

Selwyn – Equalities Information and Analysis

Academic year 2017/2018



**Leading
Learning Trust**

Selwyn Primary School is part of the Leading Learning Trust

Selwyn Primary School Equalities Information and Analysis

Our Public Sector Equality Duty (described in the document of that name) requires us to publish information and analysis re equality at our school. The tables and analyses below provide this information, in an accessible format.

Section 1: who comes to our school?

This is our school population. This shows the key indicators for our school, together with national averages for maintained mainstream Primary schools. This information is based on the January School Census return. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		Selwyn %	National %
Gender	Girls	48	49
	Boys	52	51
FSM		11	26
WHITE	British	2	70.4
	Irish	0	0.3
	Traveller of Irish heritage	0	0.1
	Romany or Gypsy	0	0.3
	Any other white background	9	5.1
MIXED	White and Black Caribbean	0	1.4
	White and Black African	1	0.6
	White and Asian	1	1.1
	Any other mixed background	2	1.8
ASIAN OR ASIAN BRITISH	Indian	20	2.7
	Pakistani	18	4.1
	Bangladeshi	28	1.7

	Any other Asian background	2	1.7
BLACK OR BLACK BRITISH	Caribbean	2	1.3
	African	8	3.5
	Any other black background	1	0.7
CHINESE		1	0.4
Any other ethnic group		5	1.6
FIRST LANGUAGE	English	10	82.5
	Other	90	17.3
SEN	SEN Support	13	13.0
	SEN Statement or EHC Plan	1	1.4
% stability		80.1	85.9
School deprivation indicator		0.42	0.24

Analysis/comments:

Analysis of the school population:

Selwyn is much larger than most primary schools nationally. Almost all pupils are from minority ethnic backgrounds. These groups are mainly Indian, Bangladeshi, Pakistani and Black African. Almost all pupils speak English as an additional language (90%). This is significantly higher than in most schools.

Comparisons to National data:

Raiseonline statistics indicate that the school is in the highest 20% of schools for:

- % of pupils from ethnic minority groups
- % of pupils whose first language is not English
- School deprivation

Selwyn also has a higher than average proportion of:

- children supported by the pupil premium
- disabled pupils and those with special educational needs
- pupils eligible for FSM

Attendance

Year	2014-2015	2015-2016	2016-2017
Persistent Absences	10	16.6%	10.8%
Target	97%	96.5%	96.5%
Actual	96.1%	95.7%	96.2%
Difference	-0.9%	-0.9%	-0.2%

Analysis/comments:

Areas that the school has developed last year (2016/2017):

- Strengthened attendance and punctuality procedures, including earlier strategic intervention.
- Introduced a zero tolerance approach to term time leave, including non-emergency medical appointments.
- Enhanced and developed stronger links with Attendance Management Service.
- Decreased the number of absences particularly for pupils with SEND.
- Developed links with (new) school nurse and health visitor to monitor and liaise with other health professionals to provide support for parents whose children have high levels of absence due to ill health and medical appointments.

EVIDENCE

Attendance has improved to 96.2%, last year 95.5%.

PA's have dropped significantly compared to 2015-16, from 16.6% to 10.8%.

Areas that the school will improve this year (2017/2018):

- Continue to improve SEND attendance.
- Continue to improve Pupil Premium attendance.
- Earliest intervention - parent surgeries to be held at an earlier stage to prevent further absences.
- Reasons for absence to be challenged further when continuous minor ailment notes are provided as evidence.

Section 2: advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information about pupil progress (data) to help us do this.

Y6 (2016/2017 cohort) data analysis (mathematics, reading and writing)

Group	No. of pupils	Attainment (Reading, Writing & Maths)	Progress (Reading, Writing & Maths)
Overall	58	69.6	6.1
Girls	28	70.8	6.3
Boys	30	68.6	5.9
Indian	13	69.8	6.2
Bangladeshi	12	67.5	6.1
Pakistani	12	71.3	6.4
Pupil Premium	29	69.5	5.8
Not SEN	49	70.8	6.2
SEN Support	9	63.1	5.6

Analysis/comments:

Areas that the school has developed last year (2016/2017):

With reference to the School Improvement Plan (SIP) our key areas are:

- provide an exceptional learning environment where all children in the Early Years have consistent opportunities to apply concepts that underpin strong mathematical foundations;
- close the attainment gap between different groups of learners;
- ensure that there is appropriate challenge for those children working above band related expectations, and
- ensure quality first teaching of Computing across the school leads to outstanding outcomes for all groups of learners.

Areas that the school will improve this year (2017/2018):

Areas for School Improvement

We will:

- increase all pupils' ability to understand and interpret a range of texts through a consistent and systematic approach to whole class teaching of reading
- ensure that all pupils can apply mathematical knowledge and skills that result in greater correlation between teacher assessment and test outcomes
- build upon whole school spelling and handwriting practice that is consistently evidenced in pupils' writing across the curriculum
- diminish the difference in attainment so that all Group 4 pupils meet or exceed age-related expectations by July 2018.

Promoting opportunities within our school community:

Examples	Steps the school has taken (case studies)
Teaching and Learning:	<ul style="list-style-type: none"> -Rigorous monitoring programme of the quality of teaching and learning by the Senior Leadership Team. -CPD – whole school and for individuals and groups based on appraisals targets. -Monitoring differentiated planning for children with SEND.
Admissions and Transfer:	<ul style="list-style-type: none"> -Referrals made to relevant agencies before children start school to ensure appropriate support is in place. -Close links and positive communication with secondary schools. -Mid phase procedures are clear. -All mid phase children are assessed and given a base line by a member of the inclusion team. -Availability of EAL classes/ESOL for parents.

	-Transition meetings for parents.
Participation:	-Non gender traditional subjects. -Enabling Enterprise (gardening) projects within the curriculum. -Resources and intervention are in place to ensure all children have the opportunity to achieve.
Student progress:	-Half termly Pupil Progress Meetings (PP&AMs) – analysis of data and progress of individual children. -Year group standards leaders. -Regular observations of teaching and non-teaching staff. -Learning Mentors offering pastoral care and guidance. -Weekly reading, writing & achievement awards. -Termly targets setting at learner conferences.
Flexible curriculum arrangements	-Reasonable adjustments for children with complex needs and deaf and hearing impaired children. -Accessibility plan (reviewed annually). -Instrument lessons Every Child a Musician (ECaM). -Educational visits to enhance and enrich the curriculum. -Residential visits to develop independence. -Curriculum days or weeks. -Bespoke and personalised planning for children with SEND.

Analysis/comments:

<p>Areas that the school has developed last year (2016/2017):</p> <ul style="list-style-type: none"> ● Farm visit ● Further development of the new curriculum ● Offering a wider range of parent classes ● NSPCC assemblies and workshops ● Parent coffee mornings lead by the inclusion team
<p>Areas that the school will improve this year (2017/2018):</p> <ul style="list-style-type: none"> ● See above ● Half termly parent coffee mornings - variety of speakers.

Section 3: foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has taken (case studies)
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> -Place2Be counselling service -Educational Psychologist working with individual children -Close links with outside agencies to support children and families –Children and Families Consultation Service (CFCS), Foundations for Learning (FFL), Behaviour Support Services (BSS) and Attendance Management Service (AMS) -Buddy systems and welcome packs for new children -PSHE themed reflection time -Pupil surveys and pupil conferences -Learning mentor support for targeted children -Invite only resilience groups lead by the learning mentors and Family Support Workers
Student Voice:	<ul style="list-style-type: none"> -School council -Pupil conferences -Head boy and girl -Debate Mate
Positive Imagery:	<ul style="list-style-type: none"> -Display policy -Variety of books available - Staff are consistent role models of the 5C's
Community Links:	<ul style="list-style-type: none"> -Triple P parenting classes -Fundraising -Performing at community events Tollgate Teaching Alliance -Newham Education Guarantee -National Leader of Education and Specialist Leaders of Education -Established links with local places of worship and religious leaders

Cultural ideas, Religion and Belief	-Religious and cultural diversity -RE weeks -Celebration Assemblies (Eid, Divali etc) -Established links with local places of worship and religious leaders
Removing Barriers and Reasonable Adjustments:	-Pupils with ASD, wheelchair users, pupils with medical needs and those who are deaf and hearing impaired. -Bespoke and personalised planning and curriculum. -Targeted interventions to meet individual needs -Radio aids and sound fields used throughout the school to support hearing impaired pupils.
Partnerships with Parents/Carers/Guardians:	-EAL parent classes -Triple P parenting classes -Winter and Summer fayre -Art Exhibition -Parent Assemblies -Learner Conferences -Starting school (applying for a place in Reception/Year Six) -Sports Day -Homework

Analysis/comments:

<p>Areas that the school has developed last year (2016/2017):</p> <ul style="list-style-type: none"> - Ran a School Council where pupils have a voice in school affairs. - Continued commitment to Anti-bullying education. - Promoted British Values in the School Curriculum. - Held a number of well attended successful community events .
<p>Areas that the school will improve this year (2017/2018):</p> <ul style="list-style-type: none"> - As above - Place 2 Be counselling service for targeted children, families and staff. - Emotional Literacy programme developed by the Educational Psychologist and delivered by Learning Mentors to targeted children.

Section 4: eliminate unlawful discrimination, harassment and victimisation

Exclusions Data:	-Preventative – pastoral care, partnerships with parents and outside agencies.
Victimisation and Discrimination:	-Clear policies and procedures in place to record and address any issue of victimisation and discrimination (Safeguard). -Monitored termly and reported in governors’ reports. -Awareness raising and promoting good relations. -Confidential work with pupils and their families.
Monitoring of incidents:	-All incidents are recorded (Safeguard software) and monitored by the Leadership Team.
Anti-bullying and Harassment:	-Anti-bullying week linked to the curriculum. -Anti-bullying drama workshops.

Analysis/comments:

<p>Areas that the school has developed last year (2016/2017):</p> <ul style="list-style-type: none"> -To continue commitment to Anti-bullying education. -Maintain links with agencies to ensure that the needs of all our students are being met. -Focus on building resilience in our students. -Help them to develop friendship by positive play supported and supervised by staff. -Focusing on positive ICT skills use as highlighted in the curriculum. -Teach children the dangers that exist on social networks/chat rooms etc.
<p>Areas that the school will improve this year (2017/2018):</p> <ul style="list-style-type: none"> -As above -New Senior Leader in post leading on eliminating unlawful discrimination, harassment and victimisation.

Section 5: participation, engagement and satisfaction with our equalities practices

How we have involved people in developing equalities at our school.

Examples	Steps the School has taken (case studies)
School Council:	<ul style="list-style-type: none"> · Meet weekly to discuss actions · Planned anti bullying week

Pupil voice:	<ul style="list-style-type: none"> · Class discussions with School council representative · Head boy and girl · Pupil conferences
Parents/Carers /Guardians:	<ul style="list-style-type: none"> · Involvement with school activities · Equalities policy, objectives and duties published on the school website
Staff:	<ul style="list-style-type: none"> · Staff CPD · Support and Supervision sessions with the HT
Local community:	<ul style="list-style-type: none"> · Involvement and engagement with school activities
Governors:	<ul style="list-style-type: none"> · Ratifying policies · Governor teaching and learning days in school
Satisfaction with our service:	<ul style="list-style-type: none"> · Parent, pupil and staff surveys · Pupil conferences with the HT and DHTs

This information was ratified by Governors on: 12 October 2017

Our school information will be reviewed in: October 2018