

Appendix 2

Pupil Place Planning: Register Of Factors Influencing Forecasts



PUPIL PLACE PLANNING: REGISTER OF FACTORS INFLUENCING FORECASTS

ID No	Raised by	Date Raised	Description	Potential scale of impact	Potential speed of impact	Unadjusted Impact	Confidence in data or assumption	How data is handled	Owned by	COMMENTS
Factors built into projections methodology – ‘above the line’										
1	ECH	Jun-11	Increase/decrease in birth rate - impact on admission numbers	High	High	High	High	High impact, but high confidence in data	GS	
2	ECH	Jun-11	Large housing developments: Phasing, demolitions, completions and mix	High	Medium	Medium	Medium	Information results from discussions with developers. Good systems in place to track. Strive to improve accuracy by being more detailed.	MB	
3	GS	Jan-12	Small site housing developments: Phasing, demolitions, completions and mix	Low	High	Medium	High	Information largely results from sites with planning permission. Good systems in place to track. Strive to improve accuracy by being more detailed.	MB	
4	ECH	Jun-11	Pupil yield from housing	High	High	High	Medium	Confidence in data. Refreshed yields in 2013 based local research. Be aware of evidence of changes.	MB/GS/NG	
5	GS	Jan-12	Housing developments: Schools likely to be attended	Medium	Medium	Medium	Low	Possibility of monitoring recent developments to get up to date trends.	LA	
6	GS	Jan-12	Housing developments: Pupils moving in-Borough or new to Borough	Medium	Medium	Medium	Low	Use planning research and assumptions where possible. Possibility of monitoring recent developments to get up to date trends.	BH	

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7	GS	Jan-12	Primary/secondary transfers	Medium	Medium	Medium	High	High quality data available	LA	
11	ECH	Jun-11	Changes in cross border movements eg designated area and LA boundary issues	Medium	Medium	Medium	Low	Monitor trends	GS	Notably affects secondary numbers in Bracknell North. In particular RBWM re Charters and Wokingham re St Crispins
Factors built into projections methodology – ‘below the line’										
8	ECH	Jun-11	Raising of participation age (RPA)	Low	Medium	Low	Medium	Monitor trends	CS / SL	
9	ECH	Jun-11	Parental preferences eg to new schools or impact of OFSTED inspections on secondary schools	Medium	Medium	Medium	Medium	Monitor individual school inspection outcomes and possible impact on parental choice	CMcl	
10	GS	Jun-11	Parental preference for denominational or selective secondary education	Low	Low	Low	Low	Monitor trends	LA	
21	GS	Apr-13	Parental preference for denominational or selective primary education	Medium	Low	Low	Low	Monitor individual school changes and possible impact on parental choice	LA	May be significant as new schools are opened. Linked to 13
12	ECH	Jun-11	Immigration/emigration e.g. Nepali and Eastern European groups	Medium	Medium	Medium	Low	Monitor NI data, Schools Census, other sources of hard evidence and trends evidenced in local service take up.	GS	
13	ECH	Jun-11	Development of Academies/free schools eg Holyport (secondary) - effect on popularity and possible changes in DA and/or admissions numbers	Medium	Medium	Medium	Medium	Monitor individual school changes and possible impact on parental choice	GS / CT	
14	ECH	Jun-11	Provision for, and numbers of, pupils with special educational needs	Medium	Medium	Medium	High	High quality data available	SMcC	
15	GS	Jun-11	Provision for, and numbers of, pupils out of school eg at PRU	Low	Low	Low	High	High quality data available	CMcl	
16	ECH	Jun-11	Movements in or out of other provision – home educated or private schools	Low	Low	Low	Low	Monitor anecdotal and published evidence and trends	CMcl	Home education numbers stable. If have closure of a private school then implication on local demand for places.

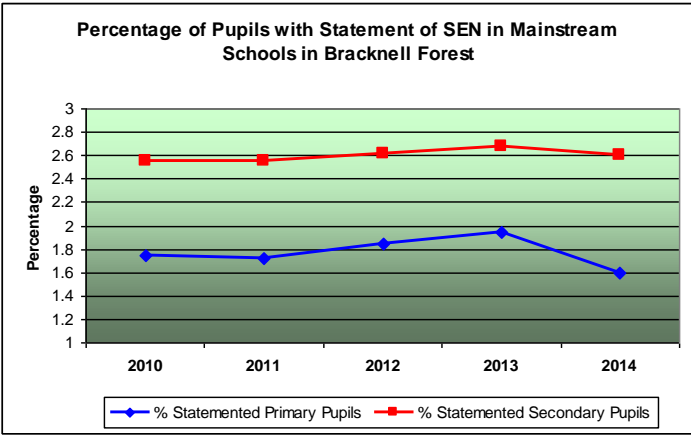
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17	GS	Jun-11	Within year mobility eg movements of traveller communities, armed forces mobility, casual admissions	High	High	High	Medium	Unpick variables and treat as accurately as possible. High quality data available for some factors. Monitor trends	CMcl	
18	GS	Jul-12	Economic vitality of Bracknell Forest	Medium	Low	Low	Low	Local economic assessments (when published). Local indicators on BORIS	GS	
19	SJ	Jul-12	Families with children with SEN tend to live in new houses, with adaptations made, and want to attend school close to new home.	Low	Medium	Low	Low	Anecdotal evidence. Small numbers but significant impact on facilities required in local schools	GS	Need to be aware when planning new schools
20	GS	Jan-13	Early indication of trends in births and numbers 0 to 4 in Early Years settings	Low	Medium	Low	High	Some actuals based on services provided. Some anecdotal	KF	
22	GS	Apr-13	Changes to benefits causing family mobility	Low	Low	Low	Low	Anecdotal evidence.	KF	
23	GS	Apr-14	Uncertainty created by new 'permitted' development generates more children in an unsystematic way (and with no S106/CIL income)	Medium	Medium	Medium	Low	Evidence from completions. Anecdotal evidence.	NG	

Appendix 3

Equality Impact Assessment

Date of Screening: 3 October 2014	Directorate: CYPL		Section: School Sufficiency and Commissioning
1. Activity to be assessed	To commission new schools to respond to pressure on school places from new house building and demographic change.		
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input checked="" type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing		
4. Officer responsible for the screening	Graham Symonds		
5. Who are the members of the screening team?	Chris Taylor, David Watkins, Lesley Adams		
6. What is the purpose of the activity?	To identify sufficient school places to fulfil future demand To consult on and revise designated area boundaries, source providers for the new schools (including consulting on this) and consult on and set admissions arrangements. Providers of the schools are sought from existing schools. For the purposes of this screening the tasks of building new schools and supporting the governing bodies in getting them operational will be the subject of separate screenings.		
7. Who is the activity designed to benefit/target?	Parents and children living in areas of new housing.		
Protected Characteristics	Please tick yes or no	Is there an impact?	What evidence do you have to support this?
8. Disability Equality	<input checked="" type="checkbox"/> Y <input checked="" type="checkbox"/> N	Consultations Procedures will follow Council best practice and take account of those with visual, hearing or mobility difficulties in appropriate ways. Providers The principal need is to provide additional	Historically 2.8% of children have special educational needs and need some form of specialist provision in a mainstream or special school.

			<p>mainstream school places. Organisations currently providing special education would be welcome to put their names forward, but on the understanding that the requirement is for mainstream education.</p> <p>Types of schools</p> <p>The Council's policy is to accommodate disabled children in mainstream schools wherever possible. All schools will be fully accessible for disabled children.</p> <p>Detailed planning is undertaken to accommodate future increased numbers on children with special needs.</p>	<table border="1" data-bbox="1420 201 2107 459"> <thead> <tr> <th>Year</th> <th>Children from Bracknell Forest attending Bracknell Forest schools and early years settings</th> <th>Children from elsewhere attending Bracknell Forest schools and early years settings</th> <th>Totals</th> <th>Children from Bracknell Forest attending schools elsewhere</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>452</td> <td>57</td> <td>509</td> <td>166</td> </tr> <tr> <td>2011</td> <td>453</td> <td>58</td> <td>511</td> <td>197</td> </tr> <tr> <td>2012</td> <td>484</td> <td>52</td> <td>536</td> <td>192</td> </tr> <tr> <td>2013</td> <td>491</td> <td>54</td> <td>545</td> <td>199</td> </tr> <tr> <td>2014</td> <td>474</td> <td>52</td> <td>526</td> <td>201</td> </tr> </tbody> </table> 	Year	Children from Bracknell Forest attending Bracknell Forest schools and early years settings	Children from elsewhere attending Bracknell Forest schools and early years settings	Totals	Children from Bracknell Forest attending schools elsewhere	2010	452	57	509	166	2011	453	58	511	197	2012	484	52	536	192	2013	491	54	545	199	2014	474	52	526	201
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<p>9. Racial equality</p>	<p>Y</p>	<p>N</p>	<p>Consultations</p> <p>Procedures will follow Council best practice and take account of those with different language needs through making translation services available.</p> <p>Providers</p> <p>Not applicable</p> <p>Types of schools</p> <p>All schools will be open to children of all races. School policies and practice will ensure equality.</p>	<p>The proportion of minority ethnic pupils has risen steadily in the last 10 years, from 9.9% in 2004 to 18.7% in 2014. Full details are available at: http://boris.bracknell-forest.gov.uk/ethnicity-january-2014.pdf</p>																														
<p>10. Gender equality</p>	<p>Y</p>	<p>N</p>	<p>The need is to construct additional places in mixed schools that cater for boys and girls.</p>	<p>School rolls approximately comprise the same proportion of boys and girls (50%)</p>																														

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			<p>Consultations Not applicable</p> <p>Providers Organisations currently providing single sex education would be welcome to put their names forward, but on the understanding that the requirement is for mixed schools.</p> <p>Types of schools All schools will be open to children of both genders, with appropriate facilities where necessary. School policies and practice will ensure equality and respect for example in terms of changing for PE.</p>	
11. Sexual orientation equality	∕	N	<p>Consultations Not applicable</p> <p>Providers Not applicable</p> <p>Types of schools Not applicable</p>	
12. Gender re-assignment	∕	N	<p>Consultations Not applicable</p> <p>Providers Not applicable</p> <p>Types of schools Not applicable</p>	
13. Age equality	∕	N	<p>Additional places are required for both primary and secondary phases.</p> <p>Consultations Consideration will be given to the need to consult children and young people separately to adults.</p> <p>Providers Organisations currently providing for a single phase of education would be welcome to put their names forward to provide places for the same or both phases</p>	

			of education. Pre-school places will be provided in appropriate numbers and locations.																																																							
14. Religion and belief equality	Y	N	<p>The need is to provide additional places to serve the needs of communities of all religions, no religion and all faiths.</p> <p>Consultations Procedures will follow Council best practice and take account of those with religious needs in appropriate ways, for example by holding any consultation meetings on appropriate days.</p> <p>Providers Organisations currently providing faith-based education would be welcome to put their names forward, but on the understanding that the requirement is for the education of all children.</p> <p>Types of schools Diocesan schools would be welcome to provide additional places. School policies and practice will ensure equality and respect.</p>	<table border="1"> <thead> <tr> <th colspan="3">Total Pupils in Bracknell Forest Schools By Religion/Belief (as at 28/08/13)</th> </tr> <tr> <th></th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Baptist</td> <td>2</td> <td>0.0%</td> </tr> <tr> <td>Methodist</td> <td>11</td> <td>0.1%</td> </tr> <tr> <td>Jewish</td> <td>21</td> <td>0.1%</td> </tr> <tr> <td>Jehovah</td> <td>34</td> <td>0.2%</td> </tr> <tr> <td>Sikh</td> <td>74</td> <td>0.5%</td> </tr> <tr> <td>Anglican</td> <td>77</td> <td>0.5%</td> </tr> <tr> <td>Buddhist</td> <td>109</td> <td>0.7%</td> </tr> <tr> <td>Muslim</td> <td>267</td> <td>1.7%</td> </tr> <tr> <td>Refused</td> <td>287</td> <td>1.8%</td> </tr> <tr> <td>Other</td> <td>297</td> <td>1.9%</td> </tr> <tr> <td>Hindu</td> <td>328</td> <td>2.1%</td> </tr> <tr> <td>Roman Catholic</td> <td>676</td> <td>4.3%</td> </tr> <tr> <td>No Religion</td> <td>4,738</td> <td>30.4%</td> </tr> <tr> <td>Christian</td> <td>8,687</td> <td>55.7%</td> </tr> <tr> <td>Total Pupils</td> <td>15608</td> <td>100.0%</td> </tr> <tr> <td colspan="3"><i>Source: Bracknell Forest schools' ONE system</i></td> </tr> </tbody> </table>	Total Pupils in Bracknell Forest Schools By Religion/Belief (as at 28/08/13)				Number	%	Baptist	2	0.0%	Methodist	11	0.1%	Jewish	21	0.1%	Jehovah	34	0.2%	Sikh	74	0.5%	Anglican	77	0.5%	Buddhist	109	0.7%	Muslim	267	1.7%	Refused	287	1.8%	Other	297	1.9%	Hindu	328	2.1%	Roman Catholic	676	4.3%	No Religion	4,738	30.4%	Christian	8,687	55.7%	Total Pupils	15608	100.0%	<i>Source: Bracknell Forest schools' ONE system</i>		
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15. Pregnancy and maternity equality	Y	N	<p>Consultations Procedures will follow Council best practice and take account of pregnancy by, for example, holding any meetings in fully accessible venues.</p> <p>Providers Not applicable</p> <p>Types of schools Not applicable</p>																																																							
16. Marriage and civil partnership equality	Y	N	<p>Consultations Not applicable</p> <p>Providers Not applicable</p>																																																							

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			Types of schools Not applicable	
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.	Consultations will be written in Plain English to ensure greatest accessibility. Schools will be accessible to children from throughout society.			
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	No negative impacts are identified.			
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	There are no significant differences.			
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?	Y	N	Please explain for each equality group	
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	No further information is required			
22. On the basis of sections 7 – 17 above is a full impact assessment required?	Y	N	Additional places are to be provided for all children from throughout society. School policies will ensure equality and respect.	
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.				
Action	Timescale	Person Responsible	Milestone/Success Criteria	
Consultation planning to follow Council best practice	To be determined	Graham Symonds	Consultation responses reflect breadth of local community	
The process to seek providers to be open and transparent	To be determined	Graham Symonds	Processes seen to be open.	

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24. Which service, business or work plan will these actions be included in?	Programme Plans for expansion of primary and secondary education, overseen by the Education Capital Programme Board.		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	Please list		
26. Chief Officers signature.	Signature: <i>David Watkins</i>		Date: 6/10/14

When complete please send to abby.thomas@bracknell-forest.gov.uk for publication on the Council's website.

Appendix 4

Delivery Risk Register



PUPIL PLACE PLANNING - DELIVERY RISK REGISTER

ID No	Raised by	Date Raised	Description	RISK PROBABILITY	RISK IMPACT	Unadjusted Risk	Description of Risk Treatment	Owned by	By when	Residual Risk	COMMENTS
1	GS		Key data late	Medium	High	Medium	Can maintain awareness. Chase; applying increasing pressure	GS		Low	
2	GS		Key data unavailable	High	High	High	Decision needed: Use last year's data? Estimate?	GS		Medium	
3	GS		Delay in agreeing assumptions	Medium	Medium	Medium	Be aware of issue early on. Monitor situation. Escalate.	GS		Low	
4	GS		New circumstances mean model does not work as expected	Medium	High	Medium	Try to pre-empt knowing changes from previous year. Monitor situation. Apply pressure to get resolved. If not possible, decide how to manage.	GS		Low	
6	GS		Key staff / Required skills unavailable	Medium	Medium	Medium	Ensure documentation complete. Sharing of skills between staff.	GS		Low	
7	GS		Risk of audit / inspection finding processes not to be robust	Low	Medium	Low	Maintain knowledge and documentation of system. Continue to scrutinise model.	GS		Low	
8	GS		Political influence on process	Medium	Medium	Medium	Maintain communication. Briefings at appropriate times.	GS		Low	
9	GS		Resource taken away in service changes	Low	Medium	Low	Maintain centrality of work to key dept decisions and policies.	GS		Low	
10	GS		Lack of technical support for model and/or different model to be used	Low	Low	Low	Identify support options as early as possible and evaluate alternative systems	GS		Low	

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11	GS		Delivery risk: Capability of Planning Dept to deliver planning permissions in appropriate timescales	Medium	Medium	Medium	Monitor priorities and timescales. Chase as appropriate.	GS		Low	
12	GS CT	Jul-15	High forecasts lead to the planning of too much capacity which results in revenue implications when schools open. Concerns of other schools on revenue budget implications.	Medium	High	Medium	Realistic forecasts needed. Maintain scrutiny as capacity opening date nears and build trajectories are known. Be prepared to schedule opening of new school accommodation.	GS CT		Low	
13	GS CT	Jul-15	High forecasts lead to the planning of too much capacity which results in capital funding implications.	Medium	Medium	Medium	Realistic forecasts needed.	GS CT		Low	