Woodgrange Infant School Equalities Information and Analysis 2015

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.

	326 Full time pupils (Pupil Count Autumn 2015)	Woodgrange %	National Data %
Gender	Girls (144)	38%	49%
	Boys (177)	47%	51%
Ethnicity	White British 40	12.3%	70%
	Other White and European 58	17.8%	5.1%
	Gypsy Roma/ Irish Traveller/ Other 0	0	0.3%
	Mixed Heritage 43	13.2%	1.8%
	Black - Caribbean Heritage 3	0.9%	1.3%
	Black- African Heritage 23	7.0%%	3.5%
	Black – Other 18	5.5%	0.7%
	Asian – Indian 17	5.2%	2.7%
	Asian – Pakistani 54	16.5%	4.1%
	Asian – Bangladeshi 63	19.3%	1.7%
	Asian - Any Other Asian Background 5	1.5%	0.7%
	Any other minority ethnic group 2	0.6%	0.4%
Free School Meal Eligibility	Not Eligible (none of Nursery)	70.1	74%
	Eligible (47 children)	29.9	26%
Special Educational Need	No Special Educational Needs	78.1%	87%
	School Support (77 children)	21.9%	13.0%
Profile of Need (% of 77)	Autistic Spectrum Disorder	6.5%	
	Behaviour, Emotional & Social Difficulties	3.9%	
	Moderate Learning Difficulty	2.6%	
	Profound & Multiple Learning Difficulty	0	
	Speech Language & Communication Need	40%	
	Specific Learning Difficulty	1.3%	

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.

We have significantly more boys than girls in the Reception cohort but across school there is a more even spread.

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 far higher than nationally and has risen sharply over the last 2 years.

Our % of children eligible for free school meals has doubled over the last 2 years.

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 2015: 96%	Woodgrange %	National %
Authorised & Unauthorised absences	3.0%	3.9%
Persistent Absence- absent for > 15% of sessions	1.1%	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 Celebrated good attendance Actively recruited staff who have language skills to support children who join us with limited English
Objectives 2015-16: Raise attendance for all children to 97% Improve attendance for children with SEND and children eligible for Pupil premium funding and boys to 96% (in line with national)

Section 2 Advance equality of opportunity between people

The main thing we do as a school 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 2015

Equality Strand	Groups	Reading 2b+		Writing 2b+		Maths 2b+	
		school	national	school	national	school	national
Gender	Girls	91%	86%	89%	80%	84%	80%
	Boys	88%	78%	70%	65%	87%	76%
Ethnicity	White British (17)	100%	83%	88%	73%	88%	83%
	Other White Background (9)	100%	75%	89%	56%	100%	79%
	Gypsy/Roma/Irish Traveller	--	40%	--	23%	--	36%
	Mixed Heritage (12)	83%	84%	67%	75%	83%	83%
	Black - Caribbean (3)	67%	80%	67%	68%	100%	75%
	Black- African (7)	100%	81%	83%	71%	71%	80%
	Black – Other (6)	100%	81%	83%	71%%	100%	77%
	Indian (7)	71%	89%	71%	83%	71%	88%
	Pakistani (10)	100%	79%	90%	69%	100%	77%
	Bangladeshi (15)	80%	82%	73%	73%	80%	81%
	Asian - Any Other (1)	100%	84%	100%	76%	100%	83%
	Chinese 0	-	86%	-	79%	-	91%
SEN- children's needs within this category very markedly	No SEN (69)	91%	90%	86%	81%	90%	89%
	School support (20)	85%	44%	60%	27%	80%	45%

| Free School Meals | Not Eligible (58) | 93% | 86% | 86% | 77% | 91% | 85% |
| | Eligible (31) | 84% | 72% | 68% | 59% | 81% | 71% |

Analysis/comments:

Areas we have developed this year: Maintained high standards during an extensive building programme Embedded our systems for supporting disadvantaged pupils Ensured the in school gap between disadvantaged children and other children is significantly narrower than nationally
Areas we would like to improve next year: Continually evaluate and adapt our provision to meet the needs of current cohort of children Focus on achievement of disadvantaged pupils, closing the attainment gap between them and other pupils nationally (against new assessment without levels framework), particularly in maths and writing where there is currently a wider gap than in reading

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.
Participation:	Curriculum reviewed to ensure no gender bias and a wide cultural relevance (Bilingual) Family support worker appointed from within our school staff. Her role is to support parenting and develop the partnership between home and school
Student progress:	Careful tracking of children and analysis of outcomes for different groups is fed into School development plan and raising achievement plan/ provision planning With the aim that all groups achieve above national
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:

Areas we have developed this year: Curriculum review included gender bias and a review of multicultural resources and signage. Development of inclusion team and resources for supporting children with additional needs hygiene room and sensory room added during refurbishment Embedded role of school based speech and language therapist (1 day per week)
Areas we would like to improve next year: Continue to work with parents to review our provision for home learning until positive responses to feedback are close to 100% Family support worker to lead at least 2 educational visits for disadvantaged pupils and their parents Broaden the scope and range of extra-curricular activities to appeal to boys and girls equally- more boys attend than in Autumn term Offer parent workshops on phonics, writing and maths which are attended by a broad spectrum of parents. (register)

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:	Multi-cultural resources have been replenished and improved
Community Links:	Increased visits to places of worship and visitors in school

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
Partnerships with Parents:	We now have a much more focused relationship around learning- next steps targets are sent home and discussed at parents' evenings Renewed format for home learning activities Improving home school communication- newsletters and website

Analysis/comments:

Areas we have developed this year: Learning partnership with parents More opportunities for parents to offer feedback to school through contact with Governors Closer links with schools within Forest gate, sharing expertise and supporting school improvement Parenting support
Areas we would like to improve next year: Monitor if children are withdrawn from visits to places of worship FSW to build up a portfolio of the work undertaken with families and the positive impact Organise at least 1 termly event that brings different groups within school community together to learn and celebrate community and culture

Section 3 Eliminate unlawful discrimination, harassment and victimisation

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	4 children have received short child fixed term exclusions since September 2014 of a maximum of 3 days. Of these 1 child received several exclusions. Exclusions are rare. No children have been permanently excluded.
Monitoring of incidents:	A record of playground behaviour is kept in the thinking room and this is monitored fortnightly to check for any patterns of behaviour. A record of more serious incidents is kept with the HT All records are analysed 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:

Things we have developed this year: Introduced a framework for promoting positive learning behaviour across the whole school. Held training for teachers on promoting an open mind set- encouraging children Reviewed and tightened procedures around monitoring and recording encouraged parents to undertake training on parenting
Things we would like to improve next year: Reduce fixed term exclusions to zero See a marked improvement in behaviour for identified children – fewer visits to Thinking Room over time

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
	Class surveys about safety
	School Council
Parents/Carers /Guardians:	Annual questionnaire based on parent view through Parents' Evenings captures an audience and receives a very high number of responses – very positive ones
	Surveys to gain feedback on new initiatives such as Home Learning (Oct 2015) with outcomes and responses to feedback reported back to parents via newsletters
Staff:	Annual school review of strengths and weaknesses
	Discussion in staff development sessions and staff appraisal meetings
Local community:	Feedback through parents and Governors meeting at Parent meetings
	Governors hold termly sessions such as International Breakfast (June/ Nov 15)
Governors:	In depth discussion about attainment and outcomes for different groups linked with policies and School development plan
	Minuted meetings- both full GB and committee

Analysis/comments:

Things we have developed this year:
Introduced opportunities for Governors to meet parents
Improved school newsletters
Upgraded school website
Successfully reconstituted Governing Body and recruited a more diverse and representative body
Things we would like to improve next year:
Increase contributions to Parent View to at least 30%
Involve all stakeholders in renewing school vision- responses to questionnaires come from a broad cross section of the community
Introduce philosophy for children to promote thinking and debate (Staff training March 2016)

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 December 2015

Our school information will be reviewed in November 2016

Signed

Sarah Söyler