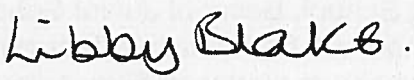


Report for:	Cabinet 20 March 2012	Item Number:	
Title:	Proposals to expand Welbourne Primary school from two to three forms of entry, to take effect with the September 2013 intake		
Report Authorised by:	 Libby Blake Director, CYPS		
Lead Officer:	Eveleen Riordan – Deputy Head of Admissions (Place Planning) Ext 5019 <a href="mailto:eveleen.riordan@haringey.gov.uk">eveleen.riordan@haringey.gov.uk</a>		
Ward(s) affected: primarily the ward within which Welbourne Primary School is located –Tottenham Green ward, and also wards surrounding Tottenham Green.		Report for Key/Non Key Decisions: key decision	

**1. Describe the issue under consideration**

- 1.1 In July 2011 the Council's Cabinet agreed a first round of consultation on the possible expansion of Belmont Infant school, Belmont Junior school, Lancasterian Primary school and Welbourne Primary school. The proposed expansions were to address a rising birth rate and a rising demand for reception places in the borough. Any expansion was planned to take place with effect from the September 2013 reception entry.
- 1.2 Consultation on all four schools was carried out between 12 September and 2 November 2011 in line with the Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form regulations (see Appendix 11). The Cabinet report dated 20 December 2011 details in full the feedback received as a result of the consultation, together with further analysis on why additional reception school places continue to be required in the borough. The December Cabinet report recommended that the consultation on the expansion of all four schools proceed to the next stage – known as the publication of statutory notices.

1.3 Statutory notices were published on Monday 9 January 2012 in respect of Belmont Infant School, Belmont Junior School and Welbourne Primary School and on Monday 16 January 2012 in respect of Lancasterian Primary School. These notices were published in accordance with the Department for Education (DfE) guidance Expanding a Maintained Mainstreamed School by Enlargement or Adding a Sixth Form. These notices were also sent to the DfE and are valid notices.

1.4 This report is on the proposed expansion of Welbourne Primary School only. Members are asked to note that the statutory notices issued in respect of Belmont Infant School, Belmont Junior School and Lancasterian Primary School will be formally withdrawn in accordance with paragraph 4.80 of the above guidance (Expanding a Mainstreamed School by Enlargement or Adding a Sixth Form). If agreed, a further period of consultation, including the reissuing of statutory notices will be carried out in respect of Belmont Infant School, Belmont Junior School and Lancasterian Primary School with dates for this to happen later in 2012 still to be agreed. Further consultation is being carried out as a result of strong opposition to the proposed expansions from the school communities at Belmont Infant School, Belmont Junior School and Lancasterian Primary School, as well as concern from The Vale (a special school catering for children with physical disabilities and associated special educational needs) at how the impact of any expansions will affect Vale pupils. This report is therefore in respect of the proposed expansion of Welbourne Primary School only.

1.5 The statutory representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the 'decision maker'. The decision maker is the local authority (where the local authority take this decision within two months of the end of the statutory representation period (in this instance by 9 April 2012 i.e. two months from the end of the consultation period – 6 February 2012) or the Schools Adjudicator where a decision has not been taken within the prescribed two months.

1.6 This report sets out the responses to the publication of statutory notices and four week (statutory) public consultation on the proposed expansion of Welbourne Primary School from two to three forms of entry with effect from the September 2013 reception entry, provides the most up-to-date information on school rolls across the borough and sets out all known detail on the location of the one free school that has been approved by the Department for Education (DfE) to provide 60 additional reception places and 60 additional Year 1 places in the borough with effect from September 2012.

1.7 The report will recommend that the expansion of Welbourne Primary School from two (60 pupils per cohort) to three (90 pupils per cohort) forms of entry is agreed. The proposal is that the first 3-form reception entry would start in September 2013 and 90 reception places would be offered in subsequent years. The school would have provided a total of 630 reception places by 2019 should the proposal be approved and implemented. The school currently provides places for 420 pupils in year groups from Reception through to Year 6. It is not proposed that there is any change to the current nursery capacity at Welbourne Primary School.

## **2. Cabinet Member introduction**

As a local authority it is our duty to ensure that all school age children have a place at school. I am also keen to ensure that parents have a choice of school for their child and that primary age children do not have to travel far to school. Rising demand means we have needed to look at expansions of our primary schools and a number have already been expanded.

For parents with children already at a school the prospect of building works and expansion is not attractive. My duty as Cabinet member is to take into account the concerns of those parents but at the same time to look at the needs of families in the area whose children will need a place at school within the next few years.

I have attended meetings with parents at Welbourne School and met with the Headteacher and other staff as well as local residents. I believe that the expansion of Welbourne school should go ahead and that it will bring clear benefits to both existing and future pupils.

## **3. Recommendations**

Members are asked to:

3.1 Note the feedback from the statutory notice consultation for Welbourne, and the further consultation proposed for Belmont Infant School, Belmont Junior School and Lancasterian Primary School.

3.2 Agree to withdraw the notices in respect of Belmont Infant school, Belmont Junior school and Lancasterian Primary school to allow further discussion and consultation with the school and its community

3.3. Note the analysis of other factors including the provision of and demand for reception places across Haringey and, in particular, in and around Tottenham Green ward.

3.4 Agree the recommendation without modification (in line with para. 4.74 of the DfE guidance) that Welbourne Primary school is expanded from 2

forms of entry (60 places) to 3 forms of entry (90 places) with effect from the reception intake in September 2013. This approval is conditional on the grant of any planning permission required as a result of the expansion works that may or may not be required under the relevant planning legislation.

**3.5** Note that the approved Capital Programme for 2013-2015 includes indicative budgetary provision of £4.1m for the expansion of Welbourne School over the next three years but that there remain risks as outlined later in this report as the project is at an early design stage and there is continuing uncertainty about future capital allocations from DfE after March 2013.

**3.6** Note that once we have established the location of free school provision for September 2012, we may publish a further statutory notice revoking our intention to expand Welbourne Primary School. This revocation would be in accordance with the provisions of the guidance sent out in the document Expanding a Maintained Mainstream School by Enlargement of Adding a Sixth Form.

**3.7** Note that the design of how the additional form of entry will be delivered on site is ongoing and will be the subject of further consultation with the school community, including its Senior Leadership Team (SLT) and Governors.

#### **Other Options considered**

**3.8** As part of the decision to provide additional reception places through either bulge classes or permanent expansion(s), an officer Pupil Place Steering Group considered the entire primary estate and assessed each school's suitability for expansion against a series of gateways which included, among other things, physical suitability, school standards, local demand and capacity and the school's leadership. The Group also looked at potential sites for new school provision. The Group made recommendations on how to provide additional places based on detailed and carefully considered evidence for the most appropriate and sustainable way in which these additional places could be provided – by the expansion of four schools to provide an additional 87 reception places a year. The schools outlined for expansion were reported to the Council's Cabinet as part of the annual School Place Planning Report in July 2011.

**3.9** The detailed work that the group carried out was used as an evidence base to determine the most appropriate schools to expand and this information informed the School Place Planning Report 2011 and the School Expansions Report that was presented to Cabinet in December 2011.

- 3.10** Because of the detailed work that had already been carried out in determining how and where additional places could be provided, no other options for expansion were considered at the time of writing this report.

#### **Background information**

##### **Demand for reception places**

- 3.11** The annual School Place Planning Report 2011 (agreed by Cabinet in July 2011) outlines in detail that borough birth rates and school rolls are increasing year on year leading to a reduction in the number of surplus reception places that we have in the borough at the start of the academic year each September. Overall surplus capacity at reception class level fell from 7.58% in 2005/6 to 1.94% in 2011/12. The Greater London Authority Data Management Analysis Group's (GLA DMAG) school roll projections, updated annually and used to help plan for sufficient school places, indicated that demand for reception places would outstrip supply in September 2011 leading to a deficit in reception places of -3.32%. In fact, for the academic year 2011/12 we have had unprecedented demand for reception places across the borough. To date the borough has received a total of 3498 applications for reception places for the academic year 2011/12. When broken down, this figure represents a total of 2952 on time applications and a further 540 late applications received i.e. received after the national closing date for applications for reception of 15 January 2011. This figure represents the highest demand for reception places on record in the borough.
- 3.12** We now have the latest figures available for reception applications for 2012 entry. On time applications for entry into reception in September 2012 stands at 3132. This represents an increase of 80 applications when compared with the same period last year (an increase in almost three reception classes). Full details of the applications to Haringey primary schools are set out in Appendix 1.
- 3.13** As set out in the School Place Planning Report 2011, the provision of additional reception places for September 2011 were delivered through the use of 'bulge' (one-off) classes at Lancasterian Primary School and Alexandra Primary School to create a total of 60 additional places in time for September 2011 entry. However, despite the additional 60 places created through the bulge classes outlined above, and the provision of 30 places at Rhodes Avenue Primary School in September 2011 (as the result of a permanent expansion) and the provision of 30 places at Eden Primary (as the result of the opening of the borough's first free school), there were still children without a school place at the start of the autumn term in September 2011. To address this, two further bulge classes were provided (to open in January 2012) at Welbourne Primary School and at South Harringay Infant School.

- 3.14 Following the close monitoring of reception demand and supply, one further bulge class has now been provided at Seven Sisters Primary School and opened in February 2012. Pupils were offered a place in the additional class at Welbourne in January 2012. Places were offered from the waiting list which meant that some pupils had already been offered and started at lower preference schools in September 2011. Therefore the decision to move was not straight forward. In addition there were some families who did not respond to the offer of the school place which required the place to be withdrawn (this is a process that takes a number of weeks). There are currently 30 offers which have been made and 22 are on roll. It is anticipated that the number on roll will rise to 30 soon as we continue to receive a high number of reception applications within the Welbourne Primary School area.
- 3.15 We are now giving consideration to the provision of additional reception places for 2012. We do not receive the updated GLA school roll projections until late March. However, based on reception applications for 2012, we have already received enough applications to fill all of our available reception places and, with the knowledge of the increasing birth rate, we are expecting demand to be in the region of the 2011 reception intake and we expect that this will be reflected in the GLA's projections when we receive them.

#### **Birth rates in the borough and local to Welbourne**

- 3.16 Birth rates in the borough are rising. This is a pattern repeated across the majority of London boroughs. The report to Cabinet in December 2011 showed that birth rates are on an upward trajectory which is expected to continue until 2017/18 (paragraph 5.9 of the December Cabinet report). Since that report was presented to Cabinet in December 2011, we have received a further set of birth data from the Office for National Statistics (ONS). This data shows the actual births for the period September 2009 to August 2010 (where previously we have had only projections). This data corresponds to the September 2014 reception intake. When compared with births for the corresponding period in 2008/9 the data shows an increase of 221 births (up from 4191 in 2008/9 to 4412 in 2009/10). The Greater London Authority (GLA) predicted that the total number of borough births for 2009/10 would be 4281. The figure of 4412 births shows that actual births are 131 higher than the GLA projections and illustrate that we can expect a greater demand for school places than had previously been projected. A summary of this birth data is included at Appendix 2.
- 3.17 Of course we know that between birth and school some families will chose to move out of the borough. We currently project that

approximately 25% of children born in the borough will not seek a school place in the borough when they reach school age. Even allowing for this, demand for school places in our borough will increase as a result of the increase in the number of children being born.

**3.18** On a ward by ward basis, the births for Tottenham Green ward, where Welbourne is situated, are up by 11 births in the one year between 2008/9 and 2009/10 (rising from 270 to 281) (see Appendix 2).

**3.19** The January 2012 PLASC<sup>1</sup> data for Welbourne shows the following pupils currently on roll:

Rec <sup>2</sup>	Y1	Y2	Y3	Y4	Y5	Y6
82	60	60	60	59	54	53

**3.20** Foundation and KS1 cohorts full, while known borough wide lower cohorts in KS2 work their way out of the school. We also know that Welbourne Primary is a well led and well managed primary school and that the senior leadership team (SLT) are capable of carrying an expansion forward. Welbourne Primary's last Ofsted inspection determined that the school was 'good'.

#### **School Roll Projections**

**3.21** The latest available school roll projections from the GLA for 2011/12 show that we expected 3204 reception pupils for 2011/12. As outlined above, while we are still receiving applications for in-year admission to our reception classes, the latest known total number of applications for reception places in the borough for 2011/12 stands at 3498. This is an increase in the demand for reception places of 294 (as of February 2012) on the figure that was previously projected by the GLA. As the number of on time applications for school places is higher than last year, we predict that the total number of applications for reception places in the borough for 2012/13 is likely to exceed the GLA's projected figure of 3210. On time applications already stand at 3132.

#### **Free Schools**

**3.22** Back in December 2011 I reported to you that we were aware that one free school, provided by E-Act, had been given approval to open a two from entry reception and two form entry Year 1 primary in the Tottenham area of the borough for September 2012. In December 2011 the school had not secured a site for this provision. At the time

<sup>1</sup> PLASC – Pupil Level Annual School Census

<sup>2</sup> The Reception cohort took a bulge class in January 2012 to meet unmet local demand. The reception number at January PLASC was 77 but has increased to 82 since then to reflect the uptake of offers send out from Admissions

of the writing of this report E-Act has still not secured a site for their free school. E-Act has stated that they remain committed to the Tottenham area of the borough, and have been exploring sites in and around Northumberland Park ward. If 60 places are provided in Northumberland Park ward we do not anticipate that these places will meet the more local need that has been identified in Tottenham Green ward. Members will be updated if any decision on a site for the free school is made between now and the Cabinet meeting on 20 March 2012.

- 3.23 The deadline for applications to the Department for Education (DfE) for free schools for 2013 provision was in February 2012. To date, no free school provider has approached the Council to confirm that they have submitted an application. However, we are aware that one provider, the Academy of Entrepreneurship and Sporting Excellence (AESE), has set out on their website plans to open a through school (ages 4 – 19) from September 2013. They are not required to discuss their plans with the local authority. Further details on AESE's aims and objectives can be found on their website at <http://www.aese.org.uk>

#### **An overview of the consultation responses**

- 3.24 Consultation on the proposed expansion of Welbourne Primary School from two to three forms of entry took place between 9 January 2012 and 6 February 2012. In the week preceding the start of the consultation a statutory notice was published in the Journal series of newspapers across the borough. A copy of the statutory notice is attached at Appendix 3. In addition to the publication of the statutory notice, the following methods were used to publicise that the consultation was taking place:

- Written notification (via email) to the London Diocesan Board (Anglican) and Diocese of Westminster (Catholic), the governing body of Welbourne Primary School, MPs (Lynne Featherstone and David Lammy), all adjoining boroughs to Haringey (Barnet, Enfield, Islington, Waltham Forest, Hackney and Camden), all head teachers and chairs of governors in Haringey, the Chair of the Haringey Federation of Residents Associations (HEFRA) for dissemination to all residents groups, all relevant trade unions, all directors in Haringey, the DfE's School Organisation Unit
- The consultation document (see Appendix 4) was sent to the school allowing enough copies for all families and staff members
- Fliers (see Appendix 5) were sent out to local residents and businesses.
- A copy of the statutory notice was pinned to all entrances to the school for the duration of the consultation period. A copy of the notice was also displayed in the Marcus Garvey Library.



3.25 A public meeting was held at the school on the evening of Wednesday 18 January 2012. The meeting was attended by six people.

3.26 In response to the consultation one objection was received. At the first round of consultation (September – November 2011) 12 responses were received, 9 of whom supported the proposal and 3 of whom were against the proposal. The one response to the statutory notice period (January/February 2012) consultation was from the South East Tottenham Network Learning Community who said that:

- Schools in South East Network are not full 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.
- Concern that pupil projections are not accurate.

3.27 The points raised in this response cover a number of issues. In terms of surplus capacity in the upper year groups within the South East network, this specifically refers to the following primary schools - St Ignatius, Coleraine Park, Welbourne, Earlsmead, The Green, Mulberry, Tiverton, Stamford Hill, Ferry Lane, Crowland, and Bruce Grove. We have smaller cohorts in the upper years (KS2) of our primary schools that are in the process of working their way out of primary school and into secondary school. As a result of these smaller cohorts there is a tendency to a greater degree of surplus capacity in KS2. However, more recently, our cohorts have been growing in the foundation and KS1 years due to a rising birth rate and an increasing demand for school places in the borough. The expansion of any school anywhere in the borough is likely to have some impact on neighbouring schools in the short term as parents and carers are better able to access their first place preference. In expanding other schools across the borough, however, there is no empirical evidence that parents will take up the option of moving child who is already in a school because their younger sibling accesses a school which they might not have secured a place at without an expansion. There is clear evidence – based on

actual births and the overall published admission number (PAN) for the borough - that we do not have enough school places in the borough to meet known actual and projected demand.

- 3.28 With regard to economies of scale, schools that get into difficulty are often those that cannot fill their classes; this is exacerbated if the school is small and therefore without the resources available to larger schools. Haringey Council provides additional resources for small schools and a guaranteed minimum class-size in Key Stage 1, but we will need to be mindful that no school becomes financially unviable as a result of expanding other local schools. We also need to bear in mind that there may be families who may wish to choose a one form entry school over a two or three form entry school.
- 3.29 The Council's Place and Sustainability Directorate have been working with and for the local community to help in the transformation of Tottenham following the Tottenham riots in the summer of 2011. As part of that work officers have spoken with local communities, businesses and other stakeholders to gather information and views that will inform the next steps for the area. Early analysis from consultation events that have taken place on Transforming Tottenham has thrown up no evidence that families are leaving Tottenham as a result of the riots or for any other reasons. Conversely, recent changes in how benefits are being calculated suggests that some areas, including many of the Tottenham wards, may attract families on benefits who are unable to live in other areas of London as they become unaffordable as a result of the changes to the benefits system. The Place and Sustainability Directorate are in the process of analysing online questionnaires on the local area. Any further evidence on departure of families as a result of this will be reported verbally to Cabinet if it arises. The Tottenham Community Panel has also produced its initial findings following the gathering of local views and information in the aftermath of the riots. These initial findings and recommendations are available to view in *After the Riots: Taking Tottenham Forward*. At the heart of the Panel's recommendations are, among other things, the importance of family and support for families, including educational support.
- 3.30 Our records of demand and supply do not show any significant level of surplus capacity in the local area. Full details of the latest available census data for schools in our South Area network are attached at Appendix 6. This data shows that reception classes and KS1 in this network area are at or close to capacity. There is some capacity in upper year groups (KS2) for reasons outlined above. However, capacity in the upper year groups cannot provide places for reception aged children.

### **Current Position in other boroughs**

- 3.31** We recently met with colleagues in neighbouring boroughs to discuss demand for school places in their boroughs. Pertinent to the possible expansion of Welbourne Primary school is demand in Enfield, Hackney and Waltham Forest as these boroughs have a borough boundary close to this school (within a mile). Without exception they are also seeing a very high demand for school places and are planning for additional places in the form of expansions and bulges to meet this increasing demand.

### **Conclusion**

- 3.32** We have seen that birth rates are continuing to rise at a level that exceeds previous projections for the borough – an increase of 635 births per year since 2000/1. Nationally birth rates are at a 40 year high, with birth rates up by 2.4% in the last year alone<sup>3</sup>. Total fertility rates are also rising with the number of children women are having up from 1.96 in 2009 to 2.0 children per woman in 2010<sup>4</sup>.
- 3.33** While we are not yet in possession of the latest round of school roll projections from the GLA (they are expected in March 2012) our last known projections from them (reproduced at Appendix 7) shows an increase of 121 births on the projected school rolls for 2009/10 and the actual school rolls for 2009/10. We currently expect that the latest projections from the GLA, due in March 2012, will reflect this upward trend.
- 3.34** For September 2012 we sought to accommodate the vast majority of the expected demand in bulge classes to allow us to effectively manage the risk and to provide enough places in the short term, but not over provide if demand peaks in 2012 (projections become less certain the further into the future they predict). However, even allowing for bulge provision, we ran out of school places and have had to add additional bulge classes at several of our primary schools. In assessing on time applications for 2012 reception entry we already know that demand is higher for the coming academic year than it was for the current academic year.
- 3.35** The location of the free school to be provided by E-Act remains uncertain and this has meant that our planning for school places is less effective until such time as we know where E-Act will provide an additional 60 reception places in 2012. However, all evidence to date does point to the fact that we expect that the additional provision is

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<sup>3</sup> Source: Office for National Statistics

<sup>4</sup> Source: The Guardian 13 July 2011

likely to be further north than the area immediately around Welbourne Primary school. If there is any further information on the free school location between the finalising of this report and the Cabinet meeting on the 20 March 2012, members will be advised orally or with a written update.

- 3.36** We have looked very carefully at the objection that we have received in respect of the proposal and have balanced this against the other evidence that we have on birth rates, school rolls, admissions data and surplus capacity.
- 3.37** On balance we are of the opinion that the expansion of Welbourne Primary should proceed with effect from September 2013 and provide additional places in the area local to Welbourne to ensure that we are able to provide sufficient school places.
- 3.38** We have listened to the views that have been expressed and while we acknowledge that the expansion will bring challenges to the school, we are confident that the school and its management are very able to meet these challenges and ensure that Welbourne succeeds as a three form entry school. Further, demand for school places in the local area and its continued upward trajectory reassures us that there will be no significant impact on the demand for other local schools.

#### **4. Comments of the Chief Finance Officer and financial implications**

**4.1** The report has both capital and revenue implications:

##### **Capital**

- 4.2** The Council's approved capital programme for the financial years 2011/12 to 2014/15 includes total indicative budgetary provision of £4.1m for the Welbourne Primary School expansion project.
- 4.2** The project is at an early stage of design, and there is still significant risk that as the design develops there may be pressure on the provisional budget which has been approved.

<b>Programme Delivery Project Life</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>Outturn forecast</b>
	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>
<b>Welbourne</b>	<b>111</b>	<b>1,240</b>	<b>2,020</b>	<b>700</b>	<b>4,071</b>

4.3 The Council will use a combination of funding sources to support the capital expenditure for this project, including S106 contributions from new developments. The majority of funding is expected to be provided by capital grant from DfE. However, confirmation of grant has only been received for 2012/13. Future allocations have not yet been announced to Local Authorities and there is considerable uncertainty about government policy in this area. Members need to be aware of the risk that other Council resources may be required to ensure this project is completed so that the Council's statutory duty to provide places is fulfilled.

#### **Revenue**

4.4 The DfE have consulted on proposed major changes to the schools funding methodology. The outcome of the consultation is not yet known but it is expected to be implemented in April 2013. The Chief Finance Officer's comments are based on the current national and local methodologies.

4.5 Revenue funding for schools is provided to Local Authorities (LAs) through the Dedicated Schools Grant (DSG) and is based on pupil counts in the January preceding the start of a financial year. An LA will therefore not receive full funding for an expansion in pupil numbers entering classes in September until the following financial year.

4.6 Haringey Council's Schools Funding Formula provides an expanding school with funding for class-room costs for  $\frac{7}{12}$ <sup>ths</sup> of a financial year (September to March) plus start-up costs of  $\frac{3}{12}$ <sup>ths</sup> of a financial year. This cost is met from the DSG.

4.7 The Funding Formula also protects small classes in Key Stage 1 by providing additional funding if a year group falls below an average of 24. Therefore, an expanded class with fewer than 24 pupils requires a greater resource per pupil.

#### **5. Head of Legal Services and legal implications**

5.1 The Head of Legal Services has been consulted on the content of this report.

5.2 Paragraph 2.16 of the Department for Education's The School Admission Code dated 01 February 2012 states that admission authorities for admission in 2013/2014 must provide for the admission of all children in the September following their fourth birthday. The authority must make it clear in their arrangements that

a) parents can request that the date their child is admitted to the school is deferred until later in the academic year or until the term in which the child reaches compulsory school age, and

b) parents can request that their child takes up the place part-time until the child reaches compulsory school age.

5.3 Sections 18 and 19 of the Education and Inspections Act 2006 (the 'EIA') provide for alterations to schools. Section 19 relates to the publication of proposals to make alterations. Sections 21, 24 and 27 allow the Secretary of State to make regulations governing the publication and determination and implementation of proposals.

5.4 Any determination in relation to the proposed expansion must be made within the period of 2 months from the end of the representation period. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the decision maker. The representation period ended on 9 February 2012.

5.5 The School Organisation (Prescribed Alteration to Maintained Schools) (England) Regulations 2007 made under section 18 of the EIA provide that those bringing forward statutory proposals to expand a school must consult with interested parties and in doing so must have regard to the Secretary of State guidance. The regulations also state that the authority must have regard to the Secretary of State guidance when considering or determining proposals and making decisions on matters of implementation. Schedule 5 to the Regulations sets out the information to be included and provided in relation to the proposals. Paragraph 5 relates to school capacity which includes proposals for the enlargement of schools.

5.6 Paragraph 31 of Schedule 5 to the Regulations states that in determining proposals to which the Schedule applies the local authority may -

(a) reject the proposals;

(b) approve the proposals without modification

(c) approve the proposals with such modification as the authority think desirable - before approving any proposals with modifications the authority must consult the governing body

5.7 Where proposals are approved by the authority (whether with or without modifications) the approval may be conditional on the occurrence of an event prescribed in paragraph 38. Such specified events, cited in the regulations, include, for example, the grant of planning permission under Part 3 of the Town and Country Planning Act 1990. If the



approval is expressed to take effect only if a specified event occurs then the event must occur by the date specified in the approval.

5.8 Under paragraph 39 proposals may be withdrawn by the local authority which published the proposals provided that

- (a) such proposals are withdrawn before any determination is made, and
- (b) written notice is placed at the main entrance to the school or, if there is more than one main entrance, all of them

5.9 Paragraph 40 states that with regard to the implementation of proposals they must be implemented in the form in which they were approved.

5.10 Paragraph 41 provides for revocation of proposals after approval on the basis that the local authority is satisfied that

- (a) implementation of the proposals would be unreasonably difficult; or
- (b) circumstances have so altered since the approval was given that implementation would be inappropriate.

5.11 The paragraph also sets out the procedure for effecting revocation including what the revocation proposals must contain and how they should be published. Under this paragraph the authority may therefore determine that the duty to implement (set out at paragraph 5.9 above) ceases to apply to the proposals.

5.12 The Department for Children, Schools and Families (now the Department for Education) Guidance Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form A Guide for Local Authorities and Governing Bodies contains both statutory and non statutory guidance for those considering publishing proposals to expand a school under section 19 of the EIA 2006, those deciding proposals and also in relation to information for those affected by proposals for the expansion of a school.

5.13 Paragraph 21 of the guidance states that where proposals require capital resources for their implementation the funding for the proposals should be in place when the proposals are decided.

5.14 Paragraph 2.6 states that there is no maximum limit on the time between the publication of a proposal and its proposed date of implementation but circumstances may change significantly if too long a period elapses and further states that the implementation date for the proposals should be within 3 years of their publication.

5.15 Paragraph 4.3 of the guidance states that if the LA fail to decide proposals within 2 months of the end of the representation period the

LA must forward the proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They must forward the proposals within one week from the end of the 2 month period.

5.16 Paragraph 4.7 of the guidance sets out four key principles which the authority should consider before judging the respective factors and merits of the proposal that the information is complete, that the notice complies with the statutory requirements and that the statutory consultation was carried out. Attention is drawn to paragraphs 1.2, 1.3, 1.6, 3.23 to 3.29 of the report. The guidance is attached at Appendix 11 and attention is also drawn to paragraphs 4.17 to 4.73 inclusive.

5.17 Due consideration must be given to responses received as a result of the consultation before any final decision is reached concerning the proposals outlined. An overview of the consultation is set out in paragraphs 3.23 to 3.29 of the report. Further due regard must also be had to the authority's public sector equalities duties before a final decision is reached taking into account the comments at section 6 of the report and the equality impact assessment attached at Appendix 9. Details of the public sector equality duty under the Equality Act 2010 and to which the authority must have due regard is set out in Appendix 10 to the report.

## **6. Equalities and Community Cohesion Comments**

6.1 Providing local school places to meet local demand helps to contribute towards the development of sustainable communities.

6.2 An EqIA for Welbourne Primary school was carried out as part of the first round of consultation on the possible expansion of the school. A further EqIA was updated following the further round of consultation on the expansion that took place between January and February 2012. A copy of the updated EqIA is included at Appendix 9 to this report.

6.2 The EqIA for Welbourne Primary School shows that the school expansion proposals could potentially have a negative impact on race. 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.



## **7. Policy Implication**

**7.1** The proposed expansion of Welbourne Primary School has been recommended following careful consideration of all material factors including the overall need for additional school places in the borough, the areas of the borough where that need is evident, the most effective way to increase the number of school places that we currently have, and an assessment of the schools that have the management and performance to carry an expansion forward successfully. By providing additional places at Welbourne Primary School that we project will be required we are contributing towards planning to meet the projected demand for future places from both children who have already been born and for those children that it has been projected will be born over the coming years. This underpins the Council's Children and Young People's Strategic Plan 2009 – 2020 which seeks to develop sustainable schooling (under the priority of Enjoy and Achieve) and empower families and communities through the provision of local school places (under the priority of achieving economic wellbeing)

## **8. Use of Appendices**

**Appendix 1** On time applications to Haringey for the last two years (set against overall PAN)

**Appendix 2** ONS birth data for Haringey by ward and planning area

**Appendix 3** Statutory notice for Welbourne Primary school

**Appendix 4** – Consultation document

**Appendix 5** Fliers for local residents and businesses

**Appendix 6** PLASC data for South area network

**Appendix 7** GLA projected rolls – please note that the GLA projected we would have 3,204 children at the time of the January count, the 2012 PLASC showed that there were 3198. This was an over projection of 1%, a difference of 6 children.

**Appendix 8** planning area map

**Appendix 9** EqIA for Welbourne Primary school

**Appendix 10** Public Sector Equality Duty

**Appendix 11** Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form regulations

## **9. Local Government (Access to Information) Act 1985**

**9.1** Previous School Place Planning Reports, School PLASC returns, GLA birth data and school roll data and projections, ONS birth data.

**Appendix 1- On-time applications to Haringey residents for the last two years  
(set against overall PAN)**

Intak Year	No. of pupil applications	PAN
intake		
Sept 11* <sup>1</sup>	2952	3101* <sup>2</sup>
Sep-12	3132	3170

\*<sup>1</sup> in addition, Haringey has received just over 500 late applications for the reception 2011 intake. These late applications are not included in the 2011 entry figure of 2952.

\*<sup>2</sup> includes places at Rhodes Avenue and Eden school but does not include additional bulge classes

**Appendix 2 – ONS Birth data for Haringey by ward and planning area – (September 08 –August 09 and September 09-August 10)**

<b>PA</b>	<b>Ward</b>	<b>Sep 08-Aug 09</b>	<b>Sep 09- Aug 10</b>
1	Alexandra	149	181
	Muswell Hill	130	150
	Fortis Green	229	170
	<b>Sub-Total</b>	<b>508</b>	<b>501</b>
2	Highgate	142	170
	<b>Sub-Total</b>	<b>142</b>	<b>170</b>
3	Crouch End	206	198
	Hornsey	207	187
	<b>Sub-Total</b>	<b>413</b>	<b>385</b>
4	Stroud Green	171	182
	<b>Sub-Total</b>	<b>171</b>	<b>182</b>
5	Harringay	216	239
	<b>Sub-Total</b>	<b>216</b>	<b>239</b>
6	St. Ann's	275	252
	<b>Sub-Total</b>	<b>275</b>	<b>252</b>
7	Seven Sisters	322	345
	<b>Sub-Total</b>	<b>322</b>	<b>345</b>
8	Tottenham Green	270	287
	<b>Sub-Total</b>	<b>270</b>	<b>287</b>
9	Tottenham Hale	282	276
	<b>Sub-Total</b>	<b>282</b>	<b>276</b>
10	Northumberland Park	258	297
	<b>Sub-Total</b>	<b>258</b>	<b>297</b>
11	White Hart Lane	227	231
	<b>Sub-Total</b>	<b>227</b>	<b>231</b>
12	Bruce Grove	296	300
	West Green	199	229
	<b>Sub-Total</b>	<b>495</b>	<b>529</b>
13	Noel Park	225	210
	<b>Sub-Total</b>	<b>225</b>	<b>210</b>
14	Bounds Green	139	245
	Woodside	248	263
	<b>Sub-Total</b>	<b>387</b>	<b>508</b>
	<b>Grand Total</b>	<b>4,191</b>	<b>4,412</b>

### Appendix 3 – Statutory Notice for Welbourne Primary School

#### Expansion of Welbourne Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Haringey Council intends to make a prescribed alteration to Welbourne Primary School (Community School) Stainby Road London N15 4EA from 01 September 2013.

The proposal is that the first 3-form reception entry would start in September 2013 and that 90 places would be offered in subsequent years. The school would eventually cater for 630 children by 2019.

The current capacity of the school is 420 and the proposed capacity will be 630. The current number of pupils registered at the school is 395 (October 2011). The current admission number for the school is 60 and the proposed admission number will be 90.

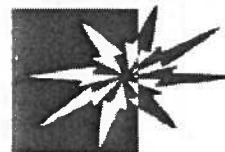
Number of pupils to be admitted in the first school year in which each stage is implemented: 2013/14-450, 2014/15-480, 2015/16-510, 2016/17-540, 2017/18-570, 2018/19-600, 2019/20-630

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: [www.haringey.gov.uk/welbourneexpansion](http://www.haringey.gov.uk/welbourneexpansion) or contacting Carlene Liverpool (contact details below).

Within four weeks from the date of publication of these proposals, any person may object to or make comments on the proposal by sending them to The Children & Young People's Service, 48 Station Road Wood Green London N22 7TY. E-mail [welbourneexpansion@haringey.gov.uk](mailto:welbourneexpansion@haringey.gov.uk)

Signed: *Libby Blake*

Publication Date: 9 January 2012



**Haringey Council**

## Appendix 4 – Consultation document

Copies of all of the consultation documentation distributed during the consultation

SHAPE THE FUTURE  
**Have your say**  
**Haringey**



### Shaping the future of Welbourne Primary School

#### **Consultation on a possible school expansion**

Monday 12 September to Monday 17 October 2011

**[www.haringey.gov.uk/welbourneexpansion](http://www.haringey.gov.uk/welbourneexpansion)**

#### **This document sets out:**

- That we need more primary school places in the borough to meet demand
- Why we are thinking of expanding Welbourne Primary School
- The proposal for expansion
- Information about new 'Free Schools'
- The consultation timetable
- How you can give your views

**PUBLIC MEETING 27 September 2011 in Welbourne School**

**Hall 3.30pm - 4.30pm and repeated 6.00pm - 7.00pm**

## **The School**

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.

## **Why are we consulting?**

This leaflet outlines why the council is thinking about a proposal 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).

This is the start of public consultation and you will have a number of opportunities to express your views. Your views, along with all the comments we receive, will be considered together with other information that will help the council decide whether or not Welbourne Primary School should be expanded. This other information 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 council has not yet made a decision on this expansion and will listen carefully to views expressed in response to this consultation before doing so.**

This is an early stage in the consultation process and we want to listen to local views before deciding whether or not to take the next step in expanding the school. The law relating to expansions, as well as the time it would take us to implement any building works, means that any school expansion proposal would need to move through the five statutory stages set out in the timetable on page 4 of this booklet.

## **Why are we thinking of expanding Welbourne Primary School?**

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

- The current number of spare places in the local area
- The demand for places in the school that we are thinking of expanding, as well as the demand for places in 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 schools' high standards, and where there is an identified demand in the local area for additional school places.

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 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 current vacant reception places are insufficient to meet demand 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.

## **The Proposal**

The proposal we are consulting you on is to expand Welbourne from its current 2 forms of entry (60 places a year) to 3 forms of entry (90 places a year). 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.

Proposing the creation of additional school places is an important decision for the council. Before we create more places we need to make sure 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

Before we made the decision to carry out this consultation we did carry out preliminary work to make sure that the site at Welbourne could accommodate an additional class across all year groups. However, we will not begin work on any detailed plans of how the school will physically accommodate the extra pupils until we are sure that the school is

being expanded. Any expansion works are also likely to be subject to separate planning requirements which will include further public consultation.

You can view further information about this proposal at  
**[www.haringey.gov.uk/welbourneexpansion](http://www.haringey.gov.uk/welbourneexpansion)**

## **Free Schools and the role they play in providing school places**

Free schools are new schools that can be set up by a wide range of proposers including charities, universities, businesses, educational groups, teachers and groups of parents. When deciding whether or not to provide additional school places in Tottenham Green ward, the council must also take into account whether there are any 'free schools' providing additional school places in the local area.

The Government's Department for Education (DfE) decides whether or not to allow a free school to open and we are aware that three proposers have submitted applications to the DfE to open free schools in the borough in 2012 – all of them based in Tottenham. The DfE will announce whether any of the three applications or any other group we are not aware of has been successful on 1 October 2011. As we do not yet know the outcome of these free school proposals, we must consider expanding existing schools to ensure that we have enough school places. If any free school applications are agreed then their location and how many additional places they will provide will be considered as part of the decision on whether or not to expand Welbourne. If the DfE announcement on free school provision is made later than 1 October 2011, the timetable outlined overleaf may be delayed until we know whether free school places are being provided locally. This information is very important to us as one of the determining factors on whether or not we proceed with this expansion.



## The statutory stages of the expansion of a school

The table below sets out the five statutory stages of expanding a school, with relevant dates for this particular consultation.

Statutory Stage	Description	Date	
1	Start of consultation	12 September 2011	First round of public consultation
	Public meetings	27 September from 3.30pm – 4.30pm and repeated between 6 – 7pm	
	End of consultation	17 October 2011	
	The council's Cabinet decides whether to proceed and publish statutory notices	8 November 2011	
2	The publication of a statutory notice setting out the final proposal	21 November 2011	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 for the public to express views on the proposals.	21 November – 19 December 2011	
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	7 February 2012	
5	Implementation – the school expands	September 2013	

## What happens next?

At the end of this consultation we will review all of the feedback received and report to the council's Cabinet on the outcome. We plan to do this in November 2011 unless the DfE delay their announcement on free school places, in which case we are likely to report to Cabinet in December. Through this process we will make a decision on whether or not to move forward to the next phase, referred to as the "statutory representation" period.

If it is decided 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 you will have a further opportunity to your views on any expansion.

After the end of the statutory phase, a further report will be sent to the council's Cabinet in February 2012. The report will make a recommendation on whether the expansion should go ahead, taking into account all of the relevant factors, including the results of the consultation, the latest admissions and birth data, any free school places being provided locally and the latest known reception numbers for 2011/12 entry.

# How can I give my views?

You can tell us your views on this proposal by:

- attending one of the public meetings arranged for 27 September where you will have the opportunity to ask questions on any aspect of the proposal
- completing an online questionnaire at

**[www.haringey.gov.uk/welbourneexpansion](http://www.haringey.gov.uk/welbourneexpansion)**

- completing the questionnaire attached and either handing it in at your school or posting it to:

**Haringey Council Consultation Team**  
**Freepost NAT20890**  
**PO Box 264**  
**London**  
**N22 8BR**

- emailing **[welbourneexpansion@haringey.gov.uk](mailto:welbourneexpansion@haringey.gov.uk)**
- phoning **020 8489 3607**

## **Questionnaire and equal opportunities form**

The next four pages of this document form the questionnaire for you to tell us your view on the proposed expansion of Welbourne Primary School, and an equal opportunities monitoring form.

As a public authority, Haringey Council is required by law to carry out equal opportunities monitoring of everything we do. This helps us to make sure that all sections of the community have access to the Council whether in terms of jobs or services.

The monitoring is carried out by using nine "protected characteristics" identified in the Equality Act 2010. These are: Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Sex (formerly Gender), Race, Religion or Belief, Pregnancy & Maternity and Sexual Orientation. In order to reflect the full diversity of Haringey, we have added the categories of Refugees & Asylum Seekers and Language.

The information you provide on this form will help us to check that we are fulfilling this duty. It will also help us to improve the quality of services to all of our service users.

# Welbourne primary School – proposed expansion questionnaire

Your views are welcomed on the proposal to expand Welbourne Primary School from 2 forms of entry to 3 forms of entry.

Please complete and return this form by 17 October 2011.

You can also complete this form online at

**[www.haringey.gov.uk/welbourneexpansion](http://www.haringey.gov.uk/welbourneexpansion)**

Other ways to tell us your views are outlined on page 5 of this booklet.

## Q1 Please tell us who you are:

- ☐ A parent or carer of a child/children at Welbourne Primary School
- ☐ A parent or carer of a child/children at another school. Which one? \_\_\_\_\_
- ☐ A parent or carer of a child/children not yet of school age

- ☐ A member of staff at Welbourne Primary School
- ☐ A member of staff at another school. Which one? \_\_\_\_\_

- ☐ A pupil at Welbourne Primary School
- ☐ A pupil at another school. Which one? \_\_\_\_\_

- ☐ A member of the governing body at Welbourne Primary School
- ☐ A member of the governing body at another school. Which one? \_\_\_\_\_

- ☐ A representative of a local community-group. Which one? \_\_\_\_\_

- ☐ A local resident

- ☐ I represent a group/body not mentioned above. Please tell us more \_\_\_\_\_



**Q2 To what extent do you support the proposal to expand Welbourne Primary School to 3 forms of entry? (Please tick as appropriate)**

☐ Strongly support

☐ Support

☐ Neither support nor do not support

☐ Do not support

☐ Strongly do not support

☐ Don't know



**Q3 Please tell us the reason for your views. In particular please let us know what you see as the potential advantages and disadvantages of the proposal. Feel free to use this space for any other comments on this proposal and to add a separate sheet if you need to.**

## About you

**Q4** What is your home postcode? (For example N22 8EH)

\_\_\_\_\_

**Q5** What is your age group?

Under 19	20-24	25-29	30-44
45-59	60-64	65-74	75-84
85-89	90+		

Under the Disability Discrimination Act (DDA) a person is considered to have a disability if she/he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities. This includes people with HIV, cancer and multiple sclerosis (MS).

**Q6a** Do you consider yourself to have a disability?

Yes

No If yes, please specify \_\_\_\_\_

**Q6b** If you are a parent/carer of a child, do you consider your child to have a disability?

Yes

No If yes, please specify \_\_\_\_\_

## Ethnic group

**Q7**

Below we are asking you to let us know which ethnic group best describes you? (Please tick one box from

the appropriate section)

**White**

British	Greek Cypriot	Turkish
Gypsy/Roma	Irish	Irish Traveller
Turkish Cypriot	Kurdish	

Other, please write in the box

**Mixed**

White and Black Caribbean

White and Asian

White and Black African

Other, please write in the box

**Black or Black British**

African

Caribbean

Other, please write in the box

**Asian or Asian British**

Indian

Bangladeshi

Pakistani

East African Asian

Other, please write in the box

**Chinese**

Chinese

Other, please write in the box

**Other Ethnic Group**

Please write in the box



## **Gender and gender identity**

Q8 Are you?

Man Woman

Q9 Does your gender differ from  
your  
birth sex?

Yes No

Q10 Are you undergoing a sex  
change?

Yes No

## **Religion/belief**

Q11 Do you have a religion or belief that you would like to mention?  
If yes, please specify

## **Sexual orientation**

Q12 How would you describe your sexual orientation?

- ☐ Heterosexual
- ☐ Gay
- ☐ Bisexual
- ☐ Lesbian

## **Pregnancy and Maternity**

Q13 Please let us know if you are either:

- ☐ Pregnant
- ☐ Nursing a baby under 12 months

## **Marriage and civil partnership**

Q14 Are you:

- ☐ Married
- ☐ In a same sex civil partnership
- ☐ Co-habiting
- ☐ Single

## **Refugees and asylum seekers**

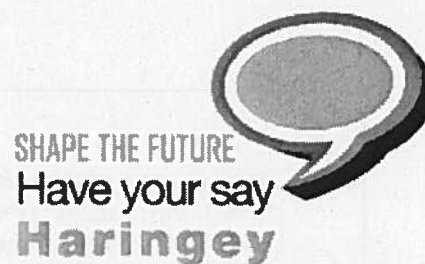
**Q15** Are you a:

- ☐ Refugee
- ☐ Asylum seeker

## **Language**

**Q16** Please tell us which language you speak

This booklet tells you about a proposal to expand Welbourne Primary School. For a copy in your own language, please tick the box, fill in the form and return to the Freepost address below.



**Creating additional school  
places at Welbourne Primary  
School**

**Public meeting**

Wednesday 18 January 2012 at 6pm

Welbourne Primary School, Stainby  
Road, N15 4EA

[www.haringey.gov.uk](http://www.haringey.gov.uk)



**Appendix 5 continued – Fliers for local residents and businesses – part 2**

Thank you to everyone who replied to the first stage of the consultation proposing the expansion of Welbourne Primary School. To find out more about the results of the consultation please visit [www.haringey.gov.uk/schoolexpansions](http://www.haringey.gov.uk/schoolexpansions) or call 020 8489 8356 for a newsletter to be posted to you.

**Following the first stage of the consultation we wish to formally propose to expand the school from its current two-form entry to three-form entry with effect from the September reception intake in 2013.**

On Monday 9 January 2012, we published statutory notices on the proposed expansion of Welbourne Primary School.

Publishing these notices started a formal consultation process lasting for four weeks, ending on Monday 6 February 2012.

More information can be found on our website - **[www.haringey.gov.uk/schoolexpansions](http://www.haringey.gov.uk/schoolexpansions)**

You can tell us your views by  
**Monday 6 February 2012** in the following ways:

- **By email** – [welbourneexpansion@haringey.gov.uk](mailto:welbourneexpansion@haringey.gov.uk)
- **By post** - Deputy Head of Admissions (Place Planning), Children and Young People's Service, 48 Station Road, Wood Green London N22 7TY
- **By attending the public meeting** - Wednesday 18 January 2012 at 6pm Welbourne Primary School, Stainby Road, N15 4EA.

If you have any queries please don't hesitate to contact us on 020 8489 8356 or [welbourneexpansion@haringey.gov.uk](mailto:welbourneexpansion@haringey.gov.uk)

**Appendix 6 – Pupil Level Annual School Census (PLASC) 2012 data  
for South Area Network primary schools**

School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Bruce Grove Primary	60	60	60	59	60	56	58	413
Coleraine Park JMI	51	57	59	53	56	60	48	384
Crowland JMI	60	52	54	55	57	37	53	368
Earlsmead JMI	59	59	60	59	60	54	45	396
Ferry Lane JMI	28	24	29	29	25	27	23	185
Mulberry	90	95	94	88	86	78	85	616
St. Ignatius RC JMI	58	52	58	50	57	50	46	371
Stamford Hill JMI	30	30	28	26	21	24	27	186
The Green JMI	30	28	32	29	28	24	23	194
Tiverton JMI	53	49	57	57	54	52	40	362
Welbourne JMI	77	60	60	60	59	54	53	423
<b>South East Tottenham Network Learning Community Total</b>	<b>596</b>	<b>566</b>	<b>591</b>	<b>565</b>	<b>563</b>	<b>516</b>	<b>501</b>	<b>3898</b>

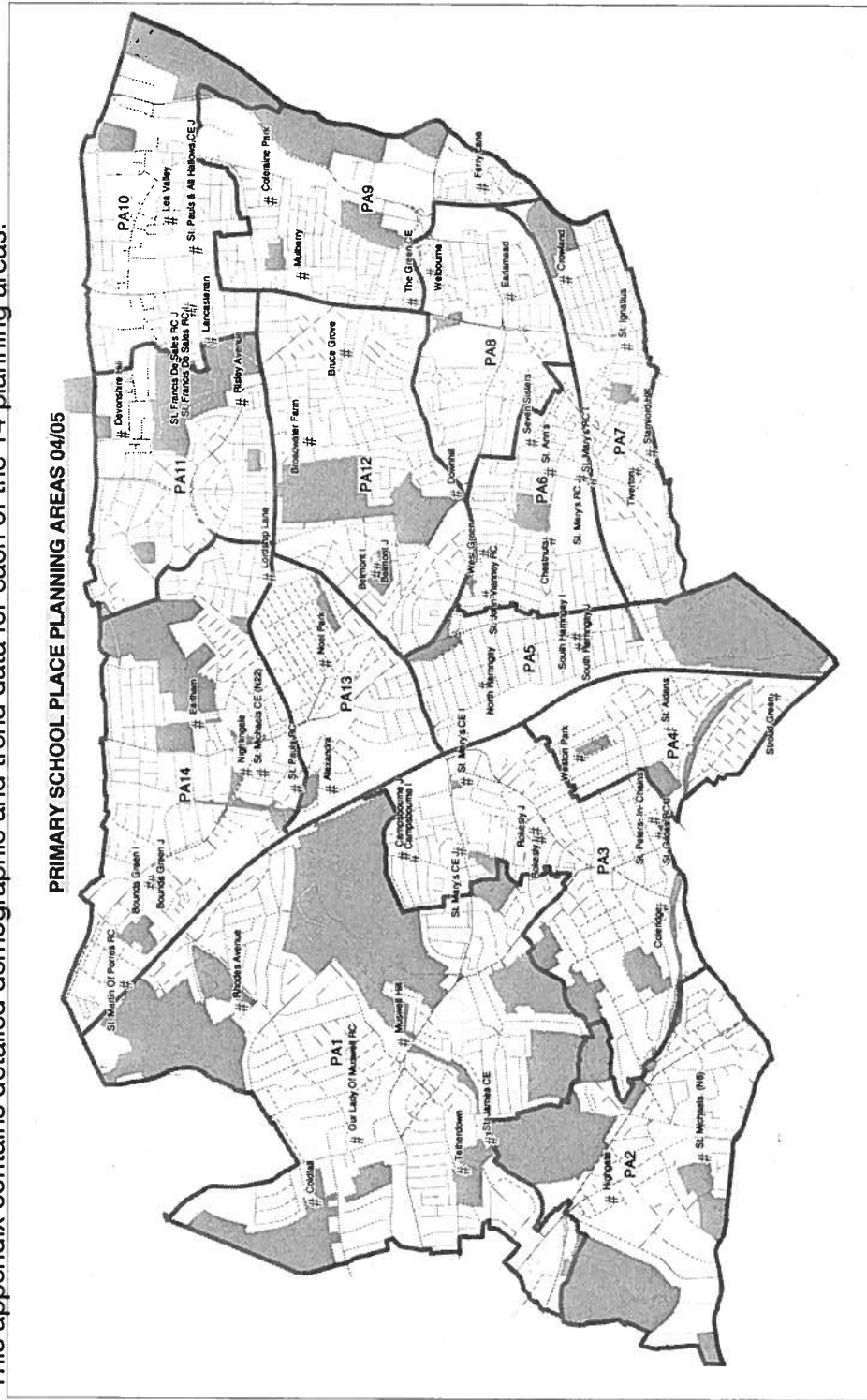
Source: January PLASC 2012

### Appendix 7 – GLA Projected Rolls

Intake year	Actual & projected births applicable for that cohort intake	Actual (1996-2010) & Projection (2011-2019) reception aged pupils	PAN figure	% of reception surplus
1996/97	3386	2919	3020	3.34%
1997/98	3397	2849	3020	5.66%
1998/99	3396	2835	3020	6.13%
1999/00	3372	2880	3050	5.57%
2000/01	3474	2943	3071	4.17%
2001/02	3635	2978	3050	2.36%
2002/03	3581	2849	3050	6.59%
2003/04	3652	2820	3080	8.44%
2004/05	3689	2840	3059	7.16%
2005/06	3777	2855	3089	7.58%
2006/07	3759	2899	3119	7.05%
2007/08	3844	2932	3083	4.90%
2008/09	4021	2983	3062	2.58%
2009/10	3943	3007	3071	2.08%
2010/11	4022	2,982	3041	1.94%
2011/12	4292	3,198	3101	-3.13%
2012/13	4337	3,210	3101	-3.51%
2013/14	4191	3183	3101	-2.64%
2014/15	4,281	3218	3101	-3.77%
2015/16	4,259	3246	3101	-4.68%
2016/17	4,250	3274	3101	-5.58%
2017/18	4,255	3310	3101	-6.74%
2018/19	4,266	3344	3101	-7.84%
2019/20	4,274	3337	3101	-7.61%
2020/21	4,283	3337	3101	-7.61%

Source: 2002-2012 PLASC counts and 2010 GLA Projections

To enable manageable analysis and planning, primary school roll data is provided in localities. Dating from the 2005, report the borough has been split into 14 planning areas. Each corresponds to one or more wards (the Greater London Demography system does not permit more than 14 areas). This appendix contains detailed demographic and trend data for each of the 14 planning areas.





## HARINGEY COUNCIL

### EQUALITY IMPACT ASSESSMENT FORM



**Haringey** Council

**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 the 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 following table sets out the timeline for the proposed expansion. The statutory process for school expansions includes two periods of public consultation. After the first round of consultation, Cabinet agreed to proceed to the second stage. Statutory notices were published in accordance with section 19(1) of the Education and Inspections Act 2006, outlining the Council's intention to make a prescribed alteration to Welbourne Primary School from 01 September 2013. The four week representation period ran from 9<sup>th</sup> January – 6<sup>th</sup> February and this EqlA has been updated following this period of further consultation. The final decision will be taken by Cabinet in March 2012 (stage 4 below).

Statutory Stage	Description	Date
1	Start of consultation	12 September 2011
	Public meetings	20 September 2011 from 3.30 – 4.30pm and repeated between 6 – 7pm
	End of consultation	2 November 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
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	March 2012

	months of the representation period finishing	
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 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
0-4	8.0%	8.0%
5-9	5.9%	6.1%
10-14	4.2%	5.2%
15-19	3.9%	4.8%
20-24	9.6%	8.6%
25-29	14.9%	12.9%
30-34	12.8%	11.4%
35-39	9.7%	8.9%
40-44	7.2%	7.3%
45-49	5.7%	6.3%
50-54	4.1%	4.8%
55-59	3.4%	3.7%
60-64	3.0%	3.3%
65-69	2.3%	2.5%
70-74	2.1%	2.2%
75-79	1.7%	1.8%
80-84	0.9%	1.2%
85-89	0.4%	0.7%
90+	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 over representation 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>
<b>F</b>	242	50.9%	10925	48.4%
<b>M</b>	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>
<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>5</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:

<sup>5</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)

**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)**

Increase barriers?	Reduce barriers? x	No change?
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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?*

### First phase of public 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 12 responses to the consultation, including responses from South East Tottenham Network Learning Community<sup>6</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.

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<sup>6</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.



Response	Welbourne Parents	Other respondents	All responses
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>

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.

#### Second phase of public consultation

Following Cabinet's decision to proceed to the second phase, statutory notices were published outlining the Council's intention to make a prescribed alteration to Welbourne Primary School from 1<sup>st</sup> September 2013. The statutory four-week period of representation ran from 9<sup>th</sup> January to 6<sup>th</sup> February 2012. One response was received, from South East Tottenham NLC, who resubmitted their response from the first phase (see above).

#### *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 the school leadership teams, governing body and other stakeholders throughout the process in order to achieve this. Most respondents to the consultation are in favour of the proposed expansion however 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.

Should Cabinet agree that the proposed expansion should go ahead, work will begin to develop detailed designs. 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 the school expansions consultation website page was updated advising that Cabinet had agreed the recommendation to proceed to publish statutory notices on the proposed expansion. Statutory notices explaining the intention to expand Welbourne Primary School to three forms of entry were published in local newspapers and at the school entrances on 9<sup>th</sup> January 2012. A final decision will be taken by Cabinet in March 2012, following which the website page will be updated and stakeholders informed of the outcome.

If Cabinet decides to proceed, the Council will begin discussions with the school and other stakeholders to decide how the expansion can best be delivered to meet the needs of the children, and to deliver the curriculum in the most effective way. As stated in 4b) above this will provide a further opportunity for stakeholders to influence the outcome - as will any planning application that is required as part of the works required to expand the school.

## **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

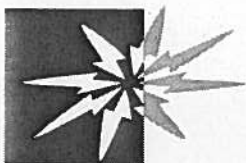
Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
Children attending Welbourne are aged 2-10 however parents/carers and local residents of various ages may be impacted	No issues identified	Welbourne has a higher proportion 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.

Issue	Action required	Lead person	Timescale	Resource implications
	Review EqIA following second period of public consultation and update as needed. – <b>completed</b>	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: 1<sup>st</sup> December 2011 and updated 21<sup>st</sup> February 2012

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

Name: Arleen Brown

Designation: Senior Policy Officer

Signature: *A. J. Brown*

Date: 1<sup>st</sup> December 2011 & 23<sup>rd</sup> February 2012

**Sign off by Directorate Management Team:**

Name:

Designation:

Signature:

Date:

