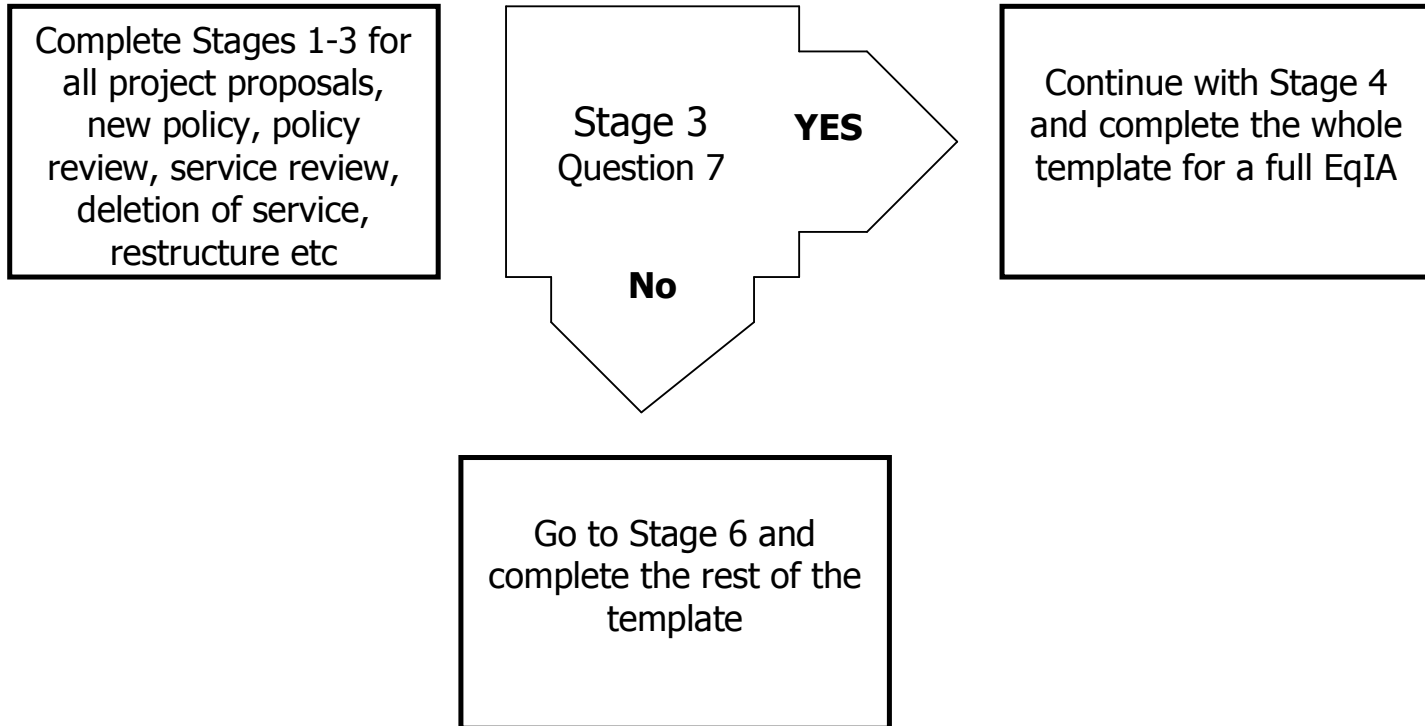# Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.

Complete Stages 1-3 for all project proposals, new policy, policy review, service review, deletion of service, restructure etc

Stage 3
Question 7

YES

No

Continue with Stage 4 and complete the whole template for a full EqIA

Go to Stage 6 and complete the rest of the template

Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.
It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✔
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	

Title of Project:	Permanent expansion of the following community school: Cannon Lane Primary School Cannonbury Avenue Pinner, HA5 1TS At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.
Directorate / Service responsible:	Children & Families
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Dame Reena Keeble, Headteacher of Cannon Lane Primary School
Date of assessment:	20 February 2014

Stage 1: Overview

1. What are you trying to do? (Explain proposals e.g. introduction of a new service or	It is proposed to permanently expand Cannon Lane Primary School from 1 September 2015 to become a four form of entry school (120 places) from its current three forms of entry (90 places).

| policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc) | Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term. Harrow Cabinet decided to extend the consultation period for the newly constituted Governing Body to be able to respond to the consultation and to allow time for a further consultation meeting to be held. The Governing Body decided to support the proposed expansion of the school and the Corporate Director Children and Families, in consultation with the Portfolio Holder Children and Schools, decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals. |
| | The permanent expansion of Cannon Lane Primary School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required. |

	Residents / Service Users	✔	Partners / Schools	✔	Stakeholders	✔
2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✔ all that apply)	Staff	✔	Age	✔	Disability	✔
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			

| **3.** Is the responsibility shared with another directorate, authority or organisation? If so:
• Who are the partners?
• Who has the overall responsibility?
• How have they been involved in the assessment? | There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children & Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.
The school expansion programme will be delivered in partnership between the local |

	authority and schools.

Stage 2: Evidence / Data Collation

4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.

(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)

Age (including carers of young/older people)	The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing: • In January 2006 there were 2,224 Reception aged pupils in Harrow schools; • In January 2009 there were 2,571 Reception aged pupils in Harrow schools; • In January 2013 there were 2,879 Reception aged pupils in Harrow schools; • In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools. In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at http://www.harrow.gov.uk/www2/ieListDocuments.aspx?CId=249&MId=61433&Ver=4 See Appendix A of this EqIA for data about the profile of pupils attending the school.
Disability (including carers of disabled people)	An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage

	of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.

5. What consultation have you undertaken on your proposals?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Statutory consultation was held with the	Consultation information was widely distributed	823 responses were received to the Phase 2 expansion consultations from respondents that included	Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013,

schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.	including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.	parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in Harrow. The responses received from those responding about Cannon Lane Primary School indicated that the respondents were not in support of this approach. Many suggested that new schools should be opened and that smaller schools should be expanded first for example, a one form of entry school expanded to two forms of entry, two forms of entry expanded to three forms of entry. Many respondents proposed that the Council should purchase the Heathfield School site for a new school. A summary of the number of responses to the specific consultation question about the proposed expansion of Cannon Lane Primary School is presented in the table: | Yes	No	Not Sure	Total
16	92	10	118
13.6%	78.0%	8.5%		 In relation to second consultation question about the proposal to expand Cannon Lane Primary School, respondents considered that the school was already large enough, that there was insufficient space on the site, space was not available now for breakfast and after school clubs, there was no dining space and that the playground would be compromised. Concerns were raised about the timing of the expansion being too close to the amalgamation and the disruption that the building works would cause. The comments that supported the proposals included reference to it being a good school and that it would be able to manage the expansion. There were many comments in terms of the traffic congestion, parking, the inability of the roads to cope with more traffic and the lack of traffic enforcement officers. The reticence and concern in the responses reported for Cannon Lane Primary School were noted and discussed in more detail with the school. An approach was agreed and Cabinet approved the extension of the consultation period	and decided to publish statutory proposals to expand the schools. Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. These measures include: • Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014. • Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools. • There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.

for the governing body of the newly amalgamated Cannon Lane Primary School to respond formally to the consultation and to allow time for a further meeting for residents and parents to be arranged. A further open consultation meeting was arranged on 13 November 2013 for the governors to be able to hear the views of parents and residents. Letters were sent to all parents and to residents around the school area inviting them to the meeting. The meeting was attended by around 35 parents, residents and governors. This meeting allowed the opportunity for further discussion of the issues raised at the statutory consultation meeting and in the consultation responses. Contributions were invited at the meeting about the 'opportunities' and 'issues with solutions' that attendees identified in relation to the proposal. These contributions were very helpful to the governors to inform their decision making. The first full meeting of the reconstituted Governing Body of Cannon Lane Primary School was held on Tuesday 21 November 2013. The Governing Body decided to support the proposed expansion of the school in 2015. The governors considered the best interests of the children's education and the school in reaching their decision. Governors recognise the concerns and issues raised and will work to address these during implementation of the expansion if this is decided after the conclusion of the statutory processes..

6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment? List the Title of reports / documents and websites here.	The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections. A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

Stage 3: Assessing Potential Disproportionate Impact

7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									

No	✔	✔	✔	✔	✔	✔	✔	✔	✔

YES - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

NO - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3? (include this evidence, including any data, statistics, titles of documents and website links here)	Note: Please go to Stage 6.

9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			

Stage 5: Assessing Impact and Analysis

10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)			Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				

Race				
Religion or Belief				
Sex				
Sexual orientation				

11. Cumulative Impact – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic? If yes, which Protected Characteristics could be affected and what is the potential impact?	Yes		No	
	Note: Please go to Stage 6.			

11a. Any Other Impact – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion? If yes, what is the potential impact and how likely is to happen?	Yes		No	
	Note: Please go to Stage 6.			

12. Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged?
(Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation

	Age (including	Disability (including	Gender Reassignment	Marriage and Civil	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation

	carers)	carers)		Partnership						
Yes										
No										

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

- If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. **(select outcome 4)**
- If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. **(select outcome 4)**

Stage 6: Decision

13. Please indicate which of the following statements best describes the outcome of your EqIA (✔ tick one box only)

Outcome 1 – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.	✔
Outcome 2 – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. *List the actions you propose to take to address this in the Improvement Action Plan at Stage 7*	
Outcome 3 – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. **(Explain this in 13a below)**	
Outcome 4 – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)	
13a. If your EqIA is assessed as **outcome 3 or you have ticked 'yes' in Q12**, explain your justification with full reasoning to continue with your proposals.	

Stage 7: Improvement Action Plan

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential			How will you know	Target Date	Lead Officer	Date Action

adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target			included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.	Catherine Doran, Corporate Director Children & Families, through the Programme Board.	1 September 2013
Disability. Insufficient education provision to meet the needs of children with special educational needs.	This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.	Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.	1 September 2015.	Catherine Doran through the Programme Board.	1 March 2013
Residents / Service Users. Many concerns about the impacts of traffic congestion.	Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.	Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.	18 June 2014.	Mark Sperring, Head of Capital Project Team.	November 2013.

Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

15. How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? *(Also Include in Improvement Action Plan at Stage 7)*	The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.
16. How will the results of any monitoring be analysed, reported and publicised? *(Also Include in Improvement Action Plan at Stage 7)*	Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website. The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted. The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.
17. Have you received any complaints or compliments about the proposals being assessed? If so, provide details.	A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.

Stage 9: Public Sector Equality Duty

18. How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.

(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited	Advance equality of opportunity between people from different groups	Foster good relations between people from different groups

by the Equality Act 2010		
By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.

Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)

The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.

19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	*Chris Melly*	Signed: (Chair of DETG)	*Richard Segalov*
Date:	20th February 2014	Date:	21st February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3rd February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)	Signature of ETG Chair	

October 13 School Census	Cannon Lane Primary School
AGE as at 31st August 2013	
3	0%
4	13.7%
5	18.3%
6	14.2%
7	13.4%
8	13.5%
9	13.5%
10	13.2%
11	0.2%
Grand Total	**657**
GENDER	
Female	63%
Male	60%
Grand Total	**657**
ETHNICITY	
Bangladeshi	0%
Indian	31%
Asian Other	17%
Pakistani	5%
Black African	0%
Black Caribbean	1%
Black Other	0%
Chinese	1%
Mixed other	3%
Mixed White/Asian	3%
Mixed White Black Caribbean	2%
Any Other Ethnic minority	0%
Refused	1%
White British	18%
White Irish	0%
White Irish Traveller	0%
White Other	2%
Unknown	16%
Grand Total	**657**
SEN	
No SEN	94.5%
School Action	2.4%
School Action Plus	2.1%
Statement of SEN	0.9%
Grand Total	**657**

Source: Collect export: Final Oct 2013 Schools & academies.xls

Monitoring information
When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

Respondents by Disability	Number	Percentage
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

Ethnic Group	Number	% of total response
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

Respondents by Religion	Number	Percentage
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

ONS Crown Copyright Reserved [from Nomis on 19 February 2014]

Population - All usual residents
Units - Persons   **Main Wards for the North West Primary Planning Area**
Date - 2011   (Over 40% of pupils in these Wards attend schools in the planning area)

Ethnic Group	Harrow Weald		Hatch End		Headstone North		Pinner		Pinner South	
	number	%	number	%	number	%	number	%	number	%
All usual residents	**11,376**	**100.0**	**10,693**	**100.0**	**10,093**	**100.0**	**10,026**	**100.0**	**10,411**	**100.0**
White: English/Welsh/Scottish/Northern Irish/British	4,633	40.7	5,114	47.8	3,949	39.1	5,192	51.8	5,370	51.6
White: Irish	608	5.3	271	2.5	302	3.0	320	3.2	265	2.5
White: Gypsy or Irish Traveller	2	0.0	3	0.0	1	0.0	4	0.0	5	0.0
White: Other White	637	5.6	670	6.3	530	5.3	697	7.0	549	5.3
Mixed/multiple ethnic groups: White and Black Caribbean	170	1.5	78	0.7	75	0.7	82	0.8	83	0.8
Mixed/multiple ethnic groups: White and Black African	50	0.4	30	0.3	26	0.3	45	0.4	31	0.3
Mixed/multiple ethnic groups: White and Asian	173	1.5	143	1.3	177	1.8	153	1.5	167	1.6
Mixed/multiple ethnic groups: Other Mixed	123	1.1	141	1.3	101	1.0	96	1.0	104	1.0
Asian/Asian British: Indian	2,120	18.6	2,580	24.1	2,684	26.6	1,739	17.3	1,975	19.0
Asian/Asian British: Pakistani	290	2.5	222	2.1	346	3.4	279	2.8	262	2.5
Asian/Asian British: Bangladeshi	79	0.7	28	0.3	34	0.3	52	0.5	46	0.4
Asian/Asian British: Chinese	84	0.7	71	0.7	136	1.3	98	1.0	132	1.3
Asian/Asian British: Other Asian	975	8.6	638	6.0	969	9.6	582	5.8	977	9.4
Black/African/Caribbean/Black British: African	476	4.2	229	2.1	196	1.9	256	2.6	154	1.5
Black/African/Caribbean/Black British: Caribbean	342	3.0	157	1.5	234	2.3	136	1.4	81	0.8
Black/African/Caribbean/Black British: Other Black	236	2.1	93	0.9	110	1.1	108	1.1	77	0.7
Other ethnic group: Arab	197	1.7	106	1.0	85	0.8	87	0.9	43	0.4
Other ethnic group: Any other ethnic group	181	1.6	119	1.1	138	1.4	100	1.0	90	0.9
Main Ethnic Groups										
White	5,880	51.7	6,058	56.7	4,782	47.4	6,213	62.0	6,189	59.4
Mixed/multiple ethnic groups	516	4.5	392	3.7	379	3.8	376	3.8	385	3.7
Asian/Asian British	3,548	31.2	3,539	33.1	4,169	41.3	2,750	27.4	3,392	32.6
Black/African/Caribbean/Black British	1,054	9.3	479	4.5	540	5.4	500	5.0	312	3.0
Other ethnic group	378	3.3	225	2.1	223	2.2	187	1.9	133	1.3

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.