

## REGENERATION STRATEGY PLAN TO REBUILD EDITH NEVILLE SCHOOL AND TRANSFORM CENTRAL SOMERS TOWN



**1.1** The plan above shows the scope of the proposal to rebuild Edith Neville primary school and children’s centre and transform Central Somers Town. This plan shows the location of each of the land uses proposed within the area covered by the regeneration strategy. The final shape and arrangement of individual blocks within each site will undergo further design development, subject to the plans continuing to provide the uses and functions as set out within the text of the report, and within the overall finances of the project.

**1.2** The Somers Town priorities listed below have been endorsed through consultation with the community and are therefore key objectives for this project:

- Housing
- Getting about
- Education and community facilities
- Open space
- Community safety
- Jobs and Training

The Somers Town Priorities are described in more detail in Appendix 6.

**1.3** The regeneration plan is described in relation to these priorities as follows:

- New housing in three locations:
  - Brill Place
  - Charrington Street (school site)

## EDITH NEVILLE SCHOOL AND CENTRAL SOMERS TOWN, APPENDIX 5

- North side of Polygon Road open space
- Getting about
  - Improving pedestrian routes
  - Re-routing of Purchase Street cycle path to Charrington Street
  - Closing part of Polygon Road (beside the park) to through motor traffic to create a better walking and cycling route and accommodate emergency vehicles when required
  - Refurbishing pavements, road surfaces, crossing points and road safety measures.
- Education and community facilities
  - New buildings for Edith Neville primary school on the east side of their current site
  - New buildings for the tenants hall, community play facility and nursery to the north of Purchase Street open space
- Open space
  - Refurbishment of Purchase Street open space,
  - Refurbishment and extension of Polygon Road open space and improvements to the surrounding street scape
- Community safety
  - Building new housing with doors and windows overlooking pedestrian routes to increase activity and passive surveillance
  - Removal of barriers to create clear sightlines and remove hidden corners and alleyways.
  - Providing safe routes for walking and cycling
- Jobs and Training
  - Apprenticeships for local people in construction and potential employment opportunities in the community facilities

**1.4** The new school building will provide space for 210 children to a standard compliant with current government guidelines (BB99). An additional allowance will be made to enable the school to expand to 420 places if the need is identified and to provide a separate space for the children centre.

**1.5** The minimum target standard that officers expect for the new school buildings is BREEAM Excellent. For the residential accommodation the minimum Code for Sustainable Homes (CSH) standard that will be achieved is CSH level 4.

**1.6** The new residential developments will be car free to help provide more land for new developments and public spaces, and to minimise problems from motor vehicles, such as injuries, air pollution and use of walking, cycling and public transport.

APPENDIX ENDS

**Somers Town Priorities**

<b>What we'd like to do</b>	<b>How can we do this?</b>
<p><b>Housing</b></p> <p>We want to build new affordable homes, including larger socially rented homes, address overcrowding, the lack of variety and invest in our existing stock.</p>	<p>Make better use of our land to increase the total number of homes</p> <p>Ensure an increase in social rented, intermediate and private housing</p> <p>Provide some larger socially rented homes for families</p> <p>Ensure high quality design including Lifetime Homes and the Mayor's space standards</p> <p>Improve existing Council owned homes using receipts from the sale of land</p>
<p><b>Getting about</b></p> <p>We want to make it easier and safer for people to walk around Somers Town and beyond to other places that people want to get to.</p>	<p>Identify new east/west and north/south routes through Somers Town which are useful to local people</p> <p>Ensure existing and new routes are attractive, well lit and overlooked by homes and buildings</p> <p>Improve and enhance streets for cycling, in particular the strategic north/south cycle route through Somers Town</p> <p>Improve the pedestrian environment including safe walking routes to existing and new schools and community facilities</p>
<p><b>Education and community facilities</b></p> <p>We want to ensure that all schools and children's centres provide an excellent environment in which to learn and that the community has appropriate spaces to meet.</p>	<p>Provide a new Edith Neville Primary School and Children's Centre</p> <p>Improve community facilities, including Plot 10, to provide flexible space to meet the needs of local people and organisations</p> <p>Promote a rebuilt Maria Fidelis secondary school and consider possible opportunities for associated benefits to neighbouring primary schools</p>
<p><b>Open space</b></p> <p>We want to improve the quality of public open space to ensure it meets the needs of local people and, if possible, increase the amount of public open space.</p>	<p>Increase total amount of public open space across Somers Town through development opportunities</p> <p>Try to retain significant trees and ensure an increase in the total number of trees across Somers Town</p> <p>Improve the quality and function of open space to better meet the needs of residents and visitors</p> <p>Create clear definition between public and private space</p>
<p><b>Community Safety</b></p> <p>We want to ensure that new buildings and spaces are designed to reduce the opportunities for crime and anti-social behaviour.</p>	<p>Increase the surveillance of streets and spaces from surrounding buildings and encourage ground floor uses that add interest and reduce the opportunity for crime</p> <p>Work with local people to understand issues and devise solutions to improve the perception of safety in the area</p> <p>Identify specific locations where crime and anti-social behaviour are a problem, understand the reasons and propose specific solutions</p>
<p><b>Jobs and Training</b></p> <p>We want to ensure local people can access jobs locally and in the wider area.</p>	<p>Use the Community Investment Programme and Section 106 agreements to ensure training, apprenticeships and employment opportunities in local developments</p> <p>Investigate opportunities to provide workspaces for small businesses</p>

## RESPONSE TO THE CONSULTATION ON THE REGENERATION STRATEGY

1. There have been three parts to the consultation process for the project. The initial phase (from Feb 2012) identified the priorities for the project and wider Somers Town area. These are set out in Appendix 6. Stage 1 (May/June 2013) presented five design ideas for people to comment on. The following is a summary of the consultation responses received during Stage 2 of the consultation (September/October 2013).
2. In Stage 2 a single concept was put forward. This was illustrated by an architect's drawing and a 3D model. 3,000 copies of a consultation document were printed and distributed to addresses within Central Somers Town. It was also available on the Camden websites 'We Are Camden' and Camden.gov.uk. The consultation document set out the comments received in Stage 1 and showed how these had been incorporated into Stage 2.
  - Over 250 people attended the face to face consultation events. These were held on 26, 27, 28 September, and 3, 7, 8 October 2013
  - 450 written comments were received
  - 131 completed consultation responses were received, 97 by post or in person, 34 online
3. Face to face consultation events included;
  - A meeting with Neighbourhood Planning Forum;
  - Two drop in events on Polygon Road Open Space (morning and evening) and one in Purchase Street Open Space (weekend);
  - A meeting with Edith Neville Governors
  - A meeting with Plot 10 Staff
  - A consultation event with Plot 10 parents
  - Two consultation events with Edith Neville parents (one before and one after school)
  - A meeting with Plot 10 Management Committee
  - A consultation event at St Aloysius Catholic Infant School
  - A meeting with St Aloysius Catholic Junior School head teacher
4. Written responses were received from
  - The governing body of Edith Neville primary school and children's centre
  - St Aloysius Catholic Infant School
  - Coopers Lane residents
  - Somers Town Neighbourhood Forum
  - Plot 10

A detailed report of the Stage 2 consultation has been produced by consultants working on the project.

5. The Somers Town Neighbourhood Planning Forum submitted an alternative 'People's Plan'. This proposes minimising new housing to only that necessary to pay for a new Edith Neville Primary School, St Aloysius Nursery and Plot 10. The suggestion is that all housing should be studio, one and two bed units for private sale and be located on top of the new school and at the corner of Purchase Street and Brill Place. The 'People's Plan' rationale suggests working with the council to explore alternative

delivery methods for the CIP potentially through the transfer of land from the Council to a Community Land Trust.

The 'People's Plan' is not a Neighbourhood Plan or a draft Neighbourhood Plan but the Forum's response to the consultation. The lack of any affordable housing in their current proposal means that it will not deliver one of the key Somers Town priorities established through consultation in early 2013. Furthermore, in the first stage consultation, housing above the school was not strongly supported because it would remove the possibility for external play space on the roof and create management challenges. Council officers will continue to work closely with and provide support to the Neighbourhood Planning Forum as this project progresses including exploring some of the suggestions raised in their submission.

## 6. Summary of responses

Questions	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Don't Know	Didn't answer	Total
1. The proposal to rebuild Edith Neville Primary School and Children's Centre will improve the learning spaces at the school	35 (27%)	32 (24%)	17 (13%)	7 (5%)	13 (10%)	17 (13%)	10 (8%)	<b>131</b>
2. The new housing in the scheme is in the right location	20 (15%)	23 (18%)	13 (10%)	11 (8%)	46 (35%)	5 (4%)	13 (10%)	<b>131</b>
3. The scheme will make it easier to get around in Somers Town	21 (16%)	23 (18%)	19 (15%)	24 (18%)	26 (20%)	7 (5%)	11 (8%)	<b>131</b>
4. The proposals for the community play scheme will improve the facilities for children in Somers Town	26 (20%)	30 (23%)	12 (9%)	18 (14%)	25 (19%)	7 (5%)	13 (10%)	<b>131</b>
5. The proposals for St Aloysius Nursery will improve the facilities for users	20 (15%)	29 (22%)	24 (18%)	13 (10%)	17 (13%)	14 (11%)	14 (11%)	<b>131</b>
6. The proposals will improve the open space in Somers Town	29 (22%)	22 (17%)	14 (11%)	13 (10%)	33 (25%)	7 (5%)	13 (10%)	<b>131</b>
7. The proposals will make Somers Town a safer place to live and visit	18 (14%)	19 (14%)	20 (15%)	23 (17%)	27 (21%)	10 (8%)	14 (11%)	<b>131</b>

## 7. Analysis

- There was **general support for the proposal to rebuild ENPS&CC** with 51% of respondents agreeing or strongly agreeing with the approach suggested;
- There was a greater feeling that **housing is not in the right location** in the Design Concept scheme (43%) than from those who supported the proposal (33%);
- Respondents were **split** on whether the proposed scheme would make it easier to get around Somers Town with 34% agreeing or strongly agreeing but 38% disagreeing or strongly disagreeing;
- More respondents felt that the **community play scheme proposal would improve facilities for children in Somers Town (43%)**, than those who felt it would not (33%);
- Respondents were generally more **positive (37%) about the proposals for St Aloysius Nursery** than those who did not think it would improve facilities for users (23%);
- Respondents were **split** on whether the proposals would improve Somers Town open space with 39% agreeing or strongly agreeing and 35% disagreeing or strongly disagreeing;
- There was a greater feeling that the **proposals would not make Somers town a safer place to live and visit (38%)** than from those who thought it would improve safety in the area (28%);
- Respondents were **split** on whether it was a good idea to close part of Polygon Road beside the park with 40% agreeing or strongly agreeing and 36% disagreeing or strongly disagreeing.

## 8. Comments, issues and concerns raised

There were a mix of positive and enthusiastic comments about the scheme such as *'The scheme looks like (if it can be done) perfection'* and *'Thank you for investing in this vibrant yet needy area!'* to those which expressed anger or concern about what was being proposed including *'The scheme is a MISSED opportunity for the community'* and *'Creating more social problems'*. However, many respondents provided ideas and options as to how the proposals could better meet local needs and these will need to be considered carefully as part of the process as it moves forward.

A number of respondents raised concerns about the disruption this scheme would cause to current residents of Somers Town, saying that there had been a good deal of development work in the area of the last few years and they did not want any more .

There were concerns expressed about the relocation of Coopers Lane Hall with existing users saying that it was a well-used space which did not require further development. However, a number of respondents did make the case for a multi-purpose hall space which was available to the whole community.

There were calls to ensure that older residents were carefully considered as part of the scheme, taking care to ensure there were places they could meet and relax and avoiding unnecessary disruption to local sheltered accommodation.

There were calls for more social housing to be part of the scheme, and the need for affordable housing for local people.

There were many helpful suggestions about what additional community facilities might be provided as part of the scheme with a 5 a-side football pitch and a community café the most often mentioned.

**9. Sample comments:**

“Coopers Lane once again will suffer. We have had British Library, St Pancras Station, and now the overwhelming Crick. Now you wish to take chunks of our tiny open space. Not necessary. Since moving here 32 years ago it has been a constant battle to retain this special estate as a small oasis, leave it alone.”

“I have no family and live alone but believe children and safety should be a priority”

“Are you pedestrianising Purchase Street? It looks like it from the impressionist drawings which could make it tricky to access for some car owners local to the area I suspect. The flats look like high density housing - issue of over-crowding - they need to build with decent proportions for people to live in and to externally be attractive to look at - not new build ugly designs”

“Positive because it’s good to make the centre bigger - it makes it fun to learn. More centre for kids is very positive - more to do for kids.”

“I’m a pensioner that lives in sheltered accommodation. I don’t like the thought of children hanging around the blocks causing a nuisance”

“Somers Town will be more attractive and user friendly”

“Leave Plot Ten where it is and put the flats down Coopers Lane”

“We need lots of fresh air, green, trees, garden”

“Good overall. We are concerned about cycle lane up Charrington Street. This may make it less safe for the children to play in this (correctly) quiet street.”

“The questionnaire is misleading. The council should have got Somers Town tenants and residents to draw up the questions that would then be completed right and we would have understood what Camden Council was doing to us (shafted)”

“The park is important for kids and more activities should be in this place for kids”

“Do not like the idea of closing the park area on the plot ten site and building flats there. This is a perfect area for our children, please do not close it. I will not let my child play in the coopers lane area, this is used by drug dealers and crime. The children have not been put first in this consultation.”

“The scheme retains the sight lines from my property in the Somers Close Estate, so I am pleased about that. I would query the football or basketball court/ pitch (not sure what is it) that has been located near my property. This will mean it is used by kids late at night causing noise and disruption. This would be a negative thing.”

“Too much housing. Somers town is already too busy and crowded.”

“This area does not need any more housing as we are over populated as it is. Our doctors surgeries and parking facilities cannot cope with any more bodies. The way you plan to redesign the area will only add to spaces for young drug offenders to hang out in. The green spaces we have are placed correctly around at present to break up the ever growing sea of concrete.”

“Positive especially if there were more places at St Aloysius Nursery”

“Improved access that takes away footfall from Euston Road is a positive.”

END OF APPENDIX



## Equality Impact Assessments - equality through public services



### Our approach

Equality impact assessments (EIAs) are our chosen way for working out the effect our policies, practices or activities (the word activity will be used throughout this form as an umbrella term) might have on different groups before we reach any decisions or take action. They are an important service improvement tool, making sure that our services are as effective as they can be for everyone Camden serves. They also help to prevent us from taking action that might have outcomes we did not intend.

It is essential that you start to think about the EIA process before you develop any new activity or make changes to an existing activity. This is because the EIA needs to be integral to service improvement rather than an 'add-on'. If equality analysis is done at the end of a process it will often be too late for changes to be made.

If a staff restructure of organisational change is identified as necessary following the review of an activity then an EIA needs to be completed for **both** stages of the process, i.e. one when the activity is reviewed and one when the restructure or organisational change is undertaken .

Please read the council's EIA guidance, ['Equality impact assessments – equality through public services, a step-by-step guide'](#), before beginning the EIA process.

### Stage one - what is being analysed and who is responsible for the equality impact assessment?

This section should be completed to help you plan how you will analyse an activity.

Name of the activity being analysed	Redevelopment of Edith Neville Primary School site and re-provision of school; relocation of community play facility and nursery and improvements to the open space on Purchase Street and Polygon Road in central Somers Town. Development of social housing and private housing for sale to fund the development.
Service and directorate responsible	CSF - Property & Contracts
Names and posts of staff undertaking the assessment	Ric Euteneuer, School Organisation and Investment Officer Louise Trewavas, Project and Stakeholder Engagement
Date assessment completed	30th October 2013
Name of person responsible for sign off of the EIA	Sarah Bourne, Head of Property & Contracts

**Stage two - planning your equality analysis**

This section of the form should be completed when you are developing your proposals for assessing the activity.

The information you will need to collect should be proportionate to the activity that you are looking at. A small change in policy, for example, does not need to be supported by the same amount of evidence and analysis as a major change in service provision.

### Outline the activity being assessed

#### Introduction

This Equality Impact Assessment is being carried out in relation to the **redevelopment and re-provision of Edith Neville Primary School site, community play facility and nursery and improvements to the public realm in central Somers Town, together with provision of new social housing and new private housing for sale to fund the project** in order to give due regard to the potential impact to groups with protected characteristics under the Equality Act 2010 and as part of Camden's committed to reducing inequality, which is reflected in both the Camden Plan and the outcomes of [Camden's Equality Taskforce](#).

#### Background/Context

This project is a key project within the wider Somers Town Community Investment Programme (CIP). The project sets out proposals for the existing Edith Neville primary school site, the community play facility, St Aloysius Infants School's nursery, improving the Polygon Road and Purchase Street open spaces plus providing new housing and tackling long-running community safety problems through design.

It has been acknowledged for some time that Edith Neville primary school and children's centre buildings have not been fit for purpose. The main 1960s school building is beyond its useful life, suffering from subsidence, movement and cracking – to the extent that the problems would best be addressed by rebuilding rather than refurbishment. The key educational response to recent consultation was that the key stakeholders wanted the school rebuilt on the same campus, albeit elsewhere within the curtilage of the existing school development.

The project proposes re-providing a brand new, fit for purpose primary school building on the east side of the school site and demolishing the current school building to the west to be replaced with new housing. The present primary provision in the area is appropriate in terms of places provided. However, if all the housing developments planned in the locality come to fruition, there would be a need for an increase in primary places provided. Therefore, the rebuilding of Edith Neville Primary School and Children's Centre would provide the opportunity to develop new buildings with the potential to expand and provide additional places as and when they are needed.

Other important elements of the proposals include provision of new accommodation for the community facility and nursery. The community play facility is currently located on the north of Polygon Road open space and they have been seeking funding for improvements to their building. This facility together with St Aloysius nursery class (currently within the grounds of Regent High School) would be relocated to brand new buildings close to a new tenant's hall to the north of Purchase Street open space. The open spaces on Polygon Road and Purchase Street would be re organised and refurbished with no overall loss of public open space. Three new housing blocks would be constructed with a mixture of private housing for sale to fund the development and social housing.

#### Desired Outcomes

The key outcomes will be a fit for purpose, state of the art school on the Edith Neville primary school site. The redevelopment proposals outlined above will also deliver a wide range of benefits for local residents including new affordable housing, significant improvements to the quality of the public open space and sustainable community facilities providing continued support and activities for protected groups such as children and young people.

## Groups Potentially Affected

The groups likely to be affected by this redevelopment include:

- Residents who live on or near to the proposed redevelopment site
- Pupils, parents, carers and governors of Edith Neville Primary School
- Users of Plot 10 community play facility
- Pupils, parents, carers and governors of St Aloysius Infant School and St Aloysius Junior School
- Users of Somers Town Community Centre
- Tenants and residents associations
- Neighbourhood Development Forum (NDF) members
- Users of public open space in central Somers Town

These were the groups consulted in the variety of phases of consultation, and reflect the diversity of the local population in terms of their background and interests.

## Gather relevant equality data and information

The school is in the St Pancras and Somers Town ward of the borough. Data about the demographic and equality data about the population of the local community as well as the school population is considered in this equality impact assessment to ensure due regard is given to groups with protected characteristics potentially to be affected by this proposed activity.

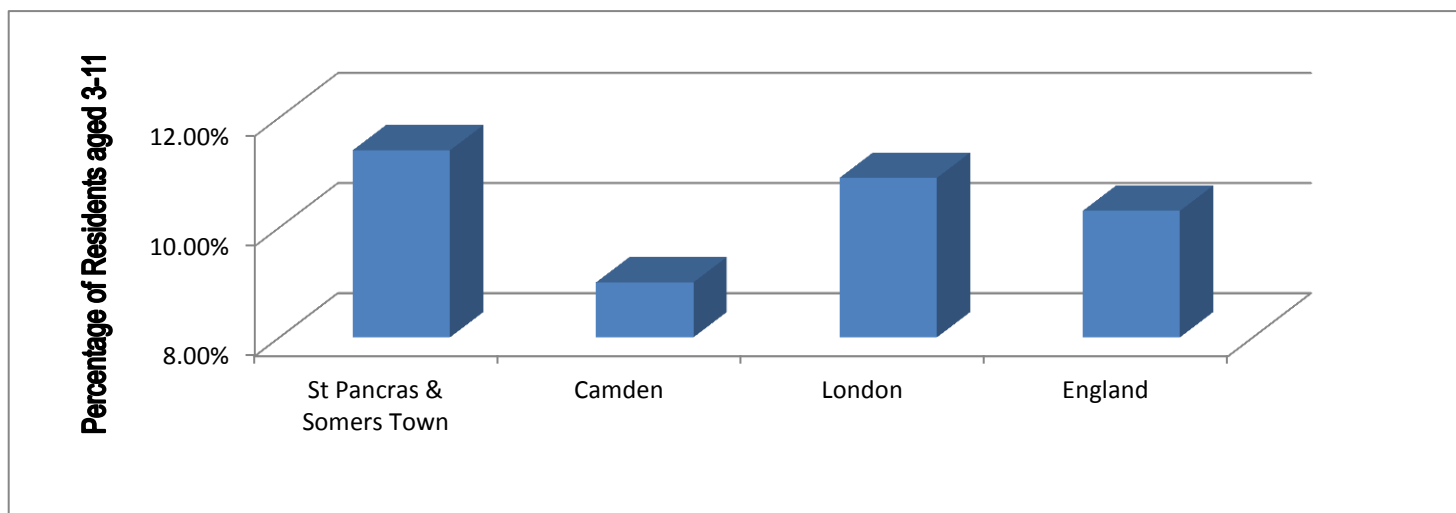
### Age:

The most recent data available about the age structure of St Pancras and Somers Town ward is from the 2011 Census. This shows that 11.4% of the population is aged between 3 and 11, compared to 9.0% for Camden, 10.9% for London, and 10.3% for England, making the primary age population slightly higher in percentage terms compared to Camden, as well as regionally and nationally.

**Figure and Table 2 Percentage of residents aged 3-11**

Area	St Pancras & Somers Town	Camden	London	England
Percentage of residents aged 3-11	11.4%	9.0%	10.9%	10.3%

(Source: ONS Census 2011)



The justification for building with potential capacity for expansion from 1FE to 2FE, derives from evidence from GLA projections that show births increasing from this year onwards, in part due to population growth, and in part due to anticipated developments in the area. There is a projected increase above the existing level of births from 2014 onwards. In turn, there is projected to be a notable increase in reception age pupils in this ward – a 50% increase in births in the 10 years from the present to 2023. As Edith Neville School serves children aged 3-11 years, it is anticipated that there will be a need to increase the number of primary places in this area of the borough, so the rebuilding of Edith Neville Primary School with potential to expand will allow the education authority to more easily meet any increased demand in the future.

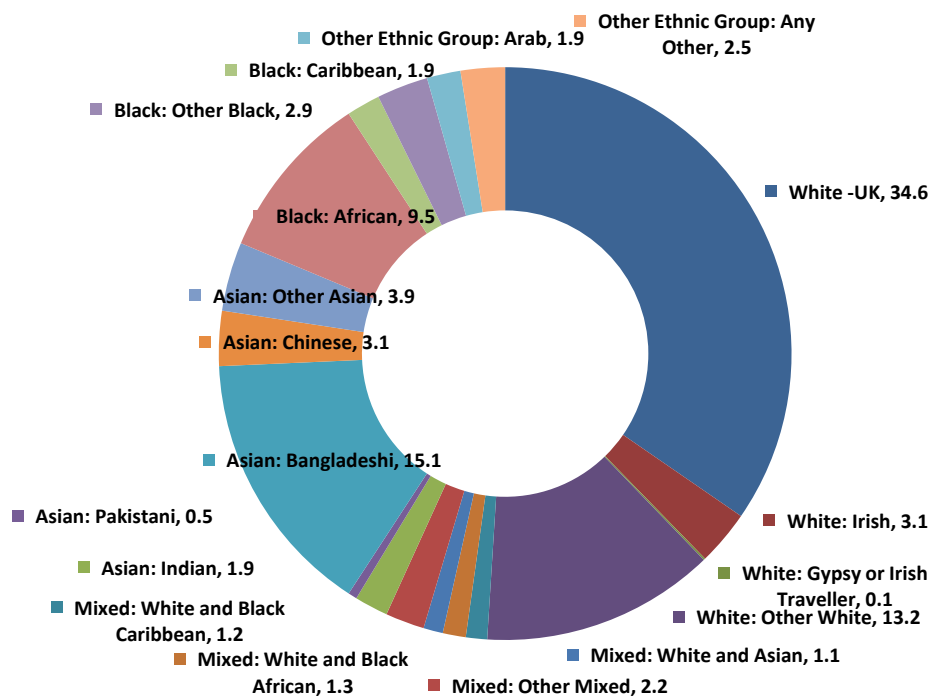
**Race/Ethnicity:**

The ethnicity of the residents of St Pancras and Somers Town ward are given in table 3 below. This shows the considerable diversity of the resident population within the ward, showing that 48% are of non-White ethnicity, and 65% of the ward is of non-white British origin. This is considerably higher than the Camden average, and Camden is already one of the most diverse boroughs ethnically in London, where the non-White population of Camden is around one third of the borough's population and the non-White British population is 56%.

St Pancras and Somers Town's diversity figures are around three times higher than the English average. "White-British" remains the biggest ethnic group within St Pancras and Somers Town, albeit at around 80% of the level in Camden as a whole, and 45% of the English figure. The second largest group are the Bangladeshi community at just under 15%, three times the Camden figure as a whole, 5 times bigger than the London average, and 19 times the English average. The third largest community are the "White- Other" group (13%) which are slightly lower than average Camden figures across the borough - but around the average for London figures. It is also worth considering language as an issue separately, connected to race and ethnicity – this will be addressed in a section below and overleaf. The ethnicity of the school shows around 93% of the pupils come from a BME (i.e. non-White-British) background, compared to a Camden average of 76%, making it one of the most diverse schools in Camden, if not London.

**Table 3 – Ethnic Group by percentage in St Pancras and Somers Town, Borough, Region, and Country**

<b>Ethnic Group</b>	<b>St Pancras &amp; Somers Town</b>	<b>Camden</b>	<b>London</b>	<b>England</b>
White - British	34.6	44	44.9	79.8
White: Irish	3.1	3.2	2.2	1.0
White: Gypsy or Irish Traveller	0.1	0.1	0.1	0.1
White: Other White	13.2	19	12.6	4.6
<b>TOTAL WHITE</b>	<b>52</b>	<b>66.3</b>	<b>59.8</b>	<b>85.5</b>
Mixed: White and Black Caribbean	1.2	1.1	1.5	0.8
Mixed: White and Black African	1.3	0.8	0.8	0.3
Mixed: White and Asian	1.1	1.8	1.2	0.6
Mixed: Other Mixed	2.2	1.9	1.5	0.5
<b>TOTAL MIXED</b>	<b>4.8</b>	<b>5.6</b>	<b>5</b>	<b>2.2</b>
Asian: Indian	1.9	2.8	6.6	2.6
Asian: Pakistani	0.5	0.7	2.7	2.1
Asian: Bangladeshi	15.1	5.7	2.7	0.8
Asian: Chinese	3.1	2.9	1.5	0.7
Asian: Other Asian	3.9	4.0	4.9	1.5
<b>TOTAL ASIAN</b>	<b>24.5</b>	<b>16.1</b>	<b>18.4</b>	<b>7.7</b>
Black: African	9.5	4.9	7	1.8
Black: Caribbean	1.9	1.6	4.2	1.1
Black: Other Black	2.9	1.7	2.1	0.5
<b>TOTAL BLACK</b>	<b>14.3</b>	<b>8.2</b>	<b>13.3</b>	<b>3.4</b>
Other Ethnic Group: Arab	1.9	1.6	1.3	0.4
Other Ethnic Group: Any Other	2.5	2.3	2.1	0.6
<b>TOTAL OTHER</b>	<b>4.4</b>	<b>3.9</b>	<b>3.4</b>	<b>1.0</b>
<b>TOTAL NON-WHITE</b>	<b>48.0</b>	<b>33.7</b>	<b>40.2</b>	<b>14.5</b>
<b>TOTAL NON-WHITE-BRITISH</b>	<b>65.4</b>	<b>56</b>	<b>55.1</b>	<b>20.2</b>

**Figure 3. St Pancras & Somers Town Ward Ethnicity, 2011**

(Source: ONS Census 2011)

According to the Schools' Annual Census for 2014, the ethnicity of the school shows around 93% of the pupils come from a BME background, i.e. non-white British background) compared to the Camden average of 76%, making it one of the most diverse schools in Camden, it not London. Therefore the school pupil population is more diverse than that of the local residents.

### Religion:

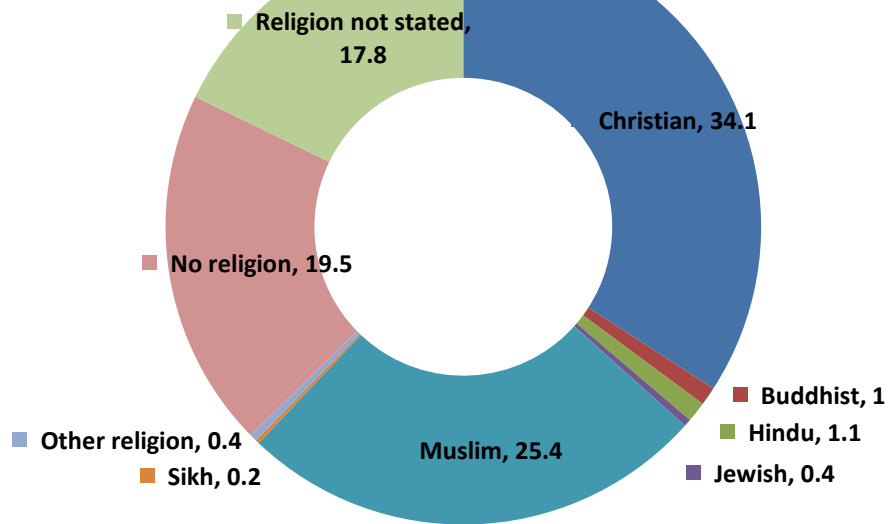
The largest group in the ward are Christians, around the Camden average, and around half the national average, followed by Muslim at just over a quarter of local residents – double the Camden and London averages, and over 5 times the national average.

**Table 4 – Religion by percentage in Ward, Borough, Region, and Country**

Religion	St Pancras and Somers Town	Camden	London	England
Christian	34.1	34	48.4	59.4
Buddhist	1.0	1.3	1.0	0.5
Hindu	1.1	1.4	5.0	1.5
Jewish	0.4	4.5	1.8	0.5
Muslim	25.4	12.1	12.4	5.0
Sikh	0.2	0.2	1.5	0.8
Other religion	0.4	0.6	0.6	0.4
No religion	19.5	25.5	20.7	24.7
Religion not stated	17.8	20.5	8.5	7.2
<b>Non-Christian</b>	<b>65.9</b>	<b>66.0</b>	<b>51.6</b>	<b>40.6</b>

(Source: ONS Census 2011)

**Figure 4 - Religion in St Pancras and Somers Town Ward**



Religion is not recorded at pupil or school level, but given the enrolment of pupils who emanate mainly from the local area, the religion of the local population would probably fairly accurately represent that of the school population.

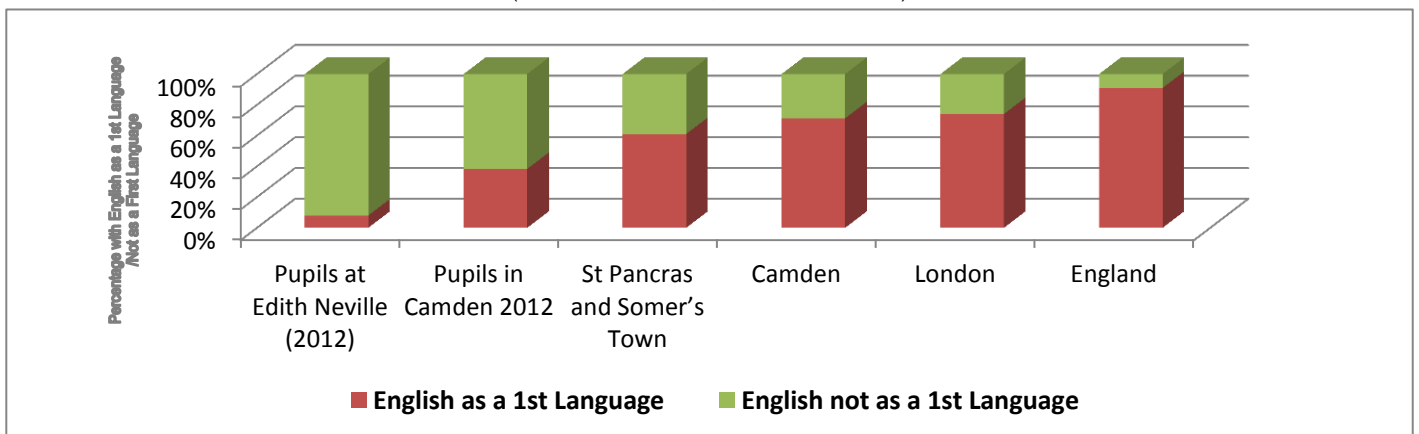
**Language:**

Language is not a protected characteristic under the equality legislation, however it serves as an additional indicator of the demographic profile of the population, and so recent data is included to help inform this equality impact assessment. St Pancras and Somers Town is also one of Camden’s, if not London’s most diverse wards, ethnically, religiously, and in terms of language. The table below gives the proportion of residents with English as the main language of the household – for all people aged 16 and over in the household having English as a main language. It can be seen that few pupils – 8% – have English as a first language at Edith Neville Primary School, which is significantly lower than the Camden, London and national average.

**Table 5 and Figure 5 – English as a 1<sup>st</sup> language for pupils at Edith Neville and in Camden Schools, Ward, Borough, Region, and Country (%)**

Pupils at Edith Neville (2012)	Pupils in Camden (2012)	St Pancras and Somers Town	Camden	London	England
8.0	38.3	61.0	71.2	74.0	90.9

(Source: DfE website, ONS Census 2011)



This shows that English is the 2<sup>nd</sup> language of around 92% of pupils homes at Edith Neville compared to 40% of households in St Pancras and Somers Town, against around 29% for Camden households, 26% for London and around 10% nationwide. This shows that English as a 1<sup>st</sup> language for pupils at Edith Neville contrasts quite dramatically with the ward and Camden population – with English speakers 11 times lower at the school

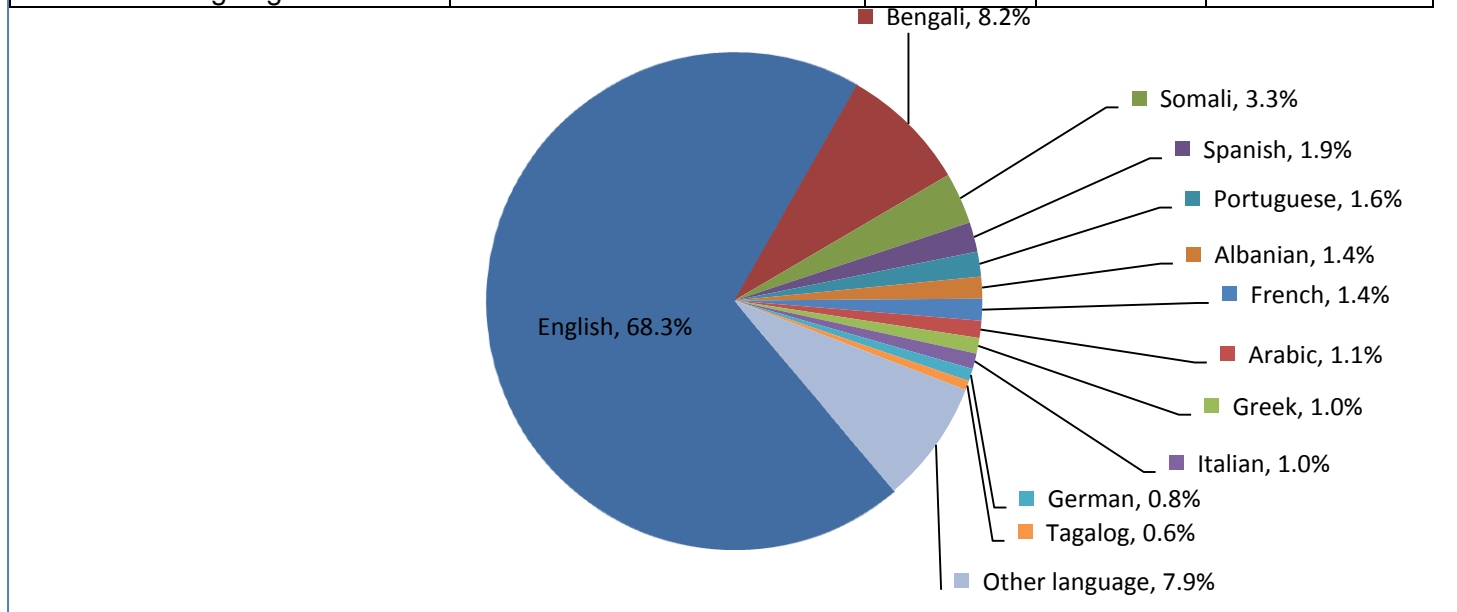


than in the immediate locality. This could indicate that the school is much more diverse than the locality.

A more detailed study shows the top 12 household languages – all those with 1% or more in St Pancras and Somers Town ward. The 2<sup>nd</sup> most widely spoken language in St Pancras and Somers Town is Bengali, at around 8% - more than twice the Camden average, followed by Somali and Spanish languages. There are also higher than Camden and London averages of Portuguese, Albanian, Arabic, Greek and Tagalog spoken in the locality.

**Table 6 and Figure 6 – Primary household language in Ward, Borough, Region, and Country**

Language	St Pancras & Somers Town	Camden	London	England
English	68.3%	76.5%	77.9%	92.0%
Bengali	8.2%	3.0%	1.5%	0.4%
Somali	3.3%	1.2%	0.7%	0.2%
Spanish	1.9%	1.5%	0.9%	0.2%
Portuguese	1.6%	0.9%	0.9%	0.3%
Albanian	1.4%	1.0%	0.3%	0.1%
French	1.4%	2.0%	1.1%	0.3%
Arabic	1.1%	1.0%	0.9%	0.3%
Greek	1.0%	0.8%	0.3%	0.1%
Italian	1.0%	1.2%	0.6%	0.2%
German	0.8%	1.0%	0.4%	0.1%
Tagalog	0.6%	0.5%	0.3%	0.1%

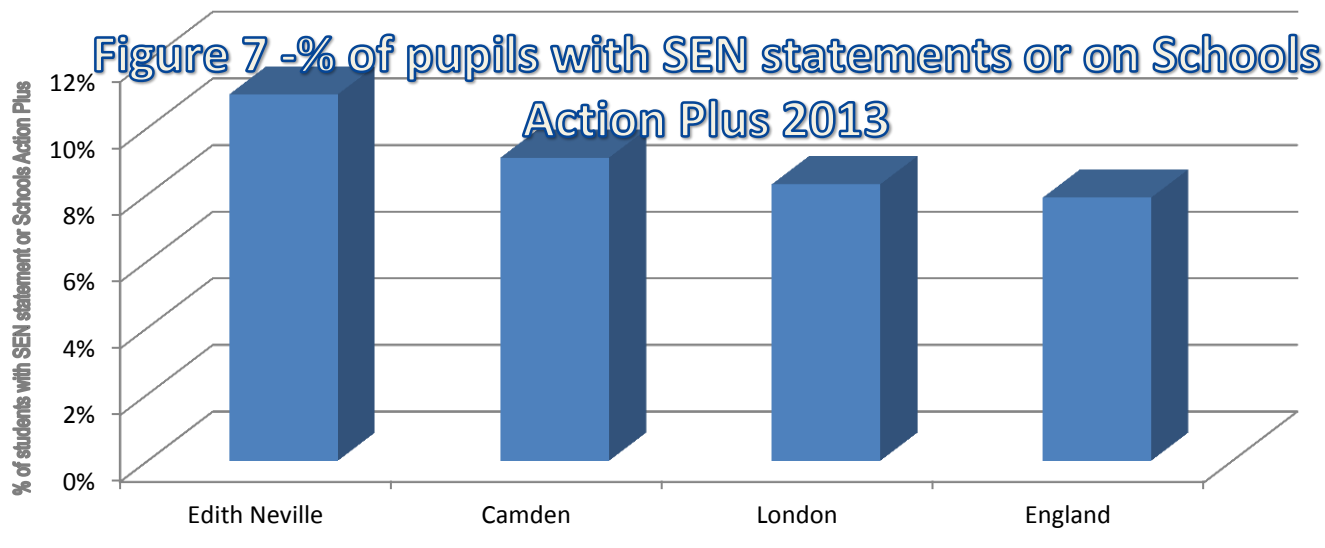


(Source: ONS Census 2011)

**Disability:**

There are no generally comparable disability figures available at a school level for Edith Neville. We can, however ascertain the level of special needs for children within the school and at a borough, region and national level. This shows that Edith Neville has a considerably higher than average level of pupils with SEN with statements or on School Action Plus

Table 7 Percentage of pupils with SEN with statements or on School Action Plus	Edith Neville	Camden	London	England
	11%	9%	8%	8%



(Source: Schools Census, 2013)

**Gender Assignment and sexual orientation**

There are no comparable gender assignment or sexual orientation statistics at school, borough or ward level to compare with national statistics.

**Deprivation/Economic inequality**

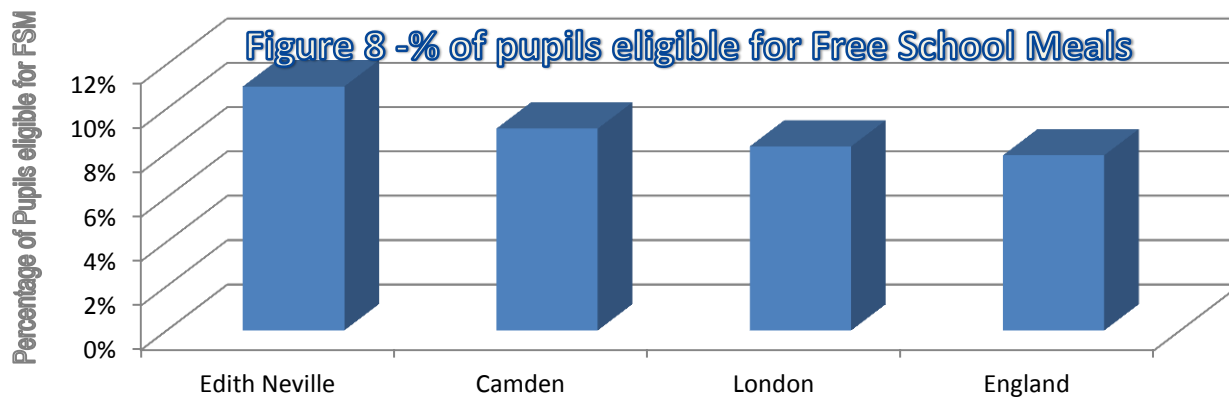
Whilst socio-economic status is not a protected characteristic, the DfE and a wide variety of other agencies use Free School Meal (FSM) eligibility as a proxy for deprivation, as a number of benefits provide a gateway for this award, and the number of pupils eligible in a particular school can show the relative deprivation of that school in comparison with other schools inside and outside the borough. The school has 42% of pupils on free school meals, compared to 37% for Camden. This places it 13<sup>th</sup> highest in primary phase schools – within the top third of schools with FSM eligibility, just slightly higher than the Camden average, and just under double the London average for FSM eligibility.

**Table 8 Free School Meal Eligibility**

Primary Free School Meals eligibility %	Edith Neville	Camden	London	England
	42%	37%	24%	19%

Source: DfE Website 2013

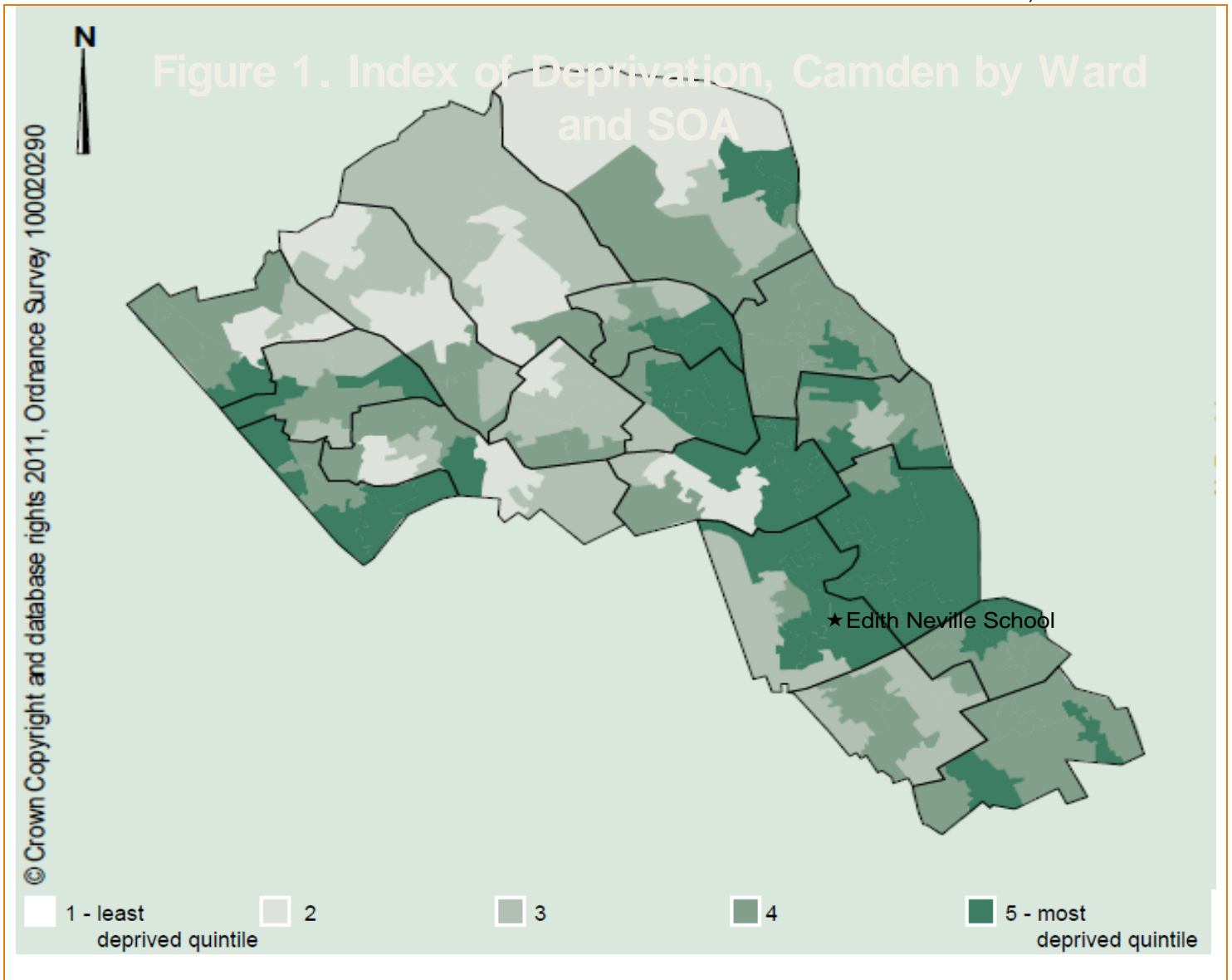
The ward is within the 10% ‘most deprived’ in England as measured by the Index of Multiple Deprivation. St Pancras and Somers Town ward is the most deprived ward in Camden by all the measures of deprivation. In terms of employment deprivation St Pancras and Somers Town ward is the 29<sup>th</sup> most deprived ward in London. In terms of income deprivation St Pancras and Somers Town ward is the 12<sup>th</sup> most deprived ward in London. (Source: Camden census data 2011).



(Source: DfE Website, 2013)

The position of the school in the borough, in the context of the deprivation experienced in wards and sub-ward levels in Camden is given overleaf.





(Source: Camdeninfodata website, ONS Statistics on Deprivation)

## Consultation and engagement

In spring 2013, Camden carried out a public consultation which asked local people to confirm the regeneration priorities for the area. Among the responses identified as a priority was the redevelopment of the Edith Neville Primary School and Children's Centre. The priorities for the area were then published. A design team was appointed and conducted consultation with key stakeholders in advance of wider public consultation beginning. The programme involved a 6 week design process to produce a long list of 5 options, followed by 4 weeks of consultation on these options (Stage 1). The options included not just the redevelopment of the school and children's centre, but also the improvement of public open spaces and public realm, new housing and community facilities. After this, the options were narrowed down to a single option to be put out to a further 4 weeks of consultation (Stage 2).

### Stage 1

A number of consultation events were held as part of this phase of work to test out the initial five design options. Leaflets were printed in three languages and distributed in Somers Town, and details of the designs and how to respond to the consultation were publicised on LB Camden website (<http://www.camden.gov.uk/ccm/content/environment/planning-and-built-environment/two/placeshaping/somers-town/twocolumn/somers-town.en?page=6>)

Consultation events were held as follows :

- **Staff and Parents at Edith Neville School : 3.30 – 7.30pm on 17 May 2013**
- **Community event on Purchase Street Open Space : 11.00am – 2.00pm on 18 May 2013**
- **Staff and Parents at Plot 10 : 4.30 – 6.30pm on 21 May 2013**
- **Community event on Polygon Road open space : 3.00 – 7.00pm on 23 May 2013**
- **Community event on Polygon Road open space : 3.30pm – 7.30pm on 13 June 2013**

A total of 375 adults attended the five consultation events. Some participants attended more than one event. Members of the team also presented to the Governing Body at Edith Neville School on the evening of 23 May, and held a detailed discussion with staff at Plot 10 on the morning of 23 May. Comments were received from those attending the consultation events and by email afterwards, in writing from the Edith Neville School and Children's Centre Governing Body, from Plot 10 community play project.

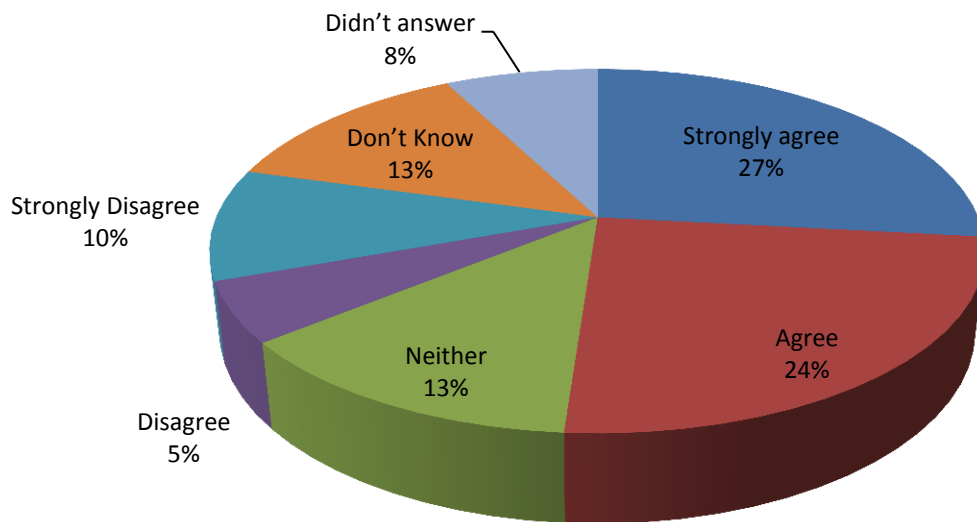
### Stage 2

A consultation document was prepared and distributed to 3,000 addresses in the area. This set out one option, with an explanation of the comments received in Stage 1 and how these were being addressed in the proposal. The consultation posed questions about all aspects of the redevelopment including the rebuilding of the school and children's centre. A further series of public events was held, along with a model of the proposed scheme. Over 250 people attended face to face consultation events; 131 completed the consultation questionnaire. Stakeholder meetings were also organised with key stakeholders: Edith Neville Primary School and Children's Centre, St Aloysius Junior School and St Aloysius Infant School and the Plot 10 community play project.

### Outcome of the Consultation

Of the 131 respondents outlined above, there was general support for the proposal to rebuild Edith Neville School and Children's Centre with 51% of respondents agreeing or strongly agreeing with the approach suggested. Only 15% of respondents disagreed or strongly disagreed with the proposals – 23% "didn't know" or did not answer. The provision of a wider range of community facilities and the arrangement of Polygon Road open space around a new square was positive (43%).

Question	Strongly agree	Agree	Neither	Disagree	Strongly Disagree	Don't Know	Didn't answer	Total
1. The proposal to rebuild Edith Neville Primary School and Children's Centre will improve the learning spaces at the school	35 (27%)	32 (24%)	17 (13%)	7 (5%)	13 (10%)	17 (13%)	10 (8%)	<b>131</b>



Further discussion of the consultation responses is provided in Appendix 7 of the Cabinet report for Members to consider in December 2013.

Have you identified any information gaps?

No disproportionate appropriate information gaps have been identified. Equality monitoring data was not collected for the initial phase of engagement (Stage 1) although Bengali and Somali interpreters were present at all of the public drop in consultation events and attended the events at Edith Neville primary school.

Equalities monitoring information were collected in the second, more detailed stage of the consultation (Stage 2), and both Bengali and Somali interpreters were present at all of the public drop in consultation events and in the events at Edith Neville primary school. No issues raised by particular protected groups were raised that were disproportionate or unique to this group of consultees.

**Stage three - analysing your equality information and assessing the impact**

This section of the EIA should be completed when you are reviewing this activity and considering different options for future delivery.

Analysing the evidence outlined above, could the activity have a negative or positive impact on protected groups

Edith Neville primary school and children's centre lies at the heart of one of the most deprived wards in Camden, the buildings, play and learning spaces, and the activities on offer make a significant contribution to the education and well-being of local children. However the current buildings and outside spaces are out-dated and no longer fit for purpose.

Therefore the redevelopment and re-provision of the school is necessary to help improve life chances and equality of opportunity for primary age children in Somers Town and St Pancras and will enhance their educational and social outcomes. In addition, if we add provision in a very diverse area, this is likely to increase choice and available places for parents, carers and pupils at the school. Moreover, it has been identified that there will be an increase in demand for primary places in the future and so the rebuilding of Edith Neville Primary School and Children's Centre is being undertaken with the potential for future expansion in mind.

This assessment finds that the redevelopment and re-provision of the school will result in positive impacts across groups with protected characteristics and will directly benefit pupils, parents/carers and staff of the school and residents in Somers Town and St Pancras. **No potential unlawful discrimination and no negative or disproportionate impacts on protected groups have been identified as a result of the proposed activity.**

The proposed new school site will be fully wheelchair and disability accessible; a standard which the present site is unable to meet, and so the new site will have enhanced benefits for pupils and staff that have a physical disability. Improved play and learning spaces represent a significant benefit for children living in the area. These children rely more heavily on the school, the children's centre facilities and the activities that they provide, than might be the case in less deprived areas. The wrap around services provided during early years are designed to lessen the impact of this deprivation, and help to 'narrow the gap' in achievement and attainment for these children. As such the improvements proposed are designed to promote greater equality by enhancing the life chances of children coming from areas and backgrounds of greater deprivation. The rebuilding and potential expansion of the school, along with the improvements to public open spaces proposed in the wider redevelopment will benefit all sections of the community and will therefore provide the opportunity to foster good relations. St Aloysius Nursery is currently located in temporary accommodation on the Regent High school site. Relocating the nursery would both enable the works at the Regent High school to be completed and secure a permanent home for the nursery within Central Somers Town. This will protect provision of nursery places in the area.

Relocating the community play facility would provide them with a new brand new building and a sustainable future with a larger internal area and a high quality external area that could better support a wide variety of activities for young people including a specialist multi-use games area.

Improvements to the quality of public open space and pedestrian routes through the area will improve access to open space and getting around the area for everyone and will have a positive benefit for people with disabilities. The only people we feel may potentially be temporarily disadvantaged could be residents of the area immediately surrounding the school and users of the public open space. Local residents have been living adjacent to a number of major building projects in and around the Somers Town area and their concerns about this issue have been reflected in the consultation. During the redevelopment phase, parking and transport pressures may be felt. However the impact will be proportionate and is likely affect all groups with protected characteristics equally.

**Equality impact summary**

Please use this grid to summarise the impacts outlined above.

Protected group	Summarise any possible negative impacts that have been identified for each protected group and the impact of this for the development of the activity	Summarise any positive impacts or potential opportunities to advance equality or foster good relations for each protected group
Age	N/A	The addition of a brand new state of the art primary school building in this location will be positive for primary age pupils that attend the school, as well as their parents and carers, with more appropriate and up to date provision. The provision of new accommodation for the nursery and community play facility will have a positive impact on children and young people, securing a sustainable future for these services.
Disability	N/A	The brand new school building and community facilities will have a positive impact for pupils with SEND, particularly for pupils and staff with a physical disability as it is planned that the new school site to be fully wheelchair and disability accessible, which the present site is not.
Gender reassignment	N/A	The brand new school building and community facilities will have a positive impact by advancing equality of opportunity and fostering good relations for transgender parents and carers and residents in the local community.
Marriage and civil partnership	N/A	Marital or civil partnership status do not form part of the admission process. This proposal will benefit all parents or carers with more appropriate and up to date provision
Pregnancy and maternity	N/A	More appropriate and up to date provision will be provided to parents and carers for children in the area with these improvements to facilities
Race	N/A	The brand new school building and community facilities will have a positive impact by advancing equality of opportunity and fostering good relations including children, parents and carers and residents of all races and ethnic groups in the local community

EDITH NEVILLE AND CENTRAL SOMERS TOWN, APPENDIX 8

Protected group	Summarise any possible negative impacts that have been identified for each protected group and the impact of this for the development of the activity	Summarise any positive impacts or potential opportunities to advance equality or foster good relations for each protected group
Religion or belief	N/A	<p>The brand new school building and community facilities will have a positive impact by advancing equality of opportunity and fostering good relations including children, parents and carers and residents of all religious beliefs in the local community.</p> <p>The school will remain a community school with an admissions policy based on siblings, medical need and location, and not on ability, belief or gender: it will and accept children irrespective of all faiths and none.</p>
Sex	N/A	<p>The brand new school building and community facilities will have a positive impact by advancing equality of opportunity and fostering good relations including children, parents and carers and residents of both genders in the local community, regardless of gender.</p>
Sexual orientation	N/A	<p>The brand new school building and community facilities will have a positive impact by advancing equality of opportunity and fostering good relations including parents and carers and residents of all sexual orientation in the local community.</p>

**Stage four - planning for improvement**

This section of the form should be completed when you are developing plans for the future delivery of the activity.

The actions identified below can also be included in your service plan to help mainstreaming and for performance management purposes. They should also be included in any decision making reports relating to the activity you are analysing. You may find it helpful to document the actions in an [action plan](#).

**What actions have been identified:**


- to mitigate against or minimise any negative impacts?
- to advance equality, and therefore improve the activity?

No disproportionate negative impacts on protected groups have been identified. However, the impact on groups with protected characteristics will continue to be monitored as the school redevelopment and re-provision is implemented to mitigate against any negative or disproportionate impacts, although none are anticipated. As noted above, the rebuilding of the school *may* result in some short term disruption on residents living in the area, such as congestion and transport pressures. This impact will be proportionate and is likely to affect all of groups with protected characteristics equally. The school and local authority will address any concerns regarding this through the on-going development of the project.

Measures to minimise the potential negative impact on residents would be taken during the site development and residents would be consulted and kept informed during the development, using media appropriate to their language needs and disabilities. A communications and engagement plan will also be drafted. Equality monitoring forms will be used to collect feedback by protected groups in future consultations.

**Stage five - outcome of the EIA**

Use this stage to record the outcome of the EIA. An EIA has four possible outcomes.

Outcome of analysis	Description	Select as applicable
Continue the activity	The EIA shows no potential for discrimination and all appropriate opportunities to advance equality and foster good relations have been taken	
Change the activity	The EIA identified the need to make changes to the activity to ensure it does not discriminate and/ or that all appropriate opportunities to advance equality and /or foster good relations have been taken. These changes are included in the planning for improvement section of this form.	
Justify and continue the activity without changes	The EIA has identified discrimination and / or missed opportunities to advance equality and / or foster good relations but it is still reasonable to continue the activity. Outline the reasons for this and the information used to reach this decision in the box below.	
Stop the activity	The EIA shows unlawful discrimination.	
<b>No negative impacts or missed opportunities to advance equality have been identified.</b>		

**Stage six - review, sign off and publication**



### Review

Your EIA will have helped you to anticipate and address the activity's likely effect on different protected groups. However the actual effect will only be known once it is introduced. You may find you need to revise the activity if negative effects do occur. Equality analysis is an on-going process that does not end once an activity has been agreed or implemented.

Please state here when the activity will be reviewed, and how this will be done, for example through the service planning process, when the service is next procured etc. This will help you to determine whether or not it is having its intended effects. You do not necessarily need to repeat the equality analysis, but you should review the findings of the EIA, consider the mitigating steps and identify additional actions if necessary.

For restructures or organisational change a review should take place once the restructure has been completed. In addition to the areas identified above your review should include an evaluation of how the staff profile after the organisational change compares to Camden's profile, the division profile and the staff profile prior to the change. Your HR change adviser will provide you with the necessary data.

Date when EIA will be reviewed: September 2014

### Sign off

The EIA must be quality assured within the directorate before sign-off by the service head /AD.

Quality assured by:	<b>Suzanne Griffiths, Strategy and Development Officer</b>
Quality assured by OD for organisational change / restructures:	<b>N/A</b>
Signed off by:	<b>Sarah Bourne, Head of Property &amp; Contracts</b>
Date:	<b>12/11/2013</b>
Comments (If any)	<b>N/A</b>

### Publication

If the activity will be subject to a Cabinet decision, the EIA must be submitted to committee services along with the relevant Cabinet report. Your EIA should also be published on Camden Data. All EIAs should now be uploaded to the [SharePoint site](#).