

A summary of this Equalities Impact Assessment is also detailed at paragraph 8 of the report.

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**HARINGEY COUNCIL****EQUALITY IMPACT ASSESSMENT FORM**

**Service:** Admissions and School Organisation

**Directorate:** Children & Young People's Service

**Title of Proposal:** Shaping the future of Welbourne Primary School - Consultation on a possible school expansion

**Lead Officer (author of the proposal):** Jenny Duxbury

**Names of other Officers involved:** Eveleen Riordan; Carlene Liverpool; Jen Johnson; Tom Fletcher; Arleen Brown

### Step 1 - Identify the aims of the policy, service or function

*State what effects the proposal is intended to achieve and who will benefit from it.*

The proposal being put forward is to create additional school places in Tottenham Green ward by expanding Welbourne Primary School from its current two forms of entry (60 reception places with 30 in each class) to 3 forms of entry (90 reception places with 30 children in each class).

Before we create more places, the local authority must ensure that:

- There is a demand for additional places in the local community
- The change can be made in a way that maintains and enhances educational standards at all schools affected by the outcome.
- The proposals makes the best use of the resources available, and:
- There is well-established and successful leadership and management at the school that we are expanding

Both of the schools in Tottenham Green ward are popular, successful and oversubscribed schools. In 2010/11 the total percentage of unfilled places at reception level for all schools across this ward was 0% with no vacant reception places out of a possible 120 places. We know that if we do not provide additional places in the local area we are likely to run out of places to offer all of those children who need one. Also, having so few spare reception places is likely to mean fewer parents will be offered a place at their preferred local school. On the 4 April 2011 ('offer day' for primary places) a total of 129 families had listed Welbourne Primary School as one of their preferred schools. Of these 129 families, 67 families had put Welbourne Primary School as their first place preference – the school they would most like to go to.

Across the borough there are almost no vacant reception places and our birth data tells us that the demand for places is going continue to increase, a pattern that we have seen for several years. We have a statutory duty to provide a school place to every child of school age who lives in the borough. The annual School Place Planning Report, available to view at [www.haringey.gov.uk/schoolplaceplanning](http://www.haringey.gov.uk/schoolplaceplanning), provides more detail on the way that we plan to ensure that there enough school places to meet demand. The report also sets out those areas of the borough where we know that we are likely to run out of school places if we do not increase the number of places that we have.

Welbourne Primary School is located on Stainby Road N15. The school currently takes a total of 60 pupils into its two reception classes in September each year.

If proposal to expand Welbourne Primary School to 3 forms of entry is implemented, the first 3 form reception entry at Welbourne Primary School would start in September 2013 and 90 places would be offered in subsequent years. The school would eventually provide for 630 reception to year 6 children by 2019.

When thinking about how best to provide additional school places in the borough, the local authority considers a number of things including:

- The current number of spare places in the local area
- The demand for places in the school and for other schools in the local area
- The location of the school and the physical capacity on site to expand
- The performance of the school and the ability of the school to cope with an expansion

When considered against the above, Welbourne Primary School was identified as a school where it was considered that the strong leadership of the school could manage the expansion while still maintaining the school's high standards and where there is an identified demand in the local area for additional school places.

The decision as to whether Welbourne Primary School should be expanded will be based on the outcomes of the public consultation and this Equality Impact Assessment, along with other information. This will include ward and borough birth rates, the number of reception applications received for Welbourne Primary School and for other local schools, and the number of vacant reception places (surplus capacity) in the local area, as well as any new places created by new schools called 'Free Schools' proposed for the local area.

The table below sets out the timeline for the proposed expansion. The statutory process for school expansions potentially includes two periods of public consultation – should the Cabinet agree to proceed to stage 2, this EqlA will be updated following the second period of consultation, prior to the final decision being taken by the Cabinet (stage 4 below).

Statutory Stage	Description	Date	
1	Start of consultation	12 September 2011	First round of public consultation
	Public meetings	20 September 2011 from 3.30 – 4.30pm and repeated between 6 – 7pm	
	End of consultation	17 October 2011	
	Cabinet decides whether to proceed and publish statutory notices	20 December 2011	
2	The publication of a statutory notice setting out the final	January 2012	These dates are

	proposal		provisional and this timetable may be delayed if the DfE do not make an announcement on the 1 October 2011 about free school provision in the borough
3	Representation – a further four week opportunity to express views on the proposals.	January – February 2012	
4	Decision – the Council's Cabinet make a decision on whether the expansion should go ahead, having considered all of the relevant information. This stage has to be completed within two months of the representation period finishing	March 2012	
5	Implementation – the school expands	September 2013	

## Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at presently, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

[http://harinet.haringey.gov.uk/index/news\\_and\\_events/fact\\_file/statistics/census\\_statistics.htm](http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm)

### ***2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:***

- ***are significantly under/over represented in the use of the service, when compared to their population size?***
- ***have raised concerns about access to services or quality of services?***
- ***appear to be receiving differential outcomes in comparison to other groups?***

Those who may be affected by or have an interest in the proposal to expand Welbourne Primary School can be considered as two groups – the children who are currently attending the school and their families, and the wider local population (including prospective pupils and their families, and other local residents). This section will use school census data to consider the profile of the school population, and data relating to Tottenham Green ward to give an indication of the profile of the local population.

The school census data is from January 2011, the most recent available. It is noted that although the school census provides the most up to date profile of the school population, many of these pupils will have left the school by the date of the proposed school expansion. Ward data is mostly from the January 2001 census, though in the case of age and gender more recent (2011) GLA population projections are used.

## **Age**

### School Profile

The data below shows that the age profile of Welbourne Primary School is broadly representative of the wider Haringey School population.

Age Category	Welbourne JMI	Haringey School Population
	%	%
2	1.1%	1.4%
3	14.3%	10.7%
4	12.6%	13.2%
5	12.6%	13.2%
6	12.6%	13.3%
7	12.6%	12.8%
8	10.1%	12.0%

9	11.8%	11.6%
10	12.2%	11.7%
11	0.0%	0.0%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>

### Ward Profile

The 0-19 population in Tottenham Green is slightly under represented when compared to the overall Haringey 0-19 population (22.1% as compared with 24.1%), and the 20-39 population is slightly over-represented when compared to the wider profile (46.9% compared to 41.8%).

Age Group	Tottenham Green	Haringey Total
<b>0-4</b>	8.0%	8.0%
<b>5-9</b>	5.9%	6.1%
<b>10-14</b>	4.2%	5.2%
<b>15-19</b>	3.9%	4.8%
<b>20-24</b>	9.6%	8.6%
<b>25-29</b>	14.9%	12.9%
<b>30-34</b>	12.8%	11.4%
<b>35-39</b>	9.7%	8.9%
<b>40-44</b>	7.2%	7.3%
<b>45-49</b>	5.7%	6.3%
<b>50-54</b>	4.1%	4.8%
<b>55-59</b>	3.4%	3.7%
<b>60-64</b>	3.0%	3.3%
<b>65-69</b>	2.3%	2.5%
<b>70-74</b>	2.1%	2.2%
<b>75-79</b>	1.7%	1.8%
<b>80-84</b>	0.9%	1.2%
<b>85-89</b>	0.4%	0.7%
<b>90+</b>	0.2%	0.4%

### **Disability**

#### School Profile

As of 2011, the Schools Census now includes the facility for schools to submit data on disability, but not all schools are as yet doing so. More complete data is available on Special Education Needs (SEN). Whilst there is overlap between these groups they are by no means interchangeable terms, so caution should be exercised in interpreting these figures. The figures show that Welbourne Primary School has a lower proportion of pupils with statements of SEN than the Haringey average.

SEN provision	Welbourne JMI		Haringey School Population	
	No.	%	No.	%
Statement of Special Educational Need	4	0.8%	371	1.6%

No Ward level data for Disability was available.

### **Race**

School Profile

There is a small overrepresentation of Asian (particularly Bangladeshi pupils) at Welbourne Primary School (9.3% compared to 6.4%). There is a significant overrepresentation of Black pupils (54.5% as compared to 30.0%) and this is most pronounced for Black Caribbean and Black Somali pupils. There is also a pronounced under representation of White British pupils at Welbourne Primary School (3.8% compared to 19.4%).

Ethnicity Haringey Groupings	Welbourne JMI		Haringey School Population	
	No.	%	No.	%
Asian Bangladeshi	27	5.7%	632	2.8%
Asian Indian	1	0.2%	249	1.1%
Asian Other	11	2.3%	349	1.5%
Asian Pakistani	5	1.1%	211	0.9%
Asian TOTAL	44	9.3%	1441	6.4%
Black Caribbean	92	19.4%	2419	10.7%
Black Other	20	4.2%	377	1.7%
Black African	45	9.5%	1120	5.0%
Black Congolese	23	4.8%	437	1.9%
Black Ghanaian	15	3.2%	819	3.6%
Black Nigerian	10	2.1%	523	2.3%
Black Somali	54	11.4%	1073	4.8%
Black TOTAL	259	54.5%	6768	30.0%
Mixed Other	15	3.2%	841	3.7%
Mixed White African	1	0.2%	298	1.3%
Mixed White Asian	1	0.2%	331	1.5%
Mixed White Caribbean	13	2.7%	714	3.2%
Mixed TOTAL	30	6.3%	2184	9.7%
Other	6	1.3%	620	2.7%
Other Kurdish	15	3.2%	402	1.8%
Other Latin American	1	0.2%	353	1.6%
Other Vietnamese	1	0.2%	119	0.5%
Other Chinese	3	0.6%	188	0.8%
Other TOTAL	26	5.5%	1682	7.5%
White British	18	3.8%	4377	19.4%
White TOTAL	18	3.8%	4377	19.4%
White Albanian	5	1.1%	249	1.1%
White Greek Cypriot		0.0%	109	0.5%
White Gypsy/Roma	5	1.1%	165	0.7%
White Irish	2	0.4%	251	1.1%
White Irish Traveller		0.0%	67	0.3%
White Kosovan	2	0.4%	226	1.0%
White Other	45	9.5%	2592	11.5%
White Turkish	34	7.2%	1626	7.2%
White Turkish Cypriot	2	0.4%	107	0.5%
White Other TOTAL	95	20.0%	5392	23.9%
Refused/Not obtained	3	0.6%	727	3.2%
<b>Grand Total</b>	<b>475</b>	<b>100.0%</b>	<b>22571</b>	<b>100.0%</b>

*School population by ethnicity (Jan 2011)*



### Ward Profile

The ward profile shows that there is a significantly higher proportion of Black residents in Tottenham Green ward than the Borough average (32.9% compared to 20%), particularly residents of Black African and Black Caribbean ethnicities. There is also a smaller proportion of White British (33.4% compared to 45.3%) and White Other ethnicities (16.2% compared to 20.4%) than the wider Borough profile.

This data is taken from the 2001 Census as more up to date population projections are not available for Ethnicity. Given this and the different datasets used, it is important to note that it is not appropriate to directly compare this data with the school profile above.

<b>Ethnic Group</b>	<b>Ethnicity</b>	<b>Tottenham Green Ward %</b>	<b>Haringey Population %</b>
<b>Asian</b>	<b>Indian</b>	2.3	2.9
	<b>Pakistani</b>	1.1	1
	<b>Bangladeshi</b>	2.4	1.4
	<b>Other Asian</b>	2.1	1.6
<b>Asian Total</b>		<b>7.8</b>	<b>6.7</b>
<b>Black or Black British</b>	<b>Caribbean</b>	15.9	9.5
	<b>African</b>	15.2	9.2
	<b>Other Black</b>	1.9	1.4
<b>Black Total</b>		<b>32.9</b>	<b>20</b>
<b>Mixed</b>	<b>White and Black Caribbean</b>	1.8	1.5
	<b>White and Black African</b>	0.8	0.7
	<b>White and Asian</b>	1.1	1.1
	<b>Other Mixed</b>	1.4	1.3
<b>Mixed Total</b>		<b>5.0</b>	<b>4.6</b>
<b>Other ethnic group</b>		<b>4.7</b>	<b>3.1</b>
<b>White British</b>		<b>33.4</b>	<b>45.3</b>
<b>White Other</b>		<b>16.2</b>	<b>20.4</b>

*Ward and borough population by ethnicity (2001 census)*

### **Sex**

#### School Profile

The data below shows the school profile is broadly proportionate to the wider Haringey School Population.

<b>Gender</b>	<b>Welbourne JMI</b>		<b>Haringey School Population</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
F	242	50.9%	10925	48.4%
M	233	49.1%	11646	51.6%
<b>Grand Total</b>	<b>475</b>	<b>100.0%</b>	<b>22571</b>	<b>100.0%</b>

### Ward Profile

The Ward gender profile is based on the 2011 population projections and shows that the proportion of female and male residents in Tottenham Green ward is broadly in line with the overall Haringey picture.

<b>Sex</b>	<b>Tottenham Green</b>	<b>Tottenham Green %</b>	<b>Haringey Population</b>	<b>Haringey Population %</b>
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<b>Female</b>	6800	50.2%	123668	51.7%
<b>Male</b>	6749	49.8%	115488	48.3%
<b>Grand Total</b>	<b>13119</b>		<b>239156</b>	

## Religion or Belief

Religion or Belief is not recorded as part of the Pupil Level Annual Census and therefore data on the representation within the school population is not available.

2001 Census data shows that most groups in Tottenham Green Ward are proportional to the wider Haringey Population. Jewish residents and residents of No Religion are under represented compared to the wider profile ( 0.8% compared to 2.6% and 15.3% compared to 20% respectively). Muslim residents are over represented compared to the wider borough profile (15.7% compared to 11.3%), and to a slightly less extent, so are Christians (53% compared to 50.1%).

	<b>Tottenham Green %</b>	<b>Haringey Population %</b>
<b>Christian</b>	53.0	50.1
<b>Buddhist</b>	1.4	1.1
<b>Hindu</b>	2.0	2.1
<b>Jewish</b>	0.8	2.6
<b>Muslim</b>	15.7	11.3
<b>Sikh</b>	0.2	0.3
<b>Other religions</b>	0.6	0.5
<b>No religion</b>	15.3	20
<b>Religion not stated</b>	11.1	12.1

Data was not available at School or Ward level for the following equality strands and assessment of impact on these service user groups is not therefore possible:

- Gender Reassignment
- Sexual Orientation
- Maternity & Pregnancy
- Marriage and Civil Partnership

In summary:

- when compared to the Haringey school population, Welbourne has a higher proportion of pupils of Asian (particularly Bangladeshi) and Black (particularly Caribbean and Somali) ethnicities, and a lower proportion of children with statements of SEN
- when compared to the Haringey borough profile, Tottenham Green ward has a higher proportion of residents of Caribbean and African ethnicities, and of Muslim residents.

## 2 b) What factors (barriers) might account for this under/over representation?

Factors that determine the equalities profile of a local population could include things such as property prices, the type of housing available, local amenities, employment opportunities, and historical connections of groups to particular areas. The equalities

strands also impact on each other – for example, the number of children people have (which affects the age profile of an area) varies by ethnicity<sup>1</sup>.

The population of primary schools is determined by the application of Haringey's School Admissions Criteria (see box below) to the preferences stated by parents/carers on their application forms for school places. The fifth criterion (distance) means that the majority of pupils attending a primary school live locally to that school. In any locality there will be a number of nearby primary schools – in addition to the two schools within Tottenham Green ward (Welbourne and Earlsmead), there are a further five just outside its borders. The equalities profile of the school will therefore be influenced, but not wholly determined, by the make-up of the local area. It is also worth noting that faith schools will obviously have many more pupils of a particular religion, and that special schools will have many more pupils with disabilities.

## Haringey School Admissions Criteria

The Local Authority has a duty to put in place admission arrangements that comply with the mandatory provisions set out in the School Admissions Code 2010. These consist of Admissions Criteria and a Coordinated scheme and aim to provide a clear admissions system and oversubscription criteria which are transparent to those parents applying for a school place. The Determined Admission Criteria vary slightly according to the type of provision (nursery, primary, secondary etc) they apply to. However the main principles are set out below:

**Statement of Special Education Needs** - Where a child has a statement of Special Educational Needs which names the school, they will be admitted in accordance with section 324 of the Education Act 1996.

If the number of applicants without statements of educational needs naming the school is higher than the number of places available, the following rules are applied, in the order of priority to decide who will be offered a place:

1. **Looked After Children** – Children in the care of a local authority
2. **Social Medical** - Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications are supported by a written statement from a relevant independent professional and assessed at a SocMed panel.
3. **\*\*Linked school** - This rule applies only to junior school admissions. Children attending an infant school will be prioritised under this rule for admission to the linked junior school.
4. **Siblings** - Children who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant.
5. **Distance** - Children living closest to the school. Distance is measured in a straight

<sup>1</sup> See Table 3 Family type and average family size, by ethnic group of head of family unit, found on page 22 of 'Ethnicity & Family', a report published by the Equality & Human Rights Commission – available at: [http://www.equalityhumanrights.com/uploaded\\_files/raceinbritain/ethnicity\\_and\\_family\\_report.pdf](http://www.equalityhumanrights.com/uploaded_files/raceinbritain/ethnicity_and_family_report.pdf)

line.

### Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect existing barriers and what actions you will take to address any potential negative effects.

#### **3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)**

<b>Increase barriers?</b>	<b>Reduce barriers?</b> x	<b>No change?</b>
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#### **Comment**

The creation of additional school places at Welbourne Primary School would contribute to ensuring that the council provides enough school places to meet demand. Creating this extra capacity is also likely to mean that more parents/carers are offered a place at their preferred local school, and reduce the likelihood of children having to travel longer distances to attend school.

Expanding a school brings challenges that need to be carefully managed. It involves some disruption from building work, and results in a changed physical environment to which the school would need to adapt. These challenges may be concerning to some parents and other stakeholders (see section 4 for details of the views expressed in response to the consultation). However as previously stated, Welbourne has been identified as a school where it is considered that the strong school leadership could manage the expansion while still maintaining high standards. Actions to smooth the process and minimise or negate any adverse impact are set out in section 3 c) below.

#### **3 b) What specific actions are you proposing in order to respond to the existing barriers and imbalances you have identified in Step 2?**

Step 2 identifies the differences in the equalities profile between Tottenham Green ward and Haringey overall, and between Welbourne Primary School and all Haringey primary schools. These differences are not necessarily imbalances in that all schools and wards in Haringey will differ from the average, and this is to be expected. Schools are a universal service which can be and are accessed by all sections of the population. The population at any particular school is a result of the application of the Admissions Criteria to the preferences stated by parents/carers.

#### **3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?**

Should it go ahead, the people who will be affected by the proposed expansion are those who are attending the school and their families, and the wider local population (including prospective pupils and their families, and other local residents) – see section 2 for information on the equalities characteristics of these groups.

The creation of additional school places will benefit the local community; potential adverse impacts will be minimised or negated through the following actions:

- Working with the school leadership team and governing body to develop plans for the additional capacity that meet the needs of the school and enable educational standards to be maintained or enhanced
- Carefully planning the building work to minimise disruption e.g. undertaking the most invasive building work during the school holidays and outside of school hours (school expansions generally take twice as long as other similar-sized projects because of this consideration)
- Putting in place measures to address any issues arising from the planning consultation e.g. traffic calming.

The school has a high proportion of children of Black & Minority Ethnic origin, including disproportionately high numbers of Black Caribbean and Congolese children, both of which groups have levels of attainment at KS2 that is significantly below the Haringey average. It is therefore important that provision and support for these students is maintained throughout the process of expansion and beyond.

## Step 4 - Consult on the proposal

Consultation is an essential part of impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal, ensuring that you cover all the equalities strands. Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

### ***4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?***

The first period of public consultation ran from 12<sup>th</sup> September to 17<sup>th</sup> October 2011. Consultation documents (with attached questionnaires) were circulated to:

- parents and carers, both at Welbourne and at other local schools
- Local MPs
- Adjoining boroughs
- All Headteachers in Haringey
- All Councillors
- Diocesan Boards of Education
- 40 residents associations across the borough

Leaflets were distributed to all local residents and placed in libraries and children's centres. The proposal was publicised in Haringey People, the local press and on the Haringey website. Consultation materials were made available on the Haringey website and two public consultation meetings were held.

There were only 12 responses to the consultation, including responses from South East Tottenham Network Learning Community<sup>2</sup> and the Diocese of London Board for Schools. Only 3 parents of children currently attending Welbourne responded. Overall, 75% of respondents are in favour of the proposed expansion. The table below shows the numbers of respondents for and against the proposal.

<b>Response</b>	<b>Welbourne Parents</b>	<b>Other respondents</b>	<b>All responses</b>
Objections	1	2	3
Supporters	2	7	9
Neither support nor do not support	0	0	0
Don't know/ didn't express view	0	0	0
<b>Total</b>	<b>3</b>	<b>9</b>	<b>12</b>

<sup>2</sup> Network Learning Communities (NLCs) are clusters of schools that work together to share practice and improve standards. The South East Tottenham NLC consists of the following 13 schools – St Ignatius, Pembury House, Coleraine Park, Welbourne, Gladesmore, Earlsmead, The Green, Mulberry, Tiverton, Stamford Hill, Ferry Lane, Crowland, Bruce Grove.

The main points made in objection to the proposal were:

- Currently not enough teachers/support staff for children already attending the school.
- Building works will disrupt management of school.
- Lack of space at Welbourne.
- Informed that a new development in Tottenham Hale would include a new school.
- Play space will be reduced.

The main points made in favour were:

- The importance of allowing children school places close to their homes.
- That there is a need for school places in the area.
- That a larger school would allow more children to benefit from an excellent school.
- Improvement to current school building.
- Larger budget and greater versatility.

The responses received from South East Tottenham Network Learning Community and the Diocese of London Board for Schools are shown in more detail below:

**South East Tottenham NLC:**

- Schools in South East Network are not full and carrying surplus capacity, particularly in the upper year groups. An expansion at Welbourne could facilitate a loss of more pupils through older siblings transferring to the school.
- As small schools do not benefit from economies of scale, any loss in pupils will adversely affect the school's finances, resources, staffing and standards.
- Potentially, schools may be forced to mix age ranges in classes. This is not the best way to raise standards.
- Schools in the South Network are seeing an increase in the number of families wishing to leave the area, some due to the troubles in Tottenham over the summer.
- As there is already surplus capacity in surrounding schools, all available places need to be filled before expanding Welbourne.
- Concerned that pupil projections are not accurate.

**London Diocese Board for schools:**

- Schools in the area are not full and carrying surplus capacity. It is not clear what effect an expansion at Welbourne will have on surrounding schools such as The Green, Earlsmead and Ferry Lane.

***4 b) How, in your proposal have you responded to the issues and concerns from consultation?***

We have a statutory duty to provide a school place to every child of school age who lives in the borough, and we know that we need to increase the number of school places to ensure that there are enough to meet rising demand. The annual School Place Planning Report, available to view at [www.haringey.gov.uk/schoolplaceplanning](http://www.haringey.gov.uk/schoolplaceplanning), sets out the background to this in detail. It shows that more places are required in this area, hence the proposal to expand Welbourne Primary School.

Our view is that it is possible to expand Welbourne Primary School in such a way that:



- maintains and enhances educational standards at all schools affected by the outcome
- satisfactorily addresses issues raised in the public consultation
- satisfies the requirements of the Public Sector Equality Duty to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations.

We will continue to work with school leadership teams, governing bodies and other stakeholders throughout the process in order to achieve this. Most respondents to the consultation are in favour of the proposed expansion however we are at an early stage in the process and where there are concerns there will be further opportunities for people to express their views and influence the outcome. Points raised in relation to potential disruption, preserving open space, and so on are useful feedback which will feed into the detailed planning of the proposed expansion, should it be approved, however we are not yet at that stage.

The responses from the first phase of public consultation will be considered by the council's Cabinet before deciding whether to proceed with the proposal and issue statutory notice of the intention to expand. There then follows a further four week period of public consultation, after which the proposal will again be considered by the Cabinet, and a final decision be taken as to whether the expansion should go ahead.

Following this, work will begin to develop detailed designs for the proposed expansion. The leadership team and governing body of Welbourne Primary School will be key to this process, and there will also be opportunities for pupils, parents and carers, and other stakeholders to get involved. Once designs have been completed, they will be submitted in a planning application. The application will be subject to the normal planning process, which includes a period of public consultation.

***4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?***

Following the Cabinet meeting on 20<sup>th</sup> December we will update the school expansions consultation website page. If the Cabinet decides to proceed to the next stage of consultation, statutory notices explaining the intention to expand Welbourne Primary School to three forms of entry will be published in local newspapers and at the school entrances. The statutory representation period will last for four weeks and will provide a further opportunity for the public to express their views.

## **Step 5 - Addressing Training**

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

***Do you envisage the need to train staff or raise awareness of the issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?***

Should the proposed expansion go ahead, we will work closely with the headteacher and governors at Welbourne Primary School to support the schools through the expansion process.

## Step 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Equalities Team.

***What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?***

▪ ***Who will be responsible for monitoring?***

Should the proposed expansion go ahead, the Capital Programme team within the council will be responsible for project managing and monitoring the construction work, resolving any issues and ensuring that the project is delivered on time and within budget. Monitoring the subsequent impact on demand/supply of school places is the responsibility of the Head of Admissions & School Organisation.

School governing bodies have general responsibility for the conduct of the school with view to promoting high standards of educational achievement. The governing body of Welbourne Primary School will continue to monitor this through its usual procedures throughout the process of the expansion and beyond, and through these procedures will pick up and address any issues arising from the expansion. Further monitoring of school performance is carried out by Ofsted (through its inspection regime) and the council's school standards service.

▪ ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***

Key indicators for the expansion itself are whether the project is on schedule and within budget – milestones and RAG status indicators are used to show this. For demand and supply of school places the relevant information considered is the numbers of applications for school places and numbers of unfilled places, both within certain schools or areas and across the borough as a whole. Data/information relating to the school includes key stage results, attendance, exclusions and inspection reports.

▪ ***Are there monitoring procedures already in place which will generate this information?***

Yes – all of the monitoring referred to above forms part of the 'business as usual' of the respective services.

▪ ***Where will this information be reported and how often?***

This varies. Highlight reports on construction projects are produced monthly and reported to the Primary Capital Board. Information on supply/demand for school places is produced annually for the school place planning report which goes to the council's

cabinet – this information also goes into the annual School Admissions Return to the DfE. Attendance data is produced on a termly basis; key stage results are annual.

## Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
Children attending Welbourne are aged 2-10 however parents/carers and local residents of various ages may be impacted	No issues identified	Welbourne has a higher proportion of pupils of Asian (particularly Bangladeshi) and Black (particularly Caribbean and Somali) ethnicities than Haringey primary schools overall. Disproportionately high numbers of Black Caribbean and Congolese children, both of which groups have levels of attainment at KS2 that is significantly below the Haringey average.	No issues identified	No data for school available. Tottenham Green ward has a higher proportion of Muslim residents compared to Haringey overall	Data not available; no issues identified	Data not available; no issues identified	Data not available; no issues identified	Data not available; no issues identified

## Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

\*\* Please see timetable in section 1 for details of the next stages of the consultation and decision-making process that runs through to March 2012. As there is potentially a second period of public consultation yet to take place, there is no set timescale for subsequent stages of the process at this point.

Issue	Action required	Lead person	Timescale	Resource implications
	Review EqIA following second period of public consultation and update as needed.	Jenny Duxbury, Head of Admissions & School Organisation	February 2012	
	Capital Programme Team to develop plans for expansion work, taking full account of the points raised through both periods of public consultation	Capital Programme Team	Apr – July 2012	
	Planning and building regulations approval sought – including further period of consultation	Capital Programme Team	TBC	
	Builders appointed	Capital Programme Team	TBC	
	Expansion work carried out	Capital Programme Team	TBC	
	Implementation – the school expands		September 2013	

### Step 9 - Publication and sign off

***There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.***

***When and where do you intend to publish the results of your assessment, and in what formats?***

#### **Assessed by (Author of the proposal):**

**Name:** Jenny Duxbury

**Designation:** Head of Admissions & School Organisation

**Signature:**

**Date:**

#### **Quality checked by (Equality Team):**

**Name:** Arleen Brown

**Designation:** Senior Policy Officer

**Signature:** *A. J. Brown*

**Date:** 1<sup>st</sup> December 2011

#### **Sign off by Directorate Management Team:**

**Name:**

**Designation:**

**Signature:**

**Date:**

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## HARINGEY COUNCIL

### EQUALITY IMPACT ASSESSMENT FORM



**Service:** Admissions and School Organisation

**Directorate:** Children & Young People's Service

**Title of Proposal:** Shaping the future of Lancasterian Primary School - Consultation on a possible school expansion

**Lead Officer (author of the proposal):** Jenny Duxbury

**Names of other Officers involved:** Eveleen Riordan; Carlene Liverpool; Jen Johnson; Tom Fletcher; Arleen Brown

#### Step 1 - Identify the aims of the policy, service or function

*State what effects the proposal is intended to achieve and who will benefit from it.*

The proposal being put forward is to create additional school places in Northumberland Park ward by expanding Lancasterian Primary School from its current two forms of entry (58 reception places with 29 in each class) to 3 forms of entry (87 reception places with 29 children in each class).

Before we create more places, the local authority must ensure that:

- There is a demand for additional places in the local community
- The change can be made in a way that maintains and enhances educational standards at all schools affected by the outcome.
- The proposals make the best use of the resources available, and:
- There is well-established and successful leadership and management at the school that we are expanding

All of the schools in Northumberland Park ward are popular, successful and oversubscribed schools. In 2010/11 the total percentage of unfilled places at reception level for all schools across this ward was 0.4% with only one vacant reception place out of a possible 268 places. We know that if we do not provide additional places in the local area we are likely to run out of places to offer all of those children who need one. Also, having so few spare reception places is likely to mean fewer parents will be offered a place at their preferred local school. On the 4 April 2011 ('offer day' for primary places) a total of 187 families had listed Lancasterian Primary School as one of their preferred schools. Of these 187, 59 families had

put Lancasterian Primary School as their first place preference – the school they would most like to go to.

Across the borough there are almost no vacant reception places and our birth data tells us that the demand for places is going continue to increase, a pattern that we have seen for several years. We have a statutory duty to provide a school place to every child of school age who lives in the borough. The annual School Place Planning Report, available to view at [www.haringey.gov.uk/schoolplaceplanning](http://www.haringey.gov.uk/schoolplaceplanning), provides more detail on the way that we plan to ensure that there are enough school places to meet demand. The report also sets out those areas of the borough where we know that we are likely to run out of school places if we do not increase the number of places that we have.

Lancasterian Primary School is located on Kings Road N17 8NN. The school currently takes 29 pupils into its two reception classes in September each year.

If the proposal to expand Lancasterian to 3 forms of entry is implemented, the first 3 form reception entry at Lancasterian Primary School would start in September 2013 and 87 places would be offered in subsequent years. The school would eventually provide for 609 reception to year 6 children by 2019.

When thinking about how best to provide additional school places in the borough, the local authority considers a number of things including:

- The current number of spare places in the local area
- The demand for places in the school and for other schools in the local area
- The location of the school and the physical capacity on site to expand
- The performance of the school and the ability of the school to cope with an expansion

When considered against the above, Lancasterian Primary School was identified as a school where it was considered that the strong leadership of the school could manage the expansion while still maintaining the school's high standards and where there is an identified demand in the local area for additional school places.

The decision as to whether Lancasterian Primary School should be expanded will be based on the outcomes of the public consultation and this Equality Impact Assessment, along with other information. This will include ward and borough birth rates, the number of reception applications received for Lancasterian Primary School and for other local schools, and the number of vacant reception places (surplus capacity) in the local area, as well as any new places created by new schools called 'Free Schools' proposed for the local area.

The table below sets out the timeline for the proposed expansion. The statutory process for school expansions potentially includes two periods of public consultation – should the Cabinet agree to proceed to stage 2, this EqlA will be updated following the second period of consultation, prior to the final decision being taken by the Cabinet (stage 4 below).

Statutory Stage	Description	Date	
1	Start of consultation	12 September 2011	First round of public consultation
	Public meetings	20 September 2011 from 3.30 – 4.30pm and repeated between 6 – 7pm	
	End of consultation	17 October 2011	
	Cabinet decides whether to proceed and publish statutory notices	20 December 2011	

2	The publication of a statutory notice setting out the final proposal	January 2012	These dates are provisional and this timetable may be delayed if the DfE do not make an announcement on the 1 October 2011 about free school provision in the borough
3	Representation – a further four week opportunity to express views on the proposals.	January – February 2012	
4	Decision – the Council's Cabinet make a decision on whether the expansion should go ahead, having considered all of the relevant information. This stage has to be completed within two months of the representation period finishing	March 2012	
5	Implementation – the school expands	September 2013	

## Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

[http://harinet.haringey.gov.uk/index/news\\_and\\_events/fact\\_file/statistics/census\\_statistics.htm](http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm)

**2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:**

- **are significantly under/over represented in the use of the service, when compared to their population size?**
- **have raised concerns about access to services or quality of services?**
- **appear to be receiving differential outcomes in comparison to other groups?**

Those who may be affected by or have an interest in the proposal to expand Lancasterian Primary School can be considered as two groups – the children who are currently attending the school and their families, and the wider local population (including prospective pupils and their families, and other local residents). This section will use school census data to consider the profile of the school population, and data relating to Northumberland Park ward to give an indication of the profile of the local population.

The school census data is from January 2011, the most recent available. It is noted that although the school census provides the most up to date profile of the school population, many of these pupils will have left the school by the date of the proposed school expansion. Ward data is mostly from the January 2001 census, though in the case of age and gender more recent (2011) GLA population projections are used.

### Ethnicity

The table below shows that a higher proportion of pupils attending Lancasterian are of Black (especially Somali & African) and White Other (especially Turkish) ethnicities compared to the overall Haringey nursery and primary population. The proportion of White UK children is correspondingly lower, and the proportion of children of Asian, Mixed, and Other ethnicities are in line with the overall Haringey profile.

*School population by ethnicity (Jan 2011)*

Ethnicity	Lancasterian Primary	Haringey School Population (nursery & primary)
Asian Bangladeshi	2%	3%
Asian Indian	2%	1%
Asian Other	2%	2%

<b>Ethnicity</b>	<b>Lancasterian Primary</b>	<b>Haringey School Population (nursery &amp; primary)</b>
Asian Pakistani	0%	1%
<b>Asian TOTAL</b>	<b>6%</b>	<b>6%</b>
Black Caribbean	13%	11%
Black Other	3%	2%
Black African	10%	5%
Black Congolese	0%	2%
Black Ghanaian	1%	4%
Black Nigerian	1%	2%
Black Somali	10%	5%
<b>Black TOTAL</b>	<b>38%</b>	<b>30%</b>
Mixed Other	2%	4%
Mixed White African	2%	1%
Mixed White Asian	0%	1%
Mixed White Caribbean	6%	3%
<b>Mixed TOTAL</b>	<b>10%</b>	<b>10%</b>
Other	3%	3%
Other Kurdish	2%	2%
Other Latin American	0%	2%
Other Vietnamese	1%	1%
Other Chinese	1%	1%
<b>Other TOTAL</b>	<b>7%</b>	<b>7%</b>
White British	7%	19%
<b>White British TOTAL</b>	<b>7%</b>	<b>19%</b>
White Albanian	1%	1%
White Greek Cypriot	0%	0%
White Gypsy/Roma	0%	1%
White Irish	0%	1%
White Irish Traveller	0%	0%
White Kosovan	3%	1%
White Other	11%	11%
White Turkish	12%	7%
White Turkish Cypriot	1%	0%
<b>White Other TOTAL</b>	<b>29%</b>	<b>24%</b>
Refused/Not obtained	3%	3%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>

2001 census data shows that Northumberland Park ward (in which Lancasterian is located) has a much higher proportion of residents of black ethnicities and a much lower proportion of white UK residents than Haringey overall. The proportions of other ethnic groups are broadly in line with the overall borough picture.

*Ward and borough population by ethnicity (2001 census)*

	<b>Northumberland Park</b>	<b>Haringey</b>
Indian	2.2	2.9
Pakistani	1.1	1.0
Bangladeshi	1.0	1.4
Other Asian	2.0	1.6
<b>Asian TOTAL</b>	<b>6.3</b>	<b>6.7</b>
Caribbean	18.0	9.5
African	17.3	9.2

Other Black	2.5	1.4
<b>Black TOTAL</b>	<b>37.9</b>	<b>20.0</b>
White and Black Caribbean	2.1	1.5
White and Black African	0.8	0.7
White and Asian	1.0	1.1
Other Mixed	1.4	1.3
<b>Mixed TOTAL</b>	<b>5.3</b>	<b>4.6</b>
Chinese	0.8	1.1
Other ethnic group	2.3	2.0
<b>Other TOTAL</b>	<b>3.1</b>	<b>3.1</b>
<b>White British</b>	<b>28.9</b>	<b>45.3</b>
Irish	3.7	4.3
Other White	14.9	16.1
<b>White Other TOTAL</b>	<b>18.6</b>	<b>20.4</b>

## Gender

Lancasterian has a significantly higher proportion of boys attending than girls.

*School population by gender (Jan 2011)*

	<b>Lancasterian Primary</b>	<b>Haringey School Population (nursery &amp; primary)</b>
Female	43%	48%
Male	57%	52%

The proportion of males and females in Northumberland Park ward is close to the overall Haringey profile.

*Ward and borough population by gender (GLA 2011 Round SHLAA Ward Population Projections)*

	<b>Northumberland Park</b>	<b>Haringey Total</b>
Female	52.2%	51.7%
Male	47.8%	48.3%

## Age

All children attending Lancasterian are aged between 2 and 10 (the 2-4 year olds attend the nursery provision within the school).

The table below shows the age profile for Northumberland Park ward and Haringey overall. It shows that Northumberland Park is 'younger' than the Haringey average, with 0-19 year olds comprising 32.6% of the population as opposed to 24.1% of Haringey overall.

*Ward and borough population by age (GLA 2011 Round SHLAA Ward Population Projections)*

<b>Age group</b>	<b>Northumberland Park</b>	<b>Haringey Total</b>
0-4	9.5%	8.0%
5-9	8.3%	6.1%
10-14	7.3%	5.2%
15-19	7.5%	4.8%
20-24	8.5%	8.6%
25-29	10.1%	12.9%
30-34	9.1%	11.4%
35-39	8.0%	8.9%

40-44	7.3%	7.3%
45-49	6.1%	6.3%
50-54	4.2%	4.8%
55-59	3.0%	3.7%
60-64	2.6%	3.3%
65-69	2.2%	2.5%
70-74	2.3%	2.2%
<b>75-79</b>	1.8%	1.8%
<b>80-84</b>	1.2%	1.2%
<b>85-89</b>	0.7%	0.7%
<b>90+</b>	0.4%	0.4%

## Disability

As of 2011, the Schools Census now includes the facility for schools to submit data on disability, but not all schools are as yet doing so. More complete data is available on Special Education Needs (SEN). Whilst there is overlap between these groups they are by no means interchangeable terms, so caution should be exercised in interpreting these figures. The figures show that Lancasterian has a greater proportion of pupils with statements of SEN than the Haringey average for primary schools.

*School population by SEN status (Jan 2011)*

SEN provision	Lancasterian Primary		Haringey School Population	
	No.	%	No.	%
Pupils with Statement of SEN	13	2.8%	371	1.6%
All pupils	471	100%	22571	100%

The Primary Resource Base for the Vale School is located on the site of Lancasterian. The Vale is a day special school catering for children with physical disabilities and associated special educational needs. All 32 children attending the Vale Primary Resource Base at Lancasterian have statements of SEN. The Vale is a separate school but shares some of the facilities of Lancasterian.

No ward level data for disability is available.

## Religion or belief

Religion or Belief is not recorded as part of the Pupil Level Annual Census and therefore data on the representation within the school population is not available.

2001 census data shows that Northumberland Park ward has a higher proportion of Christian and Muslim residents and a lower proportion of Jewish residents and those with no religion compared to Haringey overall.

*Ward and borough population by religion (2001 census)*

	Northumberland Park	Haringey
Christian	53.9	50.1
Buddhist	1.0	1.1
Hindu	1.7	2.1
Jewish	0.2	2.6

Muslim	15.8	11.3
Sikh	0.2	0.3
Other religions	0.3	0.5
No religion	10.3	20.0
Religion not stated	16.6	12.1

### Other equalities strands

Data was not available (or not applicable) at School or Ward level for the following equality strands and assessment of impact on these service user groups is not therefore possible:

- Gender Reassignment
- Sexual Orientation
- Maternity & Pregnancy
- Marriage and Civil Partnership

In summary:

- when compared to the Haringey school population, Lancasterian has a higher proportion of pupils of Black (especially Somali & African) and White Other (especially Turkish) ethnicities, boys, and children with statements of SEN
- when compared to the Haringey borough profile, Northumberland Park ward has a higher proportion of residents of Black ethnicities, of young people aged 0-19, and Christian and Muslim residents.

### ***2 b) What factors (barriers) might account for this under/over representation?***

Factors that determine the equalities profile of a local population could include things such as property prices, the type of housing available, local amenities, employment opportunities, and historical connections of groups to particular areas. The equalities strands also impact on each other – for example, the number of children people have (which affects the age profile of an area) varies by ethnicity<sup>1</sup>.

The population of primary schools is determined by the application of Haringey's School Admissions Criteria (see box below) to the preferences stated by parents/carers on their application forms for school places. The fifth criterion (distance) means that the majority of pupils attending a primary school live locally to that school. In any locality there will be a number of nearby primary schools – there are 4 within Northumberland Park ward, for example. The equalities profile of the school will therefore be influenced, but not wholly determined, by the make-up of the local area. It is also worth noting that faith schools will obviously have many more pupils of a particular religion, and that special schools will have many more pupils with disabilities.

<sup>1</sup> See Table 3 Family type and average family size, by ethnic group of head of family unit, found on page 22 of 'Ethnicity & Family', a report published by the Equality & Human Rights Commission – available at: [http://www.equalityhumanrights.com/uploaded\\_files/raceinbritain/ethnicity\\_and\\_family\\_report.pdf](http://www.equalityhumanrights.com/uploaded_files/raceinbritain/ethnicity_and_family_report.pdf)



## Haringey School Admissions Criteria

The Local Authority has a duty to put in place admission arrangements that comply with the mandatory provisions set out in the School Admissions Code 2010. These consist of Admissions Criteria and a Coordinated scheme and aim to provide a clear admissions system and oversubscription criteria which are transparent to those parents applying for a school place. The Determined Admission Criteria vary slightly according to the type of provision (nursery, primary, secondary etc) they apply to. However the main principles are set out below:

**Statement of Special Education Needs** - Where a child has a statement of Special Educational Needs which names the school, they will be admitted in accordance with section 324 of the Education Act 1996.

If the number of applicants without statements of educational needs naming the school is higher than the number of places available, the following rules are applied, in the order of priority to decide who will be offered a place:

1. **Looked After Children** – Children in the care of a local authority
2. **Social Medical** - Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications are supported by a written statement from a relevant independent professional and assessed at a SocMed panel.
3. **\*\*Linked school** - This rule applies only to junior school admissions. Children attending an infant school will be prioritised under this rule for admission to the linked junior school.
4. **Siblings** - Children who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant.
5. **Distance** - Children living closest to the school. Distance is measured in a straight line.

### Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect existing barriers and what actions you will take to address any potential negative effects.

#### **3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)**

<b>Increase barriers?</b>	<b>Reduce barriers?</b> x	<b>No change?</b>
---------------------------	---------------------------	-------------------

#### **Comment**

The creation of additional school places at Lancasterian primary school would contribute to ensuring that the council provides enough school places to meet demand. Creating this extra capacity is also likely to mean that more parents/carers are offered a place at their preferred local school, and reduce the likelihood of children having to travel longer distances to attend school.

Expanding a school brings challenges that need to be carefully managed. It involves some disruption from building work, and results in a changed physical environment to which the school would need to adapt. These challenges may be concerning to some parents and other stakeholders (see section 4 for details of the views expressed in response to the consultation). However as previously stated, Lancasterian Primary School has been identified as a school where it is considered that the strong leadership of the school could manage the expansion while still maintaining the school's high standards. Actions to smooth the process and minimise or negate any adverse impact are set out in section 3 c) below.

#### **3 b) What specific actions are you proposing in order to respond to the existing barriers and imbalances you have identified in Step 2?**

Step 2 identifies the differences in the equalities profile between Northumberland Park ward and Haringey overall, and between Lancasterian Primary school and all Haringey primary schools. These differences are not necessarily imbalances in that all schools and wards in Haringey will differ from the average, and this is to be expected. Schools are a universal service which can be and are accessed by all sections of the population. The population at any particular school is a result of the application of the Admissions Criteria to the preferences stated by parents/carers.

#### **3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?**

Should it go ahead, the people who will be affected by the proposed expansion are those who are attending the school and their families, and the wider local population (including prospective pupils and their families, and other local residents) – see section 2 for information on the equalities characteristics of these groups.

Of the 72 responses to the consultation, 52 came from parents and carers of children currently attending Lancasterian, indicating, as would be expected, that this is the group that is most interested in whether or not the expansion goes ahead.

The creation of additional school places will benefit the local community; potential adverse impacts will be minimised or negated through the following actions:

- Working with the school leadership team and governing body to develop plans for the additional capacity that meet the needs of the school and enable educational standards to be maintained or enhanced
- Working with the leadership team and governing body at the Vale Special School to ensure that the plans for the additional capacity at Lancasterian do not negatively impact upon their pupils.
- Carefully planning the building work to minimise disruption e.g. undertaking the most invasive building work during the school holidays and outside of school hours (school expansions generally take twice as long as other similar-sized projects because of this consideration)
- Putting in place measures to address any issues arising from the planning consultation e.g. traffic calming.

## Step 4 - Consult on the proposal

Consultation is an essential part of impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal, ensuring that you cover all the equalities strands. Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

### *4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?*

The first period of public consultation ran from 12<sup>th</sup> September to 17<sup>th</sup> October 2011. Consultation documents (with attached questionnaires) were circulated to:

- parents and carers, both at Lancasterian and at other local schools
- Local MPs
- Adjoining boroughs
- All Headteachers in Haringey
- All Councillors
- Diocesan Boards of Education
- 40 residents associations across the borough

Leaflets were distributed to all local residents and placed in libraries and children's centres. The proposal was publicised in Haringey People, the local press and on the Haringey website. Consultation materials were made available on the Haringey website and two public consultation meetings were held.

There were 114 responses to the consultation, including responses from the Governing Body of Lancasterian Primary, the Governing Body of the Vale School, and the Diocese of London Board for Schools. 52 of the 72 total respondents were parents of children currently attending Lancasterian Primary. The table below shows the numbers of respondents for and against the proposal.

Response	Lancasterian Parents	Other respondents	All responses
Objections	35	17	52
Supporters	11	1	12
Neither support nor do not support	3	0	3
Don't know	3	2	5
<b>Total</b>	<b>52</b>	<b>20</b>	<b>72</b>

The fact that 52 of the 72 respondents came from parents of children currently attending Lancasterian indicates, as would be expected, that this is the group that is most interested in whether or not the expansion goes ahead. However, it should be noted that the total school population is 467, meaning that the vast majority of parents and carers did not respond to the consultation.

Overall, 72% of respondents are not in favour of the proposed expansion. Support for the expansion is stronger amongst parents of children currently attending Lancasterian, with 21% in favour, than amongst other respondents, where only 5% (1 out of 20) are in favour.

The main points made in objection to the proposal were:

- Concerns about the limited amount of existing outdoor space and implications of an expansion creating a loss of outdoor/green space.
- Concerns about over crowding and lack of existing space in school.
- Disruption during construction works.
- Impact on quality of the children's education.
- Increase in traffic.
- Reduction in interventions for children with learning disabilities.
- Impact on the Vale students
- School does not have infrastructure to accommodate an expansion.
- The present size of the school provides a supportive space to disadvantaged children who live with overcrowding.
- A three form of entry school would comprise the supportive environment on offer.

The main points made in favour were:

- The importance of allowing children school places close to their homes.
- To satisfy a demand for places in the local area.

The responses received from the Governing Body of Lancasterian Primary, the Governing Body of the Vale School, and the Diocese of London Board for Schools are shown in more detail below:

### **Governing Body, Lancasterian Primary School**

- An expansion would build on play space which is shared with The Vale children. Concerned that the Vale children will be put at risk with an increase of mainstream children in the playground.
- Increase in traffic and congestion. Neighbouring streets are already unable to cope.
- Proposals seem rushed, why weren't more classes incorporated into Inclusive Learning Campus?
- Seven Sister's PAN has been reduced and staff made redundant.

### **London Diocese Board for schools**

"We understand at present there are surplus places in Tottenham and our concern is that if the demand for places does not materialise as you expect then there could be a budget deficit at a number of schools which are not full. As the pupils are in greater need of support it is important that existing schools run at full capacity so that resources can be allocated to their needs."

### **The Vale Governing Body**

- During the "feasibility" studies, there was no discussion with Headteacher of Vale or staff representatives about the needs of the Vale students and the potential impact on the partnership prior to the consultation.
- The consultation document did not mention the school as a stakeholder.

- If expansions were to proceed, the issue of space for small groups and separate spaces for therapy work and medical intervention would have to be considered.
- An expansion would mean building upwards or on play space. Both of these scenarios have an impact on accessibility for the Vale pupils.
- The Vale pupils have physical disability affecting mobility and spatial/perceptual awareness. They are either wheelchair users or have walking aids to move independently and require more space than the average mainstream child.
- A smaller playground with more children is potentially dangerous for the Vale pupils.
- Parking facilities are currently not suitable and requires careful management to ensure safety for all members of the school community. Further pupils will exacerbate the current situation, adding to the existing risks, both within the car park and in the streets outside the school.
- The Vale building includes a demountable class, especially designed to meet the needs of physically disabled pupils, providing access to the mainstream school. Any further construction would need to consider this.
- Levels of funding available for the Inclusive Learning Campus and Rokesly (examples of successful change) are unlikely to be replicated for this proposed expansion and may not be sufficient to generate a positive impact.

***4 b) How, in your proposal have you responded to the issues and concerns from consultation?***

Our view is that it is possible to expand Lancasterian in such a way that:

- maintains and enhances educational standards at all schools affected by the outcome
- satisfactorily addresses issues raised in the public consultation
- satisfies the requirements of the Public Sector Equality Duty to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations.

We will continue to work with school leadership teams, governing bodies and other stakeholders throughout the process in order to achieve this. It is important to note though that we are at an early stage in the process and that there will be further opportunities for people to express their views and influence the outcome. Points raised in relation to accessibility, preserving open space, parking facilities and so on are all useful feedback which will feed into the detailed planning of the proposed expansion, should it be approved, however we are not yet at that stage.

The responses from the first phase of public consultation will be considered by the council's Cabinet before deciding whether to proceed with the proposal and issue statutory notice of the intention to expand. There then follows a further four week period of public consultation, after which the proposal will again be considered by the Cabinet, and a final decision be taken as to whether the expansion should go ahead.

Following this, work will begin to develop detailed designs for the proposed expansion. The leadership team and governing body of both Lancasterian and the Vale Schools will be key to this process, and there will also be opportunities for pupils, parents and carers, and other stakeholders to get involved. Once designs have been completed, they will be submitted in a planning application. The application will be subject to the normal planning process, which includes a period of public consultation.

***4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?***

Following the Cabinet meeting on 20<sup>th</sup> December we will update the school expansions consultation website page. If the Cabinet decides to proceed to the next stage of consultation, statutory notices explaining the intention to expand Lancasterian Primary School to three forms of entry will be published in local newspapers and at the school entrances. The statutory representation period will last for four weeks and will provide a further opportunity for the public to express their views.

**Step 5 - Addressing Training**

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

***Do you envisage the need to train staff or raise awareness of the issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?***

Should the proposed expansion go ahead, we will work closely with the headteacher and governors at Lancasterian and at the Vale to support the schools through the expansion process.

## Step 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Equalities Team.

***What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?***

▪ ***Who will be responsible for monitoring?***

Should the proposed expansion go ahead, the Capital Programme team within the council will be responsible for project managing and monitoring the construction work, resolving any issues and ensuring that the project is delivered on time and within budget. Monitoring the subsequent impact on demand/supply of school places is the responsibility of the Head of Admissions & School Organisation.

School governing bodies have general responsibility for the conduct of the school with view to promoting high standards of educational achievement. The governing bodies of Lancasterian and the Vale will continue to monitor this through their usual procedures throughout the process of the expansion and beyond, and through these procedures will pick up and address any issues arising from the expansion. Further monitoring of school performance is carried out by Ofsted (through its inspection regime) and the council's school standards service.

▪ ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***

Key indicators for the expansion itself are whether the project is on schedule and within budget – milestones and RAG status indicators are used to show this. For demand and supply of school places the relevant information considered is the numbers of applications for school places and numbers of unfilled places, both within certain schools or areas and across the borough as a whole. Data/information relating to the school includes key stage results, attendance, exclusions and inspection reports.

▪ ***Are there monitoring procedures already in place which will generate this information?***

Yes – all of the monitoring referred to above forms part of the 'business as usual' of the respective services.

▪ ***Where will this information be reported and how often?***

This varies. Highlight reports on construction projects are produced monthly and reported to the Primary Capital Board. Information on supply/demand for school places is produced annually for the school place planning report which goes to the council's



cabinet – this information also goes into the annual School Admissions Return to the DfE. Attendance data is produced on a termly basis; key stage results are annual.

## Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
Children attending Lancasterian are aged 2-10 however parents/carers and local residents of various ages may be impacted	32 children with disabilities attending Vale Resource Base on school site. Expansion needs to maintain accessibility for these pupils.	Lancasterian has a higher proportion of pupils of Black (especially Somali & African) and White Other (especially Turkish) ethnicities than Haringey primary schools overall	Lancasterian has a higher than average proportion of boys	No data for school available. Northumberland Park ward has a higher proportion of Christian and Muslim residents and a lower proportion of Jewish residents and those with no religion compared to Haringey overall	Data not available; no issues identified	Data not available; no issues identified	Data not available; no issues identified	Data not available; no issues identified

## Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

\*\* Please see timetable in section 1 for details of the next stages of the consultation and decision-making process that runs through to March 2012. As there is potentially a second period of public consultation yet to take place, plus a period of planning consultation, there is no set timescale for subsequent stages of the process at this point.

Issue	Action required	Lead person	Timescale	Resource implications
	Review EqIA following second period of public consultation and update as needed.	Jenny Duxbury, Head of Admissions & School Organisation	February 2012	
	Capital Programme Team to develop plans for expansion work, taking full account of the points raised through both periods of public consultation	Capital Programme Team	Apr – July 2012	
	Planning and building regulations approval sought – including further period of consultation	Capital Programme Team	TBC	
	Builders appointed	Capital Programme Team	TBC	
	Expansion work carried out	Capital Programme Team	TBC	
	Implementation – the school expands		September 2013	

### Step 9 - Publication and sign off

*There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.*

*When and where do you intend to publish the results of your assessment, and in what formats?*

#### Assessed by (Author of the proposal):

Name: Jenny Duxbury

Designation: Head of Admissions & School Organisation

Signature:

Date:

#### Quality checked by (Equality Team):

Name: Arleen Brown

Designation: Senior Policy Officer

Signature: *A. J. Brown*

Date: 1<sup>st</sup> December 2011

#### Sign off by Directorate Management Team:

Name:

Designation:

Signature:

Date:

## HARINGEY COUNCIL

### EQUALITY IMPACT ASSESSMENT FORM



**Service:** Admissions and School Organisation

**Directorate:** Children & Young People's Service

**Title of Proposal:** Shaping the future of Belmont Infant and Junior Schools - Consultation on a possible school expansion

**Lead Officer (author of the proposal):** Jenny Duxbury

**Names of other Officers involved:** Eveleen Riordan; Carlene Liverpool; Jen Johnson; Tom Fletcher; Arleen Brown

#### Step 1 - Identify the aims of the policy, service or function

*State what effects the proposal is intended to achieve and who will benefit from it.*

The proposal being put forward is to create additional school places in West Green Ward by expanding Belmont Infant and Junior Schools from the current 2 forms of entry (56 places a year) to 3 forms of entry (84 places a year).

Before we create more places, the local authority must ensure that:

- There is a demand for additional places in the local community
- The change can be made in a way that maintains and enhances educational standards at all schools affected by the outcome.
- The proposals makes the best use of the resources available, and:
- There is well-established and successful leadership and management at the school that we are expanding

All of the schools within West Green ward and the adjoining Bruce Grove ward are popular, successful and oversubscribed schools. In 2010/11 the total percentage of unfilled places at reception level for all schools across these two wards was 1.7% with only 4 reception places vacant out of a possible 236 places. We know that if we do not provide additional places in the local area we are likely to run out of places to offer all of those children who need one. Also, having so few spare reception places is likely to mean fewer parents will be offered a place at their preferred local school. On the 4 April 2011 ('offer day' for primary places) a total of 225 families had listed Belmont Infant School as one of their preferred schools. Of these

225, 82 families had put Belmont Infant School as their first place preference – the school they would most like to go to.

Across the borough there are almost no vacant reception places and our birth data tells us that the demand for places is going continue to increase, a pattern that we have seen for several years. We have a statutory duty to provide a school place to every child of school age who lives in the borough. The annual School Place Planning Report, available to view at [www.haringey.gov.uk/schoolplaceplanning](http://www.haringey.gov.uk/schoolplaceplanning), provides more detail on the way that we plan to ensure that there enough school places to meet demand. The report also sets out those areas of the borough where we know that we are likely to run out of school places if we do not increase the number of places that we have.

Belmont Infant and Junior Schools are located on Rusper Road N22. The Infant School (ages 4-7) currently takes 56 pupils into its two reception classes in September each year. At the Junior School (ages 8 – 11) there are 60 pupils in each year, spread across two classes.

If proposal to expand Belmont Infant and Junior Schools to 3 forms of entry is implemented, the first 3 form reception entry at Belmont Infant School would start in September 2013 and 84 places would be offered in subsequent years. The school would eventually provide for 588 Reception to year 6 children by 2019. Belmont Junior School would also, in time, expand to accommodate the 3 forms of entry coming up from the Infant School. The first year group of 84 children would enter the Junior School in 2016 as they move from Year 2 to Year 3.

When thinking about how best to provide additional school places in the borough, the local authority considers a number of things including:

- The current number of spare places in the local area
- The demand for places in the school and for other schools in the local area
- The location of the school and the physical capacity on site to expand
- The performance of the school and the ability of the school to cope with an expansion

When considered against the above, Belmont Infant and Junior Schools were identified as schools where it was considered that the strong leadership of the schools could manage the expansion while still maintaining the schools' high standards and where there is an identified demand in the local area for additional school places.

The decision as to whether Belmont Infant and Junior Schools should be expanded will be based on the outcomes of the public consultation and this Equality Impact Assessment, along with other information. This will include ward and borough birth rates, the number of reception applications received for Belmont Infant School and for other local schools, and the number of vacant reception places (surplus capacity) in the local area, as well as any new places created by new schools called 'Free Schools' proposed for the local area.

The table below sets out the timeline for the proposed expansion. The statutory process for school expansions potentially includes two periods of public consultation – should the Cabinet agree to proceed to stage 2, this EqIA will be updated following the second period of consultation, prior to the final decision being taken by the Cabinet (stage 4 below).

Statutory Stage	Description	Date	
1	Start of consultation	12 September 2011	First round of public consultation
	Public meetings	20 September 2011 from	

		3.30 – 4.30pm and repeated between 6 – 7pm	
	End of consultation	17 October 2011	
	Cabinet decides whether to proceed and publish statutory notices	20 December 2011	
2	The publication of a statutory notice setting out the final proposal	January 2012	These dates are provisional and this timetable may be delayed if the DfE do not make an announcement on the 1 October 2011 about free school provision in the borough
3	Representation – a further four week opportunity to express views on the proposals.	January – February 2012	
4	Decision – the Council's Cabinet make a decision on whether the expansion should go ahead, having considered all of the relevant information. This stage has to be completed within two months of the representation period finishing	March 2012	
5	Implementation – the school expands	September 2013	

## Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

[http://harinet.haringey.gov.uk/index/news\\_and\\_events/fact\\_file/statistics/census\\_statistics.htm](http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm)

***2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:***

- ***are significantly under/over represented in the use of the service, when compared to their population size?***
- ***have raised concerns about access to services or quality of services?***
- ***appear to be receiving differential outcomes in comparison to other groups?***

Those who may be affected by or have an interest in the proposal to expand Belmont Infant and Junior schools can be considered as two groups – the children who are currently attending the schools and their families, and the wider local population (including prospective pupils and their families, and other local residents). This section will use school census data to consider the profile of the school population, and data relating to West Green ward to give an indication of the profile of the local population.

The school census data is from January 2011, the most recent available. It is noted that although the school census provides the most up to date profile of the school population, many of these pupils will have left by the date of the proposed school expansion. Ward data is mostly from the January 2001 census, though in the case of age and gender more recent (2011) GLA population projections are used.

As the school profile and the ward profiles are based on different datasets from different years, comparisons cannot be made across these profiles. The school profile can only be analysed in the context of the wider Haringey School profile and the Ward profile in the context of the wider Borough profile.

For the purposes of this EqIA, the profiles of Belmont Infant and Junior School will be combined to produce a profile of children from ages 3-11.

### Age

#### School Profile

The data below shows that the age profile of Belmont Infant and Junior Schools is broadly representative of the wider Haringey School population.



Age Category	Belmont Infant and Junior	Haringey School Population
	%	%
2	0.0%	1.4%
3	12.1%	10.7%
4	13.8%	13.2%
5	13.1%	13.2%
6	13.3%	13.3%
7	12.6%	12.8%
8	12.1%	12.0%
9	10.7%	11.6%
10	12.4%	11.7%
11	0.0%	0.0%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>

### Ward Profile

The 0-19 ward population is slightly over represented when compared to the wider 0-19 population (27.0% as compared with 24.1%) and the 20-39 population is slightly under-represented when compared to the wider profile (39.1% compared to 41.8%).

Age Group	West Green Ward	Haringey Total
<b>0-4</b>	8.3%	8.0%
<b>5-9</b>	7.2%	6.1%
<b>10-14</b>	6.0%	5.2%
<b>15-19</b>	5.6%	4.8%
<b>20-24</b>	8.5%	8.6%
<b>25-29</b>	12.0%	12.9%
<b>30-34</b>	10.7%	11.4%
<b>35-39</b>	7.9%	8.9%
<b>40-44</b>	6.6%	7.3%
<b>45-49</b>	6.2%	6.3%
<b>50-54</b>	4.9%	4.8%
<b>55-59</b>	3.9%	3.7%
<b>60-64</b>	3.2%	3.3%
<b>65-69</b>	2.7%	2.5%
<b>70-74</b>	2.8%	2.2%
<b>75-79</b>	1.8%	1.8%
<b>80-84</b>	1.0%	1.2%
<b>85-89</b>	0.4%	0.7%
<b>90+</b>	0.4%	0.4%

*Ward and borough population by age (GLA 2011 Round SHLAA Ward Population Projections)*

### **Disability**

#### School Profile

As of 2011, the Schools Census now includes the facility for schools to submit data on disability, but not all schools are as yet doing so. More complete data is available on Special Education Needs (SEN). Whilst there is overlap between these groups they are by no means interchangeable terms, so caution should be exercised in interpreting these figures. The figures show that Belmont Infant and Junior School have a greater proportion of pupils with statements of SEN than the Haringey average.

SEN provision	Belmont Infant and Junior		Haringey School Population	
	No.	%	No.	%
Statement of Special Educational Need	11	2.6%	371	1.6%

Belmont Infant and Junior schools also host the Vale Inclusion Scheme. This scheme caters for pupils with physical disabilities, some of whom have additional medical and/or learning needs. Pupils on this scheme require some specialist facilities and adaptations, but with varying levels of support, equipment and curriculum modifications, are full members of the school communities. All 16 children attending the Vale Inclusion Scheme at Belmont have statements of SEN.

No Ward level data for Disability is available.

## Race

### School Profile

The data shows that a higher proportion of children attending Belmont are of Asian and Mixed ethnicities compared to the wider Haringey School population (18% compared to 6% and 18% compared to 10% respectively). In contrast to this, children of Black ethnicities are under represented compared to the wider Haringey school profile (12% compared to 30%). The proportion of children of White UK, White Other, and Other ethnicities is broadly in line with the overall Haringey profile.

Ethnicity Haringey Groupings	Belmont Infant and Junior		Haringey School Population	
	No.	%	No.	%
Asian Bangladeshi	30	7.0%	632	2.8%
Asian Indian	19	4.4%	249	1.1%
Asian Other	5	1.2%	349	1.5%
Asian Pakistani	23	5.4%	211	0.9%
Asian TOTAL	77	17.9%	1441	6.4%
Black Caribbean	25	5.8%	2419	10.7%
Black Other	4	0.9%	377	1.7%
Black African	5	1.2%	1120	5.0%
Black Congolese	3	0.7%	437	1.9%
Black Ghanaian	2	0.5%	819	3.6%
Black Nigerian	1	0.2%	523	2.3%
Black Somali	10	2.3%	1073	4.8%
Black TOTAL	50	11.7%	6768	30.0%
Mixed Other	41	9.6%	841	3.7%
Mixed White African	11	2.6%	298	1.3%
Mixed White Asian	10	2.3%	331	1.5%
Mixed White Caribbean	16	3.7%	714	3.2%
Mixed TOTAL	78	18.2%	2184	9.7%
Other	8	1.9%	620	2.7%
Other Kurdish	12	2.8%	402	1.8%
Other Latin American	2	0.5%	353	1.6%
Other Vietnamese	3	0.7%	119	0.5%
Other Chinese	9	2.1%	188	0.8%

Other TOTAL	34	7.9%	1682	7.5%
White British	71	16.6%	4377	19.4%
White TOTAL	71	16.6%	4377	19.4%
White Albanian	2	0.5%	249	1.1%
White Greek Cypriot	0	0.0%	109	0.5%
White Gypsy/Roma	0	0.0%	165	0.7%
White Irish	4	0.9%	251	1.1%
White Irish Traveller	1	0.2%	67	0.3%
White Kosovan	6	1.4%	226	1.0%
White Other	69	16.1%	2592	11.5%
White Turkish	22	5.1%	1626	7.2%
White Turkish Cypriot	9	2.1%	107	0.5%
White Other TOTAL	113	26.3%	5392	23.9%
Refused/Not obtained	6	1.4%	727	3.2%
<b>Grand Total</b>	<b>429</b>	<b>100.0%</b>	<b>22571</b>	<b>100.0%</b>

*School population by ethnicity (Jan 2011)*

### Ward Profile

Ward-level data shows a small overrepresentation of Asian residents in West Green ward (8.7% of the community, compared to 6.7% across Haringey). Residents of Black ethnicities are over represented when compared with the wider Borough profile (25.3% compared to 20%), as are residents of White Other ethnicities (25.1% compared to 20.4%). The profile shows that White British ethnicities are under represented when compared to the wider profile (32.3% relative to 45.3%) and the Mixed ethnicity and Other Ethnic groups are in line with the wider Haringey profile (4.4% compared to 4.6%). This data is taken from the 2001 Census as more up to date population projections are not available for Ethnicity. Given this and the different datasets used, it is important to note that it is not appropriate to directly compare this data with the school profile above.

Ethnic Group	Ethnicity	West Green Ward %	Haringey Population %
<b>Asian</b>	<b>Indian</b>	3.8	2.9
	<b>Pakistani</b>	1.0	1.0
	<b>Bangladeshi</b>	2.1	1.4
	<b>Other Asian</b>	1.9	1.6
<b>Asian Total</b>		<b>8.7</b>	<b>6.7</b>
<b>Black or Black British</b>	<b>Caribbean</b>	9.1	9.5
	<b>African</b>	14.7	9.2
	<b>Other Black</b>	1.4	1.4
<b>Black Total</b>		<b>25.3</b>	<b>20.0</b>
<b>Mixed</b>	<b>White and Black Caribbean</b>	1.3	1.5
	<b>White and Black African</b>	0.9	0.7
	<b>White and Asian</b>	0.9	1.1
	<b>Other Mixed</b>	1.3	1.3
<b>Mixed Total</b>		<b>4.4</b>	<b>4.6</b>
<b>Other ethnic group</b>		<b>4.4</b>	<b>3.1</b>
<b>White British</b>		<b>32.2</b>	<b>45.3</b>
<b>White Other</b>		<b>25.1</b>	<b>20.4</b>

*Ward and borough population by ethnicity (2001 census)*

**Sex**School profile

The data below shows the school profile is directly proportionate to the wider Haringey School Population.

<b>Sex</b>	<b>Belmont Infant and Junior</b>		<b>Haringey School Population</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Female</b>	205	47.8%	10925	48.4%
<b>Male</b>	224	52.2%	11646	51.6%
<b>Grand Total</b>	<b>429</b>	<b>100.0%</b>	<b>22571</b>	<b>100.0%</b>

*School population by gender (Jan 2011)*

Ward Profile

The Ward gender profile is based on the 2011 population projections and shows that the West Green ward population is representative of the wider Borough profile in terms of gender.

<b>Sex</b>	<b>West Green</b>	<b>West Green %</b>	<b>Haringey Population</b>	<b>Haringey Population %</b>
<b>Female</b>	6733	51.3%	123668	51.7%
<b>Male</b>	6386	48.7%	115488	48.3%
<b>Grand Total</b>	<b>13119</b>		<b>239156</b>	

**Religion or Belief**

Religion or Belief is not recorded as part of the Pupil Level Annual Census and therefore data on the representation within the school population is not available.

2001 Census data shows that most groups in West Green Ward are proportional to the wider Haringey profile. People of Hindu and Muslim faiths are slightly over represented (3.1% compared to 2.1% and 16.3% compared to 11.3%). People of Jewish faith are under represented (0.3% compared to 2.6%) as are people of no religion (15.5% compared to 20.0%).

<b>Religious Group</b>	<b>West Green %</b>	<b>Haringey Population %</b>
<b>Christian</b>	50.0	50.1
<b>Buddhist</b>	1.4	1.1
<b>Hindu</b>	3.1	2.1
<b>Jewish</b>	0.3	2.6
<b>Muslim</b>	16.3	11.3
<b>Sikh</b>	0.4	0.3
<b>Other religions</b>	0.5	0.5
<b>No religion</b>	15.5	20.0
<b>Religion not stated</b>	12.6	12.1

**Other equalities strands**

Data was not available (or not applicable) at School or Ward level for the following equality strands and assessment of impact on these service user groups is not therefore possible:

- Gender Reassignment
- Sexual Orientation
- Maternity & Pregnancy
- Marriage and Civil Partnership

In summary:

- when compared to the Haringey school population, Belmont has a higher proportion of pupils of Asian and Mixed ethnicities, and children with statements of SEN
- when compared to the Haringey borough profile, West Green ward has a higher proportion of residents of Asian, Black, and White Other ethnicities, and of Hindu and Muslim residents.

## ***2 b) What factors (barriers) might account for this under/over representation?***

Factors that determine the equalities profile of a local population could include things such as property prices, the type of housing available, local amenities, employment opportunities, and historical connections of groups to particular areas. The equalities strands also impact on each other – for example, the number of children people have (which affects the age profile of an area) varies by ethnicity<sup>1</sup>.

The population of primary schools is determined by the application of Haringey's School Admissions Criteria (see box below) to the preferences stated by parents/carers on their application forms for school places. The fifth criterion (distance) means that the majority of pupils attending a primary school live locally to that school. In any locality there will be a number of nearby primary schools – there are 3 within West Green ward, and a further 3 just outside its borders. The equalities profile of the school will therefore be influenced, but not wholly determined, by the make-up of the local area. It is also worth noting that faith schools will obviously have many more pupils of a particular religion, and that special schools will have many more pupils with disabilities.

### **Haringey School Admissions Criteria**

The Local Authority has a duty to put in place admission arrangements that comply with the mandatory provisions set out in the School Admissions Code 2010. These consist of Admissions Criteria and a Coordinated scheme and aim to provide a clear admissions system and oversubscription criteria which are transparent to those parents applying for a school place. The Determined Admission Criteria vary slightly according to the type of provision (nursery, primary, secondary etc) they apply to. However the main principles are set out below:

### **Statement of Special Education Needs - Where a child has a statement of Special**

<sup>1</sup> See Table 3 Family type and average family size, by ethnic group of head of family unit, found on page 22 of 'Ethnicity & Family', a report published by the Equality & Human Rights Commission – available at: [http://www.equalityhumanrights.com/uploaded\\_files/raceinbritain/ethnicity\\_and\\_family\\_report.pdf](http://www.equalityhumanrights.com/uploaded_files/raceinbritain/ethnicity_and_family_report.pdf)

Educational Needs which names the school, they will be admitted in accordance with section 324 of the Education Act 1996.

If the number of applicants without statements of educational needs naming the school is higher than the number of places available, the following rules are applied, in the order of priority to decide who will be offered a place:

1. **Looked After Children** – Children in the care of a local authority
2. **Social Medical** - Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications are supported by a written statement from a relevant independent professional and assessed at a SocMed panel.
3. **\*\*Linked school** - This rule applies only to junior school admissions. Children attending an infant school will be prioritised under this rule for admission to the linked junior school.
4. **Siblings** - Children who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant.
5. **Distance** - Children living closest to the school. Distance is measured in a straight line.

### Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect existing barriers and what actions you will take to address any potential negative effects.

#### **3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)**

<b>Increase barriers?</b>	<b>Reduce barriers?</b> x	<b>No change?</b>
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#### **Comment**

The creation of additional school places at Belmont Infant and Junior schools would contribute to ensuring that the council provides enough school places to meet demand. Creating this extra capacity is also likely to mean that more parents/carers are offered a place at their preferred local school, and reduce the likelihood of children having to travel longer distances to attend school.

Expanding a school brings challenges that need to be carefully managed. It involves some disruption from building work, and results in a changed physical environment to which the school would need to adapt. These challenges may be concerning to some parents and other stakeholders (see section 4 for details of the views expressed in response to the consultation). However as previously stated, Belmont Infant and Junior schools have been identified as schools where it is considered that the strong school leadership could manage the expansion while still maintaining high standards. Actions to smooth the process and minimise or negate any adverse impact are set out in section 3 c) below.

#### **3 b) What specific actions are you proposing in order to respond to the existing barriers and imbalances you have identified in Step 2?**

Step 2 identifies the differences in the equalities profile between West Green ward and Haringey overall, and between Belmont Infant and Junior schools and all Haringey primary schools. These differences are not necessarily imbalances in that all schools and wards in Haringey will differ from the average, and this is to be expected. Schools are a universal service which can be and are accessed by all sections of the population. The population at any particular school is a result of the application of the Admissions Criteria to the preferences stated by parents/carers.

#### **3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?**

Should it go ahead, the people who will be affected by the proposed expansion are those who are attending the school and their families, and the wider local population (including prospective pupils and their families, and other local residents) – see section 2 for information on the equalities characteristics of these groups.

Of the 114 responses to the consultation, 71 came from parents and carers of children currently attending Belmont Infant and Junior schools, indicating, as would be expected, that this is the group that is most interested in whether or not the expansion goes ahead.

The creation of additional school places will benefit the local community; potential adverse impacts will be minimised or negated through the following actions:

- Working with the school leadership team and governing body to develop plans for the additional capacity that meet the needs of the school and enable educational standards to be maintained or enhanced
- Carefully planning the building work to minimise disruption e.g. undertaking the most invasive building work during the school holidays and outside of school hours (school expansions generally take twice as long as other similar-sized projects because of this consideration)
- Working with the leadership team and governing body at the Vale Special School to ensure that the plans for the additional capacity at Belmont do not negatively impact upon their pupils.
- Putting in place measures to address any issues arising from the planning consultation e.g. traffic calming.



## Step 4 - Consult on the proposal

Consultation is an essential part of impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal, ensuring that you cover all the equalities strands. Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

### *4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?*

The first period of public consultation ran from 12<sup>th</sup> September to 17<sup>th</sup> October 2011. Consultation documents (with attached questionnaires) were circulated to:

- parents and carers, both at Belmont Infant and Junior schools and at other local schools
- Local MPs
- Adjoining boroughs
- All Headteachers in Haringey
- All Councillors
- Diocesan Boards of Education
- 40 residents associations across the borough

Leaflets were distributed to all local residents and placed in libraries and children's centres. The proposal was publicised in Haringey People, the local press and on the Haringey website. Consultation materials were made available on the Haringey website and two public consultation meetings were held.

There were 114 responses to the consultation, including responses from the Governing Body of the Vale, the Governing Body of Downhills Primary School and the Diocese of London Board for Schools. A petition with 111 signatures was also received. The table below shows the numbers of respondents for and against the proposal.

Response	Belmont Parents	Other respondents	All responses
Objections	56	32	88
Supporters	13	5	18
Neither support nor do not support	2	1	3
Don't know/ didn't express view	0	5	5
<b>Total</b>	<b>71</b>	<b>43</b>	<b>114</b>

The fact that 71 of the 114 respondents came from parents of children currently attending Belmont indicates, as would be expected, that this is the group that is most interested in whether or not the expansion goes ahead. However, it should be noted

that the total school population is 426, meaning that the majority of parents and carers did not respond to the consultation.

Overall, 77% of respondents are not in favour of the proposed expansion. Support for the expansion is stronger amongst parents of children currently attending Belmont, with 18% in favour, than amongst other respondents, where 12% are in favour.

The main points made in objection to the proposal were:

- Increase in traffic and congestion.
- No concrete plans have been provided.
- Concerns that in current economic climate building works will be under-resourced/financed.
- School functions well because it is small. This will be damaged by the enlargement.
- An expansion will mean a loss of outdoor/green space.
- Noel Park & North Harringay's Published Admission Numbers have been reduced. This undermines the argument for expansion.
- Improve the standards at Noel Park and North Harringay. This will be more cost effective.
- Disruption during construction works (including health and safety implications, and impact on local residents.)
- Impact on quality of the children's education.
- Impact on partnership with The Vale
  - Disruption of building work on children with Special Educational Needs
  - Loss of space and the implications on access/egress & health & safety.
  - Expansion will have a negative impact on inclusion.

The main points made in favour were:

- The importance of allowing children school places close to their homes
- That a larger school would allow more children to benefit from an excellent school

The responses received from the Governing Body of the Vale, the Governing Body of Downhills Primary School and the Diocese of London Board for Schools are shown in more detail below:

### **Governing Body of Downhills Primary School:**

- There are no new housing developments planned.
- Any expansion of Belmont would result in a net loss of pupils to Downhills and other neighbouring schools.
- The development of the Free School in the locality and the possible expansion of Belmont could negatively impact the school.
- There is a large site at the rear of the Downhills Primary School which could be developed enabling the school to expand.

### **The Vale Governing Body:**

- During the "feasibility" studies, there was no discussion with Headteacher of Vale or staff representatives about the needs of the Vale students and the potential impact on the partnership prior to the consultation.
- The consultation document did not mention the school as a stakeholder.

- If expansions were to proceed, the issue of space for small groups and separate spaces for therapy work and medical intervention would have to be considered.
- An expansion would mean building upwards or on play space. Both of these scenarios have an impact on accessibility for the Vale pupils.
- The Vale pupils have physical disability affecting mobility and spatial/perceptual awareness. They are either wheelchair users or have walking aids to move independently and require more space than the average mainstream child.
- A smaller playground with more children is potentially dangerous for the Vale pupils.
- Parking facilities are currently not suitable and requires careful management to ensure safety for all members of the school community. Further pupils will exacerbate the current situation, adding to the existing risks, both within the car park and in the streets outside the school.
- The Vale building includes a demountable classes, especially designed to meet the needs of physically disabled pupils, providing access to the mainstream school. Any further construction would need to consider this.
- Levels of funding available for the Inclusive Learning Campus and Rokesly (examples of successful change) are unlikely to be replicated for this proposed expansion and may not be sufficient to generate a positive impact.

**London Diocese Board for schools:**

- “We would agree this should expand.”

***4 b) How, in your proposal have you responded to the issues and concerns from consultation?***

Our view is that it is possible to expand Belmont Infant and Junior schools in such a way that:

- maintains and enhances educational standards at all schools affected by the outcome
- satisfactorily addresses issues raised in the public consultation
- satisfies the requirements of the Public Sector Equality Duty to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations.

We will continue to work with school leadership teams, governing bodies and other stakeholders throughout the process in order to achieve this. It is important to note though that we are at an early stage in the process and that there will be further opportunities for people to express their views and influence the outcome. Points raised in relation to accessibility, traffic and congestion, preserving open space, parking facilities and so on are all useful feedback which will feed into the detailed planning of the proposed expansion, should it be approved, however we are not yet at that stage.

The responses from the first phase of public consultation will be considered by the council's Cabinet before deciding whether to proceed with the proposal and issue statutory notice of the intention to expand. There then follows a further four week period of public consultation, after which the proposal will again be considered by the Cabinet, and a final decision be taken as to whether the expansion should go ahead.

Following this, work will begin to develop detailed designs for the proposed expansion. The leadership teams and governing bodies of Belmont Infant and Junior schools and

the Vale will be key to this process, and there will also be opportunities for pupils, parents and carers, and other stakeholders to get involved. Once designs have been completed, they will be submitted in a planning application. The application will be subject to the normal planning process, which includes a period of public consultation.

***4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?***

Following the Cabinet meeting on 20<sup>th</sup> December we will update the school expansions consultation website page. If the Cabinet decides to proceed to the next stage of consultation, statutory notices explaining the intention to expand Belmont Infant and Junior schools to three forms of entry will be published in local newspapers and at the school entrances. The statutory representation period will last for four weeks and will provide a further opportunity for the public to express their views.

**Step 5 - Addressing Training**

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

***Do you envisage the need to train staff or raise awareness of the issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?***

Should the proposed expansion go ahead, we will work closely with the headteacher and governors at Belmont Infant and Junior schools and at the Vale to support the schools through the expansion process.

## Step 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Equalities Team.

***What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?***

▪ ***Who will be responsible for monitoring?***

Should the proposed expansion go ahead, the Capital Programme team within the council will be responsible for project managing and monitoring the construction work, resolving any issues and ensuring that the project is delivered on time and within budget. Monitoring the subsequent impact on demand/supply of school places is the responsibility of the Head of Admissions & School Organisation.

School governing bodies have general responsibility for the conduct of the school with view to promoting high standards of educational achievement. The governing bodies of Belmont Infant and Junior schools and the Vale will continue to monitor this through their usual procedures throughout the process of the expansion and beyond, and through these procedures will pick up and address any issues arising from the expansion. Further monitoring of school performance is carried out by Ofsted (through its inspection regime) and the council's school standards service.

▪ ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***

Key indicators for the expansion itself are whether the project is on schedule and within budget – milestones and RAG status indicators are used to show this. For demand and supply of school places the relevant information considered is the numbers of applications for school places and numbers of unfilled places, both within certain schools or areas and across the borough as a whole. Data/information relating to the school includes key stage results, attendance, exclusions and inspection reports.

▪ ***Are there monitoring procedures already in place which will generate this information?***

Yes – all of the monitoring referred to above forms part of the 'business as usual' of the respective services.

▪ ***Where will this information be reported and how often?***

This varies. Highlight reports on construction projects are produced monthly and reported to the Primary Capital Board. Information on supply/demand for school places is produced annually for the school place planning report which goes to the council's

cabinet – this information also goes into the annual School Admissions Return to the DfE. Attendance data is produced on a termly basis; key stage results are annual.

## Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
Children attending Belmont are aged 3-10 however parents/carers and local residents of various ages may be impacted	16 children with disabilities attending Vale Inclusion Scheme. Expansion needs to maintain accessibility for these pupils.	Belmont has a higher proportion of pupils of Asian and Mixed ethnicities than Haringey primary schools overall.	No issues identified	No data for school available. West Green ward has a higher proportion of Hindu and Muslim residents compared to Haringey overall	Data not available; no issues identified	Data not available; no issues identified	Data not available; no issues identified	Data not available; no issues identified

## Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

\*\* Please see timetable in section 1 for details of the next stages of the consultation and decision-making process that runs through to March 2012. As there is potentially a second period of public consultation yet to take place, there is no set timescale for subsequent stages of the process at this point.

Issue	Action required	Lead person	Timescale	Resource implications
	Review EqIA following second period of public consultation and update as needed.	Jenny Duxbury, Head of Admissions & School Organisation	February 2012	
	Capital Programme Team to develop plans for expansion work, taking full account of the points raised through both periods of public consultation	Capital Programme Team	Apr – July 2012	
	Planning and building regulations approval sought – including further period of consultation	Capital Programme Team	TBC	
	Builders appointed	Capital Programme Team	TBC	
	Expansion work carried out	Capital Programme Team	TBC	
	Implementation – the school expands		September 2013	



### Step 9 - Publication and sign off

***There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.***

***When and where do you intend to publish the results of your assessment, and in what formats?***

#### **Assessed by (Author of the proposal):**

**Name:** Jenny Duxbury

**Designation:** Head of Admissions & School Organisation

**Signature:**

**Date:**

#### **Quality checked by (Equality Team):**

**Name:** Arleen Brown

**Designation:** Senior Policy Officer

**Signature:** *A. J. Brown*

**Date:** 1<sup>st</sup> December 2011

#### **Sign off by Directorate Management Team:**

**Name:**

**Designation:**

**Signature:**

**Date:**

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