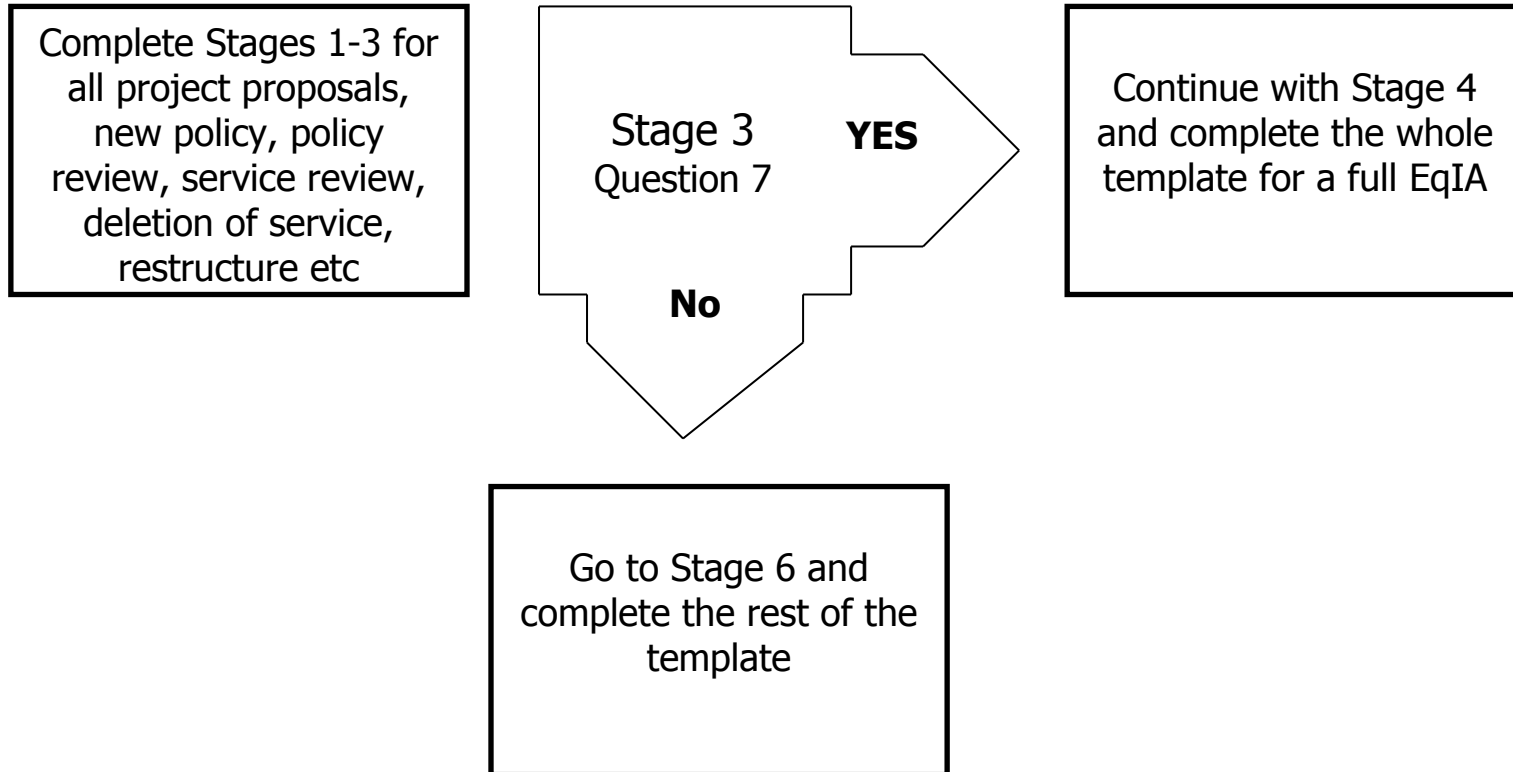


# Equality Impact Assessment Template

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.



## 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.

<b>Type of Project / Proposal:</b>		<b>Tick ✓</b>	<b>Type of Decision:</b>		<b>Tick ✓</b>
Transformation			Cabinet		✓
Capital			Portfolio Holder		
Service Plan			Corporate Strategic Board		
Other	Implementing Council Amalgamation Policy.		Other		
Title of Project:		<p>Proposal to amalgamate Whitchurch First School and Nursery and Whitchurch Junior School.</p> <p>This project arises from implementation of the Council's Amalgamation Policy that was approved by Cabinet in 2007, further clarified by Cabinet in 2008 and confirmed in July 2013. There is no change to policy involved in this proposal.</p> <p>Whitchurch First School and Nursery and Whitchurch Junior School Wemborough Road Stanmore, HA7 2EQ</p> <p>At its meeting on 19 February 2015, Harrow Cabinet is recommended to approve the statutory proposals to amalgamate the Whitchurch first and junior schools from 1 April 2015 to form a combined primary school.</p>			
Directorate / Service responsible:		Children & Families			
Name and job title of lead officer:		Johanna Morgan, Education Lead School Organisation			
Name & contact details of the other persons involved in the assessment:		Chris Melly, Senior Professional, School Organisation Tara Gratton, Executive Headteacher of Whitchurch First School and Nursery and Whitchurch Junior School			

Date of assessment:	24 December 2014
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**Stage 1: Overview**

**1. What are you trying to do?**  
 (Explain proposals e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)

This proposal arises from implementation of the Council’s Amalgamation Policy. Statutory proposals have been published in relation to Whitchurch First School and Nursery and Whitchurch Junior School to combine the schools to create a combined primary school from 1 April 2015. Whitchurch First School and Nursery would be discontinued, and the age range of Whitchurch Junior School would be extended and the capacity expanded.

Education school amalgamation statutory processes are being undertaken. On 18 December 2014, the Portfolio Holder for Children, Schools and Young People, considered the outcome of the consultation about the proposed amalgamation and decided to publish statutory proposals to effect the amalgamation. The statutory proposals were published from 5 January to 2 February 2015. No representations were received about the amalgamation statutory proposal. The Governing Bodies responded to the statutory proposals expressing support for the amalgamation of the two schools. This will be reported to Harrow Cabinet when determining the statutory proposals on 19 February 2015.

It is proposed that Whitchurch First School and Nursery and Whitchurch Junior School are combined to establish a four form of entry primary school from 1 April 2015. All the pupils attending the schools at the time of amalgamation would transfer to the combined school, and there would be a similar staffing need. The school buildings would continue to be used by the combined school.

In line with the Council’s amalgamation policy, combining the two schools would give the opportunity to further improve educational standards by enabling planning as a coherent whole across the primary phase of the national curriculum and providing greater flexibility across and between key stages. Access to the whole primary curriculum supports and informs whole school planning, assessment, pastoral systems, etc, and provides opportunities for wider staff development and experience across the full primary phase.

<b>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</b>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓

	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<b>3.</b> Is the responsibility shared with another directorate, authority or organisation? If so: <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	No.					

## 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)	All the pupils attending the schools at the time of amalgamation would transfer to the combined school, and there would be a similar staffing need. The school buildings would continue to be used by the combined school. See Appendix A of this EqIA for data about the profile of pupils attending the schools.
Disability (including carers of disabled people)	The schools make mainstream provision and do not have additionally resourced provision for pupils with special educational needs. See Appendix A of this EqIA for data about the profile of pupils attending the schools.
Gender Reassignment	Not applicable in the context of the amalgamation of these schools.
Marriage / Civil Partnership	Not applicable in the context of the amalgamation of these schools.
Pregnancy and Maternity	Not applicable in the context of the amalgamation of these schools.
Race	There is no change to school category in the proposal. These are community schools that are inclusive of children from all races, and this would continue in a combined school. The schools draw pupils from their local area and the pupil profile reflects the ethnicity of their area. The Provisional October 2014 School Census data demonstrates that the schools have an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending these schools.

		See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend these schools.	
Religion and Belief		There is no change to the school category as a result of amalgamation. These are community schools which draw pupils from their local area and the pupil profiles reflect the religions and beliefs of their area.	
Sex / Gender		There is no change to co-educational school category as a result of amalgamation. These are community schools which draw pupils from their local area and the pupil profiles reflect the gender of their area. See Appendix A of this EqIA for data about the profile of pupils attending these schools.	
Sexual Orientation		Not applicable in the context of the amalgamation of these schools.	
Socio Economic		Not applicable in the context of the amalgamation of these schools.	
<b>5. What consultation have you undertaken on your proposals?</b>			
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 schools, their communities of parents, staff and governors and interested parties about the amalgamation proposal between 3 November and 12 December 2014.	Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow	<p>The statutory consultation was held from Monday 3 November 2014 until Friday 12 December 2014. Officers attended open consultation meetings during the consultation period at the schools about the amalgamation proposal to give a presentation and answer questions.</p> <p><b>Consultation responses</b> 60 written responses to the consultation were received from parents, staff, governors and other interested stakeholders:</p> <ul style="list-style-type: none"> <li>Whitchurch First School received 39 written responses - 31 support combining the two schools, 2 do not support combining the two schools and 6 respondents are not sure;</li> <li>Whitchurch Junior School received 21 written responses - 16 support combining the two schools and 5 respondents are not sure.</li> </ul> <p>A number of comments were included with the responses and the four main themes are given in the headings below together with officer response to the themes.</p> <p><b>Leadership and Management</b></p>	All the completed response forms received from respondents were considered by the joint steering group members comprised of representative governors from the two schools. Key themes from the consultation comments were identified by the group to assist the Interim Executive Board and the Governing Body with their considerations. The themes and issues will

	<p>Council website. The schools distributed information and response forms to their parents, staff and governors and arranged open consultation meetings for parents and staff to enable discussion about the proposals.</p>	<p>The post of Headteacher for the combined school would be ring fenced to the substantive Headteacher. A process would be developed to satisfy the governing body that the post holder has suitable qualifications, experience and ability to undertake the role. The Interim Executive Board and the governors of the Junior school are very mindful of the need to secure the leadership of a combined school, if agreed, and a timeline would be agreed with Harrow Council accordingly.</p> <p>A review of the staffing structure for the combined school would follow confirmation of the appointment of a Headteacher. This review would ensure there are appropriate leadership and management structures and arrangements in place.</p> <p><b>Cost effectiveness; Sharing policies; Practical implications of a merger; Implementation/operation of the school</b></p> <p>Detailed guidance has been developed to support the amalgamation policy, which includes details of the activities for the implementation stage of the process with notes, indicative timescales and template document for an Implementation Plan. Officers would support the school governors and senior leadership with the implementation work.</p> <p>There are two phases to the Amalgamation Implementation Plan. Those actions that have to be completed prior to the date of the amalgamation, for example confirming the leadership of the all through school and planning to reconstitute the governing body. Other aspects of the Implementation Plan would take place over a longer timescale. For example, building works and appointments to the combined school staffing structure.</p> <p>Harrow Council is keen that a school's governing body is representative of its community. Schools that have combined in Harrow have usually followed a model in which governors have resigned in order to allow elections across both previously existing schools. This is an important action. It acknowledges and values the experience and expertise of the governors that have contributed to the success of the school that is technically closed. It demonstrates the commitment to build and develop the best practice across both schools. The implementation working group would draft an instrument of governance for the governing body of the combined school, and a timeline would be agreed for any elections and appointments to the re-constituted governing body.</p> <p><b>Transition and continuity; Consistency and Shared ethos; Support for parents and children; Good teachers; How will it affect the children; Is it beneficial to the children's education; Maintaining standards</b></p> <p>The amalgamation policy is based on an educational rationale that will contribute to school improvement. The potential benefits are set out in the policy and include:</p> <ul style="list-style-type: none"> <li>• organisational structure is aligned with the National Curriculum Key Stages. Planning across Foundation, Key Stages 1 and 2 as a coherent whole for the primary phase provides greater flexibility across and between the Key Stages;</li> <li>• teachers and classroom staff have access to the whole primary curriculum. This supports and informs whole school planning, assessment, pastoral systems, etc, and provides opportunities for wider staff development and experience across the full</li> </ul>	<p>also be considered by governors, as may be relevant, to inform subsequent future planning.</p> <p>On 18 December 2014, the Portfolio Holder for Children, Schools and Young People, considered the outcome of the consultation about the proposed amalgamation and the officer comment about the four main themes from the consultation responses. The Portfolio Holder decided to publish statutory proposals to effect the amalgamation.</p>
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		<p>primary phase;</p> <ul style="list-style-type: none"> <li>• more consistency between year groups and key stages in learning, planning and assessment;</li> <li>• improved use of teachers' skills, specialist teaching and improved pastoral arrangements.</li> </ul> <p><b>Staff changes impact on jobs, etc</b></p> <p>During the consultation the Executive Headteacher stressed that following amalgamation the first need would be to consolidate and for there to be stability for the foreseeable future. It is important to retain teachers and other staff, build skills and develop teaching.</p> <p>The combined school would have the same number of pupils overall, and there would be a similar staffing need. Over time, the staffing structure for a combined school would need to reflect the needs of the size, ethos and age range of the school. If the schools combine, there would be a review of the staffing structure which would bring the two former staff groups together in an appropriate staffing model for a combined all-through primary school.</p> <p>A review of the staffing structure for the combined school would follow confirmation of the Headteacher. Any new staffing structure would be subject to consultation with all staff and their professional associations/unions and appointments would be made over time to the new staffing structure. It should be borne in mind that changes to staffing structures happen in schools at times regardless of amalgamation.</p> <p>Any duplication of roles would be considered as part of the processes. In a larger sized school there would be new opportunities and consolidation of roles in structures that are proposed. No redundancies have arisen in the schools that have been combined to date and there is no reason for the situation to be different in this instance. The trade unions are very experienced and understand the process well.</p> <p><b>Governing Body response to the consultation</b></p> <p>The Interim Executive Board of Whitchurch First School and Nursery is supportive of the amalgamation between Whitchurch First and Junior School. The Board are in agreement with Harrow Council's key educational factors as set out in its proposal evaluation for joining the schools together.</p> <p>The Governing Body of Whitchurch Junior School decided in a unanimous vote that it was in the best interests of the children that both schools should amalgamate. Therefore it is the recommendation of the Junior School governing body that both schools should merge.</p> <p>The responses to the consultation indicate strong agreement with the Council's proposal to amalgamate the Whitchurch schools.</p>	
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6. What other (local, regional, national research, reports, media) data sources that you have used to inform this

Experience from implementing the amalgamation policy in relation to other schools has been drawn upon in conducting the consultation including information

assessment? List the Title of reports / documents and websites here.	contained in the consultation documentation. This enabled issues raised in previous consultations about school size, leadership, staffing, finance, etc to be addressed to ensure as complete information as possible was available for consideration.
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### 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.
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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 /	What actions have you taken to address the findings of the
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		Protected Characteristics?	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				

t				
Marriage and Civil Partnership				
Pregnancy and Maternity				
Race				
Religion or Belief				
Sex				
Sexual orientation				
<b>11. Cumulative Impact</b> – 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.			

<b>11a. Any Other Impact</b> – 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 carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
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)

<b>Outcome 1</b> – 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.	✓
<b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i>	
<b>Outcome 3</b> – 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. <b>(Explain this in 13a below)</b>	
<b>Outcome 4</b> – 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)	
<b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b> , 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 adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	Lead Officer	Date Action included in Service / Team Plan
None. The equality impact assessment indicates that the equalities impact of Cabinet's decision will be effectively neutral. No children would be displaced if the schools amalgamate or if they stay separate. The proposal is intended to build on the many positives already in place at the schools.	Not applicable.	Not applicable.	Not applicable.	Not applicable.	Not applicable.

### 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.

<b>15.</b> How will you monitor the impact of the proposals once they have	Monitoring will occur through the usual school performance monitoring
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<p>been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>arrangements. The School Organisation Officer Group, comprised of representatives from relevant departments, meets monthly and will consider any relevant monitoring information arising from amalgamation.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Reports about school organisation are submitted to Cabinet as required. These reports are published on the Harrow Council website.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the amalgamation proposal. The four main themes and officer response to them are given in section 5 in Stage 2 above.</p> <p>The responses made to the consultation indicate strong agreement with the Council's proposal to amalgamate the Whitchurch schools.</p>

**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 by the Equality Act 2010	Advance equality of opportunity between people from different groups	Foster good relations between people from different groups
Combining the two schools would give the opportunity to further improve educational standards by enabling planning as a coherent whole across the primary phase of the national curriculum and providing greater flexibility across and between key stages.	Harrow's maintained schools are inclusive of all children from all groups, and this would continue in a combined school.	Harrow's maintained schools are inclusive of all children from all groups, and this would continue in a combined school.

**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.**

<b>19.</b> 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)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Roger Rickman</i>
Date:	24 <sup>th</sup> December 2014	Date:	29 December 2014
Date EqIA presented at the EqIA Quality Assurance Group	5 <sup>th</sup> January 2014	Signature of ETG Chair	Mohammed Ilyas

October 2014 School Census	Whitchurch First School
<b>AGE as at 31st August 2014</b>	
3	14%
4	34%
5	26%
6	26%
<b>Grand Total</b>	<b>354</b>
<b>GENDER</b>	
Female	43%
Male	57%
<b>Grand Total</b>	<b>354</b>
<b>ETHNICITY</b>	
Bangladeshi	1%
Indian	20%
Asian Other	8%
Pakistani	5%
Black African	6%
Black Caribbean	1%
Black Other	0%
Chinese	0%
Mixed Other	4%
Mixed White/Asian	1%
Mixed White/Black African	0%
Mixed White/Black Caribbean	1%
Refused	0%
White British	3%
Any Other Ethnic Group	8%
White Irish Traveller	0%
White Irish	0%
White Other	13%
Unknown	29%
<b>Grand Total</b>	<b>354</b>
<b>SEN</b>	
No SEN – N	92%
School Action - A	0%
Education Health and Care Plan - E	0.3%
SEN Support - K	7%
School Action Plus – P	0%
Statement of SEN - S	0.6%
<b>Grand Total</b>	<b>354</b>

October 2014 School Census	Whitchurch Junior School
<b>AGE as at 31st August 2014</b>	
7	24%
8	25%
9	25%
10	26%
11	0%
<b>Grand Total</b>	<b>368</b>
<b>GENDER</b>	
Female	48%
Male	52%
<b>Grand Total</b>	<b>368</b>
<b>ETHNICITY</b>	
Bangladeshi	1%
Indian	36%
Asian Other	14%
Pakistani	4%
Chinese	0%
Black African	5%
Black Caribbean	4%
Black Other	0%
Mixed Other	5%
Mixed White/Asian	1%
Mixed White/Black African	1%
Mixed White/Black Caribbean	1%
Refused	0%
White British	5%
Any Other Ethnic Group	13%
White Irish Traveller	0%
White Irish	0%
White Other	7%
Unknown	0%
<b>Grand Total</b>	<b>368</b>
<b>SEN</b>	
No SEN	84%
School Action	8%
School Action Plus	5%
Statement of SEN	2%
<b>Grand Total</b>	<b>368</b>

Source: Collect export: all schools Blade-Export\_06-11-2014\_pupilonroll.xls



KS201EW - Ethnic group	North East Primary Planning Area				Appendix C	
ONS Crown Copyright Reserved [from Nomis on 19 February 2014]						
Population - All usual residents	<b>Main Wards for the North East Primary Planning Area</b>					
Units - Persons	(Over 40% of pupils in these Wards attend schools in the planning area)					
Date - 2011						
Ethnic Group	Belmont		Canons		Stanmore Park	
	number	%	number	%	number	%
<b>All usual residents</b>	<b>11,343</b>	<b>100.0</b>	<b>12,471</b>	<b>100.0</b>	<b>11,229</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	3,436	30.3	4,990	40.0	5,263	46.9
White: Irish	371	3.3	229	1.8	277	2.5
White: Gypsy or Irish Traveller	8	0.1	8	0.1	7	0.1
White: Other White	873	7.7	1,210	9.7	825	7.3
Mixed/multiple ethnic groups: White and Black Caribbean	50	0.4	60	0.5	117	1.0
Mixed/multiple ethnic groups: White and Black African	52	0.5	48	0.4	55	0.5
Mixed/multiple ethnic groups: White and Asian	125	1.1	162	1.3	113	1.0
Mixed/multiple ethnic groups: Other Mixed	122	1.1	130	1.0	113	1.0
Asian/Asian British: Indian	3,893	34.3	2,959	23.7	2,245	20.0
Asian/Asian British: Pakistani	312	2.8	273	2.2	192	1.7
Asian/Asian British: Bangladeshi	44	0.4	52	0.4	52	0.5
Asian/Asian British: Chinese	130	1.1	238	1.9	125	1.1
Asian/Asian British: Other Asian	913	8.0	832	6.7	645	5.7
Black/African/Caribbean/Black British: African	310	2.7	567	4.5	376	3.3
Black/African/Caribbean/Black British: Caribbean	208	1.8	139	1.1	202	1.8
Black/African/Caribbean/Black British: Other Black	142	1.3	164	1.3	235	2.1
Other ethnic group: Arab	202	1.8	179	1.4	162	1.4
Other ethnic group: Any other ethnic group	152	1.3	231	1.9	225	2.0
<b>Main Ethnic Groups</b>						
White	4,688	41.3	6,437	51.6	6,372	56.7
Mixed/multiple ethnic groups	349	3.1	400	3.2	398	3.5
Asian/Asian British	5,292	46.7	4,354	34.9	3,259	29.0
Black/African/Caribbean/Black British	660	5.8	870	7.0	813	7.2
Other ethnic group	354	3.1	410	3.3	387	3.4
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.						