

Project Screening

Impact Assessment Id: #690

1. Your Details

Name of person completing screening assessment

Alex Lee

Job Title

Programme Support Officer

Directorate

Commercial and Change

Service Area

Transformation and Commercial

Email Address

ALee6@worcestershire.gov.uk

Connection to project (e.g. project manager)

Project Support Officer

2. Project Summary

For the purposes of the impact assessment screening, we will refer to the activity or area being assessed as a project.

Project Name

Foxlydiate First School

Name of Project Sponsor

Sarah Wilkins

Name of Project Manager

Anna Field

Name of Project Lead

Andy Moran

Project Reference (if known)

Please give a brief description of the project

Delivery of a new 3FE first school and nursery on a new housing development site in the Webheath District of Redditch.

3. Data Protection

We need to establish if the proposal involves processing personal data. Personal data is information that relates to an identified or identifiable individual.

Name of Information Asset Owner

Andrew Spice

Senior officer responsible for the project's information assets

Does the project, any project work stream or project outcome involve any personal data? Some examples of personal data are given below.

Yes

Appearance:

photograph, physical description

Basic Identifiers:

name, date of birth, age, biometric data, ethnic origin, gender, genetic data, race, sex

Contact Details:

address, email address, home phone number, mobile phone number, postcode

ID Number:

National Insurance Number, driving licence number, NHS number, online identifier, other general identifier

Employment:

work related training/awards

Financial:

income/financial/tax situation

Lifestyle:

health or social care, living habits, marital status, philosophical beliefs, political opinions, religion, sex life, trade union membership

Technology:

login/username, device MAC address (wireless network interface), device IMEI number, IP Address, location data (travel/GDPS/GSM data), website cookies

Does the project, any project work stream or project outcome involve:

Evaluating or scoring individuals (including profiling and predicting)? No

e.g. building behavioural or marketing profiles of individuals based on their web activity

Profiling, automated decision-making or special category data to help make decisions on access to a service, opportunity or benefit, or otherwise have a significant effect on an individual? No

e.g. asking an individual to submit personal data that is then analysed by a computer system, with the result that the individual's request to use a service is either accepted or refused.

Systematic monitoring? No

e.g. installing a CCTV or ANPR system on council premises, or any covert surveillance including anything under RIPA.

Processing of 'special category' personal data (or 'sensitive personal data')? No

e.g. processing health or social care data.

Processing personal data on a large scale? No

e.g. implementing a new social care record system.

Datasets that involve combining, comparing, or matching data from multiple sources? No

e.g. matching or merging service users' personal data against or with personal data held by a third party (e.g. the NHS).

The personal data of vulnerable people? No

e.g. processing children's personal data or social service client's data.

The use or application of innovative technological or organisational solutions? No

e.g. using fingerprint recognition technology to control access to a building.

The transfer of personal data outside of the European Union? No

e.g. storing personal data in a cloud service hosted in the US or using a third party that uses technology hosted in the US.

Preventing individuals from exercising a right or using a service or contract? No

e.g. screening applicants before allowing them to use a web service.

Processing personal data that could result in a risk of physical harm in the event of a security breach? No

The use of third parties? No

e.g. as a service provider or hosted service

Processing children's data for profiling, automated decision-making, any marketing purposes, or to offer any online services directly to them? No

e.g. apps designed for use by children

4. Equality

We need to determine whether the project could affect residents and/or Council staff because they share any of the Protected Characteristics defined in the Equality Act 2010 namely Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy, Race, Religion/Belief, Sex and Sexual Orientation.

Does the project relate to an area where data/research indicates that inequalities are already known to exist? No

Could this project have any effect on, service delivery or usage, other aspects of daily life or community participation levels for people because they belong to any of the groups below?

Age Yes

e.g. a person belonging to a particular age group (for example 18 – 30-year olds).

Disability Yes

e.g. A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender Re-Assignment No

e.g. The process of transitioning from one gender to another.

Marriage/Civil Partnership Status No

e.g. Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy/Maternity No

e.g. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race No

e.g. Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion or Belief Yes

e.g. Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex No

Sexual Orientation No

e.g. Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Health Inequalities No

e.g. Any preventable, unfair & unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental & economic conditions within societies.

5. Public Health

We also want to understand if the project will have any impacts on public health.

The social, economic, cultural and physical environment in which people live their lives has a significant effect on their health and wellbeing. Although genetics and personal behaviour play a strong part in determining an individual's health, good health starts where we live, where we work and learn, and where we play.

Improving public health requires taking a broader view of the conditions that create health and wellbeing, from how we plan and develop our urban spaces and places, to the opportunities for employment, recreation, and social connection available to all who live in them.

Health inequalities are the preventable, unfair and unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental and economic conditions within societies, which determine the risk of people getting ill, their ability to prevent sickness, or opportunities to take action and access treatment when ill health occurs.

Could the project have an impact on any of the following factors?

Social and Economic Yes

e.g. culture, social support (neighbourliness, social networks/isolation), spiritual participation, employment opportunities.

Physical Health Yes

e.g. physical activity is expected to increase, influenza vaccination uptake increase

Mental Health & Wellbeing Yes

e.g. benefits to children's mental health, benefits to adult carer wellbeing.

Access to Services Yes

e.g. access to (location/disabled access/costs) and quality of primary/community/secondary health care, child care, social services, housing/leisure/social security services; public transport, policing, other health relevant public services, non-statutory agencies and services.

5. Environmental Sustainability

We want to understand if the project activity and project outcomes will have an impact on environmental sustainability. Please be mindful that the Council has committed to reduce its emissions to net-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 these screening documents.

Could this project have an impact on the categories listed below?

Greenhouse Gas (GHG) Emissions (including CO₂) Yes

e.g. increased GHG emissions as a result of project implementation, which may also be linked with efficient use of resources in WCC buildings; transport; emissions from waste; and procurement.

Efficient Use of Resources Yes

e.g. consumption of energy resources, water, electricity, gas and heating fuels.

Transport Yes

e.g. number of people travelling, alternative transport modes.

Waste Yes

e.g. increase in waste generated or an increase in waste recycling.

Wildlife and Biodiversity Yes

e.g. impacts on the natural environment or enhancements to the natural environment.

N.B. This refers to any direct or indirect modifications to landholdings, including but not limited to removal of vegetation, alteration or demolition of buildings or modification of watercourses or lighting (not limited to just green space/trees).

Pollution to Land or Water No

e.g. risk of pollution to the local environment.

Pollution to Air No

e.g. risk of pollution to air, activity which may adversely affect air quality or increase emissions to air

Resilience to climate change No

e.g. risks of extreme weather and climate impacts on the project.

Historic Environment No

e.g. impacts on Historic Environment or enhancements of the Historic Environment.

Procurement No

e.g. could procurement associated with the project result in an increase of natural resources (such as long-distance shipping of goods); could use be made of local resources or work forces to support delivery of the project.

7. Results of Screening

Data Protection

Does not need a full impact assessment

Equality and Public Health

Will require a full impact assessment

Environmental Sustainability

Will require a full impact assessment

Equality and Public Health Full Impact Assessment

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1.0 Screening Information

Project Name

Foxydiate First School

Name of Project Sponsor

Sarah Wilkins

Name of Project Manager

Anna Field

Name of Project Lead

Andy Moran

Please give a brief description of the project

Delivery of a new 3FE first school and nursery on a new housing development site in the Webheath District of Redditch.

Data Protection screening result

Does not need 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.

New housing being built in the Foxlydiat area will attract families with children, and this will create a demand for additional childcare and school places. The scale of the forecast increased demand means that a new first school is needed.

The new major housing development off Foxlydiat Lane will deliver 2,560 new houses by 2037. Worcestershire County Council is proposing that the new school will open initially as a 3-form-entry in 2027, when it is forecast that 30 children in each school year group will live on the new development, increasing to over 60 by 2030. The school will open initially to Reception-aged children and will grow over time as it will take a new cohort of Reception children each September.

The number of children is predicted to double by the time the development is completed and fully occupied, so the school will be built to a model that can easily be expanded to include additional classrooms when they are needed. There are other housing developments in the area, each attracting more families with children, so there will be increased demand on places at existing schools nearby, and this is being monitored carefully to ensure that the right number of additional places will be created in the right places at the right time.

The delivery of a new school in the Foxlydiat area will ensure sufficient places in the locality and ensure an element of surplus which will ensure that:

families have an element of choice, and increases the likelihood that families receive one of their top two preferences
all children who move into the locality 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 delivery of a new school provides an opportunity to build on the existing 'Good' first school provision in Redditch and offers more choice of schools, which is important to support our children and young people in achieving good attainment and realising their full potential.

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 3FE first school in Redditch with a nursery. This will be delivered via a number of workstreams:

- Building the School - Procurement of external consultants and construction
- Education - Academy Sponsor selection and consideration of educational requirements of the school (e.g. inclusivity)
- Communication and engagement - stakeholder management and consultation
- Mitigating school places - ensuring sufficiency of school places in Redditch

Project Outcomes

Briefly summarise what the project will achieve.

The key expected outcome is to meet the project aim of ensuring sufficiency of school places for first school age pupils in Redditch, with a 5% surplus of places. As a result of building a new first school in Redditch, various other outcomes are likely, which include:

Longevity of first school sufficiency in Redditch in line with housing growth
A reduction in travel times and car use for first school age pupils in Redditch
Certainty that all pupils in Redditch can attend a first school in their community
Increase in jobs for school staff in Redditch

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?

Yes

1.2 Responsibility

Directorate/Organisation

Commercial and Change

Service Area

Transformation and Commercial

1.3 Specifics

Project Reference (if known)

Not Recorded

Intended Project Close Date *

September 2027

1.4 Project Part of a Strategic Programme

Is this project part of a strategic programme?

Yes

An overarching screening has already been carried out for the following areas:

Data Protection

Equality and Public Health

Environmental Sustainability

What was the conclusion?

Data Protection assessment not required.

Equality and Public Health Impact Assessment to be completed

Environmental Sustainability Impact Assessment to be completed

Upload previous impact assessment documents if available

No files uploaded

2 Organisations Involved

Please identify the organisation(s) involved:

Worcestershire County Council

Other - Worcestershire Children First

Details of contributors to this assessment:

Name	Rachel Kiernan
Job title	Group Manager Sufficiency and Place Planning
Email address	rkiernan@worcschildrenfirst.org.uk

3.0 Who will be affected by the development and implementation

Please identify group(s) involved:

Service User

Staff

Communities

Other - Contractors awarded the build of the school

3.1 Information and evidence reviewed

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

Demographic and forecast pupil level data

Forecast demand arising from new housing developments

3.2 Summary of engagement or consultation undertaken

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

A 4 week engagement exercise (pre-engagement survey) was undertaken in June 2023 inviting all stakeholders to explain what they feel is important in the delivery of a new First school in Foxlydiate and their opinion on key operational matters such as admissions. This was an online survey that was advertised on the website, local media, direct email, social media and through schools to engage with families and local residents.

A 6 week statutory consultation was undertaken January-February 2024 inviting all stakeholders to feedback on the draft education specification before the specification is finalised and the Academy Trust is procured to run the school. This was an online survey that was advertised on the website, local media, direct email, social media and through schools to engage with families and local residents. A total of 175 responses were received and analysed by the Business Intelligence team, to identify key comments, recurring themes and common concerns.

3.3 Summary of relevant findings

Please summarise your relevant findings.*

Summary of Pre-engagement survey (June 2023)

- a) Respondents were in support of the proposal to deliver a new school, with 48% strongly agreeing and 27% agreeing that a new first school is needed for Redditch. A further 9% neither agreed nor disagreed and 2% were unsure. Just 14% either disagreed or strongly disagreed with the proposal.
- b) The most important factors for respondents were that: pupils feel safe at the school, delivery of a broad curriculum including outdoor learning, and a focus on health and wellbeing.
- c) Respondents also strongly supported that the school should foster an environment of inclusivity and support, with specific provision for pupils with SEND.
- d) Respondents strongly felt that the school should be accessible by safe active travel routes to serve the local community, and to minimise impact on existing traffic congestion in the area.
- e) The school should have adequate drop off parking areas for parent carers to mitigate the impact on local residents and ensure safety of pupils.
- f) The new school should be integrated within its new community by prioritising children living nearby in the admissions criteria.

Specification Survey (Jan - Feb 2024)

- a) 79% of respondents agreed that a new First School is needed in Redditch.
- b) 67% of respondents agreed with the proposed age range of 2 to 9 years, while 25% disagreed and 8% were unsure
- c) the most popular admissions policy is for priority to be given to students within a defined geographical area
- d) 88% agree with the accessibility and inclusivity core values proposed for the new school
- e) respondents were keen to see active travel routes made safe and available for pupils
- f) 92% agreed with the core values proposed for Health and Wellbeing.
- g) The most recurring theme was the need for SEND provision and places within Redditch.
- h) 53% Of respondents were a resident of Redditch or the immediate surrounding area.
- i) 85% of respondents agreed that nursery and wrap-around provision is necessary

As a result of these findings, WCF Officers will continue to keep under review the demand for provision to meet the needs of children and young people with SEND and develop new or additional provision where required. WCF Officers will share the consultation feedback with the Academy Trust to inform their policies and approach to education. Based on the consultation feedback Officers do not recommend any changes to the School Specification.

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. Potential neutral impact selected.

Explanation of your reasoning:

Education provision for first school and nursery aged pupils (2-9yrs) - The school will cater for new families moving into the local housing development, so more children aged 2-9 will be able to attend a first school within their local community.

Children and families within the area will benefit from the new school, but based on age as a protected characteristic, this may have a positive and neutral impact.

People in this area or the surrounding areas, of working age will also benefit from this due to increased employment opportunities.

Neutral as families may have children in other schools which may impact geographical or logistical issues with travel / transport.

Disability

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

Explanation of your reasoning:

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

- Active engagement with the SEND and Vulnerable Learner teams and the Virtual School in WCF

- Active engagement with the All Age Disability Services 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

Families, carers, visitors, staff and children will have their disability respected and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

Neutral as families may have children in other schools which may impact geographical or logistical issues with travel / transport.

Gender reassignment

Potential neutral impact selected

Explanation of your reasoning:

Dignity, respect and adherence to fair treatment and inclusive policies must link to the inclusivity policy of the school, in particular gender and self identity.

Those who have been through, who are planning, or who are not considering a gender transition or reassignment, will be fairly and equitably treated, and supported where relevant, in line not only with statutory regulations, but within policy, school & council values, and a positive inclusion lens.

Families, carers, visitors, staff and children will have their gender identity respected and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

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 positive impact selected. Potential neutral impact selected.

Explanation of your reasoning:

The development and implementation of the new school will be positive and neutral for those who are pregnant or in a period of maternity (6 months following birth).

Positive due to a new school being able to accept the new child once turning school age in the new estate for those who are pregnant and living there.

Neutral as families may have children in other schools which may impact geographical or logistical issues with travel / transport.

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. Families, carers, visitors, staff and children will have their race, ethnicity and nationalities respected, and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

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. The school will not have a faith designation.

Families, carers, visitors, staff and children will have their religions or belief systems respected, and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties

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. Staff, parents, carers and children of any and all sexes are welcomed and families, carers, visitors, staff and children will have their sex respected, and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

Sexual orientation

Potential neutral impact selected.

Explanation of your reasoning:

The school ethos is proposed to reflect the values of inclusion. Families, carers, visitors, staff and children will have their sexual orientation respected, and policies and processes are in place for failing to adhere to The Equality Act 2010 and subsequent Public Sector Equality Duties.

5 Characteristics - Public health

Other vulnerable and disadvantaged groups

Potential neutral impact selected.

Explanation of your reasoning:

None identified

Health inequalities

Potential positive 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.

Social and economic

Potential positive impact selected. Potential neutral impact selected.

Explanation of your reasoning:

There will be additional employment opportunities through the construction of the new school and working at the new school

Physical health

Potential positive impact selected.

Explanation of your reasoning:

More children will be able to attend a first school within their local community. The location of the school will enable it to connect directly with 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.

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

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 will state 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 attracting environment to create a sense of pride and satisfaction.

The project will also provide new employment opportunities for local people.

Potential negative impact:

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.

Access to services

Potential positive impact selected.

Explanation of your reasoning:

This project will see the improved access to education places for children (aged 2-9) in Redditch. The project may also offer access to community facilities for the local residents, but this provision is yet to be determined.

6 Actions to mitigate potential negative impacts

Risk identified	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
Actions required to reduce/eliminate negative impact	Will consider options such as Limit the disturbance levels and Adjust the vehicle movement and operation hours to benefit surrounding communities.
Who will lead this action	The Main Contractor (not Yet Appointed)
Timeframe	December 2025 - March 2027

How will you monitor these actions?

Contractors will comply with all building regulations in regards to noise including building noise regulations (such as set work hours). Local residents will be communicated with prior to works starting on site. A construction site manager will monitor site progress in line with regulations and will be closely feeding back to WCC.

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.

8 Application Details

Last Updated Date Time

13/03/2024 15:17:30

Screening Submitted Date Time

01/03/2024 09:46:25

Last Reopened Date Time

13/03/2024 15:08:26

Full Impact Submitted Date Time

13/03/2024 15:17:30

Approved/Rejected Date Time

No Date Recorded

Current User Dashboard Request Status

Submitted

9.0 People with access to the original screening

[Alex Lee \(ALee6@worcestershire.gov.uk\)](mailto:ALee6@worcestershire.gov.uk)

[Anna Field \(afield1@worcestershire.gov.uk\)](mailto:afield1@worcestershire.gov.uk)

[Zoe Simcox \(ZSimcox@worcestershire.gov.uk\)](mailto:ZSimcox@worcestershire.gov.uk)

9.1 People with access to this equality and public health assessment

[Alex Lee \(ALee6@worcestershire.gov.uk\)](mailto:ALee6@worcestershire.gov.uk)

[Anna Field \(afield1@worcestershire.gov.uk\)](mailto:afield1@worcestershire.gov.uk)

[Zoe Simcox \(ZSimcox@worcestershire.gov.uk\)](mailto:ZSimcox@worcestershire.gov.uk)

10 Direct Questions

No Questions Asked

Environmental Sustainability Full Impact Assessment

Impact Assessment Id: #690

1.0 Screening Information

Project Name

Foxydiate First School

Name of Project Sponsor

Sarah Wilkins

Name of Project Manager

Anna Field

Name of Project Lead

Andy Moran

Please give a brief description of the project

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Data Protection screening result

Does not need 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.

New housing being built in the Foxlydiate area will attract families with children, and this will create a demand for additional childcare and school places. The scale of the forecast increased demand means that a new first school is needed.

The new major housing development off Foxlydiate Lane will deliver 2,560 new houses by 2037. Worcestershire County Council is proposing that the new school will open initially as a 3-form-entry in 2027, when it is forecast that 30 children in each school year group will live on the new development, increasing to over 60 by 2030. The school will open initially to Reception-aged children and will grow over time as it will take a new cohort of Reception children each September.

The number of children is predicted to double by the time the development is completed and fully occupied, so the school will be built to a model that can easily be expanded to include additional classrooms when they are needed. There are other housing developments in the area, each attracting more families with children, so there will be increased demand on places at existing schools nearby, and this is being monitored carefully to ensure that the right number of additional places will be created in the right places at the right time.

The delivery of a new school in the Foxlydiate area will ensure sufficient places in the locality and ensure an element of surplus which will ensure that:

families have an element of choice, and increases the likelihood that families receive one of their top two preferences
all children who move into the locality 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 delivery of a new school provides an opportunity to build on the existing 'Good' first school provision in Redditch and offers more choice of schools, which is important to support our children and young people in achieving good attainment and realising their full potential.

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 3FE first school in Redditch with a nursery. This will be delivered via a number of workstreams:

- Building the School - Procurement of external consultants and construction
- Education - Academy Sponsor selection and consideration of educational requirements of the school (e.g. inclusivity)
- Communication and engagement - stakeholder management and consultation
- Mitigating school places - ensuring sufficiency of school places in Redditch

Project Outcomes

Briefly summarise what the project will achieve.

The key expected outcome is to meet the project aim of ensuring sufficiency of school places for first school age pupils in Redditch, with a 5% surplus of places. As a result of building a new first school in Redditch, various other outcomes are likely, which include:

Longevity of first school sufficiency in Redditch in line with housing growth
A reduction in travel times and car use for first school age pupils in Redditch
Certainty that all pupils in Redditch can attend a first school in their community
Increase in jobs for school staff in Redditch

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?

Yes

1.2 Responsibility

Directorate/Organisation

Commercial and Change

Service Area

Transformation and Commercial

1.3 Specifics

Project Reference (if known)

Not Recorded

Intended Project Close Date *

September 2027

1.4 Project Part of a Strategic Programme

Is this project part of a strategic programme?

Yes

An overarching screening has already been carried out for the following areas:

Data Protection

Equality and Public Health

Environmental Sustainability

What was the conclusion?

Data Protection assessment not required.

Equality and Public Health Impact Assessment to be completed

Environmental Sustainability Impact Assessment to be completed

Upload previous impact assessment documents if available

No files uploaded

2.0 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 be designed to achieve a sustainable net zero carbon building in line with the Council's objectives by 2050.

Construction could produce greenhouse gases, but in the operation of the school we will use sustainable energy methods and consider opportunities throughout the project (procurement, meetings, materials storage to reduce delivery trips etc.). Sustainable heating systems will be used, such as Air and Ground Source Heat Pumps and other sustainable energy sources such as solar panels will be incorporated into the design to reduce the need for gas. Electricity requirements for these alternative heating systems are under review before the decision to remove the gas connection to the site is finalised.

Other considerations for reduced emissions include:

- 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. It is not yet confirmed whether gas will be connected to the school and this will be determined during the design process.

Will the project reduce energy needs and result in reduced consumption? No

e.g. disposal of WCC property assets

Please explain your answer below:

Not recorded

Will the project require additional water resources leading to an increase in water consumption? Yes

e.g. increased use of water through construction processes

Please explain your answer below:

Additional water will be required during the construction process, however the school design will incorporate water saving initiatives for the operation of the school.

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

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:

Although this will be a new building, we will seek to mitigate against the additional demand on water supply through implementing the following measures:

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:

The new school will cater for new housing developments in the area so a key outcome for the project is for families to have access to a first school in their local community. This will seek to reduce travel by car and enable more pupils to travel to school by active travel routes, including walking and cycling.

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. Waste storage areas will be designed to be adaptable to accommodate changing legislative requirements such as the segregation of food waste.

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:

Full ecological and environmental surveys will be undertaken by the developer to reduce disruption to protected trees and habitats where possible.

As part of the school design we will be looking to utilise and enhance the natural environment wherever possible. We will seek to comply with Biodiversity Net Gain requirements in creating new habitats to offset any loss of biodiversity resulting from the build. These new habitats would also provide opportunities for educational learning and enhanced mental wellbeing. The existing site is utilised as agricultural land which has limited biodiversity, therefore any new grassland, trees and habitat that are planted for the school will enhance the biodiversity of the site.

Has a preliminary ecological appraisal been undertaken? Yes

Please explain your answer below:

Undertaken by the developer.

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 undertaken in line with what the planning application requirements.

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. Temperature management (heating and cooling systems) will be required for the building and 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:

Due to excessive temperatures that are already being experienced in the current climate, sustainable heating and cooling systems will be considered such as Air or Ground Source Heat Pumps that can help regulate the temperature of the building.

An initial flood risk assessment suggests the site has a low flood risk.

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)?

No

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.

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:

The relevant archaeological surveys will be undertaken as part of the pre-planning process.

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:

It is likely that the procurement and purchase of products will result in an increase in GHG, due to the transportation of goods. At this stage, the full impact will not be known due to a contractor and their supplier not yet being awarded. 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? Yes

e.g. carbon emissions from transport and manufacturing

Please explain your answer below:

It is likely that the procurement and purchase of products will result in an increase in GHG, due to the transportation of goods. At this stage, the full impact will not be known due to a contractor and their supplier not yet being awarded.

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 due to the main contractor and their suppliers not yet being contracted but our aspiration is to use sustainable materials. These discussions will take place during the tender, moderation and evaluation stages.

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:

Contributing to the vision of social values will be considered in the next stage, including the provision of new jobs and apprenticeships.

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.

12 Application Details

Last Updated Date Time

04/03/2024 16:30:40

Screening Submitted Date Time

01/03/2024 09:46:25

Last Reopened Date Time

04/03/2024 11:13:09

Full Impact Submitted Date Time

04/03/2024 14:16:53

Approved/Rejected Date Time

04/03/2024 16:30:40

Current User Dashboard Request Status

Complete

13.0 People with access to the original screening

[Alex Lee \(ALee6@worcestershire.gov.uk\)](mailto:ALee6@worcestershire.gov.uk)

[Anna Field \(afield1@worcestershire.gov.uk\)](mailto:afield1@worcestershire.gov.uk)

[Zoe Simcox \(ZSimcox@worcestershire.gov.uk\)](mailto:ZSimcox@worcestershire.gov.uk)

13.1 People with access to this environmental sustainability assessment

[Alex Lee \(ALee6@worcestershire.gov.uk\)](mailto:ALee6@worcestershire.gov.uk)

[Anna Field \(afield1@worcestershire.gov.uk\)](mailto:afield1@worcestershire.gov.uk)

[Zoe Simcox \(ZSimcox@worcestershire.gov.uk\)](mailto:ZSimcox@worcestershire.gov.uk)

14 Direct Questions

Question:

Hi Alex, Zoe & Anna

Thanks you for submitting your environmental sustainability assessment for Foxlydiate school. This a well considered assessment, which has a good grasp of the project its impacts. Before I authorise it, can you please just consider the procurement section again, particularly is there likely to be increased GHG from products purchased for the project - In the energy intensive manufacture of construction materials, it is very likely that this will give rise to GHGs. We can mitigate this in the way WCC specify the project and in the way the contractors deliver it.

If you couple just make adjustment for this in section 10 please.

Many thanks

Anna Wardell-Hill

The sustainability team

Asked by Anna Wardell-Hill (AWardell-Hill@worcestershire.gov.uk) at 04/03/2024 11:12:53

Anna Field (afield1@worcestershire.gov.uk), Alex Lee (ALee6@worcestershire.gov.uk), and Zoe Simcox (ZSimcox@worcestershire.gov.uk) have been asked this question.

Currently Unanswered

[Add Response](#)