distributed using inappropriate methods

No Risk

Risk of re-identification of pseudonymized or anonymised data (e.g. collecting matching and linking identifiers and information may result in information that is no longer safely anonymised)

No Risk

Risk that information is transferred to a 'third country' without adequate safeguards

No Risk

Financial and reputational

Risk of identity theft or fraud

No Risk

Risk of financial loss for individuals or other third parties

No Risk

Risk of financial loss for the Council (including ICO fines)

No Risk

Risk of reputational damage to the Council, partners, and processors

No Risk

Health, safety and wellbeing

Risk of physical harm to individuals

No Risk

Risk of physical harm to staff and workers

No Risk

Risk of discrimination

No Risk

Risk of other significant economic or social disadvantage

No Risk

Individuals Rights

Data protection legislation gives data subjects' various rights (listed below). Limiting or restricting any of these rights is likely to be a significant impact so the justification for any restriction, as well as mitigations, must be fully outlined.

Inability to meet individuals' right to be informed**Unmitigated Risk**

Likelihood - Likely
Severity - Some Impact
Score - High

Mitigation/Solution

Data protection rights requests process by corporate information governance team

Mitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact
Score - Low

Result

Reduced

Inability to meet individuals' right of access**Unmitigated Risk**

Likelihood - Likely
Severity - Some Impact
Score - High

Mitigation/Solution

Data protection rights requests process by corporate information governance team

Mitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact
Score - Low

Result

Reduced

Inability to meet individuals' right to rectify inaccurate data**Unmitigated Risk**

Likelihood - Likely
Severity - Some Impact
Score - High

Mitigation/Solution

Data protection rights requests process by corporate information governance team

Mitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact
Score - Low

Result

Reduced

Inability to meet individuals' right to erase data**Unmitigated Risk**

Likelihood - Likely
Severity - Some Impact
Score - High

Mitigation/Solution

Data protection rights requests process by corporate information governance team

Mitigated Risk

Likelihood - Unlikely
Severity - Minimal Impact

Score - Low

Result

Reduced

Inability to meet individuals' right to restrict processing

Unmitigated Risk

Likelihood - Likely

Severity - Some Impact

Score - High

Mitigation/Solution

Data protection rights requests process by corporate information governance team

Mitigated Risk

Likelihood - Unlikely

Severity - Minimal Impact

Score - Low

Result

Reduced

Inability to meet individuals' right to data portability

Unmitigated Risk

Likelihood - Likely

Severity - Some Impact

Score - High

Mitigation/Solution

Data protection rights requests process by corporate information governance team

Mitigated Risk

Likelihood - Unlikely

Severity - Minimal Impact

Score - Low

Result

Reduced

Inability to meet individuals' right to object

Unmitigated Risk

Likelihood - Likely

Severity - Some Impact

Score - High

Mitigation/Solution

Data protection rights requests process by corporate information governance team

Mitigated Risk

Likelihood - Unlikely

Severity - Minimal Impact

Score - Low

Result

Reduced

Inability to meet individuals' rights relating to automated decision making and profiling

Unmitigated Risk

Likelihood - Likely

Severity - Some Impact

Score - High

Mitigation/Solution

Data protection rights requests process by corporate information governance team

Mitigated Risk

Likelihood - Unlikely

Severity - Minimal Impact

Score - Low

Result

Reduced

Additional project specific risks

No additional risks recorded

6 Declaration

I confirm to the best of my knowledge that the information I have provided is true, complete and accurate *

Selected

I confirm that I will make sure that data protection has been and continues to be considered throughout the project life cycle and should circumstances change in the project to include any processing of personal data a further Data Protection Impact Assessment Screening will be carried out *

Selected

Environmental Sustainability Full Impact Assessment

Impact Assessment Id: #237

1.0 Screening Information

Project Name

New Worcester City Secondary School

Name of Project Sponsor

Sarah Wilkins

Name of Project Manager

Lucy Langdon

Name of Project Lead

Sarah Wilkins

Please give a brief description of the project

Delivery of a new secondary school on site at Newtown Road to meet the needs of Worcester City families and allow us to provide a 5% surplus across the Education Planning Area.

Data Protection screening result

Will require a full impact assessment

Equality and Public Health screening result

Will require a full impact assessment

Environmental Sustainability screening result

Will require a full impact assessment

1.1 Background and Purpose

Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document.

The provision of places for secondary school pupils in the Worcester City Education Planning Area is the key mainstream sufficiency risk in Worcestershire over the next five years. Mitigating this risk is necessary to meet our statutory and strategic aims over the next five years.

We have seen that the number of children seeking a year seven place in Worcester City has been consistently increasing over the last decade. The population of Worcester continues to grow, with increasing cohort numbers due to enter year seven over the next six years, as well as substantial housing planned for the City and surrounding area as part of the South Worcestershire Development Plan. In Autumn 2020 there were fewer than 10 spare places in year seven across the City, which represents a 0.7% surplus.

Across any Education Planning Area in Worcestershire we seek to maintain a 5% surplus of places. This is an important factor to meeting the strategic aims as outlined in the Worcestershire Education and Skills Strategy (2019 – 2024) and ensures:

- Families have an element of choice and increase the likelihood that families receive one of their top two preferences;
- all children who move into the City during the school year are offered provision within 20 days; and
- all children who want to access a place in their local community are able to do so, reducing school travel times.

The oversubscription criteria of schools favour pupils living closest to the school when oversubscribed from in-catchment or feeder schools. Therefore, schools on the outskirts of Worcester City are disproportionately affected by this strain, notably children living within Warndon Villages, Warndon, Claines, and looking into the future, those families moving onto housing developments on the outskirts of the City. We have seen a year on year decline in pupils at schools in these areas receiving an offer for their preference secondary school.

The growth of housing in the City will be particularly focused on the South and South East, which is supported by two secondary schools; Nunnery Wood High and Blessed Edward Oldcorne Catholic. The rise in population in this region is expected to continue with significant housing developments approved in the South Worcester Urban Expansion land allocation. Provision in the South is currently below forecast need for the next five years, with demand approximately four forms of entry (120 places) higher than these two secondary schools can currently support.

The level of additional places required provides us with an opportunity to deliver a new secondary school to meet short-term and long-term growth of Worcester City.

The provision of a new Secondary School in the City would meet the sufficiency needs of Worcester and allow us to provide a 5% surplus across the Education Planning Area.

The provision of a new Secondary School to meet this need was approved by Cabinet on 4th February 2021.

This project aligns to the Council's requirement to:

- The Local Authority's statutory requirements to provide a sufficiency of school places;
- The ability of the Worcestershire County Council to meet the aims agreed within the Education and Skills Strategy
- Providing local schools which can be accessed by active travel routes is key to the Council's core priorities of 'Protecting the Environment' as set out in our Corporate Plan 'Shaping Worcestershire's Future 2017 to 2022'

Upload Business Case or Support documents

No files uploaded

Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

The project output will be a new 4FE secondary school in Worcester City with a mainstream autism base and sports facilities available for use by the community. This will be delivered via a number of workstreams:

- Land, procurement and delivery - acquisition of suitable land and construction
- Education - Academy Sponsor selection and consideration of educational requirements of the school (e.g. inclusivity)
- Communication and engagement - stakeholder management and consultation
- Legal
- Mitigating school places - ensuring sufficiency of school places in Worcester

Project Outcomes

Briefly summarise what the project will achieve.

- Sufficiency of school places for all secondary age pupils in Worcester City
- A reduction in travel times and car use for secondary age pupils travelling to school
- Certainty that all pupils in Worcester City can attend a secondary school in their community
- Longevity of secondary school sufficiency in Worcester in line with housing growth
- Increase in jobs for school staff in Worcester
- Increased inclusivity for pupils with autism

Is the project a new function/service or does it relate to an existing Council function/service?

Existing

Was consultation carried out on this project?

No

1.2 Responsibility

Directorate/Organisation

Worcestershire Children First

Service Area

Education and Early Help

1.3 Specifics

Project Reference (if known)

Not Recorded

Intended Project Close Date *

September 2025

1.4 Project Part of a Strategic Programme

Is this project part of a strategic programme?

No

2 Greenhouse Gas Emissions

Could the project result in an increase in GHG emissions (including CO2)? Yes

Please be mindful that the Council has committed to reduce its GHG emissions to zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing the assessment.

Please explain your answer below:

- The project will aim to achieve a sustainable net zero carbon building in line with the Council's objectives by 2050
- Greenhouse gas emissions could be increased as a result of transport, build and efficiency of operation
- Construction could produce greenhouse gases, but in the operation of the school we will be using sustainable energy methods and consider opportunities through the project (procurement, meetings etc, materials storage to reduce delivery trips etc.)
- Reduction of car use by delivering the school in the local community
- Ongoing review through design/delivery of opportunities for emissions reduction
- Site waste management

Have you undertaken an assessment of the project to know if there will likely be an increase in GHG emissions? No

Please explain your answer below:

Not recorded

3 Resources

Will the project result in increased consumption of electricity, gas or other heating fuels? Yes

e.g. project may require use of additional buildings, lighting and heating in buildings, additional ICT equipment, etc.

Please explain your answer below:

The delivery of a new school will result in an increase in consumption of electricity. However, the school is required due to an increase in pupils who will result in an increase in consumption at the new school or at an existing school. It is not proposed that gas will be connected to the school - if required for science labs then a small solution will be created.

Will the project reduce energy needs and result in reduced consumption? Yes

e.g. disposal of WCC property assets

Will the project require additional water resources leading to an increase in water consumption? No

e.g. increased use of water through construction processes

Might there be a decrease in water consumption? Yes

e.g. will the project involve water saving measures or initiatives

Please explain your answer below:

We will seek to:

Low water use/ waterless fittings and appliances, while considering maintenance challenges

Provide sub metering to monitor high water use areas/ equipment

Recycled rainwater for irrigation

Recycled rainwater for flushing WCs & other potable water uses - review embodied impact and LCC

Recycled greywater for irrigation - review feasibility and embodied impact.

Grey water management - reed beds etc

Identify a surface water strategy with measures to mitigate climate change beyond statutory requirements, integrated within green infrastructure strategy.

Sustainable Urban Drainage to support biodiversity while supporting site surface water strategy - swales/ green roofs etc

Increase permeable surfaces for climate resilience

Other initiatives

Will the project result in the use of other resources, materials or minerals? Yes

e.g. use of natural resources such as wood; or use of aggregate minerals?

Please explain your answer below:

We will be seeking to use local resources wherever possible to reduce project resource requirements and reduce risk

4 Transport

Will the project result in more people needing to travel? No

e.g. will there be additional cars on the road

Have alternative transport modes been considered? Yes

e.g. could use be made of public transport/walking/cycling etc.

Please explain your answer below:

One of the key outcomes of this project will be for more families to have a secondary school within their local community - seeking to reduce car use and enable more pupils to travel to school by active travel routes.

A Traffic Impact Assessment will be carried out by the Council as part of the planning process for the build project.

The appointed sponsor will be required to develop a School Travel Plan encouraging safe travel to school which promotes walking and cycling.

The use of cars for students will be discouraged through the design of the school and through active management by the school. The minimum parking requirements of 1 parking space per full time member of staff will be used for the school site.

5 Waste

Is there likely to be an increase in waste as a result of the project? Yes

e.g. construction waste, packaging waste etc.

Please explain your answer below:

This project will result in construction waste as part of the construction phase. Options for mitigating this aspect will be fully explored during the pre-planning and pre-construction phases

Have opportunities to prevent, minimise, reuse or recycle waste been identified and considered? Yes

e.g. will recycling facilities be available as part of the project

Please explain your answer below:

Opportunities to prevent, minimise, reuse or recycle waste when the building is operational will be considered at an early stage in development, to ensure there is adequate bin storage facilities to deal with segregation of waste to enable ease of recycling, and also to allow for recycling areas within the classrooms/communal areas as appropriate.

6 Wildlife and Biodiversity

Will there be any negative impacts on the natural environment? Yes

e.g. will the project involve removal of green space/trees; have wildlife surveys been considered; result in enhancements to green infrastructure; increased biodiversity opportunities etc.?

Please explain your answer below:

This is a green field site and therefore there will be an impact on the natural environment. Full surveys as required will be undertaken. As part of the school design we will be looking to utilise and enhance the natural environment wherever possible. A preliminary ecological appraisal has been undertaken on this site which resulted in a change in our preliminary designs to reduce the number of protected trees and hedgerow to be disrupted.

Has a preliminary ecological appraisal been undertaken? Yes

Please explain your answer below:

Yes, please see answer above.

Has there been consideration of statutory assessments? Yes

e.g. Sustainability Appraisals, Strategic Environmental Assessments and Habitat Regulations Assessment Screening?

N.B. This is a matter of legal compliance - All plans and projects (including planning applications) which are not directly connected with, or necessary for, the conservation management of a habitat site, require consideration of whether the plan or project is likely to have significant effects on that site. This consideration – typically referred to as the ‘Habitats Regulations Assessment screening’ – should take into account the potential effects both of the plan/project itself and in combination with other plans or projects.

Please explain your answer below:

Yes, these will be taken in line with what the planning application requirements.

We will also be looking to use the net biodiversity gain assessment which is not statute yet but good practice.

7 Pollution to land/air/water

Is there a risk of pollution to the local environment? No

e.g.

- will there be surface water run-off or discharge into local water source?
- will there be any impact on local water quality?
- will any waste water require treatment?
- is there the potential for spillage of chemicals?
- is there the potential for emissions to air from combustion processes resulting in poor air quality?

8 Resilience to climate risks

Could climate risks affect your project? Yes

N.B. some projects may be more sensitive to future changes in the climate e.g. hotter and drier summers; milder and wetter winters; increased likelihood of extreme weather events. These climate risks may affect project delivery and should be considered at the early stages of project development.

Please explain your answer below:

This building is anticipated to be in use for the next several decades and therefore is likely to be impacted by climate risks. The site selection process took account of location to natural and man made hazards and flooding risk. Moreover, temperature management will be required for the building. In planning temperature management and controls, likely temperatures in future years will be considered

Has the impact of extreme weather events on the project been considered? Yes

e.g. heat waves and flooding.

Please explain your answer below:

The impact of flooding on construction delivery and future operation of the school has been considered. The site selection process favoured this site due the absence of flood risk for the site, and appropriate attenuation to manage future extreme weather will be considered as part of detailed design.

Is there a business/project continuity plan in place to ensure climate risks are minimised? No

e.g. can you ensure that the project is resilient to climate risks and can continue to deliver on outcomes.

Could the project exacerbate climate risks? No

e.g. increase flood risk or worsen temperature extremes in the locality.

Will the project result in the use of other resources, materials or minerals? Yes

e.g. use of natural resources such as wood; or use of aggregate minerals?

Please explain your answer below:

We will be seeking to use local resources wherever possible to reduce project resource requirements and reduce risk

9 Historic Environment

Have you checked with the WCC Historic Environment team as to whether there are any impacts on the Historic Environment (negative or positive)?

Yes

Check every development with the Historic Environment Team at the planning stage of each project. Further assessment may be required depending on the nature and scale of development. There may also be design options that would negate any need for further assessment (and lessen costs), or even opportunities to enhance heritage assets or their setting through the development.

Please explain your answer below:

The WCC Historic Environment Team have identified that the risk of any historic environment or landscape issues affecting the scheme is low.

There have been a few related surveys undertaken over the last 20 years:

- 2004 evaluation on South parcel of the site: WCC have no records of the outcome of this so we are following up with Worcester City, but unlikely to be anything significant uncovered.
- 2011 Geophysical survey of the whole site: No significant matters identified on site
- 2012 Archaeological watching survey as part of the installation of the drainage system on site: No significant historic environmental issues revealed

There is a known Roman settlement enclosure on land within the Country Park South of our site and adjacent to the main road so there is a risk it extends onto our piece of land. No conclusive evidence. Advice is to avoid major construction on this part of the land to alleviate risk. We are not considering significant construction here at the moment but things like significant earth works or the installation of lights around an AstroTurf pitch could disturb. Therefore we will continue to evaluate as the design work progresses. Therefore further survey works or Archaeological evaluation on site may be needed dependent on the scheme proposed – these can be undertaken alongside ecological surveys as part of the pre-planning works.

Does the development have the potential to result in any impacts to the historic environment or opportunities for enhancement?

Yes

If yes, then further assessment will be required. This could take the form of a watching brief during groundworks if the potential is clearly understood and relatively low, or a more comprehensive desk-based and/or field investigation prior to development.

Please explain your answer below:

Please see above.

10 Procurement

Could any procurement associated with the project have a detrimental environmental impact? Yes

e.g. procurement of goods from overseas that have to be shipped; use of unsustainable materials or materials that cannot be recycled at the end of their use?

Please explain your answer below:

Unable to answer at this stage but our aspiration is to use local materials and avoid importing materials.

Is there likely to be increased Greenhouse Gas emissions from products purchased for the project? No

e.g. carbon emissions from transport and manufacturing

Will you be able to make use of sustainable products? Yes

e.g. recycled, local, ethical etc.

Please explain your answer below:

Unable to answer at this stage but our aspiration is to use sustainable materials.

Have you considered the Public Services (Social Value) Act 2012? Yes

All major contracts let by the Council (those of more than £100,000 in total value) will be expected to deliver a meaningful contribution to our vision of Social Value in the county. The Act requires us to consider how the services we commission and procure might improve the economic, social and environmental well-being of the local area.

– please see: [Social Value](#)

Please explain your answer below:

The delivery of this project at its core will improve social value for the county through the delivery of essential services for the wellbeing of the community

11 Declaration

I have confirmed that to the best of my knowledge that the information I have provided is true, complete and accurate

I have confirmed that I will make sure that Environmental Sustainability has been and continues to be considered throughout the project life cycle and should circumstances change in the project a further Environmental Sustainability Assessment Screening will be carried out.

Equality and Public Health Full Impact Assessment

Impact Assessment Id: #237

1.0 Screening Information

Project Name

New Worcester City Secondary School

Name of Project Sponsor

Sarah Wilkins

Name of Project Manager

Lucy Langdon

Name of Project Lead

Sarah Wilkins

Please give a brief description of the project

Delivery of a new secondary school on site at Newtown Road to meet the needs of Worcester City families and allow us to provide a 5% surplus across the Education Planning Area.

Data Protection screening result

Will require a full impact assessment

Equality and Public Health screening result

Will require a full impact assessment

Environmental Sustainability screening result

Will require a full impact assessment

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Background and Purpose of Project?

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We have seen that the number of children seeking a year seven place in Worcester City has been consistently increasing over the last decade. The population of Worcester continues to grow, with increasing cohort numbers due to enter year seven over the next six years, as well as substantial housing planned for the City and surrounding area as part of the South Worcestershire Development Plan. In Autumn 2020 there were fewer than 10 spare places in year seven across the City, which represents a 0.7% surplus.

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- all children who move into the City during the school year are offered provision within 20 days; and
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This project aligns to the Council's requirement to:

- The Local Authority's statutory requirements to provide a sufficiency of school places;
- The ability of the Worcestershire County Council to meet the aims agreed within the Education and Skills Strategy
- Providing local schools which can be accessed by active travel routes is key to the Council's core priorities of 'Protecting the Environment' as set out in our Corporate Plan 'Shaping Worcestershire's Future 2017 to 2022'

Upload Business Case or Support documents

No files uploaded

Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

The project output will be a new 4FE secondary school in Worcester City with a mainstream autism base and sports facilities available for use by the community. This will be delivered via a number of workstreams:

- Land, procurement and delivery - acquisition of suitable land and construction
- Education - Academy Sponsor selection and consideration of educational requirements of the school (e.g. inclusivity)
- Communication and engagement - stakeholder management and consultation
- Legal
- Mitigating school places - ensuring sufficiency of school places in Worcester

Project Outcomes

Briefly summarise what the project will achieve.

- Sufficiency of school places for all secondary age pupils in Worcester City
- A reduction in travel times and car use for secondary age pupils travelling to school
- Certainty that all pupils in Worcester City can attend a secondary school in their community
- Longevity of secondary school sufficiency in Worcester in line with housing growth
- Increase in jobs for school staff in Worcester
- Increased inclusivity for pupils with autism

Is the project a new function/service or does it relate to an existing Council function/service?

Existing

Was consultation carried out on this project?

No

1.2 Responsibility

Directorate/Organisation

Worcestershire Children First

Service Area

Education and Early Help

1.3 Specifics

Project Reference (if known)

Not Recorded

Intended Project Close Date *

September 2025

1.4 Project Part of a Strategic Programme

Is this project part of a strategic programme?

No

2 Organisations Involved

Please identify the organisation(s) involved:

Worcestershire County Council

Details of contributors to this assessment:

Name	Demi Parsons
Job title	Project Support Officer
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3.0 Who will be affected by the development and implementation

Please identify group(s) involved:

Service User
Staff
Communities

3.1 Information and evidence reviewed

What information and evidence have you reviewed to help inform this assessment? *

Demographic and forecast pupil level data
Preference information for school admissions

3.2 Summary of engagement or consultation undertaken

Who and how have you engaged, or why do you believe engagement is not required? *

So far we have undertaken a 4 week engagement exercise inviting all stakeholders to engage in what they feel is important in the delivery of a new school and their opinion on key operational matters such as admissions etc.
This was an online survey that was advertised on the website, local media, direct email, social media and through schools to engage with families

3.3 Summary of relevant findings

Please summarise your relevant findings.*

- 595 responses received plus nearly 500 individual comments
- 83% agreed or strongly agreed that a new secondary school in Worcester was needed
- The most important factors for respondents were that students felt safe in and around school, the school has strong leadership, that students feel their mental health and wellbeing is well supported, and that students make good academic progress
- The school should foster an environment of inclusivity and support, focusing just as much on mental health and wellbeing and ensuring children are well rounded citizens as much as academic success
- The school should be located within the local community it will serve and accessible by active travel routes from day one. Existing congestion within the city should be considered
- The new school should be integrated within its new community, through community use of facilities and by prioritising children living nearby in the admissions criteria
- The new build should take consideration of sustainability and energy efficiency, and use local resources where possible

4 Protected characteristics - Equality

Please consider the potential impact of this activity (during development & implementation) on each of the equality groups outlined below. **Please select one or more impact box(es) below for each equality group and explain your rationale.** Please note it is possible for the potential impact to be both positive and negative for the same equality group and this should be recorded. Remember to consider the impact on e.g. staff, public, patients, carers etc. who are part of these equality groups.

Age

Potential positive impact selected.

Explanation of your reasoning:

Education provision for secondary school aged pupils (11-16yrs)

More children will be able to attend a secondary school within their local community. The location of the school will also enable it to connect directly with existing walking and cycle paths. This will reduce car use, reduce travel times, and increase potential for using active travel routes to walk or cycle to school. This will improve physical activity, reduce risk of cardiovascular disease and obesity, and reduce risk of mental illness and social isolation.

The school will also be located close to natural green spaces and benefit from natural ecology integrated into the design of the school, improving mental health and learning potential.

Disability

Potential positive impact selected.

Explanation of your reasoning:

There are plans to integrate a 12 place Mainstream Autism Base to increase capacity for and integrate specialist provision designed for pupils with Autism Spectrum Disorder.

The school specification states that the chosen Academy Sponsor will be expected to show an inclusive approach to education. It details the steps that should be taken to ensure inclusivity, including with regard to the following:

- Active engagement with the SEND and Vulnerable Learner teams and the Virtual School in WCF
- A behaviour policy that does not discriminate against pupils with SEND or vulnerable learners
- Funding
- Deployment of teaching assistants and support staff
- Appropriate training to support the individual needs of pupils
- Curriculum
- School/parent relationships
- SEND Governor
- Early Help pathway for early identification of need
- Student council

Gender reassignment

Potential positive impact selected

Explanation of your reasoning:

The management of school facilities such as bathrooms and staff facilities must link to the inclusivity policy of the school, in particular gender and self identity

Marriage and civil partnerships

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to have an impact on marriage and civil partnerships.

Pregnancy and maternity

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to have an impact on pregnancy and maternity.

Race including travelling communities

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to have a specific impact on individuals of a particular race including travelling communities

Religion and belief

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to impact on religion or belief

Sex

Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school is not anticipated to have an impact on sex. The school will be a mixed gender school

Sexual orientation

Potential positive impact selected.

Explanation of your reasoning:

The school ethos is proposed to reflect the values of inclusivity and acceptance

5 Characteristics - Public health

Other vulnerable and disadvantaged groups

Potential positive impact selected.

Explanation of your reasoning:

Warndon is one of our most disadvantaged areas of Worcestershire, ranking 72nd on The Index of Multiple Deprivation (IMD) out of circa 33K LSOA in England. At present, Pupils in Warndon are some of the least likely in Worcester City to receive an offer from one of their preferred secondary schools and are often required to travel the furthest to access a school places.

The provision of a new secondary school at Newtown Road will positively impact on this community, enabling better access to education places and community facilities.

Health inequalities

Potential neutral impact selected.

Explanation of your reasoning:

None identified

Social and economic

Potential neutral impact selected.

Explanation of your reasoning:

None identified

Physical health

Potential positive impact selected. Potential negative impact selected.

Explanation of your reasoning:

More children will be able to attend a secondary school within their local community. The location of the school will also enable it to connect directly with existing walking and cycle paths. This will reduce car use, reduce travel times, and increase potential for using active travel routes to walk or cycle to school. This will improve physical activity, reduce risk of cardiovascular disease and obesity, and reduce risk of mental illness and social isolation. In order to maximise this we will explore options that may include:

- A separate cycle/walking access to the schools
- Well managed, raised, pelican crossing that prioritises pupils and cyclists particularly during school opening and finishing hours
- Ensure active travel routes are usable, enjoyable, and time effective to use
- Sufficient cycle parking on site which are secure and easily accessible

It will be important to ensure site safety during construction – this will be done by a full site risk assessment for construction and site security.

Traffic management measures on Newtown Road, where the majority of pupils will travel onto the site, will be considered, including zebra and pelican crossings. However, Newtown Road is a key access road for Ambulances and therefore traffic mitigation will be mindful of potential disruption to Blue Light vehicles including consideration of appropriate turning into the school site and pupil crossing.

The community use of sports facilities on the school site will provide residents in this part of Worcester access to sports facilities not currently located within their local community.

The diversion of the bridleway on site and integration of this with a green corridor will enable continued access to green and open spaces on the Countryside Centre for existing communities.

Access to hot food takeaways is limited – though a fast food establishment is located within half a mile of the site, there are no direct walking routes from the school and therefore

Mental health and wellbeing

Potential positive impact selected. Potential negative impact selected.

Explanation of your reasoning:

The location of the school will enable more pupils to walk and cycle to school, improving mental health and wellbeing.

The school will also be located close to natural green spaces and benefit from natural ecology integrated into the design of the school, improving mental health and learning potential by providing opportunities to integrate natural habitats and places for growing within the curriculum.

The school specification states that the Academy Sponsor is expected to have a strong approach to ensuring the health and wellbeing of pupils and teachers, in consideration of both physical and mental health. We would expect the chosen Sponsor to have:

- A clear policy which documents the approach to ensuring and improving pupil and staff health
- Safe spaces and quiet areas for pupils to access for counselling sessions or to support with emotional regulation or sensory needs
- Development opportunities for staff and a process for ensuring wellbeing is prioritised
- An ethos of pupil and staff wellbeing throughout policy and practice

The school will focus on community cohesion by providing community use of facilities after hours and prioritising pupils living nearby to the school to support social cohesion. The design of the school will be mindful of creating an attractive environment to create a sense of pride and satisfaction.

Construction operations during the development stage including increased vehicle movement, noise etc. Disturbance and stress caused by construction activity could impact on mental health of nearby residents - Will consider options such as Limit the disturbance levels and Adjust the vehicle movement and operation hours to benefit surrounding communities. Care Home positioned adjacent to the school so sensitivity must be given to that.

This project will provide new employment opportunities for local people. On opening the school will be sufficient to accommodate

600 pupils, and the school will full by 120 pupils as it fills from

Access to services

Potential positive impact selected.

Explanation of your reasoning:

This project will see the improved access to education places for young people (11-16) in Worcester. The project will also see improved access to sports facilities for existing communities in the local area.

The school will also see the provision of a new 12 place Mainstream Autism Base, which will improve the access to appropriate education for young people living with a diagnosis of ASD in Worcester within their local community.

6 Actions to mitigate potential negative impacts

Risk identified	Access to hot food takeaways is limited – though a fast food establishment is located within half a mile of the site, there are no direct walking routes from the school and therefore it is not expected that students will readily or easily access this facility. However, a risk remains of students risking travelling across unsafe roads to access the facility
Actions required to reduce/eliminate negative impact	The school will be required to manage this through their operations and day to day management - discussion to be held with Academy Sponsor once appointed
Who will lead this action	Academy Sponsor And Wcf
Timeframe	April 2022 - September 2025 (prior to school opening)
Risk identified	Newtown Road is a key access road for Ambulances and therefore traffic mitigation must be mindful of potential disruption to Blue Light vehicles during construction and following opening of the school
Actions required to reduce/eliminate negative impact	Construction works to be undertaken during summer months wherever possible where traffic and ambulance requirements will be lower. A full impact and traffic assessment to be undertaken
Who will lead this action	Turner And Townsend
Timeframe	January 2022 - October 2022 (in time for planning application submission)
Risk identified	Site safety during construction
Actions required to reduce/eliminate negative impact	Undertake full site risk assessment for construction and site security.
Who will lead this action	Turner And Townsend
Timeframe	January 2022 - March 2023 (March 2023 proposed start on site)

How will you monitor these actions?

Maintain an up to date risk spreadsheet

7 When will you review this equality and public health estimate(EPHIA)?

At risk management points identified
Prior to planning application submission
Prior to construction commencement
Prior to school opening

8 Declaration

The following statement has been read and agreed:

- All public bodies have a statutory duty under the Equality Act 2010 to set out arrangements to assess and consult on how their policies and functions impact on the 9 protected characteristics: Age; Disability; Gender Reassignment; Marriage & Civil Partnership; Pregnancy & Maternity; Race; Religion & Belief; Sex; Sexual Orientation
- Our Organisation will challenge discrimination, promote equality, respect human rights, and aims to design and implement services, policies and measures that meet the diverse needs of our service, and population, ensuring that none are placed at a disadvantage over others
- All staff are expected to deliver and provide services and care in a manner which respects the individuality of service users, patients, carers etc, and as such treat them and members of the workforce respectfully, paying due regard to the 9 protected characteristics

I confirm to the best of my knowledge that the information I have provided is true, complete and accurate

I confirm that I will make sure that Equality and Public Health have been and continue to be considered throughout the project life cycle and that, if circumstances change in the project, a further Equality and Public Health Impact Assessment Screening will be carried out.