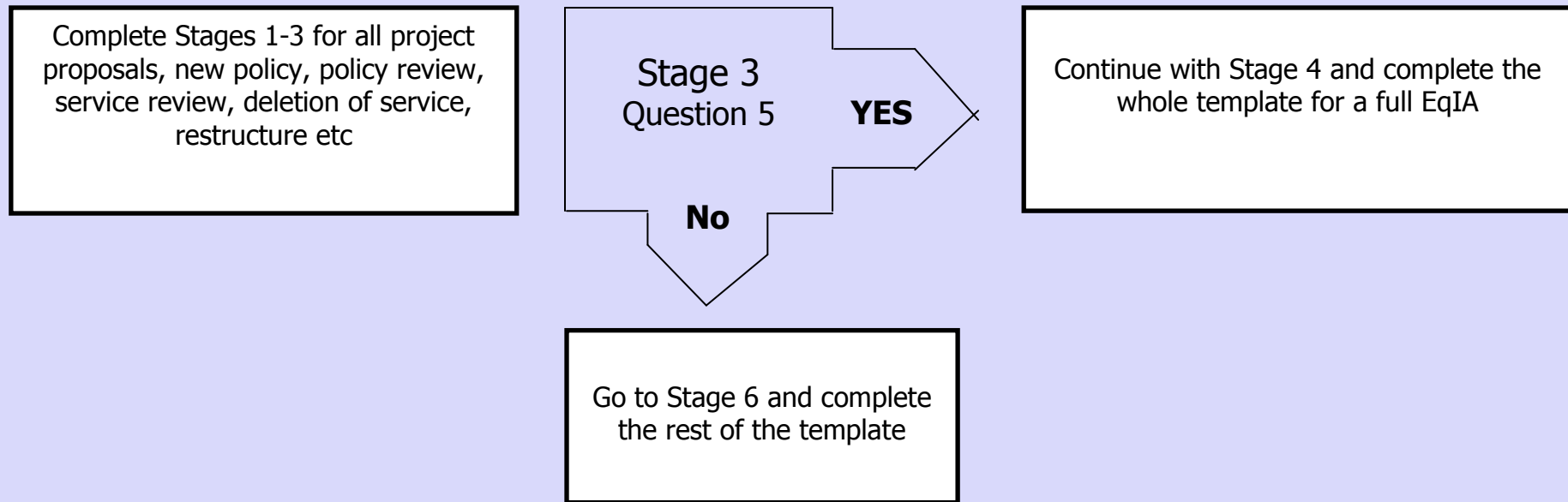


# Equality Impact Assessment Template

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



- In order to complete this assessment, it is important that you have read the Corporate Guidelines on EqIAs and preferably completed the EqIA E-learning Module.
- You are also encouraged to refer to the EqIA Template with Guidance Notes to assist you in completing this template.
- **SIGN OFF:** All EqIAs need to be signed off by your Directorate Equality Task Groups. EqIAs relating to Cabinet Reports need to be submitted to the EqIA Quality Assurance Group at least one month before your Cabinet Report date. This group meets on the first Monday of each month.
- Legal will NOT accept any reports without a fully completed, Quality Assured and signed off EqIA.

The EqIA Guidance, Template and sign off process is available on the Hub under Equality and Diversity

# Equality Impact Assessment (EqIA) Template

<b>Type of Decision: Tick ✓</b>	✓	Cabinet		Portfolio Holder		Other (explain)	
Date decision to be taken:	15 October 2015						
Value of savings to be made (if applicable):	Not applicable						
Title of Project:	Determination of statutory proposals to expand the Stag Lane schools						
Directorate / Service responsible:	Children & Families, People Directorate						
Name and job title of Lead Officer:	Johanna Morgan, Education Lead School Organisation, Education Strategy						
Name & contact details of the other persons involved in the assessment:	Chris Melly, Senior Professional, School Organisation Nina Will, Headteacher of Stag Lane Infant and Nursery School						
Date of assessment (including review dates):	1 September 2015						

## Stage 1: Overview

<p><b>1. What are you trying to do?</b></p> <p>(Explain your proposals here e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Statutory expansion proposals were published on 24 August until 21 September 2015. Cabinet will determine the statutory proposals at its meeting on 15 October 2015.</p> <p>It is proposed to permanently expand Stag Lane Infant and Nursery School from 1 September 2016 to become a four form of entry school (120 places) from its current three forms of entry (90 places).</p> <p>The expansion of the Stag Lane schools is proposed in Phase 3 of the school expansion programme which is planned to help meet the demand up to 2016.</p>					
<p><b>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</b></p>	Residents / Service Users	✓	Partners	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p><b>3. Is the responsibility shared with another directorate, authority or organisation? If so:</b></p> <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>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families, People Directorate, is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates.</p> <p>The school expansion programme is delivered in partnership between the local authority and schools.</p>					

## Stage 2: Evidence & Data Analysis

4. What evidence is available to assess the potential impact of your proposals? 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, press reports, letters from residents and complaints etc. Where possible include data on the nine Protected Characteristics.

(Where you have gaps (data is not available/being collated for any Protected Characteristic), you may need to include this as an action to address in your Improvement Action Plan at Stage 6)

Protected Characteristic	Evidence	Analysis & Impact
Age (including carers of young/older people)	<p>The Stag Lane schools are in the South East Primary Planning Area for school place planning purposes. Projected demand for Reception places in the South East Primary Planning Area is projected to increase at a higher level than previously forecast.</p> <p>Consultation about the expansion proposal was held from 24 November to 16 December 2014. See Appendix B for details about the consultation outcomes.</p>	<p>Schools around the Stag Lane schools are already expanded in Harrow's school expansion programme. In this context, the proposal to expand the Stag Lane schools would not have an adverse impact on schools in the area and would have the positive impact of providing additional places that are needed for children in the area around the schools.</p> <p>See Appendix A of this EqlA for data about the profile of pupils attending the school.</p>
Disability (including carers of disabled people)	<p>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. Following successful applications in accordance with this framework to the Government's Targeted Basic Need</p>	<p>The school makes mainstream provision and does not have additionally resourced provision for pupils with special educational needs.</p> <p>Consultations about expansion proposals at schools in the School Expansion Programme have identified concerns from residents about emergency services being unable to respond to urgent resident needs during school drop off and collection times. This is recognised as a potential issue and traffic mitigation measures, and the school travel plan work to reduce car use, will reduce the risk of this eventuality arising.</p>

	<p>Programme, 151 additional new SEN school places will be provided from 2015.</p> <p>See Appendix A of this EqlA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqlA for the profile of respondents to the expansion consultation.</p>	
Gender Reassignment	Not applicable in the context of the proposed expansion of this school.	Not applicable.
Marriage / Civil Partnership	Not applicable in the context of the proposed expansion of this school.	Not applicable.
Pregnancy and Maternity	Not applicable in the context of the proposed expansion of this school.	Not applicable.
Race	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. See Appendix A of this EqlA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqlA for the profile of respondents to the expansion consultation.</p> <p>See Appendix C of this EqlA for the ethnic groups in the main wards from which children attend the school.</p>	The May 2015 School Census data demonstrates that the school has an ethnically diverse pupil population.
Religion and Belief	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area.</p> <p>See Appendix B of this EqlA for the profile of respondents to the expansion consultation.</p>	Not applicable.
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 EqlA for data about the profile of pupils attending the school.	Not applicable.
Sexual Orientation	Not applicable in the context of the proposed expansion of this school.	Not applicable.

### Stage 3: Assessing Potential Disproportionate Impact

5. 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 6

### Stage 4: Further Consultation / Additional Evidence

6. 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? E.g. revising your proposals
Note: Please go to Stage 6.		

## Stage 5: Assessing Impact

7. What does your evidence tell you about the impact on the different Protected Characteristics? Consider whether the evidence shows potential for differential impact, if so state whether this is a positive or an adverse impact? If adverse, is it a minor or major impact?

Protected Characteristic	Positive Impact ✓	Adverse Impact		Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 7</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc <b>(Also Include these in the Improvement Action Plan at Stage 6)</b>
		Minor ✓	Major ✓		
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					
<b>8. 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>9. 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 it to happen?	Yes		No		
	Note: Please go to Stage 6.				

## Stage 6 – Improvement Action Plan

List below any actions you plan to take as a result of this Impact Assessment. These should include:

- Proposals to mitigate any adverse impact identified
- Positive action to advance equality of opportunity
- Monitoring the impact of the proposals/changes once they have been implemented
- Any monitoring measures which need to be introduced to ensure effective monitoring of your proposals? How often will you do this?

Area of potential adverse impact e.g. Race, Disability	Proposal to mitigate adverse impact	How will you know this has been achieved? E.g. Performance Measure / Target	Lead Officer/Team	Target Date
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, work to maximise the annual basic need allocations and liaising with proposers and the EFA to facilitate the opening of free schools in the borough.	Delivery, affordability and value for money is monitored by the corporate Programme Board. Key milestones are reported with RAG ratings to monitor progress.	Jerry Dillon, interim Head of Children's Capital Project Team. Chris Spencer, Corporate Director Children & Families, through the Programme Board.	1 September 2016.
Disability. Access.	Access issues will be considered throughout the design and construction processes. The Stag Lane schools have existing site accessibility issues that have been discussed with the architect and the interim Head of the Children's Capital Project Team during site scoping work.	As far as possible, the approach is to build towards an accessible school. It may be possible to address any access issues as part of the building works if the expansion proceeds.	Jerry Dillon, interim Head of Children's Capital Project Team.	1 September 2016.
Residents / School Communities. Many concerns	Measures have been put in place to address the traffic and congestion issues arising from the creation of additional school places. See Appendix B for details.	Traffic Assessment and School Travel Plan will be submitted as part of the Planning Application	Jerry Dillon, interim Head of Children's Capital Project Team.	December 2015.



about the impacts of traffic congestion.				
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**Stage 7: Public Sector Equality Duty**

<p><b>10.</b> How do your proposals meet the Public Sector Equality Duty (PSED) which requires the Council to:</p> <ol style="list-style-type: none"> <li>1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010</li> <li>2. Advance equality of opportunity between people from different groups</li> <li>3. Foster good relations between people from different groups</li> </ol>	<p>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.</p>
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**Stage 8: Recommendation**

<b>11.</b> 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 of opportunity are being addressed.	✓
<b>Outcome 2</b> – Minor Impact: Minor adjustments to remove / mitigate adverse impact or advance equality of opportunity have been identified by the EqIA and these are listed in the Action Plan above.	
<b>Outcome 3</b> – Major Impact: Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality of opportunity. 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 Q12 below)</b>	
<b>12.</b> If your EqIA is assessed as <b>outcome 3</b> explain your justification with full reasoning to continue with your proposals.	Not applicable.

### Stage 9 - Organisational sign Off

<b>13.</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:	1 September 2015	Date:	7 September 2015
Date EqIA presented at the EqIA Quality Assurance Group (if required)	7 September 2015	Signature of DETG Chair	7 September 2015

## Profile of pupils at Stag Lane Infant and Nursery School

May 2015 School Census	Stag Lane Infant and Nursery School
<b>AGE as at 31st May 2015</b>	
3	5%
4	23%
5	28%
6	24%
7	20%
<b>Grand Total</b>	<b>379</b>
<b>GENDER</b>	
Female	46%
Male	54%
<b>Grand Total</b>	<b>379</b>
<b>ETHNICITY</b>	
Bangladeshi	1.1%
Indian	21.4%
Asian Other	18.5%
Pakistani	5.8%
Black African	6.9%
Black Caribbean	0.5%
Black Other	0.8%
Mixed Other	0.5%
Chinese	0.8%
Mixed White/Asian	1.3%
Mixed White/Black African	0.8%
Mixed White/Black Caribbean	0.00%
Not Obtained	0.3%
White British	4.5%
Any Other Ethnic Group	3.7%
White Irish Traveller	0.00%
White Irish	0.00%
White Other	33.2%
Unknown	0.0%
<b>Grand Total</b>	<b>379</b>
<b>SEN</b>	
No SEN	84%
School Action	0%
School Action Plus	0%
SEN Support	15%
Statement of SEN	2%
<b>Grand Total</b>	<b>379</b>

**Consultation outcomes**

Consultation about the proposal to expand the Stag Lane schools was held from Monday 24 November for 3.5 weeks closing on Tuesday 16 December 2014. Officers attended open consultation meetings for parents and for local residents in December 2014 to present information and enable discussion of the proposals.

**Views of the persons consulted**

186 responses were received to the consultation. Respondents were primarily parents/carers, staff and residents.

Two questions were asked in the consultation. They were:

- “Do you agree with the approach to creating additional school places in Harrow?”
- “Do you agree with the proposal to permanently expand the Stag Lane schools?”

Both questions offered the option to respond ‘Yes’, ‘No’, or ‘Not Sure’. Opportunity was given for comments to be added after each question if the respondent wished to do so. The main themes from the responses are summarised below together with officer response.

The following tables provide overall responses to the consultation questions.

**The overall responses to Question 1 were:**

Question 1: “Do you agree with the approach to creating additional school places In Harrow?”

Response	Number	Percentage
Yes	129	69.35%
No	29	15.59%
Not Sure	26	13.98%
No Response	2	1.08%
<b>Total</b>	<b>186</b>	<b>100.00%</b>

**The overall responses to Question 2 were:**

Question 2: “Do you agree with the proposal to permanently expand the Stag Lane schools?”

Response	Number	Percentage
Yes	117	62.91%
No	53	28.49%
Not Sure	15	8.06%
No Response	1	0.54%
<b>Total</b>	<b>186</b>	<b>100.00%</b>

**Responses by respondent type**

The response to the statutory consultation questions by respondent type is as follows:

Numbers Overall	
Harrow Resident	20
Parent/Carer	124
Pupil	2
School Staff	29
School Governor	2
Other	4
Blank	5
<b>Total</b>	<b>186</b>

The responses by respondent type for the first consultation question were as follows:

Do you agree with the approach to creating additional school places in Harrow?	Harrow Resident	Other	Parent / carer	School Staff	Pupil	School Governor	Blank	Total
Yes	11	3	97	11	2	2	3	<b>129</b>
No	4	1	11	13	0	0	0	<b>29</b>
Not Sure	5	0	15	4	0	0	2	<b>26</b>
No Response	0	0	1	1	0	0	0	<b>2</b>
<b>Totals</b>	<b>20</b>	<b>4</b>	<b>124</b>	<b>29</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>186</b>

The responses by respondent type for the second consultation question were as follows:

Do you agree with the proposal to permanently expand the Stag Lane schools?	Harrow Resident	Other	Parent / carer	School Staff	Pupil	School Governor	Blank	Total
Yes	3	3	93	12	0	1	5	<b>117</b>
No	15	1	19	15	2	1	0	<b>53</b>
Not Sure	2	0	11	2	0	0	0	<b>15</b>
No Response	0	0	1	0	0	0	0	<b>1</b>
<b>Totals</b>	<b>20</b>	<b>4</b>	<b>124</b>	<b>29</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>186</b>

### Monitoring information

When completing their responses to the consultation, 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	146	78.49%
Disabled	2	1.08%
Not Stated	38	20.43%

Respondents by Ethnic Group	Number	Percentage
Asian Or Asian British	69	37.10%
Black or Black British	5	3.23%
Other Ethnic Group	2	2.69%
Mixed ethnic background	4	2.15%
White	75	40.32%
Did Not Specify	27	14.51%

Respondents by Religion	Number	Percentage
Buddhism	1	0.54%
Christianity	73	39.25%
Hinduism	39	20.97%

Islam	22	11.83%
Jainism	3	1.61%
Judaism	1	0.54%
Sikh	0	0%
Zoroastrian	0	0%
Other	2	1.08%
No Religion	5	2.68%
Not Stated	40	21.50%

### Analysis of comments received

The responses made to the first consultation question indicate agreement with the Council's approach to creating additional school places in Harrow with over two thirds of respondents agreeing with the approach and 15% of respondents disagreeing with the approach.

Almost two thirds of the respondents to the second consultation question agree with the Council's proposal to expand the Stag Lane schools and under one third disagree.

Two thirds of respondents were parents	75% support expansion of the schools. 15% oppose expansion of the schools.
15% of respondents were staff	41% support expansion of the schools. 51% oppose expansion of the schools.
11% of respondents were residents	15% support expansion of the schools. 75% oppose expansion of the schools.

The response level of 186 needs to be viewed in the context of some hundreds of response forms distributed to parents, staff and local residents. Also the publicising of the online consultation response portal on the Harrow Council website.

### Governing Body response to the consultation

At its meeting on 14 July 2015 the Governing Body recognised the need for the Local Authority to provide additional school spaces in this area and accepted that expansion would take place on the Stag Lane schools site. They recognised the inadequacy of some of the present buildings. They asked that Harrow Council, the architects and contractors would make every effort to work closely with the staff of both schools taking into account their knowledge, expertise and commitment to the best interests of the children including those children attending the school now. They asked that Harrow Council also took into account the concerns of the wider local community. (See the Representations to the statutory proposals section below)

### Consultation comments

Opportunity was given for comments to be added after each question if the respondent wished to do so. The five main themes in consultation comments and responses relate to:

- Build new schools or expand other schools
- The expansion would benefit the children in the local area
- Not enough space at the school for expansion
- Impact on pupil learning and safety
- Traffic congestion and parking

Officer response to these main themes is given below.

### Officer response to the consultation comments

#### Build new schools or expand other schools

There are very limited options for new schools because Harrow has not got the sites. Also, experience shows it is not easy to deliver new schools when there are sites identified. Nevertheless, all options for new schools are pursued. The Jubilee School has opened. Avanti House School has been in the borough for two years, though the final site for the secondary phase is not secured yet. Other free schools have been announced by the Government: Harrow View Primary School; St Jérôme Church of England Bilingual School; Pinner High School; The New School for Harrow.

Other schools around the Stag Lane schools are already expanded or approved for expansion: Camrose Primary School with Nursery; Krishna Avanti Primary School; Glebe Primary School; Kenmore Park schools; Priestmead Primary School and Nursery. Whitchurch Primary School; Stanburn Primary School.

### **The expansion would benefit the children in the local area**

The Stag Lane schools attract children from the local area. Over 90% of September 2014's Reception intake into Stag Lane Infant and Nursery School live within half a mile of the school. The September 2014 Reception intake was 120 pupils because of a temporary additional (bulge) Reception class and was therefore at the level of intake that would apply if the school was expanded permanently.

### **Not enough space at the school for expansion**

Careful consideration and planning is made when identifying schools to propose for expansion and throughout the consultation and design processes. This work is done in close collaboration with schools. Harrow has a good track record of successfully bringing forward and seeing through design proposals to expand schools.

When expanding schools, the sites are looked at holistically to enhance the sites and help school standards. Also, we seek to address condition and other issues through the building work as far as possible.

Architects have already been working with the schools to draw up site scoping options for how the additional children may be accommodated at the schools if it is decided they will expand. The whole schools' site is being considered to identify the optimum solution for the expanded schools. Alternative use of some areas and perhaps some internal reconfiguration would be considered to suite the year group classes in close proximity to each other. Also, it may be possible to reprovide the accommodation in the mobile units so they could be removed to optimise external hard play space. Outside play space could be reconfigured to maximise its use for the children in nursery, infant and junior phases.

### **Impact on pupil learning and safety**

The concerns expressed relate mainly to: perceptions of inadequate space at the schools for the children causing pressure and stress; extra strain on school resources and staff, and; concerns about the safety of children on the approach roads.

These concerns will be addressed through the design work for the expanded schools (see above) and the actions on traffic congestion and parking summarised below. A key principle for the council and schools in the expansion proposals is the maintenance of high quality education standards. All schools, with council support as necessary, will work to ensure high education standards are promoted through the expansions. Schools expand incrementally over a 7 year period which allows time to plan and embed structures and arrangements to deliver the curriculum. The governing body and senior leadership teams of the schools, with support as necessary, would ensure appropriate structures are in place to manage the increased numbers of pupils and to deliver the curriculum. The schools would have more funding generated by the additional children, which can enable opportunities to be more creative in use of resources to promote pupils' learning. Larger schools have been able to strengthen their broad curriculum offer through opportunities for joint working in larger teams and the deployment of staff and volunteers to a wider variety of extended curricular activities.

The headteachers and senior management teams would need to consider a range of matters to ensure that the schools run smoothly. For example, the play time arrangements, assemblies, lunchtime, after school clubs, etc. There is considerable experience of expansion at schools in Harrow that can be drawn on. If the Stag Lane schools are expanded they would be the eighth four form of entry schools in Harrow.

### **Traffic congestion and parking**

The concerns expressed about traffic congestion, parking and road safety in the area are fully recognised and are the consistent major theme arising from the expansion consultations. To minimise the impact of the additional pupils attending the schools proposed for expansion, a cross-council approach is being implemented. This approach brings officers together from across directorates to co-ordinate work.

Additional resource has been committed to ensure an appropriate profile to all the school expansion projects, in particular:

- Transport Assessments are undertaken at each of the schools proposed for expansion. The assessments provide an independent view of the proposals by reviewing baseline information about

current traffic volumes and current issues and make recommendations about any impact as well as setting out any actions required. The assessments take account of the consultation responses already received.

- A Transport and Travel Planner Officer for the expansion projects has been working with schools to develop and implement effective travel strategies in conjunction with the schools. This is a key role in influencing and engaging with all stakeholders to change attitudes to travel through the review and the development of School Travel Plans in order to minimise the use of private car travel to the school, particularly by parents. This role also liaises with the Highways, Traffic Management and Enforcement teams to ensure that any necessary engineering work and enforcement action, including Safer Neighbourhood Teams, is provided in line with the travel plans developed. This officer is also involved in the pre-planning engagement activities and input into the planning applications.
- The Transport Assessment and School Travel Plans are submitted as part of the planning applications.
- There is a communication strategy for the expansion projects which includes raising the profile of school travel planning. Additional Communications officer time is commissioned to give communication and engagement work a high profile.
- Parking enforcement officers visit the areas of all schools in Harrow and issue tickets when applicable. Two automatic number plate recognition CCTV cars have been introduced to reinforce enforcement work. They are dedicated to schools exclusively.

This proposal would require a building programme, for which planning permission would be needed. If an application is submitted, a decision on this will be a matter for the Planning Committee. This committee will consider highways and traffic concerns and the impact of the development on the local area. Residents and parents who believe they are impacted by this decision are entitled to make representations to the Planning Committee during the statutory planning consent timescales.

### **Representations to the statutory proposals published from 24 August to 21 September 2015**

The local authority received two representations to the statutory proposals both supporting the expansion of the Stag Lane schools: a statement from the Governing Body, and; a letter from Bob Blackman MP Harrow East.

At its meeting on 15 September 2015 the Governing Body of the Stag Lane Schools agreed the following statement in response to the statutory proposals:

“Governors recognise the need for the Local authority to provide additional school spaces in this area and accept that expansion would take place on the Stag Lane schools site. They also recognise the inadequacy of some of the present buildings, which would exasperate current crowded school working arrangement if major adjustments were not carried out. They ask that the LA, the architects and contractors make every effort to work closely with the staff of both schools taking into account their key knowledge, expertise and commitment for the best interests of the children including those children attending the school now. The Governors would like to ensure that all agreed and signed contracts are kept to by both parties and agreed plans are carried out fully once agreed at the outset. They are also concerned about the current problems faced by many of the other schools in Harrow where the current building works have over run or been problematic which has impacted on budgets. They ask that the LA also take into account the concerns of the wider local community.”

### **Officer response to the Governing Body statement about the statutory expansion proposals**

The response of the Governing Body of the Stag Lane Schools to the statutory proposals, which accepts the need to expand the schools, is welcomed. Officer response to the points raised by the governors in their response is as follows:

- Harrow Council, the architects and contractors will make every effort to work closely with the schools drawing on their key knowledge, expertise and commitment. Harrow Council has worked closely with the Stag Lane schools throughout the consultation and site scoping processes prior to the publication of the statutory proposals and will continue to do so.
- If the statutory proposals are approved, contractors will be procured to draw up detailed design proposals and undertake the construction work. Plans would be agreed and carried out. The governors' concerns about current construction over runs are fully understood and shared by the Council. The procurement for the Phase 3 schools is being undertaken using a tight contractual framework that will provide confidence about design and construction delivery.
- The concerns of the wider local community expressed during the consultation primarily relate to traffic congestion and parking difficulties. Concerted actions are being taken forward by the schools and Council to address these concerns. Actions include:



- initiatives by the schools to reduce car journeys to and from the schools and patrols outside the schools' site at drop off and pick up times;
- work to achieve Gold level of accreditation by the time the schools would be fully expanded;
- increased traffic enforcement activity during this half term;
- improvements to the site access arrangements to the schools;
- pre-Planning public engagement would be undertaken prior to the submission of the planning application. This would enable residents to view and comment on design proposals, to contribute ideas to refine the design and to enable discussion with residents about the initiatives being taken forward, their ideas and any concerns.

KS201EW - Ethnic group	South East Primary Planning Area						Appendix C	
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Population - All usual residents	<b>Main Wards for the South East Primary Planning Area</b>							
Units - Persons	(Over 40% of pupils in these Wards attend schools in the planning area)							
Date - 2011								
Ethnic Group	Edgware		Kenton East		Kenton West		Queensbury	
	number	%	number	%	number	%	number	%
<b>All usual residents</b>	<b>11,653</b>	<b>100.0</b>	<b>11,138</b>	<b>100.0</b>	<b>11,173</b>	<b>100.0</b>	<b>11,984</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	1,957	16.8	1,593	14.3	1,987	17.8	1,599	13.3
White: Irish	362	3.1	263	2.4	304	2.7	292	2.4
White: Gypsy or Irish Traveller	18	0.2	6	0.1	8	0.1	7	0.1
White: Other White	1,711	14.7	1,098	9.9	763	6.8	1,100	9.2
Mixed/multiple ethnic groups: White and Black Caribbean	70	0.6	102	0.9	76	0.7	59	0.5
Mixed/multiple ethnic groups: White and Black African	74	0.6	24	0.2	33	0.3	55	0.5
Mixed/multiple ethnic groups: White and Asian	128	1.1	84	0.8	126	1.1	169	1.4
Mixed/multiple ethnic groups: Other Mixed	121	1.0	117	1.1	100	0.9	74	0.6
Asian/Asian British: Indian	3,619	31.1	5,184	46.5	5,330	47.7	5,172	43.2
Asian/Asian British: Pakistani	431	3.7	265	2.4	389	3.5	413	3.4
Asian/Asian British: Bangladeshi	108	0.9	30	0.3	27	0.2	67	0.6
Asian/Asian British: Chinese	171	1.5	47	0.4	83	0.7	80	0.7
Asian/Asian British: Other Asian	1,259	10.8	1,229	11.0	916	8.2	1,757	14.7
Black/African/Caribbean/Black British: African	758	6.5	242	2.2	238	2.1	350	2.9
Black/African/Caribbean/Black British: Caribbean	273	2.3	362	3.3	407	3.6	241	2.0
Black/African/Caribbean/Black British: Other Black	179	1.5	166	1.5	170	1.5	208	1.7
Other ethnic group: Arab	237	2.0	221	2.0	130	1.2	178	1.5
Other ethnic group: Any other ethnic group	177	1.5	105	0.9	86	0.8	163	1.4
<b>Main Ethnic Groups</b>								
White	4,048	34.7	2,960	26.6	3,062	27.4	2,998	25.0
Mixed/multiple ethnic groups	393	3.4	327	2.9	335	3.0	357	3.0
Asian/Asian British	5,588	48.0	6,755	60.6	6,745	60.4	7,489	62.5
Black/African/Caribbean/Black British	1,210	10.4	770	6.9	815	7.3	799	6.7
Other ethnic group	414	3.6	326	2.9	216	1.9	341	2.8
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.								