



Woodgrange Infant School Equalities Information and Analysis 2016-17

Section 1: Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. 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.

	358 Full time pupils (Pupil Count Autumn 2016)	Woodgrange %	National Data %
Gender	Girls (162)	45%	49%
	Boys (196)	55%	51%
Ethnicity	White British	12.3%	70%
	Other White and European	17.8%	5.1%
	Gypsy Roma/ Irish Traveller/ Other	1.7%	0.3%
	Mixed Heritage	13.2%	1.8%
	Black - Caribbean Heritage	0.9%	1.3%
	Black- African Heritage	7.0%	3.5%
	Black – Other	5.5%	0.7%
	Asian – Indian	5.2%	2.7%
	Asian – Pakistani	16.5%	4.1%
	Asian – Bangladeshi	19.3%	1.7%
	Asian - Any Other Asian Background	1.5%	0.7%
	Any other minority ethnic group s	0.6%	0.4%
Proficiency in English	New to English	8.5%	Not yet available
	Early acquisition	19%	
	Developing competence	33%	
	Competent	28%	
	Fluent	12%	
Free School Meal Eligibility	Not Eligible	85%	74%
	Eligible (full time pupils only)	15%	26%
Special Educational Need	No Special Educational Needs	87%	87%
	School Support	13%	13.0%

Analysis/comments:

Analysis of the school population:

We are a very diverse school community with no obviously dominant ethnic group. The relative size of different groups fluctuates year by year but our diverse nature is well established.

We have a growing population of children from Eastern Europe, many of whom are new to the UK and are at the early stages of English acquisition.

Across the school there are more boys than girls, markedly so in Year 1 and Reception classes.

Comparisons to National data:

We are more ethnically diverse than the national picture, reflecting our locality.

Our % of children receiving school support for special educational needs is in line with national figures. It has reduced due to new arrangements under the Code of Practice 2014

Our % of children eligible for free school meals has reduced due to changes within the local area and changes to the benefit system.

Although not included in the table we have a stable school population (92%- National 85%)

Attendance

Overall attendance is in line with national and is much improved since our last inspection.
Attendance for some groups- SEND/ boys/ disadvantaged pupils- is lower than for all pupils.

Attendance (Summer 2016) 95.8%	Woodgrange %	National %
Authorised & Unauthorised absences (children aged >5 years)	4.1%	3.9%
Persistent Absence- absent for > 15% of sessions	0%	2.8%

Analysis/comments:

Things we have done well this year:
Appointed an additional administrative assistant to manage attendance, enabling us to make calls on the first day of absence
Reduced the number of term time holidays by refusing permission
Issued penalty notices where term time holidays were taken without notice
Improved attendance for pupils with SEND and for boys in EYFS

Objectives 2016-17:
Raise attendance for all children to >95%, with particular attention to vulnerable groups.

Section 2 Advance equality of opportunity between people

As a school our core purpose is to provide equal access to an excellent early education and to promote achievement and attainment for everyone who comes to our school.
We use information (data) to help us do this.

Attainment Data

This is how our school compares at the end of Year 2 2016

		Reading at least expected		Writing at least expected		Maths at least expected	
	All pupils	78%	74%	67%	65%	74%	73%
Equality Strand	Groups	school	national	school	national	school	national
Gender	Girls	75%	78%	73%	73%	73%	74%
	Boys	80%	70%	62%	59%	76%	72%
Ethnicity	White British	80%	75%	60%	66%	80%	73%
	Other White Background	72%	67%	89%	56%	78%	71%
	Gypsy/Roma/Irish Traveller	--	26%	--	23%	--	29%
	Mixed Heritage	92%	76%	75%	68%	75%	74%
	Black -/ Black British	69%	76%	62%	69%	77%	71%
	Asian / Asian British	80%	76%	69%	69%	71%	75%
	Chinese	-	80%	-	77%	-	88%
SEN	No SEN	79%	82%	72%	73%	79%	80%
	School support	71%	32%	43%	22%	50%	33%
Disadvantage	Other	73%	78%	65%	70%	82%	77%
	FSM	83%	62%	69%	53%	64%	60%

Analysis/comments:

Areas we have developed this year:
Embedded the new National Curriculum and maintained standards compared to national averages.
Refined our systems for supporting disadvantaged pupils resulting in positive outcomes in reading and writing

<p>compared to other pupils nationally. Boys have achieved above boys nationally across all areas</p>
<p>Areas we would like to improve next year: Improve outcomes for disadvantaged pupils in maths Raise attainment for all pupils so that more achieve a greater depth- increasing the proportion of disadvantaged pupils in particular</p>

Promoting opportunities for our school community:

Examples	Steps the School has Taken (Case Studies)
Admissions and Transfer:	Bi lingual staff are deployed to support parents understand the arrangements for starting school and Nursery and for applying for free school meals. Family support worker ensures all parents apply on time for a reception place
Participation:	FSW and Inclusion manager hold regular coffee mornings for parents of pupils with SEND Regular targeted parent workshops with support for bilingual/ EAL parents FSW supporting parents to support learning at home reading volunteers from amongst parent body with support targeted to vulnerable pupils Library open before school each day with English lead/ FSW to offer advice and guidance
Student progress:	With the aim that all groups achieve above national and the gap between groups and ALL pupils nationally closes
Flexible curriculum arrangements	Sensitive and appropriate differentiation ensures all children experience a meaningful, broad and balanced curriculum that leads to progress from their starting points.

Analysis/comments:

<p>Areas we have developed this year: Widened reach of support for SEND through effective timetabling of group sessions Embedded role of school based speech and language therapist (1 day per week) to support in class teaching and learning Taken part in a pilot maths project with the local Maths Hub</p>
<p>Areas we would like to improve next year: Continue to develop role and remit of parent governor focus group, ensuring the widest parent voice is heard Enhance our offer of parent workshops to develop understanding of factors affecting learning and progress Revise our deployment of additional staff taking account of research into what has most impact on pupil progress Make effective use of newly formed Early Help neighbourhoods to secure support for our more vulnerable families</p>

Section 3 Foster good relations between people

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)
Positive Imagery:	Book stock reviewed to ensure positive role models included, including representation of LGBT
Community Links:	Formed a soft federation with 8 other local schools (Newham North learning Partnership)
Cultural ideas, Religion and Belief	We deliver the agreed RE syllabus and encourage discussion about common themes- looking for similarities rather than identifying differences
Links with wider communities	Close partnership with local schools and other organisations

Partnerships with Parents:	Parents consulted through Parent Governor focus group PTA opened up to not need to “join”
----------------------------	--

Analysis/comments:

<p>Areas we have developed this year: Learning partnership with parents has become formalised and secured at heart of our work Cultural events programme expanded- Carnival/ Arts Week More proactive offer of support for parents around learning Identified a senior staff member to lead on parent liaison</p>
<p>Areas we would like to improve next year: Make effective use of newly formed Early Help neighbourhoods to secure support for our more vulnerable families Continue to expand our calendar of parent participation such as “kidnaps” and celebrations</p>

Section 3 Eliminate unlawful discrimination, harassment and victimisation

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	2 children have received short child fixed term exclusions since September 2016 of a maximum of 2 days. Exclusions are rare. No children have been permanently excluded.
Monitoring of incidents:	A record of playground behaviour is kept in each classroom and this is monitored regularly to check for any patterns of behaviour. All records, including first aid records, are analysed by senior staff to look for trends or underlying causes and action taken to address issues and prevent further incidents.
Anti Bullying and Harassment:	Bullying is extremely rare and a positive atmosphere of safety and friendship pervades the school. Behaviour and first aid records are regularly analysed to check no indicators of bullying are missed.

Analysis/comments:

<p>Things we have developed this year: Embedded a school wide framework for promoting positive learning behaviour – Learning Powers. Held training for teachers (and parents) on promoting an open mind set- encouraging children Ensured all staff are up to date with the wide range of elements to safeguarding policy and procedures</p>
<p>Things we would like to improve next year: Reduce fixed term exclusions to zero See a marked improvement in behaviour for identified children Develop role of adults in the playground in preventing behaviour issues</p>

Section 5: Participation, engagement and satisfaction

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

Examples	Steps the School has Taken (Case Studies)
Pupil voice:	Class and assembly discussions, PSHE &C lessons Special books in EYFS records children’s feelings and attitudes to school and learning Annual Class surveys about safety Weekly lunch with HT and deputy HT as part of learning behaviour system
Parents/Carers /Guardians:	Introduction of parent/ Governor Focus group- behaviour and attendance were discussed in Autumn term 2016 Coffee mornings Feedback/ evaluations of workshops
Staff:	Annual school review of strengths and weaknesses Discussion in staff development sessions and staff appraisal meetings

Local community:	
Governors:	10 meetings a year link visits Annual whole Governing Body visit

Analysis/comments:

<p>Things we have developed this year:</p> <p>Formalised opportunities for Governors to meet parents</p> <p>Improved school newsletters in response to feedback- now emailing a group of parents</p> <p>Upgraded school website</p> <p>Made wider use of text service</p> <p>made further appointments to the Governing Body and recruited a more diverse and representative body</p> <p>Had staff training on philosophy for children</p>
<p>Things we would like to improve next year:</p> <p>Explore a school “app” as a means of communication</p> <p>Re-launch website on a more responsive platform- so school can update</p> <p>Further develop parent governor forum format and ensure the widest possible voice is heard.</p>

Workforce – staffing and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

Area of focus	Significant information that we can address for following year
Promoting opportunity	Ensure transparency of training/ advancement opportunities
Fostering good relations	Improve communication channels between groups of staff and set out a clear line management structure as the school expands
Prohibiting harassment	Clear guidance on personnel policy & procedure through “Staff guide to safe working” and Staff Handbook

This information was ratified by the governors in February 2017
Our school information will be reviewed in February 2018

Signed

Sarah Söyler