



## Community Cohesion and Diversity in the London Borough of Hammersmith and Fulham

### Aims

Mayhew Harper Associates (with ppre Limited) were asked to work with five London boroughs (Hammersmith & Fulham, Barnet, Croydon, Southwark and Tower Hamlets) to pilot data gathering and sharing methods for using key administrative information to inform better service delivery. The major aims of this particular pilot study were to investigate community mixing at primary school and neighbourhood level in Hammersmith & Fulham as a function of diversity (ethnicity, language and religion), as well as school selection and availability as a function of social deprivation. The analysis by religion was only possible because unusually this information is collected in the School Census at Hammersmith & Fulham.

### What we did

We linked local administrative data from the latest School Census database and the Land & Property Gazetteer (LPG). We then created 'diversity ladders' and a diversity index using the Simpson's Index (or Inverse Square) method to compare diversity at Middle Layer Super Output Area (MSOA) and primary school level. In addition, we analysed each child's use of their three nearest primary schools and whether they were in receipt of Free School Meals to inform school selection. Finally, we analysed primary schools in walking distance of each pupil resident in Hammersmith & Fulham to investigate the choices available for children from different deprivation levels.

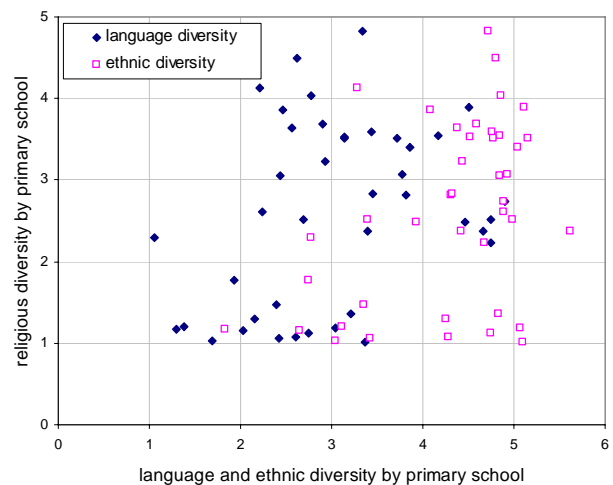
### Outputs

The main findings indicated that diversity within schools is greatest in terms of ethnicity and least in terms of religion, with language diversity intermediate. Also, that there is less diversity in schools attended than in the areas where people live. This is most probably a function of parental choice and school admission policies (e.g. in the case of faith schools) and socio economic factors.

Of language, ethnicity and religion, religion currently has the most assertive effect (i.e. the pattern of 'similar' people associating with each other, living near or attending the same school), and therefore the largest impact on diversity.

45% of all pupils travel farther than their fourth nearest school. 25% of pupils attend their nearest state school but this falls to between 11% and 17% if the pupils are of Roman Catholic persuasion. As a consequence children travel further to attend faith schools.

Children are more likely to attend their nearest school if they are from income poor backgrounds or are Muslim, and of the Muslim pupils Somali speakers are the most income deprived.



Plot of religious diversity against language and ethnic diversity by primary school

category	No. of pupils	Muslim	FS M	English not first language	% using nearest school	lower CI%	upper CI%
1	54	Y	Y		42.6	31.0	34.5
2	1220	Y	Y	Y	37.4	27.5	35.1
3	892	Y		Y	33.7	23.7	27.8
4	76	Y			23.7	22.0	26.3
5	1585		Y		23.6	13.3	21.0
6	651		Y	Y	23.3	11.5	19.1
7	2696				21.2	8.9	14.1
8	1448			Y	21.1	7.2	13.5
total	8622		351 0	4211	25.5	24.6	26.5

Diversity ladder showing percentage of pupils using their nearest school according to the factors given

*Tailoring services to local needs*

NEIGHBOURHOOD KNOWLEDGE MANAGEMENT

Mayhew Harper Associates Ltd  
www.nkm.org.uk

email:  
lesmayhew@googlemail.com

ppre Ltd  
www.ppre.org.uk

