



Haringey Council

Report for:	Cabinet 10 July 2012	Item Number:	
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Title:	Proposals to expand Belmont Infant School and Belmont Junior School from two to three forms of entry, to take effect from September 2013 at Belmont Infant School and September 2016 at Belmont Junior School
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Report Authorised by:	<i>Libby Blake</i> Libby Blake Director, CYPS
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Ward(s) affected: primarily the ward within which Belmont Infant School and Belmont Junior School are located –West Green ward and also wards surrounding West Green.	Report for Key Decision
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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 and Belmont Junior School from their current two forms of entry to three forms of entry. The proposed expansions were to address the place planning implications of a rising birth rate and a rising demand for reception places in the borough. Any expansion was planned to take place effect with the first additional reception class starting at Belmont Infants School in September 2013. It was proposed that the expansion would grow incrementally so that each year one additional form of entry would be added. By September 2015 Belmont Infant School would have three forms of entry in every year group. The expansion would then continue through the Junior School so that by September 2019 the Junior School would have 3 forms of entry in every year group.
 - 1.2 Consultations on the proposed expansions were 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. The Cabinet report dated 20 December 2011 detailed in full the feedback received as a result of the consultations, together with further analysis on why additional reception school places continue to be required in the borough. The December Cabinet report recommended that the consultations on the expansion of the two 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 and Belmont Junior School. These notices were published in accordance with the Department for Education (DfE) guidance Expanding a Maintained Mainstreamed School by

- 1.4 At that Cabinet meeting of 20 March 2012 members agreed to the withdrawal of the notices to allow a further period of consultation to take place with indicative drawings to show how any expansions of the schools might take place. Following the Cabinet meeting the statutory notices issued in respect of Belmont Infant School and Belmont Junior School were formally withdrawn in accordance with paragraph 4.80 of the above guidance (Expanding a Mainstreamed School by Enlargement or Adding a Sixth Form).
- 1.5 A further period of consultation, including the reissuing of statutory notices was carried out in respect of Belmont Infant School and Belmont Junior School for the statutory four week period running from 4 May to the 1 June. Further consultation was carried out as a result of strong opposition to the proposed expansions from the school communities at Belmont Infant School and Belmont Junior School, as well as concern from The Vale (a special school catering for children with physical disabilities and associated special educational needs which is colocated at the schools) at how the impact of any expansions might impact on Vale pupils. This report provides feedback from the further period of consultation and the publication of statutory notices on the two Belmont Schools.
- 1.6 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 1 August 2012 i.e. two months from the end of the consultation period – 1 June 2012) or the Schools Adjudicator where a decision has not been taken within the prescribed two months.
- 1.7 This report sets out the responses to the publication of statutory notices and four week (statutory) public consultation on the proposed expansion of Belmont Infant School and Belmont Junior 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 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. It also updates on possible free school provision for September 2013.
- 1.8 The report will recommend that the expansions of Belmont Infant School and Belmont Junior School from two (58/60 pupils per cohort) to three (84/90 pupils per cohort) forms of entry is agreed. The proposal is that the first 3-form reception entry would start in the Infant School in September 2013 and 84 reception places would be offered in subsequent years. Across both schools we would have provided a total of 612 places by 2019 should the proposal be approved and implemented. The Infant school currently provides 168 places and the Junior School currently provides places for 240 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 the Infant School.

2. Cabinet Member introduction

- 2.1 We have a statutory duty to ensure that all of our children of school age have a place at a school. At primary level we want to secure local places for children so that their journey to school is not far and so that our communities are sustainable.
- 2.2 We have listened to parents and staff at the school who have set out very clearly that they do not want the schools to expand for a wide variety of reasons. Councillors, including the Leader of the Council, have visited the schools on several occasions and have heard these views.
- 2.3 I must balance these views against families in the area who will need a place at the schools in the coming years and who, without expansion of the schools, will be without a local school

place. I support the expansion of the schools and the benefits that it will bring to both existing and future pupils.

3. Recommendations

Members are asked to:

- 3.1 Note the feedback from the statutory notice consultation carried out between May and June 2012 for Belmont Infant School and Belmont Junior School.
- 3.2 Note the analysis of other factors including the provision of and demand for reception places across Haringey and, in particular, in and around West Green ward.
- 3.3 'Having considered the findings of the consultation and the Equality Impact Assessment, attached at Appendix 9, agree the recommendation without modification (in line with para. 4.74 of the DfE guidance) that Belmont Infant and Belmont Junior Schools are expanded from 2 forms of entry (56/60 places) to 3 forms of entry (84/90 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. Please also note paragraph 4.77 of the guidance which states that 'all decisions must give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision' which needs to be highlighted.
- 3.4 Note that the approved Capital Programme for 2013-2015 includes indicative budgetary provision of £2.2 million for the expansion of the two schools 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 therefore the absolute cost of the project cannot be determined.
- 3.5 Note that the design of how the additional form of entry will be delivered on site has not been finalised and will be the subject of further consultation with the school community, including its Senior Leadership Team (SLT) and Governors.

Other Options considered

- 3.6 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. As demand for school places is spread across the borough it was not considered by the Pupil Place Steering Group that one new school in one location could effectively address the shortage of school places.
- 3.7 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, as well as a further report presented to Cabinet in March 2012.
- 3.8 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 or new school provision were considered at the time of writing this report.

Background information

Demand for reception places

- 3.9 The annual School Place Planning Report 2011 (agreed by Cabinet in July 2011) outlined 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 1.6% 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. As of March 2011 the borough had 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 546 late applications received i.e. received after the national closing date for applications for reception places of 15 January 2011. At that time this figure represented the highest demand for reception places on record in the borough.
- 3.10 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 3163. This represents an increase of 211 on time applications when compared with the same period last year (an increase equivalent to seven reception classes). Full details of the applications to Haringey primary schools are set out in Appendix 1 to this report.
- 3.11 In addition to the 3163 on-time applications we have (as of 11 June 2012) received a further 236 late applications for September 2012 reception entry, making a total of 3399 applications for the 3170 places that are currently available. This means that we have 229 fewer places than we require for September 2012. How this shortfall will be addressed is set out in report also before you for consideration tonight – the annual School Place Planning Report 2012.
- 3.12 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 an additional 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), two further bulge classes were provided (to open in January 2012) at Welbourne Primary School and at South Haringay Infant School to ensure that every child had a school place.
- 3.13 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 and a further bulge at The Triangle Children's Centre.
- 3.14 We are now giving consideration to the provision of additional reception places for 2012. Based on the above figures we know that we will have to provide bulge classes to meet the demand for reception places. This demand has already exceeded demand that we saw in 2011/12.

Birth rates in the borough and local to Belmont Infant and Junior Schools

- 3.15** 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 provides us with 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 cohort 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 live 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.
- 3.16** We know that between birth and school some families will chose to move out of the borough. We currently project that approximately 24% 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.
- 3.17** On a ward by ward basis, the births for West Green ward, where Belmont Infant and Junior schools are situated, are up by 30 births in the one year between 2008/9 and 2009/10 (rising from 199 to 229) (see Appendix 2). These children will enter Reception in the year 2013/14 and 2014/15 respectively.
- 3.18** The January 2012 PLASC¹ data for Belmont Infant and Junior schools shows the following pupils currently on their rolls:

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
58	59	55	56	49	52	48

- 3.19** This data shows that Foundation and KS1 cohorts are almost full, whilst known borough wide lower cohorts in KS2 are currently working their way out of the Junior school.

We have also looked at mobility in the Junior school and see that over the last four years the school has gained as well as lost pupils. In some years pupil mobility (the term used to describe a pupil entering or leaving the school at a point other than the first day of reception or the last day of Year 6) has been offset when the number of in-year pupils lost has been the same as the number of in-year pupils gained. We have also found that the majority of pupils leaving Belmont Junior School transfer located across different areas of Haringey and beyond. Both Belmont Infant and Belmont Junior schools have lower levels of pupil mobility than comparable schools close to them, and this is despite the fact that the schools are located in a planning area with higher levels of temporary accommodation units and where you might expect that pupil mobility would be higher.

We also know that Belmont Infant School and Belmont Primary School are well led and well managed schools and that the senior leadership teams (SLT) are capable of carrying the expansions forward. Both schools at the last Ofsted inspections were determined as outstanding.

¹ PLASC – Pupil Level Annual School Census

School Roll Projections

- 3.20 The latest available school roll projections from the GLA for 2012/13 show that we expect 3210 reception pupils for 2012/13. As outlined above, while we are still receiving applications for in-year admission to our reception classes for 2012, the latest known total number of applications for reception places in the borough for 2012/13 stands at 3163 confirmed on time applications. When including late applications (as of June 2012) for September 2012 entry, this figure rises to 3399. Whilst we acknowledge that some of these applicants may have expressed preferences for out of borough schools, our neighbouring boroughs have reported similar pressures for reception places. We anticipate that we will have to accommodate many of these late applications which already exceed the GLA projection for 2012/13.
- 3.21 The GLA projections for 2013/14 show a moderate decline in reception aged pupils from their projection for 2012/13. A decline in the number of actual births from 4337 in 2007/08 to 4191 in 2008/09 (corresponding intake year 2012/13 and 2013/14 respectively) is a contributory factor. We have examined the projections by planning area and have concluded that these must be viewed with some caution.
- 3.22 The roll projections for 4 year olds are calculated using the catchment method. With the weightings selected, this method takes into account the most recent year of roll data only. A ratio is calculated of pupils on roll in January 2012 to the estimated population of children aged 4 on 31st August 2011. This ratio is applied to the projected population of children aged 4 to project the rolls forward. In planning areas, where there is little or no projected change in children aged 4, typically those with little new development and stable birth rates, the end result tends to be a flat trend. However, the projections do not fully account for demand from residents of other planning areas and with large developments planned in planning areas 8 (Tottenham Green), 9 (Tottenham Hale) and 13 (Noel Park), there is a very strong likelihood that some of these families may seek school places in surrounding wards.

Free Schools

- 3.23 Back in March 2012 we reported 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. At the time of the writing of the March Cabinet report, E-Act had still not secured a site for their free school although they remained committed to the Tottenham area of the borough, and had been exploring sites in and around Northumberland Park ward. I can now confirm that E-Act has confirmed that they are to locate in a site at the former Cannon Rubber Factory on Tottenham High Road N17. This site is located on the border with the London Borough of Enfield. As the 60 additional places are being provided in Northumberland Park ward we know that these places will meet the local need, rather than the demand for school places that has been identified in West Green ward. Further, the close proximity of E-Act's free school to Enfield means that some of the children who enter the school under its admissions criteria will be Enfield children. The reality, therefore, is that while the provision of free school places is likely to have some positive impact on the demand for places in our borough, it will not address identified unmet demand to a level where no additional places are required.
- 3.24 The deadline for groups to submit applications to the Department for Education (DfE) to open free schools in September 2013 was in February 2012. To date, whilst no free school provider has formally approached the Council to confirm that they have submitted an application, representatives of the Harris Federation have referred to their intentions to do this through the current academy consultation processes. We are aware that the Harris Federation, in partnership with the Academy of Entrepreneurship and Sporting Excellence (AESE), has set out their plans to open a through school (ages 4 – 19) in our borough from September 2013. They would provide a 2fe primary school, a 6fe secondary school and a 2fe sixth form. Further information can be found on the Harris Federation website at

<http://www.harrisfederation.org.uk/150/proposed-free-school-in-tottenham> . 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

- 3.25 Consultation on the proposed expansion of Belmont Infant and Belmont Junior Schools from two to three forms of entry took place between 4 May and 2012 and 1 June 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 as taking place:
- Written notification (via email) to the London Diocesan Board (Anglican) and Diocese of Westminster (Catholic), the governing bodies of Belmont Infant and Belmont Junior Schools, 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 as well as 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.
- 3.26 Two public meetings were held at the schools – one on the evening of Thursday 17 May 2012, and one on the afternoon of Friday 18 May 2012. The public meetings included a question and answer session hosted by Cllr Claire Kober, leader of the Council and by Cllr Lorna Reith, Lead member for Children and Young People's Service (at the time of the meeting). The meetings were also attended by officers from Admissions and School organisation (place planning), Property Services and Finance.
- 3.27 In response to the consultation 41 objections were received as well as a petition objecting to the proposals and containing 449 signatures. **A detailed summary of the consultation responses is included at Appendix 3 to this report.**
- 3.28 Key questions and objections have come up against the expansion of Belmont Infant and Junior schools across all three public rounds of consultation. These include (but are not limited to) concerns about:
- the impact of the expansion on the performance, school ethos and well being of the children,
 - the impact on children with SEN,
 - the impact on neighbouring schools, the impact of the building work and enlarged school on neighbouring properties and streets,
 - internal and external space provision for a 3fe school
 - an insufficient budget to expand the school to a high standard and a budget that does not correspond with budgets for other similar expansions in the borough,
 - the belief there is surplus capacity at other local schools that should be used
 - the fact objectors do not believe there are a shortage of places in this planning area
 - the financial viability concern if the school does not fill at 3fe
 - the school and the local community do not support the proposals
 - use the PDC for school provision.

- 3.29 A comprehensive list of answers to the questions and objections raised has previously been compiled and published on the Council's website at www.haringey.gov/schoolexpansions. Copies of the issues raised and the responses given are also included at Appendix 10.
- 3.30 However, in addition to the questions already raised, further questions have been raised in respect of 1) the use of part of Belmont Recreation Ground as open space for the school to ease pressure on playtime and sports activities, 2) why a new school cannot be built, 3) use of the PDC as a school 4) why was Broad Water Farm Primary SCHOOL (now The Willow) reduced from three to two forms of entry. The responses to these additional questions are set out below.
- 3.31 **Use of part of Belmont Recreation Ground** – Belmont Recreation Ground is designated as Significant Local Open Land (SLOL) in the Council's current land use for the borough – the Unitary Development Plan. This designation is carried over into the draft Core Strategy which is currently the subject of an Examination in Public. Once adopted by the Council the Core Strategy will replace the UDP as the spatial plan for the borough. In common with almost all London boroughs, Haringey has a deficiency in public open space. Open space plays an important part in the lives of our borough's residents: not only does it meet recreational needs but it also contributes to the landscape and nature conservation value of the borough. It is essential for everyone's well-being that there should be green 'lungs' in urban areas. Policies contained in the Council's UDP and the emerging Core Strategy seek to protect the open space in the borough that we have and add to it where possible to ensure adequate provision for the growing population that we have in our borough. These policies are underpinned by regional policy set out in the London Plan 2011 which seeks to protect open space in London. The use of part of Belmont Recreation Ground would reduce the open space available for the use of local people in an area where there is already open space deficiency. The need to provide school places must be balanced against the need to provide sufficient good quality open space within the borough for recreational purposes.
- 3.32 **Why can a new school not be built** – The Local Authority must identify a need for a new school and the presumption is an academy / Free School.

Statutory requirements under section 14 of the Education Act 1996 mean that local authorities, in their role as commissioners, must plan and secure sufficient schools for their area. Where a local authority identifies the need to establish a new school, new section 6A of Education and Inspections Act 2006 (EIA) places the authority under a duty to seek proposals to establish an academy/Free School and to specify a date by which proposals must be submitted.

Once the specified date for the proposals has passed, the local authority are required to send the Secretary of State a notification setting out the steps the authority has taken to seek proposals for an academy/Free School, copies of all proposals, an assessment of the proposals and confirmation on funding the setting up of the school.

If the Secretary of State is satisfied there is no suitable academy/Free School proposal, the Secretary of State will indicate to the local authority that a competition can be held to establish a new school.

The local authority must follow the statutory process set out the EIA 2006 where consent to hold a competition is given. Important changes mean that

- Local authorities can no longer submit their own community or foundation school proposals in a competition.
- the Secretary of State may direct a local authority to withdraw a competition notice at any time before the date specified for the return of proposals or, a local authority may withdraw a competition notice with the Secretary of State's consent. This allows a competition to be ended where circumstances have changed e.g. where the new

school is no longer needed or an alternative option is found, such as the enlargement of one or more existing schools instead.

Academy/Free School proposals and proposals for foundation by proposers can be submitted into the competition by the deadline specified in the first notice.

- If an academy/Free School proposal is not considered suitable, or no academy/Free School proposal is received, the competition continues and it is for the local authority to decide which maintained school proposal should succeed.
- Where a competition does not identify a suitable academy/Free School or maintained school, the local authority may publish its own community or foundation school proposal under amended section 11 of EIA 2006; the Schools Adjudicator will be the decision maker in such cases.

3.32 Use of the PDC as a school – the PDC (Professional Development Centre on Downhills Park Road) is currently occupied by staff and is a working building. It also currently provides a base for training facilities for teaching staff and for governors in the borough.

3.33 Why was Broadwater Farm Primary reduced in capacity? - The PAN at Broad Water Farm Primary School (BWF) – now called The Willow - was expanded in September 1998 to 81 in response to perceived local demand. The additional places proved difficult to fill as the demand was not geographically compatible with the school. Discussions began in September 2007 to reduce the PAN back to its previous level of 60. This was undertaken in parallel with the early stages design work for the Inclusive Learning Campus. Prior to this date the school had been informally operating at 2FE, with capacity to meet unmet demand in the area if required. In addition to difficulty in filling the school beyond the PAN of 60 there was also the consideration of the potential impact on the school of retaining an unachievable PAN coupled with the strain that would be caused by the creation of a fully inclusive campus. For this reason the PAN was formally reverted to 60 and the design agreed to provide a 2FE primary school and 100 place SEN school on the site.

3.34 The authority listened to views expressed at the public meetings and exhibitions that were held as part of the consultations to expand the schools. We also considered the letters and emails of objection that were submitted in response to the consultations. However, on balance, the objections were weighed against the need to provide additional school places in Haringey generally and more locally in West Green ward.

Current Position in other boroughs

3.35 We recently met with colleagues in neighbouring boroughs to discuss demand for school places in their boroughs. Pertinent to the possible expansion of Belmont Infant and Junior Schools is demand in Enfield as this borough has a borough boundary close to this school (within a mile). Enfield is also seeing a very high demand for school places and is planning for additional places in the form of expansions and bulges to meet this increasing demand.

Conclusion

3.36 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 alone². 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 2010³.

² Source: Office for National Statistics

³ Source: The Guardian 13 July 2011

- 3.37 Our last known projections from the GLA (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. The latest projections from the GLA reflect this upward trend.
- 3.38 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 2011/12 academic year.
- 3.39 The location of the free school to be provided by E-Act that will provide an additional 60 reception places in 2012 is now known to be in Northumberland Park ward in Tottenham – not near enough to West Green ward and to Belmont Infant School and Belmont Junior School to make any significant impact on local demand for school places.
- 3.40 We have looked very carefully at the objections that we have received in respect of the proposals and have balanced these against the other evidence that we have on birth rates, school rolls, admissions data and surplus capacity.
- 3.41 On balance we are of the opinion that the expansions of Belmont Infant School should proceed with effect from September 2013 (with the expansion of Belmont Junior school to follow from 2016) and provide additional places in the area local to the Belmont schools to ensure that we are able to provide sufficient school places.
- 3.42 We have listened to the views that have been expressed and while we acknowledge that the expansion will bring challenges to the schools, we are confident that the schools and their senior leadership teams are very able to meet these challenges and ensure that Belmont Infant and Junior schools succeed as three form entry schools. 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 places at 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 capital programme contains provision of £2.2m for the expansion works proposed at Belmont Infant & Junior Schools as indicated in the table below:

Name of Capital Scheme	Budget 2012/13	Indicative Budget 2013/14	Indicative Budget 2014/15	Total
	£000	£000	£000	£000
Belmont - Primary Expansion	670	1,090	455	2,215

- 4.3 At this early stage, the exact cost of the project is unknown and there is a risk that as the design is developed there may be a pressure on this budget.
- 4.4 The project will be funded from DfE's Schools Capital allocations although it should be noted that allocations for 2013/14 onwards have not yet been announced and the indicative budgets are therefore based on assumed levels of funding.

- 4.5 There is a risk that if future DfE allocations are less than assumed, the Council may be required to allocate alternative capital resources to complete the project.

Revenue

- 4.6 Revenue funding for schools is provided through the ring-fenced Dedicated Schools Grant (DSG) and is allocated to individual schools through a funding formula. In future the DSG will be based on pupil censuses in the October preceding the financial year. LAs therefore do not receive funding for pupils starting in September until the following financial year.
- 4.7 The DfE have consulted on major changes to the schools funding methodology. The outcome of the consultation is not yet known but the changes it will be implemented in April 2013.
- 4.8 The current arrangements allow Local Authorities (LAs) the flexibility to have factors within their formulas to support expanding schools; however, these will be removed in the proposed changes. A contingency to support expanding schools is allowed but this would need the agreement of Haringey's Schools Forum to 'de-delegate' the sum required.
- 4.9 The proposed changes are likely to delegate a greater proportion of funds through pupil-led factors and will therefore tend to favour larger schools.
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 Section 14 of the Education Act 1996 states that a local authority shall secure that sufficient schools for providing primary and secondary education are available in the authority's area with particular regard to the need to secure special educational provision.
- 5.3 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.
- 5.4 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.
- 5.5 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 authority must also have due regard to that guidance when considering or determining proposals and making decisions on matters of implementation. The guidance is attached at Appendix 11 to this report.
- 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. 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
 (c) 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 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, attached at Appendix 11 to this report, 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, that the statutory consultation was carried out and whether the proposals are related to other published proposals. Attention is drawn to paragraphs 4.17 to 4.24 which provide guidance in relation to the effect on standards and school improvement, 4.27 in relation to equal opportunity issues, 4.28 to 4.36 the need for places, 4.57 to 4.65 funding and land and 4.66 to 4.67 special educational needs. Attention is also drawn to paragraph 4.77 which states that all

decisions must give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision. Appeals against the decision made by the authority may be made to the Schools Adjudicator.

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 3.24 to 3.26 of the report. Attention is drawn to paragraph 4.73 of the guidance which states 'The decision maker should not simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the decision maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.' Further information in relation to the consultation is provided in the Equality Impact Assessment at Appendix 9.

5.18 Due regard must also be had to the authority's public sector equality duty before a final decision is reached taking into account the Equality Impact Assessment attached at Appendix 9. Members are also referred in particular to the summary on page 37, the actions set out on page 41 and also section 4b) on page 48. Details of the public sector equality duty under the Equality Act 2010 and to which the authority must have due regard are 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 Belmont Infant and Belmont Junior Schools 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 May and June 2012. A copy of the updated EqIA is included at Appendix 9 to this report.

6.3 The EqIA for the Schools shows that, when compared to the Haringey school population, the Belmont schools have a higher proportion of pupils of Asian and Mixed ethnicities, and children with statements of SEN. It also showed that, when compared to the Haringey borough profile, West Green ward has a higher proportion of residents of Asian, Black, and White Other ethnicities, and of Hindu and Muslim residents.

7. Policy Implication

7.1 The proposed expansions of Belmont Infant School and Belmont Junior School have been recommended following carefully 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 these schools 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 Belmont Infant and Belmont Junior schools

Appendix 4* – Consultation document

Appendix 5* Fliers for local residents and businesses

Appendix 6* PLASC data for schools surrounding planning area 12

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 Belmont Infant and Belmont Junior schools

Appendix 10* Q and As on Belmont Infant and Junior Schools

Appendix 11* – Expanding a mainstreamed school by enlargement or adding a sixth form

Appendix 12* – The Public Sector Equality Duty

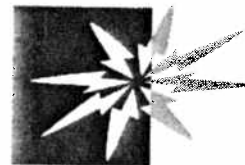
* Those appendices that are asterisked are not attached to this report but are available to view in hard copy or electronically by request.

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.

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 Belmont Infant and Junior Schools - Consultation on a possible school expansion

Lead Officer (author of the proposal): Jenny Duxbury

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

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

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

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

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

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

All of the schools within West Green ward and the adjoining Bruce Grove ward are popular, successful and oversubscribed schools. In 2010/11 the total percentage of unfilled places at reception level for all schools across these two wards was 1.7% with only 4 reception places vacant out of a possible 236 places. We know that if we do not provide additional places in the local area we are likely to run out of places to offer all of those children who need one. Also, having so few spare reception places is likely to mean fewer parents will be offered a place at their preferred local school. On the 4 April 2012 ('offer day' for primary places) a total of 239 families had listed Belmont Infant School as one of their preferred schools. Of these 239, 107 families had put Belmont Infant School as their first place preference – the school they would most like to go to.

Across the borough there are almost no vacant reception places and our birth data tells us that the demand for places is going continue to increase, a pattern that we have seen for several years. We have a statutory duty to provide a school place to every child of school age who lives in the borough.

The annual School Place Planning Report, available to view at www.haringey.gov.uk/schoolplaceplanning, 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.

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

If proposal to expand Belmont Infant and Junior Schools to 3 forms of entry is implemented, the first 3 form reception entry at Belmont Infant School would start in September 2013 and 84 places would be offered in subsequent years. The school would eventually provide for 588 Reception to year 6 children by 2019. Belmont Junior School would also, in time, expand to accommodate the 3 forms of entry coming up from the Infant School. The first year group of 90 children would enter the Junior School in 2016 as they move from Year 2 to Year 3.

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

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

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

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

The table below sets out the timeline for the proposed expansion. The statutory process for school expansions includes two periods of public consultation. Following the initial consultation, Cabinet agreed to proceed to stage 2. Statutory notices were published in accordance with section 19(1) of the Education and Inspections Act 2006 outlining the Councils intention to make a prescribed alteration to Belmont Infant and Junior Schools from 01 September 2013. Following the publication of the statutory notice, a four week representation period was undertaken 9th January – 6th February. Feedback from both of those consultations was very clear: the school community was strongly opposed to the expansion of either of the schools. To respond to concerns, the council's Cabinet agreed in March 2012 to carry out further consultation with the schools and their communities on the proposed expansions of the schools, and would include providing more information about how the expansions might be delivered. On 4 May 2012 the Council issued two further statutory notices setting out the intention to expand Belmont Infant School and Belmont Junior School. These notices marked the start of a further 4 week consultation period to seek the views of parents, carers, staff, governors and other members of the wider community. This period of further statutory consultation ended on 1st June and this EqIA has been updated to reflect the consultation responses received. The final decision will be taken by the Cabinet (stage 6 below).

Statutory Stage	Description	Date	
1	Start of consultation	12 September 2011	First round of public

	Public meetings	20 September 2011 from 3.30 – 4.30pm and repeated between 6 – 7pm	consultation
	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	These dates are provisional and this timetable may be delayed if the DfE do not make an announcement on the 1 October 2011 about free school provision in the borough
3	Representation – a further four week opportunity to express views on the proposals.	January – February 2012	
4	Decision – the Council's Cabinet make a decision on whether the expansion should go ahead, having considered all of the relevant information. This stage has to be completed within two months of the representation period finishing. The decision taken was to carry out a further consultation period and provide more information about how the expansions might be delivered.	March 2012	
2	The reissuing of publication of a statutory notice setting out the final proposal	May 2012	
3	Representation – a further four week opportunity to express views on the proposals.	May-June 2012	A further period of statutory consultation was agreed by Cabinet in March 2012
4	Decision - the Council's Cabinet make a decision on whether the expansion should go ahead, having considered all of the relevant information	10 July 2012	
	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

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

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

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

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

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

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

Age

School Profile

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

Age Category	Belmont Infant and Junior	Haringey School Population
	%	%
2	0.0%	1.4%
3	12.1%	10.7%
4	13.8%	13.2%
5	13.1%	13.2%

6	13.3%	13.3%
7	12.6%	12.8%
8	12.1%	12.0%
9	10.7%	11.6%
10	12.4%	11.7%
11	0.0%	0.0%
Grand Total	100.0%	100.0%

Ward Profile

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

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

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

Disability

School Profile

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

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

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

No Ward level data for Disability is available.

Race

School Profile

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

Ethnicity Haringey Groupings	Belmont Infant and Junior		Haringey School Population	
	No.	%	No.	%
Asian Bangladeshi	30	7.0%	632	2.8%
Asian Indian	19	4.4%	249	1.1%
Asian Other	5	1.2%	349	1.5%
Asian Pakistani	23	5.4%	211	0.9%
Asian TOTAL	77	17.9%	1441	6.4%
Black Caribbean	25	5.8%	2419	10.7%
Black Other	4	0.9%	377	1.7%
Black African	5	1.2%	1120	5.0%
Black Congolese	3	0.7%	437	1.9%
Black Ghanaian	2	0.5%	819	3.6%
Black Nigerian	1	0.2%	523	2.3%
Black Somali	10	2.3%	1073	4.8%
Black TOTAL	50	11.7%	6768	30.0%
Mixed Other	41	9.6%	841	3.7%
Mixed White African	11	2.6%	298	1.3%
Mixed White Asian	10	2.3%	331	1.5%
Mixed White Caribbean	16	3.7%	714	3.2%
Mixed TOTAL	78	18.2%	2184	9.7%
Other	8	1.9%	620	2.7%
Other Kurdish	12	2.8%	402	1.8%
Other Latin American	2	0.5%	353	1.6%
Other Vietnamese	3	0.7%	119	0.5%
Other Chinese	9	2.1%	188	0.8%
Other TOTAL	34	7.9%	1682	7.5%
White British	71	16.6%	4377	19.4%
White TOTAL	71	16.6%	4377	19.4%
White Albanian	2	0.5%	249	1.1%
White Greek Cypriot	0	0.0%	109	0.5%

White Gypsy/Roma	0	0.0%	165	0.7%
White Irish	4	0.9%	251	1.1%
White Irish Traveller	1	0.2%	67	0.3%
White Kosovan	6	1.4%	226	1.0%
White Other	69	16.1%	2592	11.5%
White Turkish	22	5.1%	1626	7.2%
White Turkish Cypriot	9	2.1%	107	0.5%
White Other TOTAL	113	26.3%	5392	23.9%
Refused/Not obtained	6	1.4%	727	3.2%
Grand Total	429	100.0%	22571	100.0%

School population by ethnicity (Jan 2011)

Ward Profile

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

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

Ward and borough population by ethnicity (2001 census)

Sex

School profile

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

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

School population by gender (Jan 2011)

Ward Profile

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

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

Religion or Belief

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

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

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

Other equalities strands

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

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

In summary:

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

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

Factors that determine the equalities profile of a local population could include things such as property prices, the type of housing available, local amenities, employment opportunities, and historical connections of groups to particular areas. The equalities strands also impact on each other – for example, the number of children people have (which affects the age profile of an area) varies by ethnicity⁴.

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

Haringey School Admissions Criteria

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

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

⁴ 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

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? <input checked="" type="checkbox"/>	No change?
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Comment

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

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

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

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

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

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

Of the 127 responses to the first consultation, 83 came from parents and carers of children currently attending Belmont Infant and Junior schools, indicating, as would be expected, that this is the group that is most interested in whether or not the expansion goes ahead.

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

- Working with the school leadership team and governing body to develop plans for the additional capacity that meet the needs of the school and enable educational standards to be maintained or enhanced

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

Step 4 - Consult on the proposal

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

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

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

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

- parents and carers, both at Belmont Infant and Junior schools and at other local schools
- Local MPs
- Adjoining boroughs
- All Head teachers 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 127 responses to the consultation, including responses from the Governing Body of the Vale, the Governing Body of Downhills Primary School and the Diocese of London Board for Schools. A petition with 111 signatures was also received. The table below shows the numbers of respondents for and against the proposal.

Response	Belmont Parents	Other respondents	All responses
Objections	68	33	100
Supporters	14	5	19
Neither support nor do not support	2	1	3
Don't know/ didn't express view	0	5	5
Total	83	44	127

The fact that 83 of the 127 respondents came from parents of children currently attending Belmont indicates, as would be expected, that this is the group that is most interested in whether or not the expansion goes ahead. However, it should be noted that the total school population is 426, meaning that the majority of parents and carers did not respond to the consultation.

Overall, 78% of respondents are not in favour of the proposed expansion. Support for the expansion is stronger amongst parents of children currently attending Belmont, with 18% in favour, than amongst other respondents, where 12% are in favour.

The main points made in objection to the proposal were:

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

The main points made in favour were:

- The importance of allowing children school places close to their homes
- That a larger school would allow more children to benefit from an excellent school
- A disagreement with any plans for a free school in the area as it will divide the community and will be disadvantageous for children from poorer backgrounds
- Belmont provides a wonderful ethos based on fairness and diversity and it would be terrible if other young children in the area were not given the opportunity to be part of this.

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

Governing Body of Downhills Primary School:

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

The Vale Governing Body:

- During the "feasibility" studies, there was no discussion with Headteacher of Vale or staff representatives about the needs of the Vale students and the potential impact on the partnership prior to the consultation.
- The consultation document did not mention the school as a stakeholder.
- If expansions were to proceed, the issue of space for small groups and separate spaces for therapy work and medical intervention would have to be considered.
- An expansion would mean building upwards or on play space. Both of these scenarios have an impact on accessibility for the Vale pupils.
- The vale pupils have physical disability affecting mobility and spatial/perceptual awareness. They are either wheelchair users or have walking aids to move independently and require more space than the average mainstream child.
- A smaller playground with more children is potentially dangerous for the Vale pupils.

- Parking facilities are currently not suitable and requires carefully management to ensure safety for all members of the school community. Further pupils will exacerbate the current situation, adding to the existing risks, both within the car park and in the streets outside the school.
- The Vale building includes a demountable class, especially designed to meet the needs of physically disabled pupils, providing access to the mainstream school. Any further construction would need to consider this.
- Levels of funding available for the Inclusive Learning Campus and Rokesly (examples of successful change) are unlikely to be replicated for this proposed expansion and may not be sufficient to generate a positive impact.

London Diocese Board for schools:

- “We would agree this should expand.”

Following the initial consultation, Cabinet agreed to proceed to stage 2. Statutory notices were published in accordance with section 19(1) of the Education and Inspections Act 2006 outlining the Councils intention to make a prescribed alteration to Belmont Infant and Junior Schools from 01 September 2013. Following the publication of the statutory notice, a statutory four week representation period was undertaken between 9th January – 6th February which gave all stakeholders a further opportunity to express views on the proposals.

Feedback from both of these consultations was very clear: the school community was strongly opposed to the expansion of either of the schools. In summary, the grounds of opposition to the proposed expansions raised during the first and second period of consultation included, but were not limited to;

- Disruption to school life and pupils during construction works;
- The impact of a larger school on the quality and standard of the children’s education;
- The unique sense of community that a two form entry school has, and which is evident in both schools, will be lost as part of the expansion;
- There will be a negative impact on surrounding schools as a result of the expansions
- Other schools are being reduced in terms of intake, but it would make economic sense to retain their annual intake number and even increase it;
- An expansion to three forms of entry will mean the loss of the small schools grant and so the school will lose out financially;
- A new school should be built locally to accommodate increasing demand;
- The impact of the expansion on the relationship with The Vale Special School and its pupils has not been fully considered;
- An increase in traffic and congestion in the local area;
- In the current economic climate the building/expansion works will be under resourced/financed;
- Any expansion will mean the loss of outdoor/green space;
- Improving standards at surrounding schools is more cost effective.

To respond to concerns, the council’s Cabinet agreed in March 2012 to carry out further consultation with the schools and their communities on the proposed expansions of the schools, and to provide more information about how the expansions might be delivered. On 4 May 2012 the Council issued two further statutory notices setting out the intention to expand Belmont Infant School and Belmont Junior School. These notices marked the start of the further 4 week consultation period to seek the views of parents, carers, staff, governors and other members of the wider community. The response to this consultation is set out below -

38 individuals or families responded to the Belmont Infant & Junior statutory consultation and 3 ‘others’ i.e. The Governing Body of Belmont Infant School, The Governing Body of the Vale, and the Belmont Home School Association, making a grand total of 41 responses. One petition objecting to

the proposal with 449 signatures was received during the statutory period which ran from 4th May to 1 June.

Of the 38 individuals or families that responded, 37 were in opposition and 1 was in favour.

OBJECTIONS

Overall, the main points from those who objected were:

- The school is already at capacity physically and there is no space to expand into
- Any expansion would create overcrowding
- The £2.2 million proposed budget is insufficient
- The £2.2 million budget is a fraction of what was spent on expansions in the West of the borough
- Plans do not include enlargement of school's internal/shared spaces such as dining hall and corridors
- Threatens the inclusive partnership with The Vale
- Negative impact on standards
- Loss of small schools grant
- Loss of outdoor/play space
- Increase in traffic and congestion
- Detrimental effect on school (e.g. loss of staff, loss of parents and drop in school standards)
- Threatens school cohesion, e.g. loss of whole class assemblies, lunch times are already staggered
- Junior school experiences high mobility. Concerns around financial viability if school does not fill at 3fe
- School functions well because it is small. This will be damaged by the enlargement.
- Disruption during construction works
- Noel Park & North Haringay's Published Admission Numbers have been reduced. This undermines the argument for expansion.
- Bring Noel Park and North Haringay to 3 forms of entry
- Improve the standards of all Haringey primary schools.
- Redevelop the Professional Development Centre for school use
- Strong opposition to this proposal
- Explore other options

IN FAVOUR

Overall, 1 individual expressed support for the proposal and the following main points were made:

- The importance of providing the future generation with school places close to their homes
- Enhance job opportunities, in particular in the building industry
- Provide opportunities for pupils from diverse cultural backgrounds to learn from other children

RESPONSES OTHER THAN FROM INDIVIDUALS/FAMILIES

Three representations were received from the following groups: 1) The Governing Body of Belmont Infant School, 2) The Governing Body of the Vale School and 3) the Belmont Home School Association. All were opposed.

The main objections from The Governing Body of Belmont Infant School were:

- An expansion is likely to jeopardise the success of the school

- It will negatively impact neighbouring schools
- It will detrimentally impact upon Special Educational Needs provision in the borough
- Proposal threatens very success used to justify expansion
- Result in a loss of outdoor play space
- Compromise quality of outdoor provision, central to ethos of school
- Proposal does not include SEN children or nursery children, therefore understating the true numbers of the school
- The current school buildings do not provide sufficient circulation and ancillary space as per BB99 with 2fe. The budget of £2.2 million for both sites is only sufficient for 3 new classrooms and does not provide funds for revision to circulation or ancillary spaces, thus not compliant with BB99
- The expansion is opposed by the Vale Governing Body.
- The Vale students benefit from the small friendly nature of Belmont Infants and the inclusive education
- Any expansion must protect spaces devoted to inclusion
- The Vale students require more space in the playground than mainstream children and overcrowding presents health & safety issues.
- Plans have not taken into account mobility needs of disabled children or nursery aged children
- The council acknowledges (in Cabinet report) that there would be a negative impact on Vale students.
- Failure to have due regard to its duties under s.149 Equality Act 2010
- No shortage of places in PA 12 according to planning data (GLA 4 year old roll projection for PA12 in the years after 2013 is line with the combined PAN for PA12 schools.)
- Councillors misunderstanding of legislative framework surrounding the formation of new schools – Haringey can invite proposals for new schools, in the event that none are forthcoming, it can seek other proposals, and ultimately, were none forthcoming, it could make proposals itself.
- Uncertainty around whether the council are objecting to new schools because they are likely to be academies and outside of Local Authority control or because of a misunderstanding of the law
- Council should explore other options
- Failure to consider surplus capacity at Noel Park before it became an academy
- Downhills primary school has objected to the expansion citing that an expansion would have a negative effect
- Belmont Junior school currently carries surplus capacity. There is concern that this problem will be exacerbated with a higher Planned Admission Number
- Concerns over school's financial viability if it does not fill at 3 forms of entry
- Potential financial threat from neighbouring academies with space to expand such as Noel Park and Downhills
- Lack of support in the school and in the community for the proposals

The main objections from The Governing Body of the Vale School were:

- The Local Authority needs to understand the special partnership between the Vale and Belmont Infant & Junior Schools taking into account the Special Educational Needs of the pupils from the Vale School, as well as those at Belmont
- The Vale school have not been seen as key stakeholders nor fully consulted with during the different stages of the consultation
- The facilities for the Vale pupils are currently not fit for purpose. Building work due to take place in 2011 remains outstanding
- Consideration should be given for separate spaces for small groups, therapy work and medical intervention
- Additional space can only be created by going up or building on the playground. Both of these scenarios would have a negative impact on accessibility for the Vale children

- Plans show the Vale inclusion room in the Juniors could be relocated upstairs, this presents a health and safety issue especially for wheel chair users in a fire evacuation situation
- The Vale students require more space in and outdoors than mainstream children.
- Opportunities to socialise and mix with mainstream peers in a safe and secure space is essential to the Vale children's well being.
- Access and egress issues must be considered. An increase in pupil numbers would add to the existing risks
- The proposed budget is insufficient
- The main objections from the Belmont Home School Association were:
- Growth of an east west divide in Haringey schools (The £2.2 million budget is a fraction of what was spent on expansions in the West of the borough and does not involve the purchase of land or improvement of facilities)
- School already at capacity
- Any expansion will involve an increase in noise and disruption
- Reception children already find outdoor play noisy and challenging. This will worsen with an expansion.
- Any expansion will create overcrowding and threaten the inclusive ethos of the school
- Negative impact on the Vale pupils
- Junior school experiences high mobility. Concerns around financial viability if school does not fill at 3fe
- Parents, teachers and governing body do not want an expansion
- Make use of the PDC
- Bring North Haringay to 3fe again
- Threat of nearby academies becoming 3fe
- Belmont Infant & Junior schools are victims of the coalition policies
- Explore other options such as building new schools
- School thriving despite being in a deprived area
- Teachers may leave if expansion approved

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

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

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

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

As part of the additional period of statutory consultation, the council has prepared some concept drawings indicating how the expansions might take place on both school sites.

- From 10 May, concept drawings were exhibited at both schools during school hours, and also after school hours on 17 May (from 3.30pm to 7pm) to allow access for the wider community and for those parents and carers who can't view them during the school day.

- Council officers were at the Infant School on Thursday 17 May from 2.30pm to 7pm and the Junior School on Friday 18 May from 2pm to 4pm, to answer questions on the indicative drawings.
- The leader of the Council provided a question and answer session at the Infant School on the 17 May and at the Junior school on the 18 May.

Following this further period of consultation the proposal will again be considered by the Cabinet on 10 July 2012, and a final decision will be taken as to whether the expansion should go ahead.

Following this, if the expansions are given approval by the Cabinet, work will begin to develop detailed designs for the proposed expansion. The leadership teams and governing bodies of Belmont Infant and Junior schools and the Vale will be key to this process, and there will also be opportunities for pupils, parents and carers, and other stakeholders to get involved. Once designs have been completed, they will be submitted in a planning application. The application will be subject to the normal planning process, which includes a period of public consultation.

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

Updates on the expansions consultation have been communicated via the Council's expansions consultation website, in addition to newsletters, face to face consultation meetings and the publication of statutory notices in local newspapers and at the school entrances.

If a decision is taken by Cabinet to proceed with the expansions, the Council will begin discussions with the schools and other stakeholders to decide how the expansions can best be delivered to meet the needs of the children, and to deliver the curriculum in the most effective way for Belmont Infant and Junior Schools. There will be further opportunities stakeholders to comment at this later stage, as well as during the consideration of any planning application that is required as part of the works required to expand the schools.

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 expansions go ahead, we will work closely with the head teacher and governors at Belmont Infant and Junior schools and at the Vale to support the schools through the expansion process.

Step 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the effects. You should use the

Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Equalities Team.

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

- *Who will be responsible for monitoring?*

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

School governing bodies have general responsibility for the conduct of the school with view to promoting high standards of educational achievement. The governing bodies of Belmont Infant and Junior schools and the Vale will continue to monitor this through their usual procedures throughout the process of the expansions 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 expansions themselves are whether the projects are on schedule and within budget – milestones and RAG status indicators are used to show this. For demand and supply of school places the relevant information considered is the numbers of applications for school places and numbers of unfilled places, both within certain schools or areas and across the borough as a whole. Data/information relating to the school includes key stage results, attendance, exclusions and inspection reports.

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

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

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

This varies. Highlight reports on construction projects are produced monthly and reported to the Primary Capital Board. Information on supply/demand for school places is produced annually for the school place planning report which goes to the council's cabinet – this information also goes into the annual School Admissions Return to the DfE. Attendance data is produced on a termly basis; key stage results are annual.

Step 7 - Summarise impacts identified

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

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

Step 8 - Summarise the actions to be implemented

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

** Please see timetable in section 1 for details of the next stages of the consultation and decision-making process that runs through to July 2012.

Issue	Action required	Lead person	Timescale	Resource implications
	Review EqJA following further period of statutory consultation and update as needed.	Jenny Duxbury, Head of Admissions & School Organisation	June 2012	
	Capital Programme Team to develop plans for expansion work, taking full account of the points raised through all periods of public consultation	Capital Programme Team	July 2012 – November 2012	
	Planning and building regulations approval sought – including further period of consultation (planning app submitted)	Capital Programme Team	October 2012	
	Planning and building regulations approval sought – including further period of consultation (planning app approved)	Capital Programme Team	December 2012	
	Builders appointed (contractor appointed)	Capital Programme Team	February 2013	
	Implementation – the school expands (accommodation available for first cohort of the expanded schools)	Capital Programme team	September 2013	
	Full expansion completed	Capital Programme Team	September 2014	

Step 9 - Publication and sign off

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

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

Assessed by (Author of the proposal):

Name: Jenny Duxbury

Designation: Head of Admissions & School Organisation

Signature:

Date:

Quality checked by (Equality Team):

Name: Arleen Brown

Designation: Senior Policy Officer

Signature: A.J.Brown

Date: 1st December 2011

Sign off by Directorate Management Team:

Name: Jennifer Duxbury

Designation:

Signature:

Date:

A handwritten signature in blue ink, appearing to read "Jennifer Duxbury", is written over the "Signature:" label.