



Nelson Primary School

Inspiring Ambition, Achieving Success

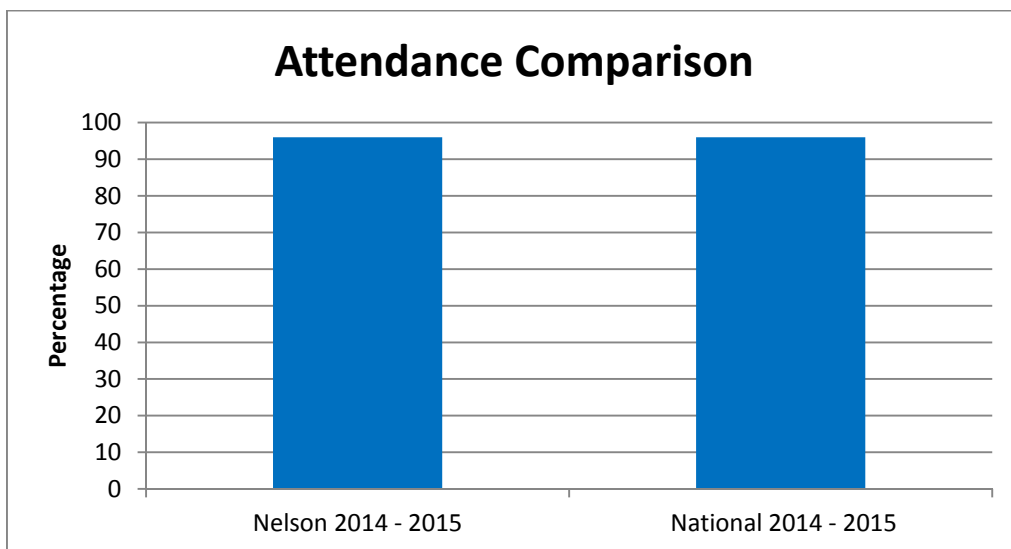
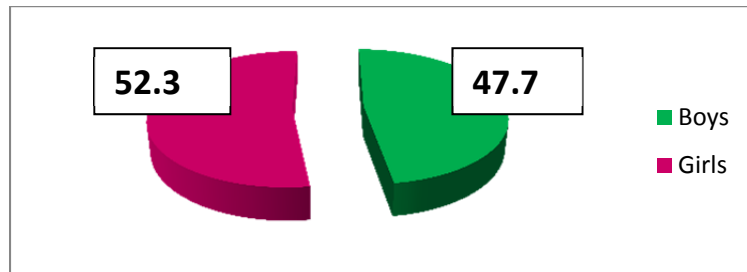
Nelson Primary School

Equalities Information and Analysis April 2016

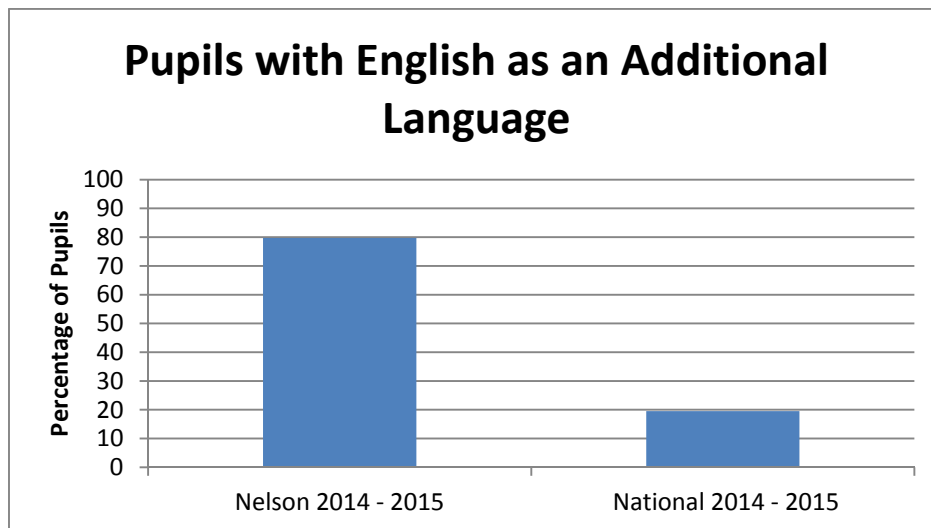
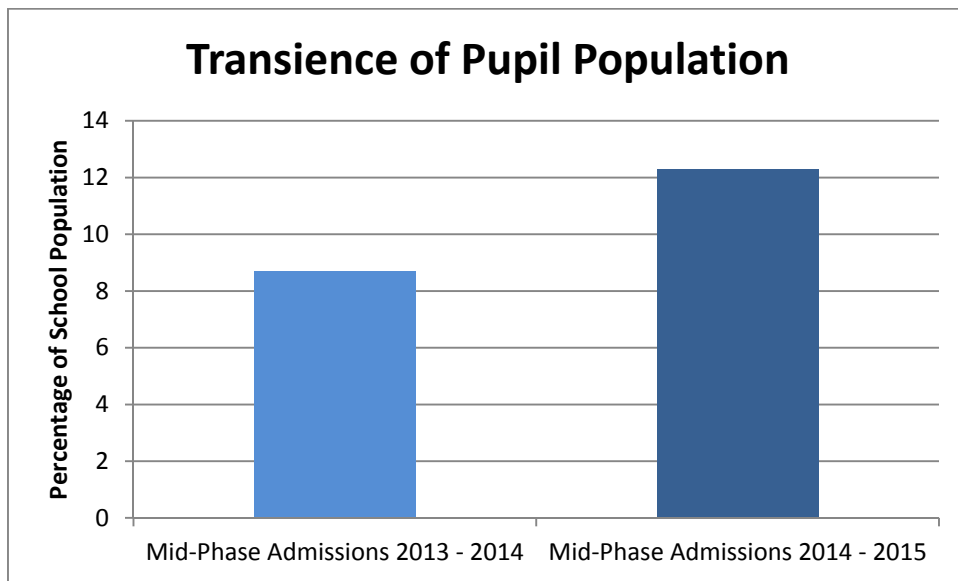
Section 1. Who Comes to Our School?

This is our school population and the groups of people for whom we plan services. As a school our main function is to provide access to educational opportunities and support our pupils to achieve their potential. We must ensure we do not disadvantage anyone in our school and we will use the following information to help us. We also welcome your views.

		Number	%
Gender	Cohort	883	100
	Girls	462	52.3
	Boys	421	47.7

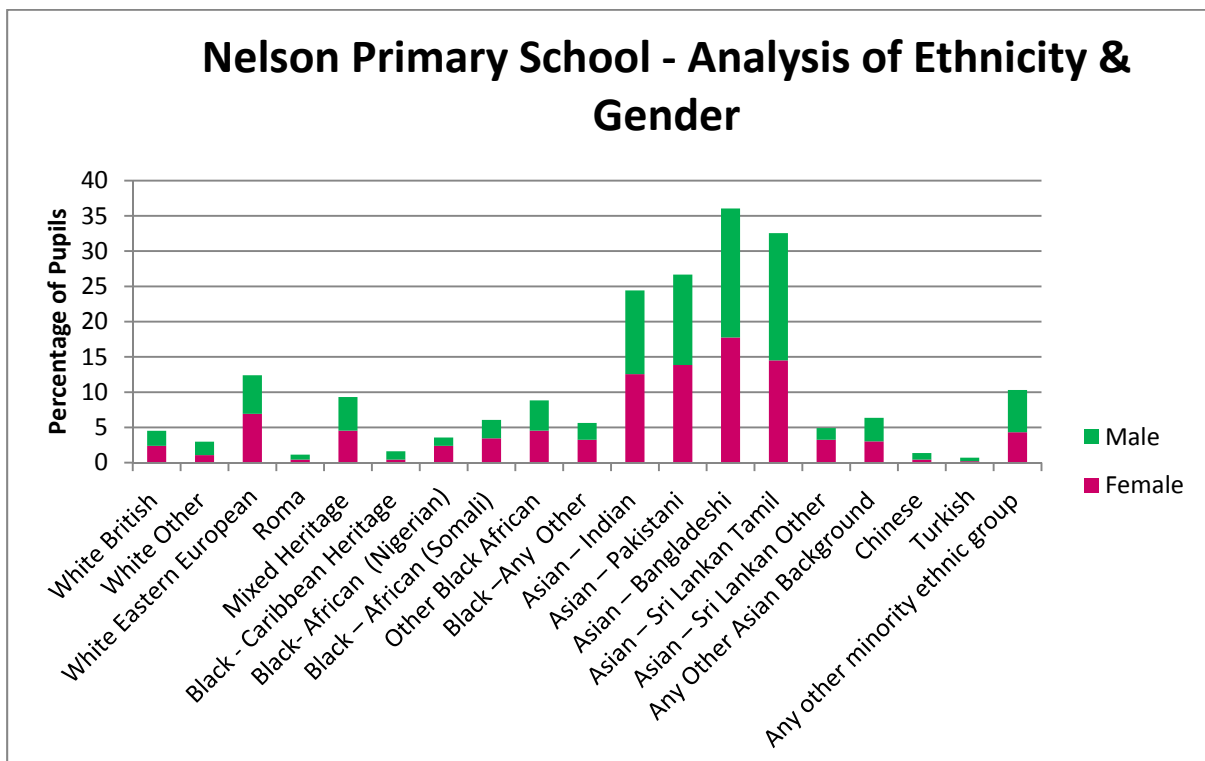


Transience of Pupil Population		
	Number	Percentage
Mid-Phase Admissions 2013 - 2014	73	8.7
Mid-Phase Admissions 2014 - 2015	109	12.3



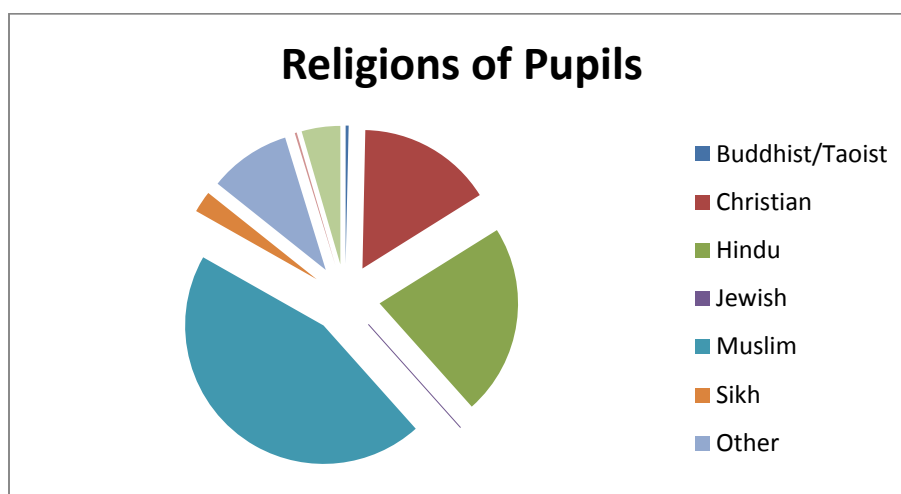
Gender Comparison of Ethnicity

Ethnicity	Female	Male
White British	2.38	2.14
White Other	1.08	1.9
White Eastern European	6.93	5.46
Roma	0.43	0.71
Mixed Heritage	4.55	4.75
Black - Caribbean Heritage	0.43	1.19
Black- African (Nigerian)	2.38	1.19
Black – African (Somali)	3.46	2.61
Other Black African	4.55	4.28
Black –Any Other	3.25	2.38
Asian – Indian	12.55	11.88
Asian – Pakistani	13.85	12.82
Asian – Bangladeshi	17.75	18.29
Asian – Sri Lankan Tamil	14.5	18.05
Asian – Sri Lankan Other	3.25	1.66
Any Other Asian Background	3.03	3.33
Chinese	0.43	0.95
Turkish	0.22	0.48
Any other minority ethnic group	4.33	5.99



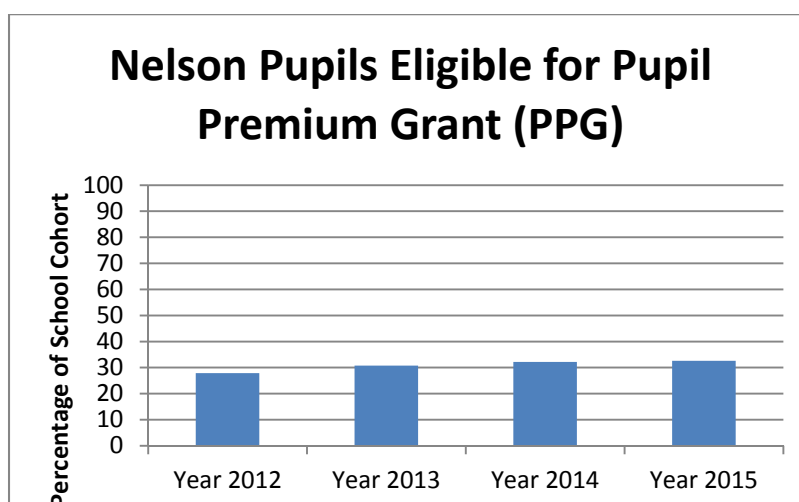
Analysis of Religion/Belief

Religion/Belief	Number	%
Buddhist/Taoist	3	0.34
Christian	139	15.7
Hindu	196	22.2
Jewish	0	0
Muslim	394	44.6
Sikh	22	2.5
Other	84	9.5
Refused	2	0.23
No Religion	40	4.5

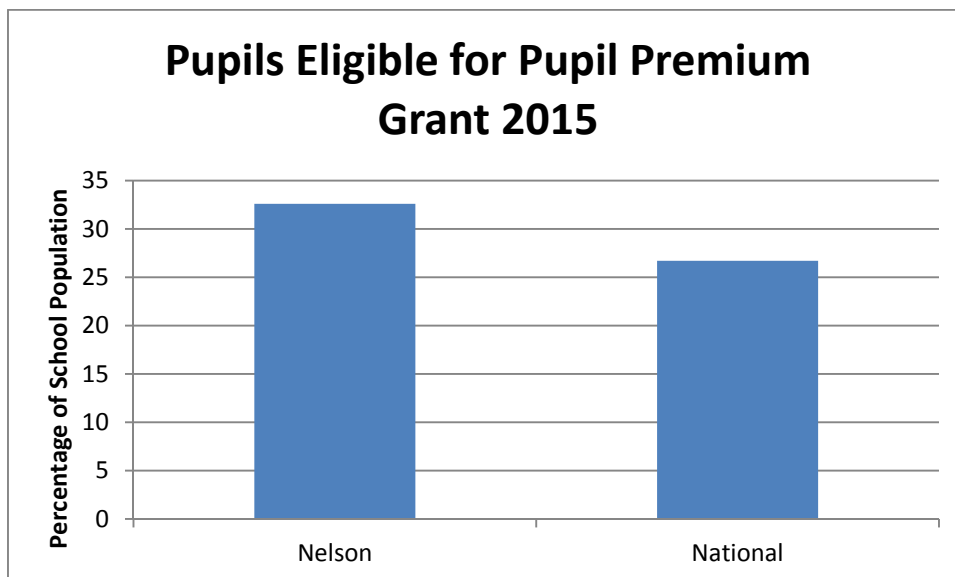


Pupil Premium Grant

% of Nelson Pupils Eligible for Pupil Premium Grant (PPG)			
2012	2013	2014	2015
27.9	30.75	32.2	32.6

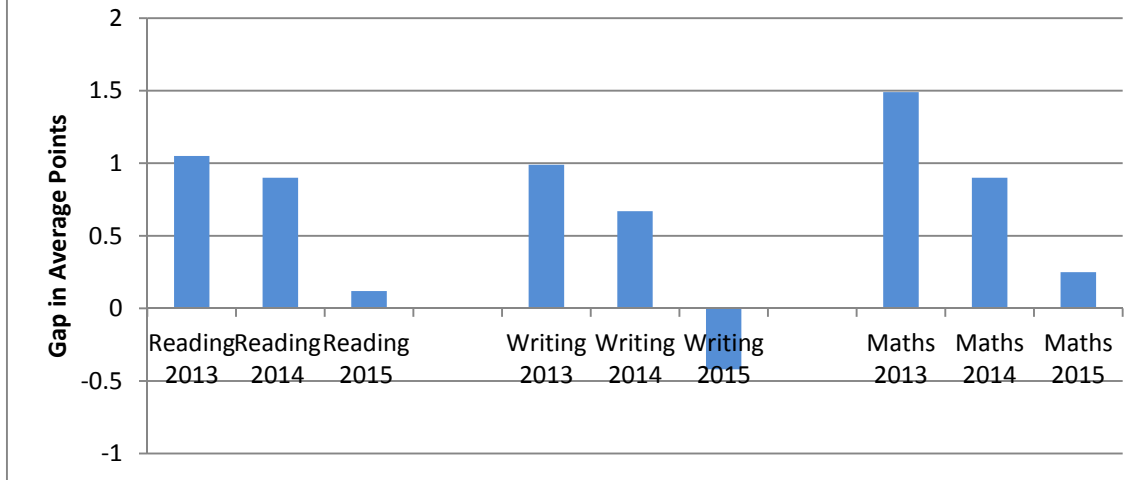


2015 Pupil Premium Comparison	
% Nelson	% National
32.6	26.7



Average Point Scores			
	Non Pupil Premium	Pupil Premium	Gap
Reading 2015	20.75	20.63	0.12
Reading 2014	20.6	19.7	0.9
Reading 2013	20.5	19.5	1
Writing 2015	19.18	19.60	+0.42
Writing 2014	19.5	18.8	0.7
Writing 2013	19.3	18.3	1
Maths 2015	21.00	20.75	0.25
Maths 2014	20.9	20	0.9
Maths 2013	20.69	19.2	1.49

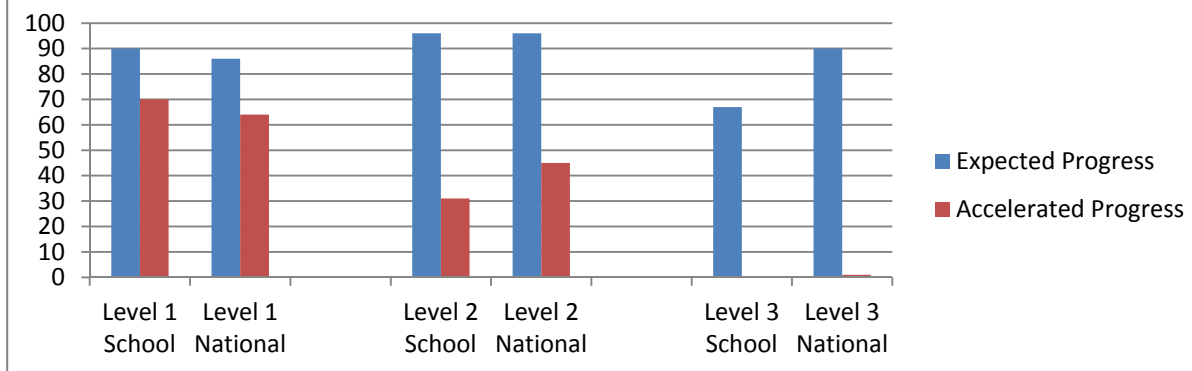
Narrowing the Gap for Children with Pupil Premium Eligibility



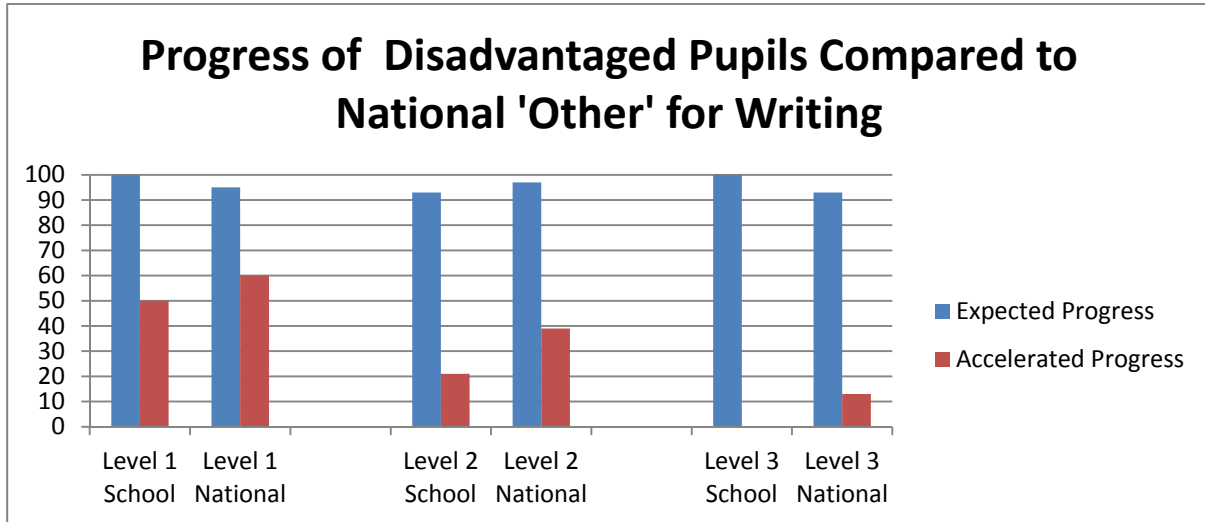
Progress of Children with 'Pupil Premium Grant' Status Compared to 'National Other'

Reading at end of KS1	Level 1 School PPG	Level 1 National Other	Level 2 School PPG	Level 2 National Other	Level 3 School PPG	Level 3 National Other
Expected Progress %	90	86	96	96	67	90
Accelerated Progress %	70	64	31	45	0	1

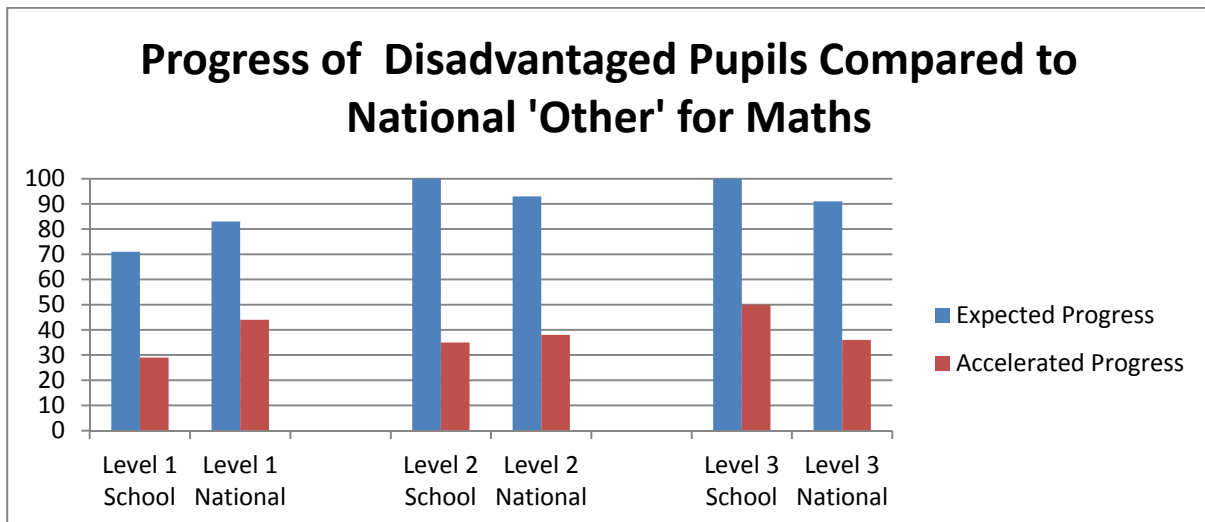
Progress of Disadvantaged Pupils Compared to National 'Other' for Reading



Writing at end of KS1	Level 1 School PPG	Level 1 National Other	Level 2 School PPG	Level 2 National Other	Level 3 School PPG	Level 3 National Other
Expected Progress	100	95	93	97	100	93
Accelerated Progress	50	60	21	39	0	13



Maths at end of KS1	Level 1 School PPG	Level 1 National Other	Level 2 School PPG	Level 2 National Other	Level 3 School PPG	Level 3 National Other
Expected Progress	71	83	100	93	100	91
Accelerated Progress	29	44	35	38	50	36



Overview of end of KS1 Disadvantaged Nelson Pupils compared to National Others

	Level 1 Expected	Level 1 Accelerated	Level 2 Expected	Level 2 Accelerated	Level 3 Expected	Level 3 Accelerated
Reading						
Writing						
Maths						

Key:	
	Better than National
	Equal to National
	Lower than National

Analysis of the school population:

Nelson Primary School is a four form entry school located in East Ham in East London with Resourced Provision for children with Severe and Specific Speech and Language Disorders. There are two spaces allocated in each year group for pupils who have this profile. These children are usually admitted in Reception, but places may be filled at a later time, if children from the resource leave the school or if a place has not been filled. The current pupil population is 883, with a slightly higher number of girls (462) than boys 421. 80% of our pupils have English as an Additional Language compared to 20% nationally. 32.6% of our pupils are indicated as Pupil Premium, whilst Pupil Premium nationally was 26.7% for the period 2014 - 2015. However, included in Newham's local offer is the provision of Free School Meals (FSM) for all primary school children and, as a result, many parents do not see the need to register for FSM. Despite a number of approaches to ensure all families entitled to FSM are registered, we feel this 'official' figure is still below the actual number of families with entitlement.

Attendance for the academic year 2014 – 2015 was 96% which was the same as the national percentage.

The largest ethnic groups are Sri Lankan Tamil (16.2%) and Bengali (18%). Other significant ethnic groups are Pakistani (13.4%), Indian (12.2%) and African (9.3%). There is a range of minority groups within the school, including White British (2.3%) and other White Eastern European (6.2%). There are thirteen ethnic groups that each account for less than 2.25% of the total school population. More than sixty different languages or dialects are spoken by pupils in this school, with more than 50% of first language Italian pupils having Bengali heritage.

Almost half the children in the school follow Islam (44.6%), 22.2% of pupils are Hindu and 15.7% are Christians.

Nelson is successfully closing of the gap between pupils with and without eligibility for the Pupil Premium Grant compared to 'National Other'.

We have measured the impact of our Pupil Premium Grant by using the average point scores across the school for Reading, Writing and Maths for those children for whom pupil premium applies and compared this to 'National Other'.

Reading:

90% of disadvantaged children who were working below age-expected levels at the end of Y2, made expected progress, higher than National others, with 70% of these children making accelerated progress, above National others. Of the disadvantaged children who were working at age-expected levels in Y2, 96% made expected progress, equal to National

others and 31% of these children made accelerated progress which was lower than the 45% of National others.

Of the three disadvantaged children working above age-expected levels in Y2, 67% made expected progress at the end of KS2, compared to 90% of National others. However, only one child did not make expected progress, although this appears statistically more significant, as there is a 33% significance for each child in the group, whereas an individual child in the 'National others' group would produce a relatively insignificant variance. No Nelson children working above age-expected levels made accelerated progress, but this is not significantly different to the 1% of National others who made accelerated progress.

Writing:

100% of disadvantaged children who were working below age-expected levels at the end of Y2, made expected progress, higher than National others, with 50% of these children making accelerated progress, lower than National others.

Of the disadvantaged children who were working at age-expected levels in Y2, 93% made expected progress, slightly lower than National others and 21% of these children made accelerated progress which was lower than the 39% of National others.

Of the two disadvantaged children working above age-expected levels in Y2, 100% made expected progress at the end of KS2, compared to 93% of National others. No Nelson children working above age-expected levels made accelerated progress whereas 13% of National others did achieve accelerated progress. However, the number of children in the Nelson group was very small, 2 in total, and comparison of such a small group against such a large National group may not be totally reliable.

Maths:

71% of disadvantaged children who were working below age-expected levels at the end of Y2, made expected progress, lower than National others at 83%, with 29% of these children making accelerated progress, again lower than National others at 44% .

Of the disadvantaged children who were working at age-expected levels in Y2, 100% made expected progress, higher than National others and 35% of these children made accelerated progress which was slightly lower than the 38% of National others.

Of the two disadvantaged children working above age-expected levels in Y2, 100% made expected progress at the end of KS2, higher than the 91% of National others. 50% of children working above age-expected levels made accelerated progress which was higher than National others at 36%. However, the number of children in the Nelson group was very small, 2 in total, and comparison of such a small group against such a large National group may not be totally reliable.

Development

To provide intervention, including tutoring, for more able disadvantaged pupils.

Introduction of the 'Brilliant Club'.

To continue to track more able pupils, including those who are disadvantaged, from admission through to Year 6.

To provide daily, time-limited and specific intervention for children with gaps in their learning.

To continue to provide ESOL classes, Maths classes and Conversation Group for parents/carers.

To continue to provide 'Triple P' parenting classes and 'Triple P' Primary Care one-to-one sessions.

To continue to provide interpreters for meetings with individual parents/carers and Open Days.

To continue to gather and analyse data on the transience of the school population and its effect on pupil performance.

To provide Induction Programmes for pupils arriving mid-phase with an early stage of English acquisition.

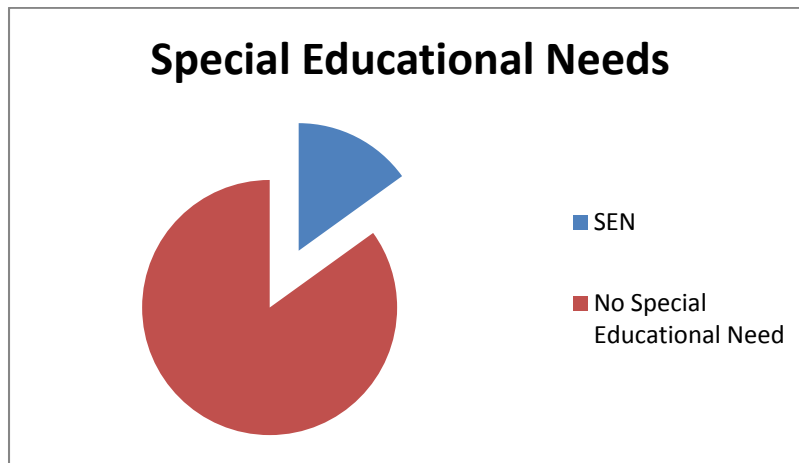
To provide a range of extended schools opportunities and enrichment activities including instrumental lessons, Debate Mate, After-School Clubs, Saturday Sports, school funded Educational Visits, CCHF Short Breaks.

To further develop the range of playground equipment and toys including prams, scooters, table tennis, climbing walls, den making facilities and EYFS garden.

Special Educational Needs

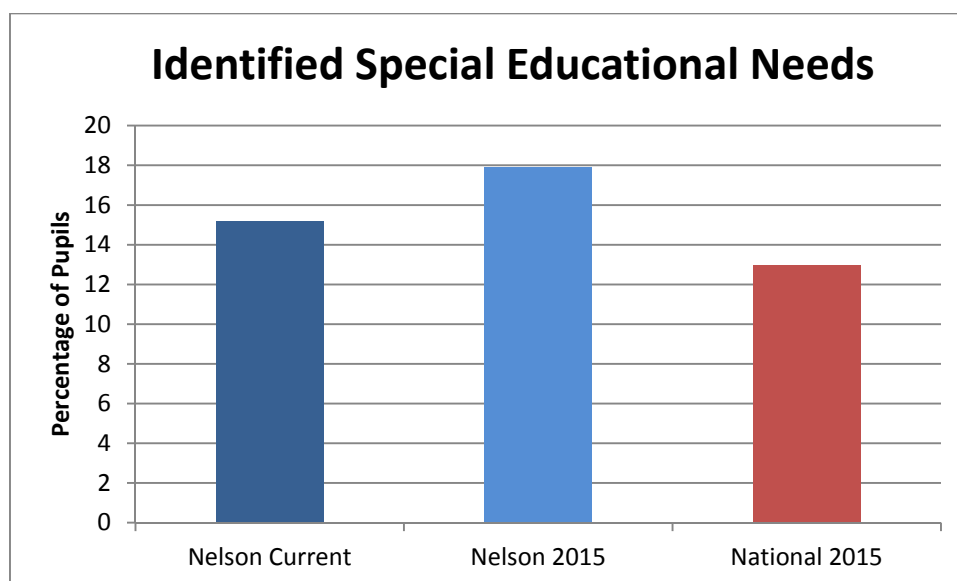
Current Special Educational Needs

	Number	Percentage
No Special Educational Need	749	84.8
Identified Special Educational Need	134	15.2

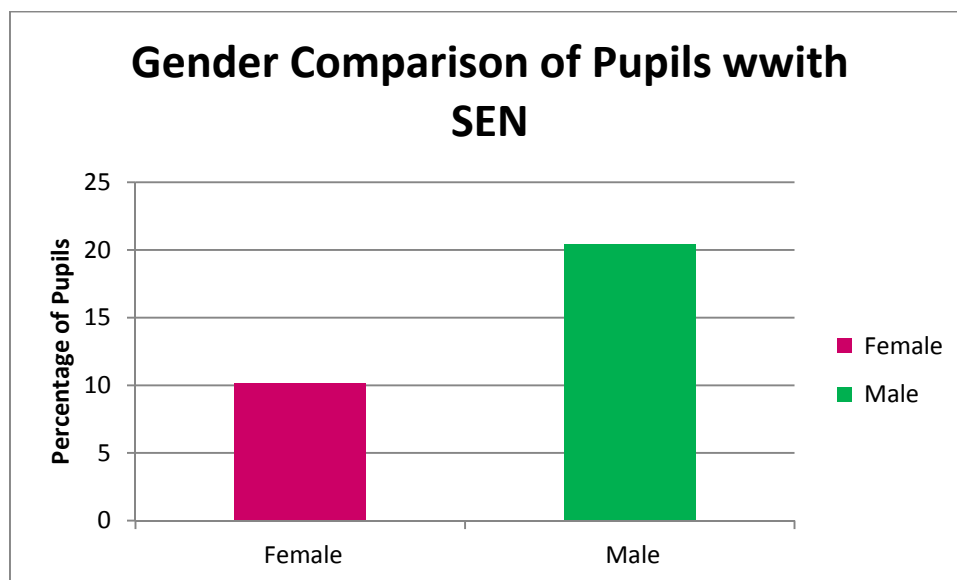


Trends and Comparison in Special Educational Needs

	Nelson Current	Nelson 2015	National 2015
No Special Educational Need (%)	84.8	82.1	87
Identified Special Educational Need (%)	15.2	17.9	13

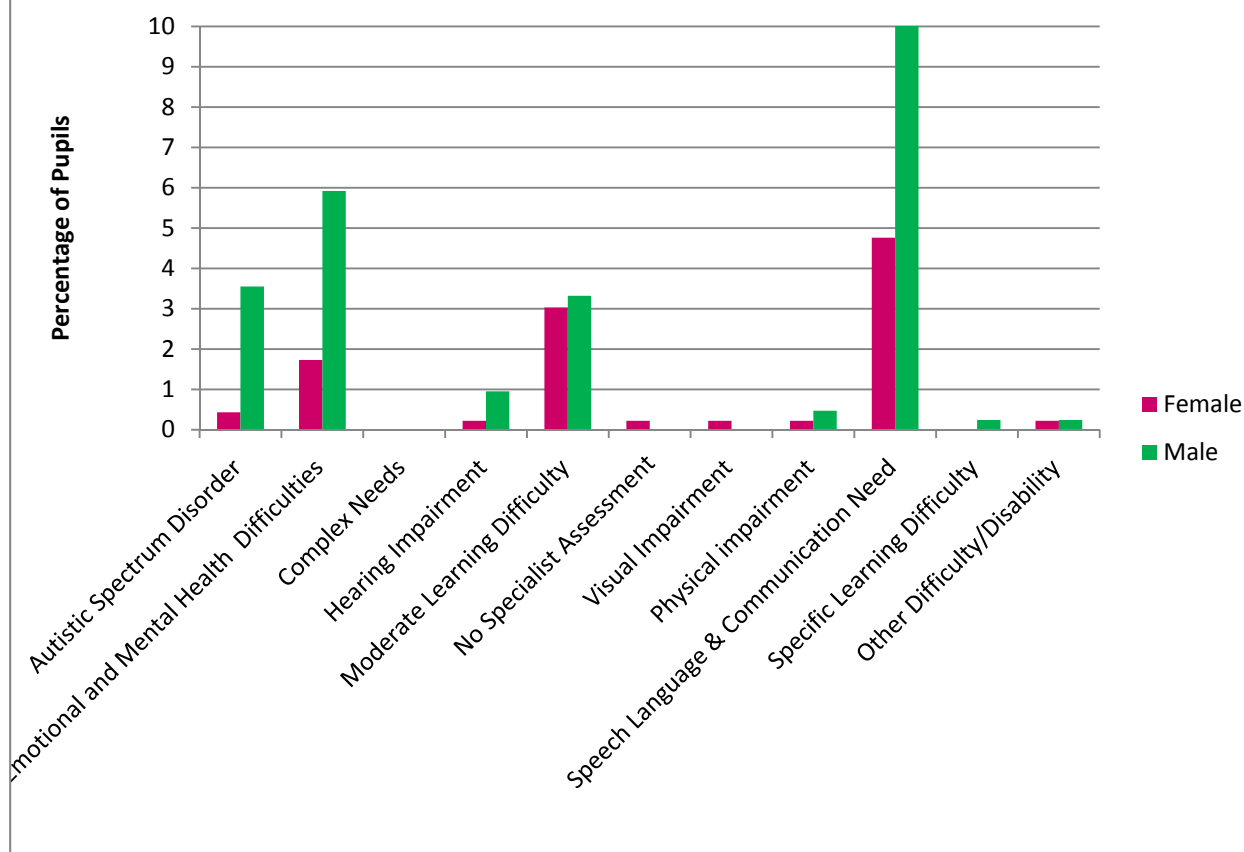


	Number	Percentage
Identified Special Educational Need - Female	47	10.17
Identified Special Educational Need - Male	86	20.43



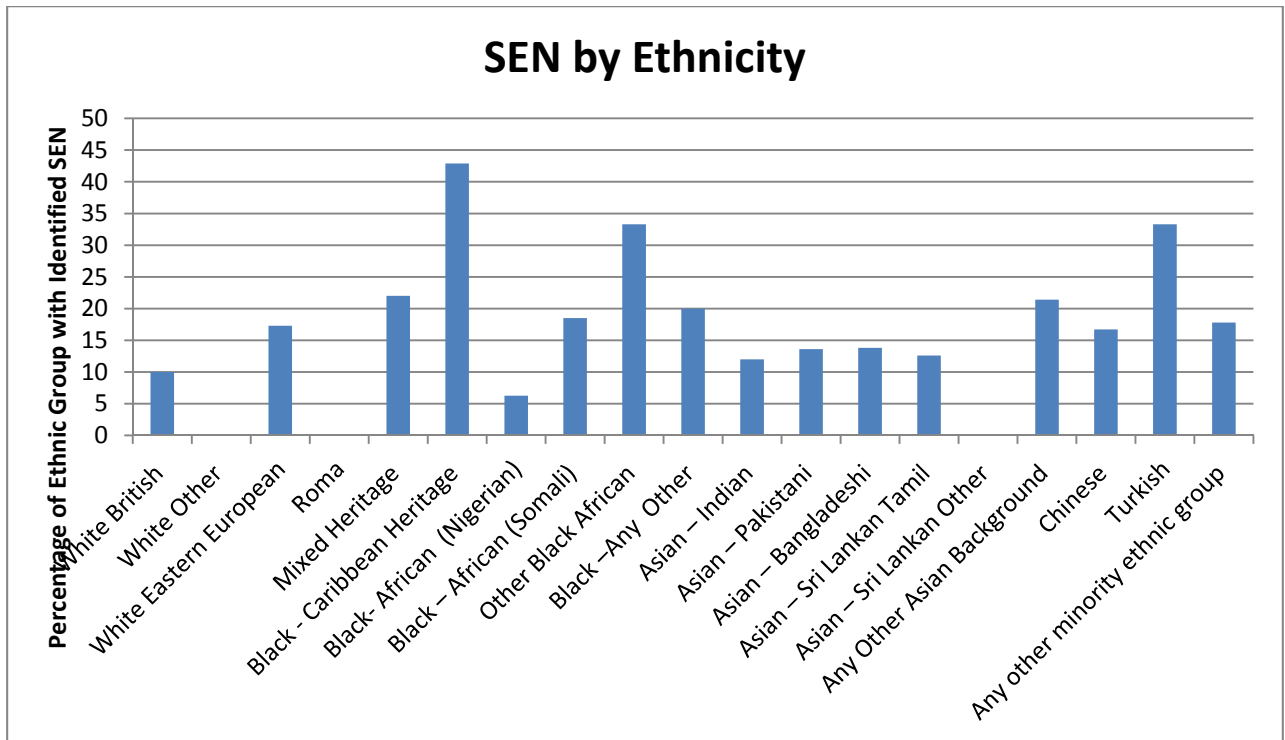
Gender Analysis of SEN		
Need Type	Percentage of Girls	Percentage of Boys
Autistic Spectrum Disorder	0.43	3.55
Social, Emotional and Mental Health Difficulties	2.81	6.65
Complex Needs	0	0
Hearing Impairment	0.22	0.95
Moderate Learning Difficulty	3.03	3.32
No Specialist Assessment	0.22	0
Visual Impairment	0.22	0
Physical impairment	0.22	0.47
Speech Language & Communication Need	4.76	10.19
Specific Learning Difficulty	0	0.24
Other Difficulty/Disability	0.22	0.24

Gender Analysis of Type of Primary Need

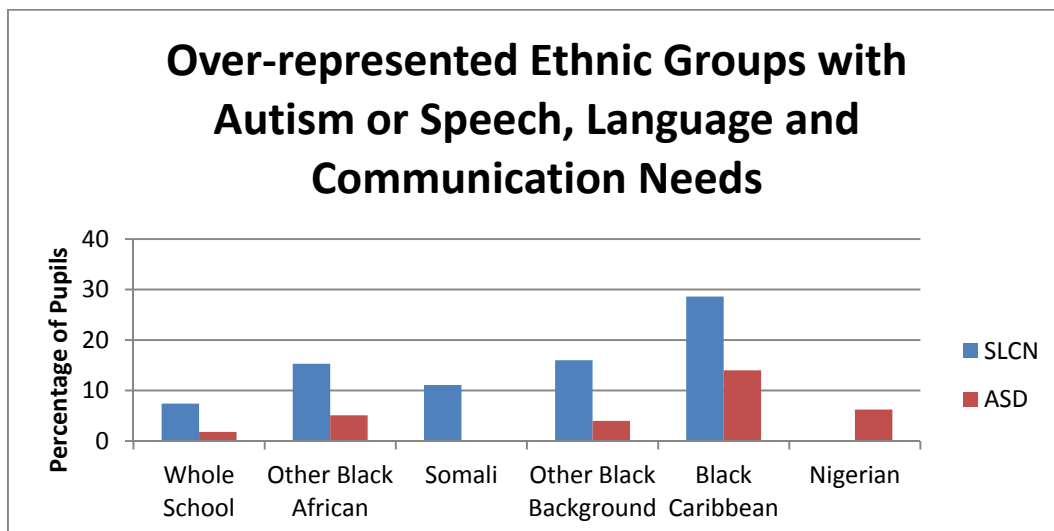


SEN by Ethnicity		
Ethnicity	Number	%
White British	2	10
White Other	0	0
White Eastern European	9	17.3
Roma	0	0
Mixed Heritage	9	22
Black - Caribbean Heritage	3	42.9
Black- African (Nigerian)	1	6.25
Black – African (Somali)	5	18.5
Other Black African	13	33.3
Black –Any Other	5	20
Asian – Indian	13	12
Asian – Pakistani	16	13.6
Asian – Bangladeshi	22	13.8
Asian – Sri Lankan Tamil	18	12.6
Asian – Sri Lankan Other	0	0
Any Other Asian Background	6	21.4

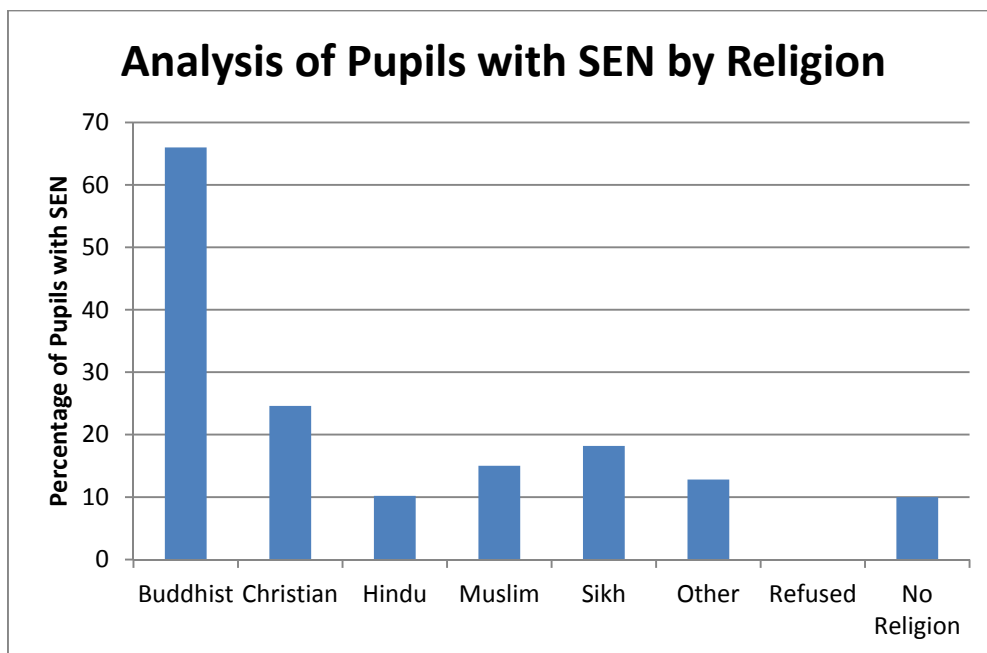
Chinese	1	16.7
Turkish	1	33.3
Any other minority ethnic group	8	17.8

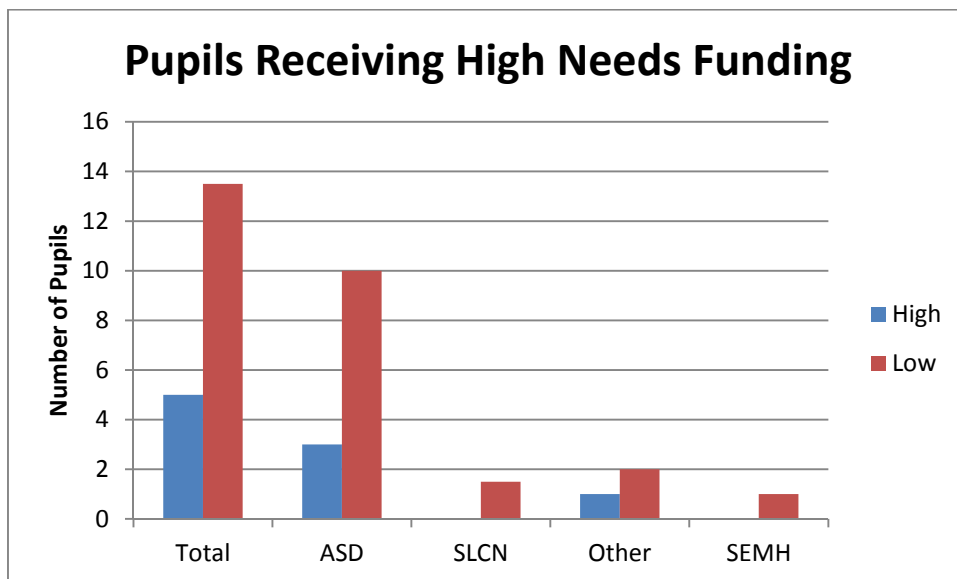
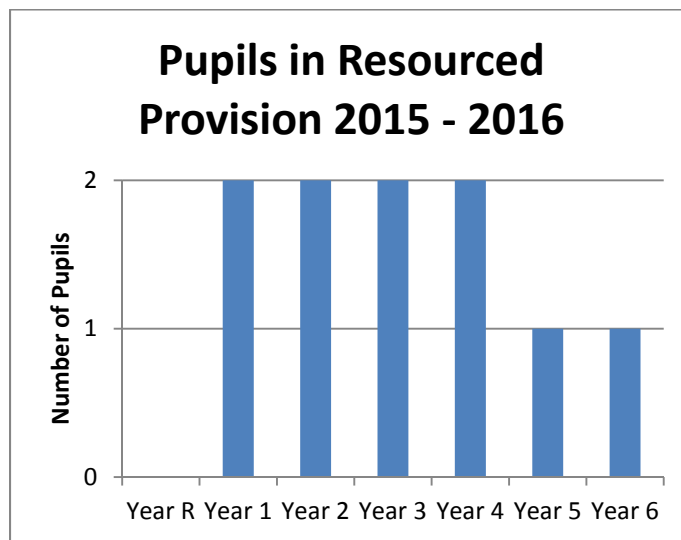
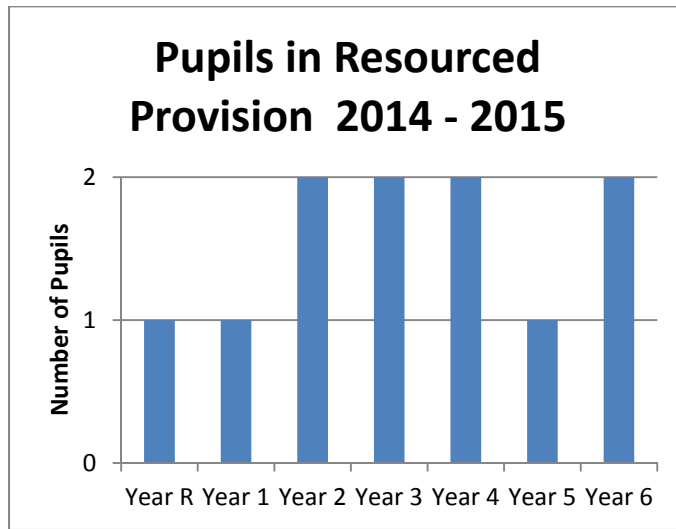


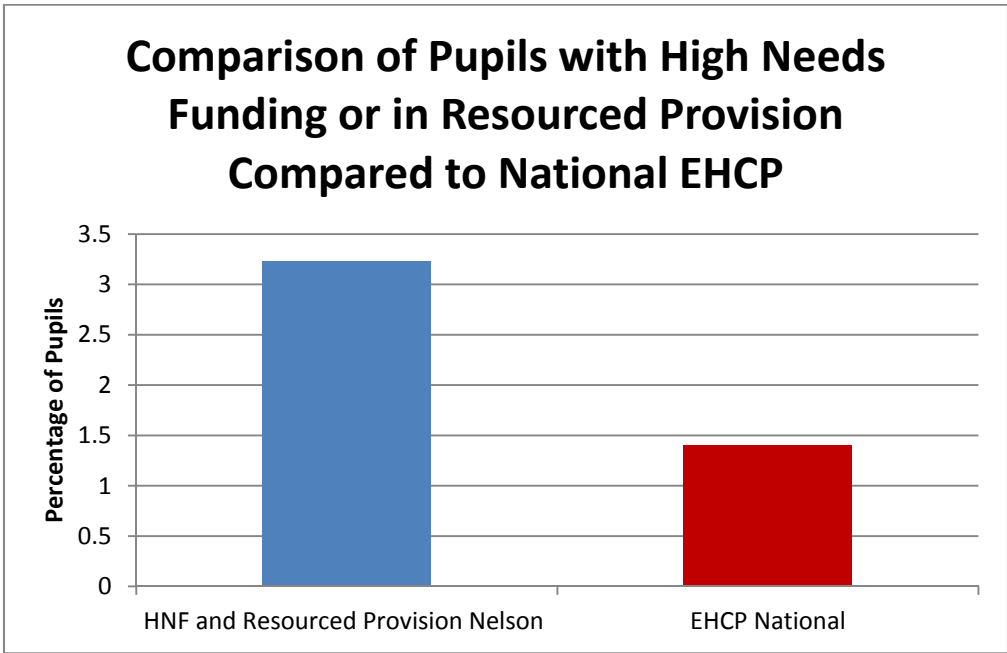
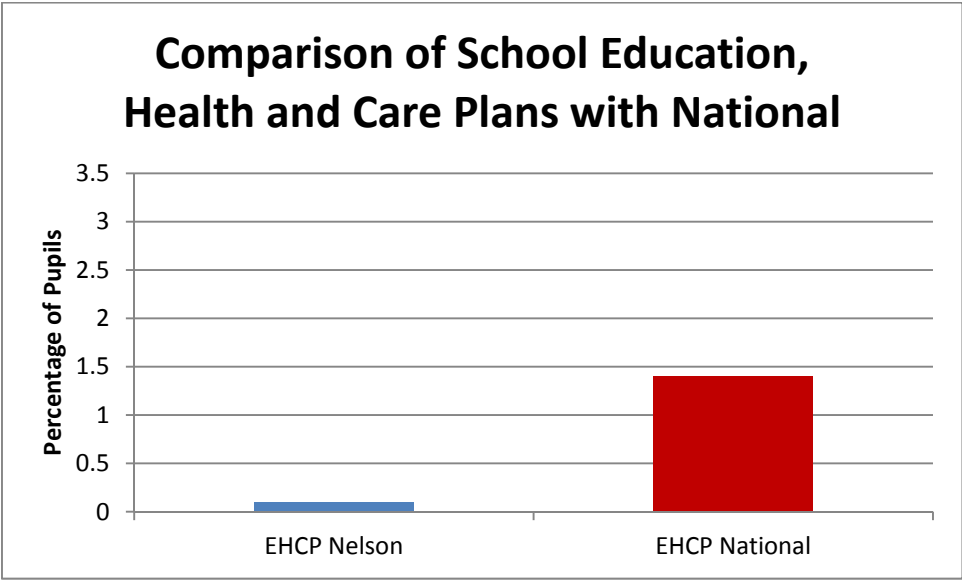
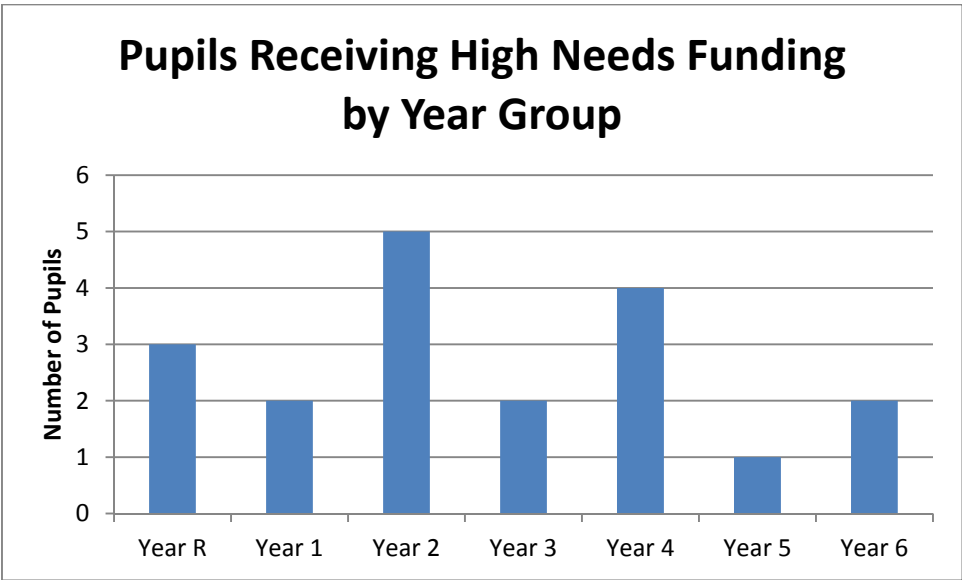
Over-represented Ethnic Groups with Autism or Speech, Language and Communication Needs		
%	SLCN	ASD
Whole School	7.4	1.8
Other Black African	15.3	5.1
Somali	11.1	0
Other Black Background	16	4
Black Caribbean	28.6	14
Nigerian	0	6.25



SEN by Religion	
	Percentage
Buddhist	66
Christian	24.6
Hindu	10.2
Muslim	15
Sikh	18.2
Other	12.8
Refused	0
No Religion	10







Analysis of SEN

The total percentage of pupils currently identified as having Special Educational Needs is 15.2% compared to 17.9% nationally in 2015. Currently, 20.43% of Nelson boys have been identified with a Special Educational Need. This is more than double that of girls, where the identification is 10.17%. In analysis of need type, boys are significantly over-represented in pupils identified with Speech Language and Communication Needs (66%), Social, Emotional and Mental Health Needs (76%) and Autistic Spectrum Disorder (88%).

Ethnic groups which appear over-represented on our Special Needs Register are:

- Mixed Heritage
- Other Black African
- Any other Asian
- Black Caribbean
- Turkish – group is not necessarily representative as there are only three children

Black boys are significantly over-represented on our SEN register with a primary need of speech, language and communication or autistic spectrum disorder.

Religious groups which appear over represented on our Special Educational Needs are:

- Christian – many children from our over-represented ethnic groups are also of Christian faith
- Buddhists appear over-represented in SEN data. However, the group is very small and relates to just two children from the same family.

The number of children with identified Special Educational Needs has been reduced in response to the SEND Children and Families Act 2014. Children on our current SEN register have clear needs which are addressed through additional or different support in school and through outside agencies. 3.23% of our pupils are either in our Resourced Provision or in receipt of High Needs Funding, with only one of these pupils having an Education, Health and Care Plan (0.1%) of the school population. School's EHC Plans appear lower than National however, an analysis of children in our Resourced Provision or with High Needs funding who would be likely to have EHC Plans in other education authorities demonstrates that our percentage of pupils with higher level needs is actually significantly higher. There have been five requests by parents for EHC Plans for pupils at Nelson during the period from 2014 of which one was successful.

Development of SEN

Whole staff training on identification and support of children with SEN.

Whole staff training on report-writing for Annual reviews of SEN.

Use of '2 Build a Profile' software to record achievements of children with high levels of need.

Use of 'B Squared Connecting Steps' data base to assess and record attainment of children who are working at P Scales.

Resource Speech Therapists to provide whole staff training in 'Colourful Semantics'.

LCIS (Language, Communication and Interaction Service) Speech Therapist to provide support staff training on Intensive Interaction.

To develop and increase the bank of SEN resources.

To further develop the range of enrichment activities provided for children with higher level needs, currently Soft Play, Horseriding, Music Interaction.

To extend our Life Skills and Independence programme.

Whole staff training on the use of SCERTS (Social Communication, Emotional Regulation and Transactional Support).

To have regular Coffee Mornings for parents of pupils with Higher Levels Needs.

To have measures in place to ensure that girls are not overlooked in the identification of SEN.

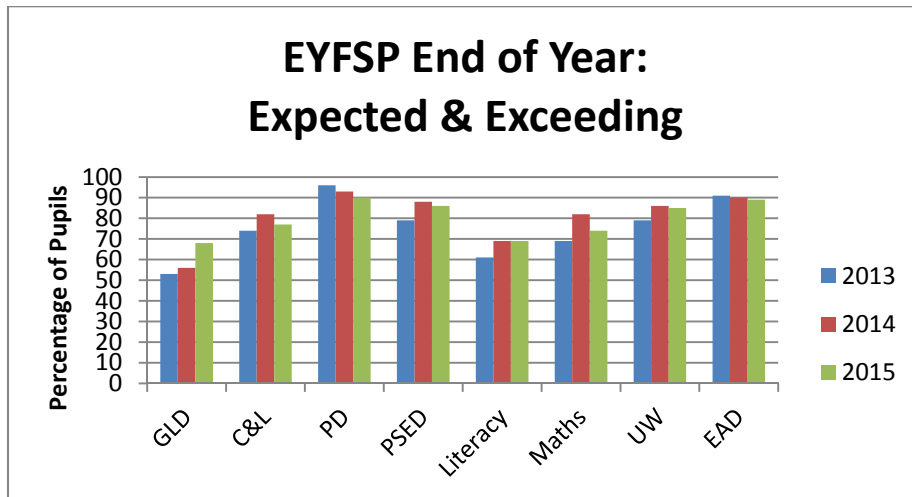
To buy-in additional speech therapy to provide 'Chatterbox' groups and early identification and intervention.

To attempt to ensure early identification of communication difficulties in boys with 'black' heritage and in turn provide early intervention to address communication needs.

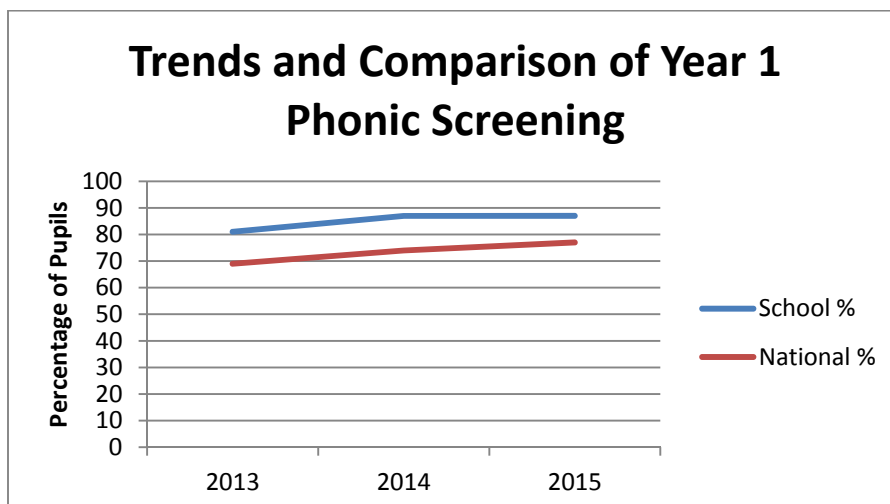
To buy-in Educational Psychologist and Dyslexia/ Dyscalculia Services to facilitate early identification of SEN and in-school support.

Attainment

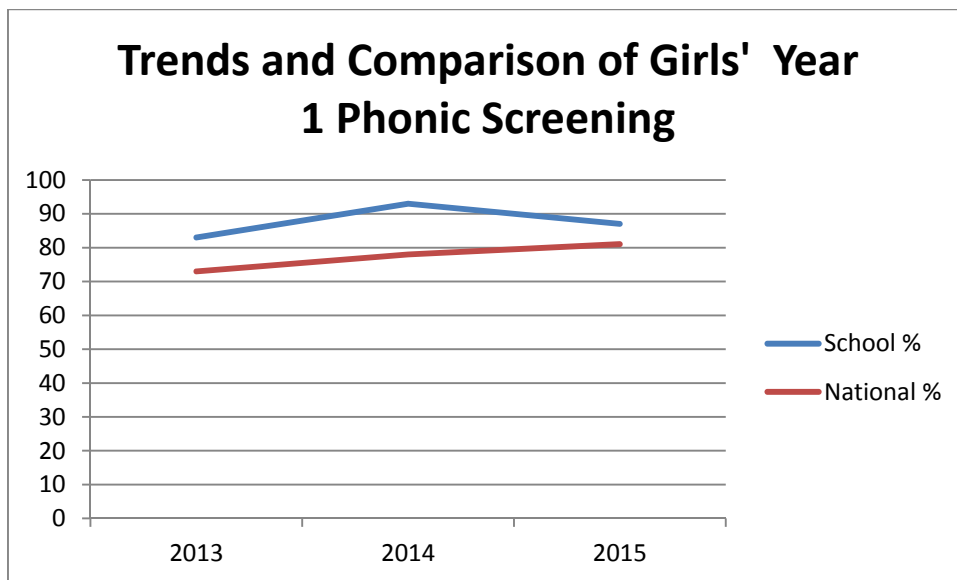
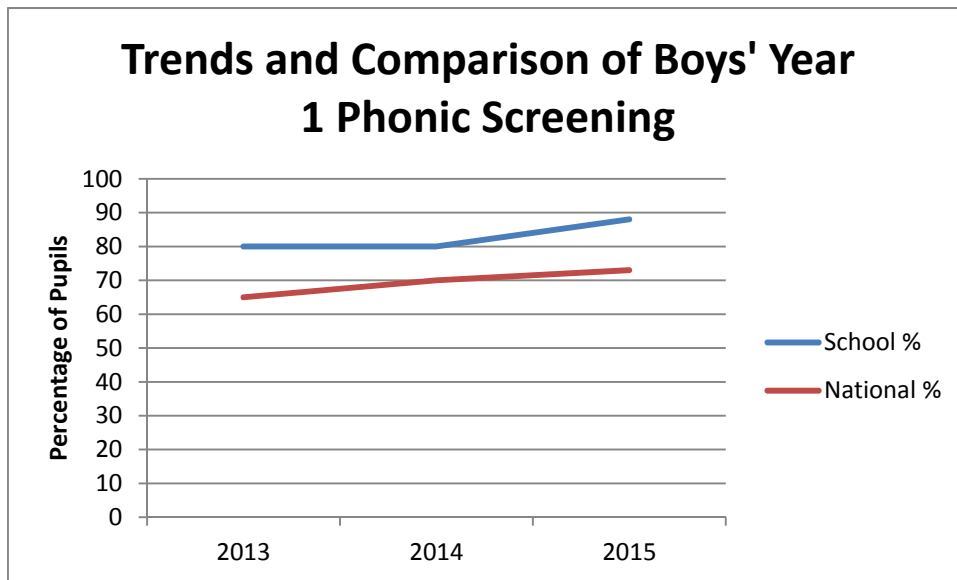
Area of Learning	2013%	2014%	2015%
GLD	53	56	68
C&L	74	82	77
PD	96	93	90
PSED	79	88	86
Literacy	61	69	69
Maths	69	82	74
UW	79	86	85
EAD	91	90	89



Year 1 Phonic Screening					
2012-2013		2013-2014		2014-2015	
School %	National %	School %	National %	School %	National %
81	69	87	74	87	77

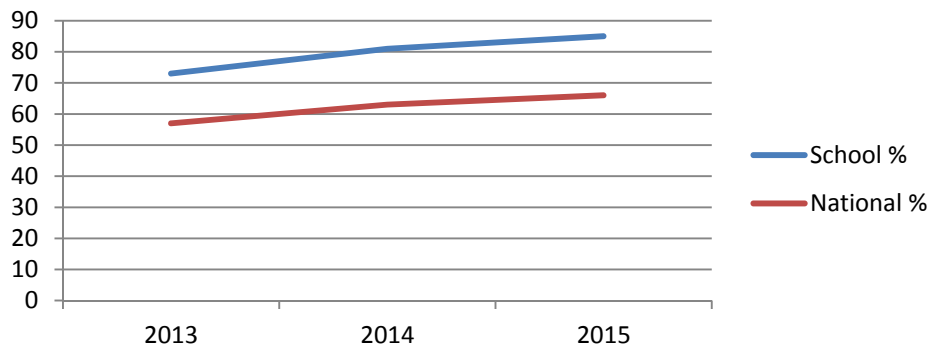


Year 1 Phonic Screening						
	2012-2013		2013-2014		2014-2015	
	School	National	School	National	School	National
Boys	80	65	80	70	88	73
Girls	83	73	93	78	87	81

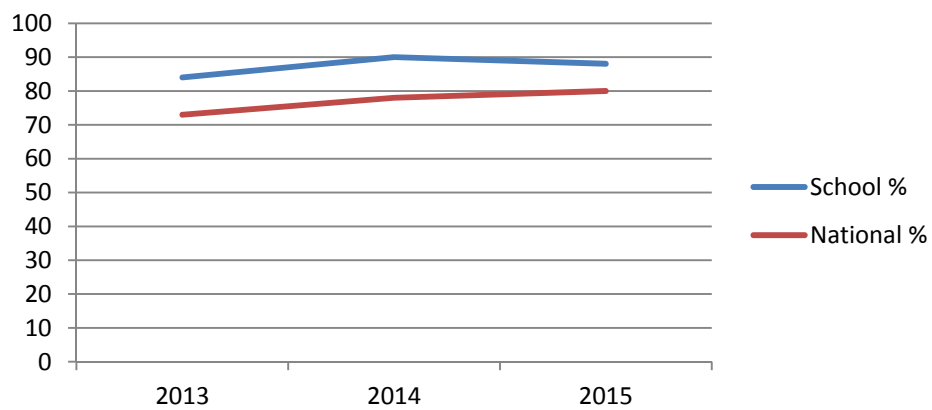


Year 1 Phonic Screening						
	2012-2013		2013-2014		2014-2015	
	School	National	School	National	School	National
Disadvantaged	73	57	81	63	85	66
Other	84	73	90	78	88	80

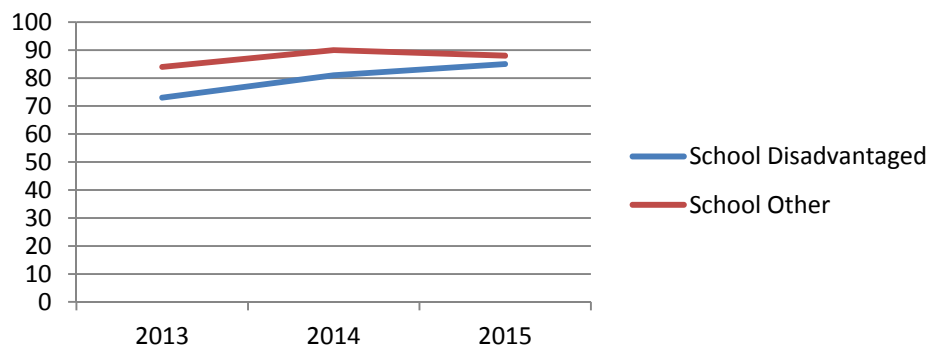
Trends and Comparison of Year 1 Phonic Screening of Disadvantaged Pupils



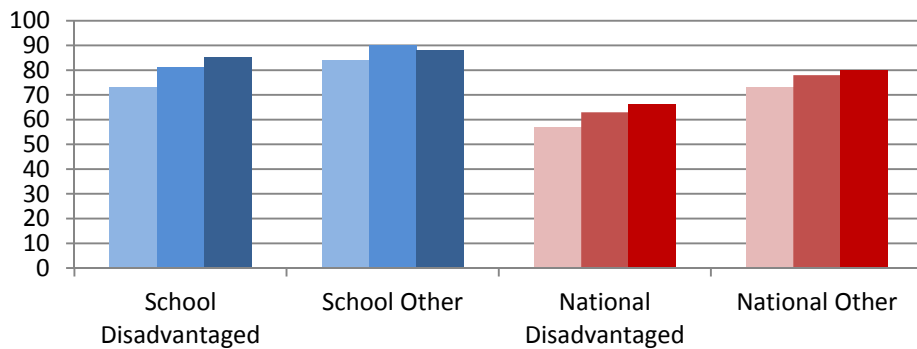
Trends and Comparison of Year 1 Phonic Screening of 'Other' Pupils



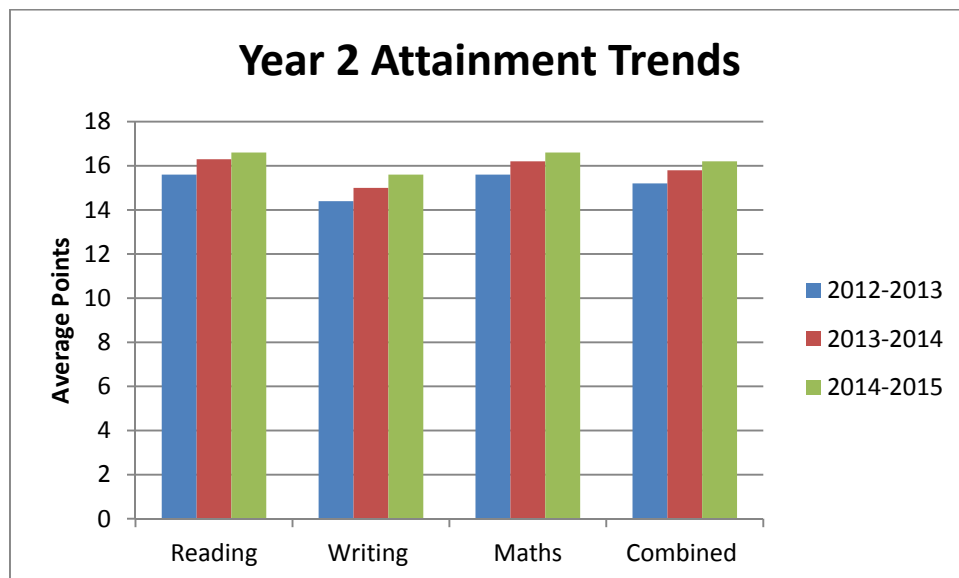
Trends and Comparison of Nelson Year 1 Phonic Screening of Disadvantaged and 'Other' Pupils



Comparison of School and National Data of Year 1 Phonic Screening 2013 - 2015

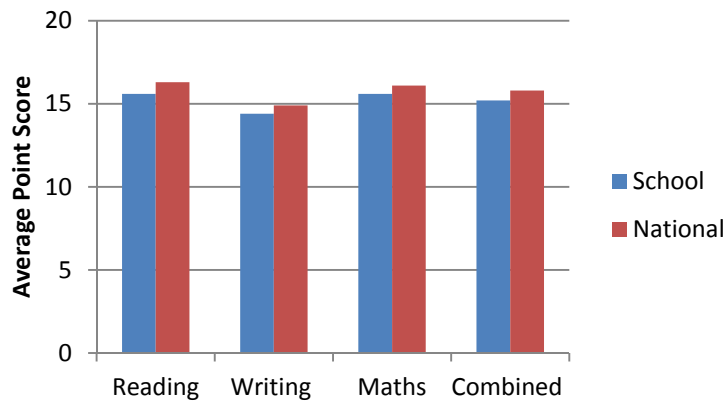


Year 2 Attainment Trends			
APS	2012-2013	2013-2014	2014-2015
Reading	15.6	16.3	16.6
Writing	14.4	15.0	15.6
Maths	15.6	16.2	16.6
Combined	15.2	15.8	16.2

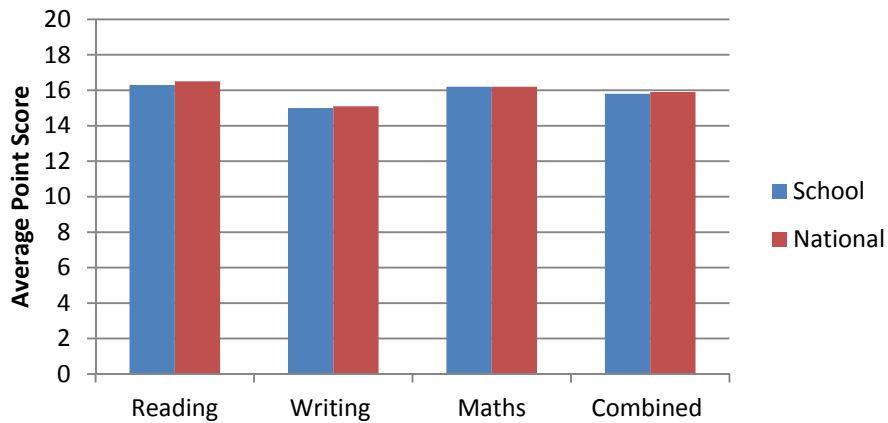


Year 2 Attainment Trends						
APS	2012-2013		2013-2014		2014-2015	
	School	National	School	National	School	National
Reading	15.6	16.3	16.3	16.5	16.6	16.6
Writing	14.4	14.9	15.0	15.1	15.6	15.3
Maths	15.6	16.1	16.2	16.2	16.6	16.4
Combined	15.2	15.8	15.8	15.9	16.2	16.1

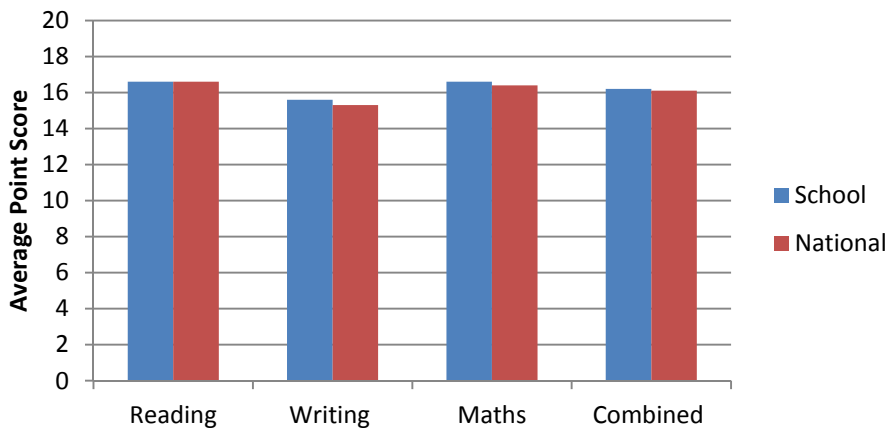
2013 Comparison of School and National End of KS1 Attainment



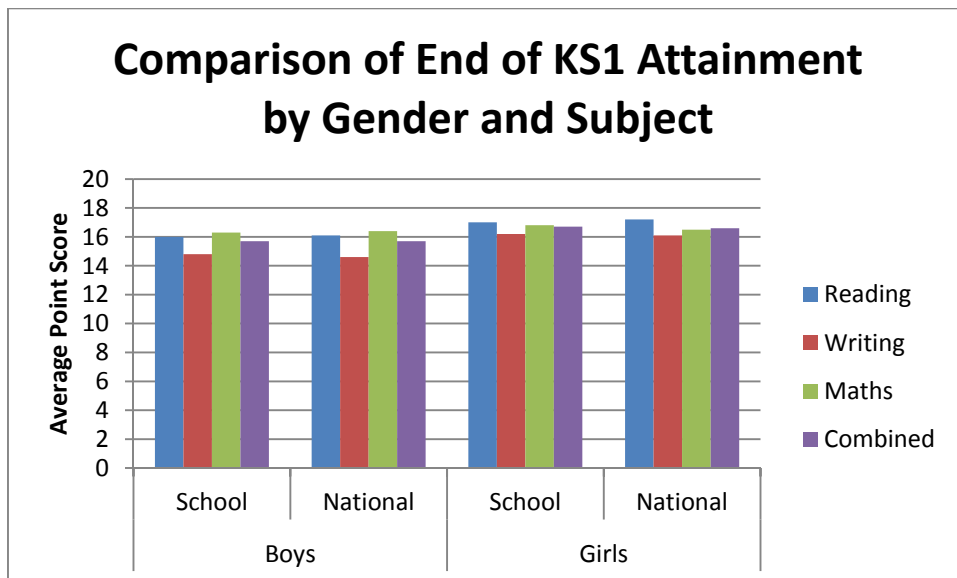
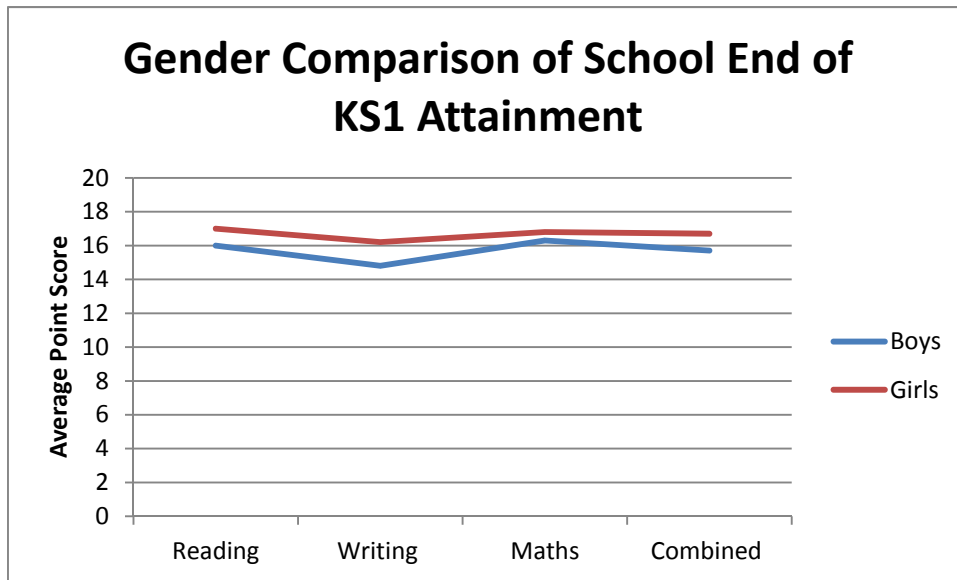
2014 Comparison of School and National End of KS1 Attainment



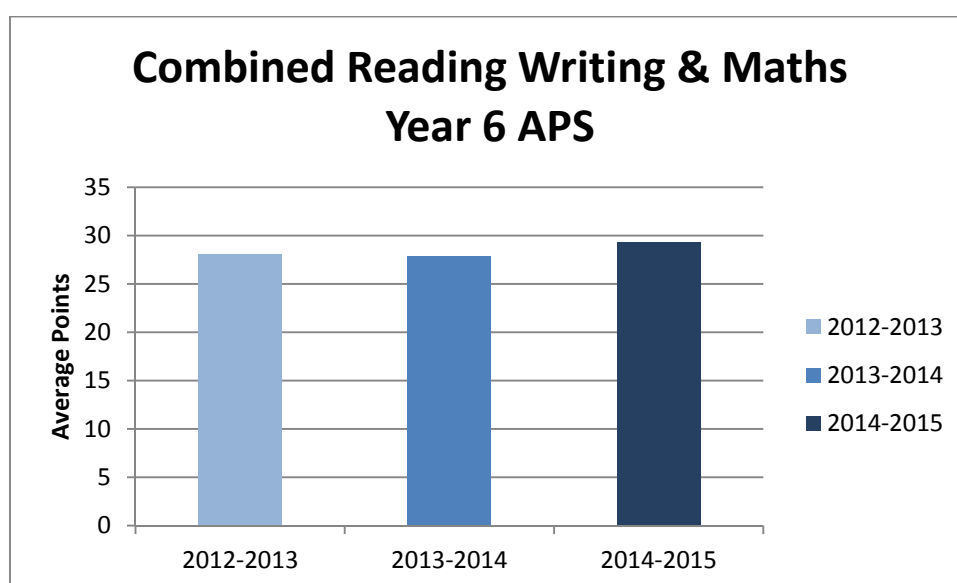
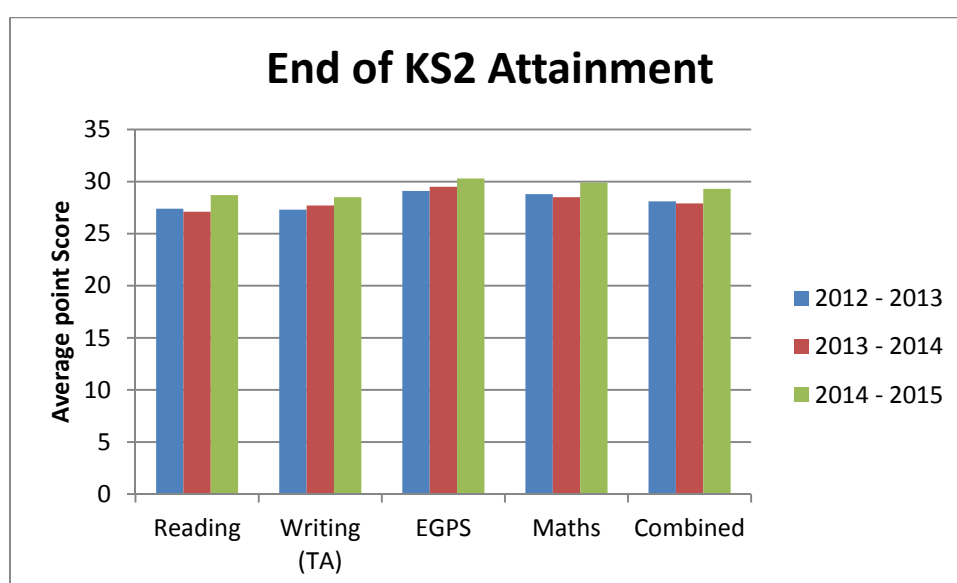
2015 Comparison of School and National End of KS1 Attainment



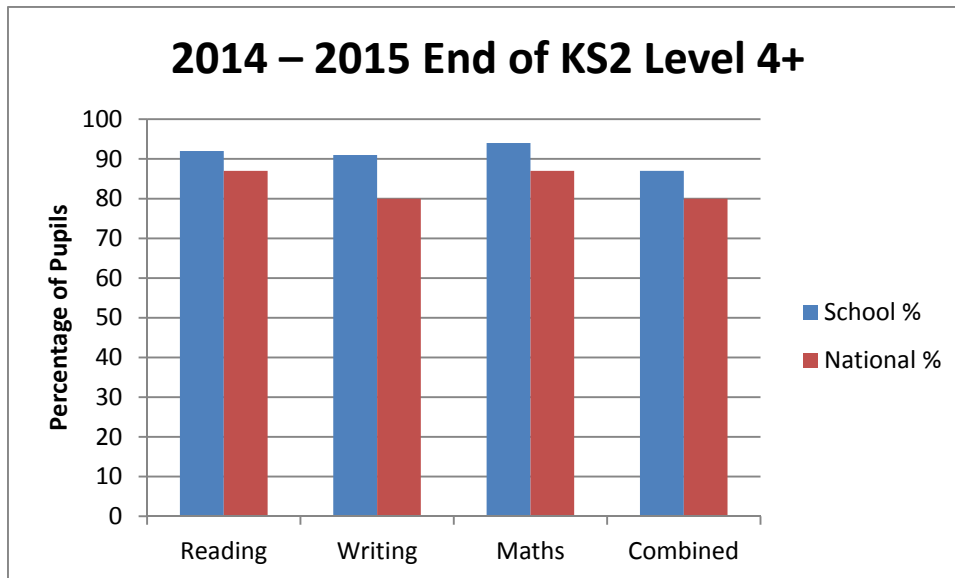
APS	Boys		Girls	
	School	National	School	National
Reading	16	16.1	17	17.2
Writing	14.8	14.6	16.2	16.1
Maths	16.3	16.4	16.8	16.5
Combined	15.7	15.7	16.7	16.6



Year 6 Attainment Trends (Based on KS2 tests)			
APS	2012-2013	2013-2014	2014-2015
Reading	27.4	27.1	28.7
Writing (TA)	27.3	27.7	28.5
EGPS	29.1	29.5	30.3
Maths	28.8	28.5	29.9
Combined	28.1	27.90	29.3

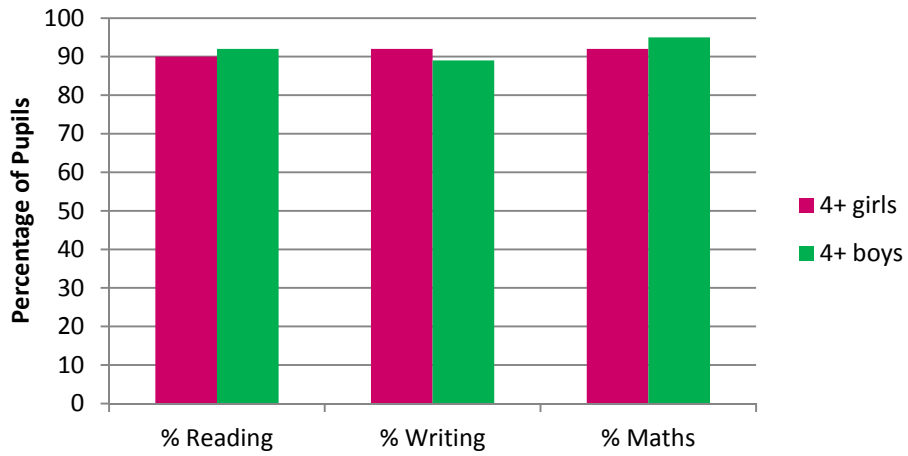


2014 – 2015 End of KS2 Level 4+		
	School %	National %
Reading	92	87
Writing	91	80
Maths	94	87
Combined	87	80

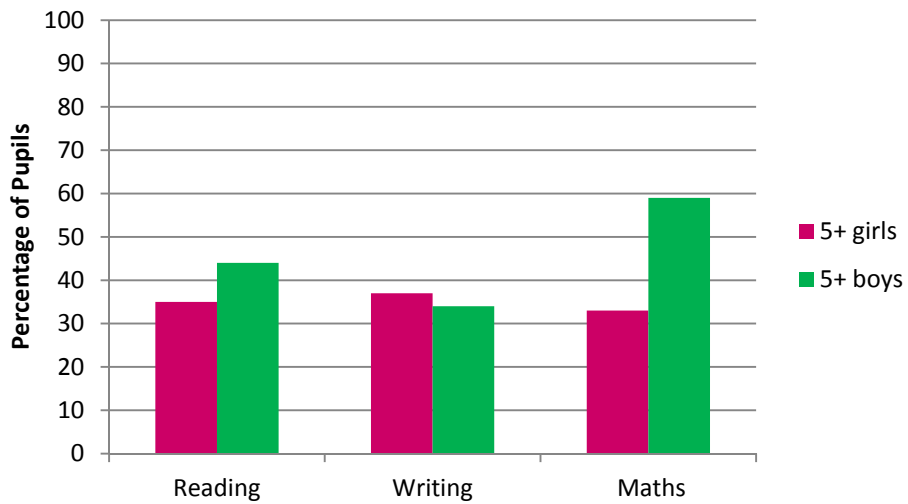


GENDER KS2 SATs 2014 - 2015			
	% Reading	% Writing	% Maths
4+ girls	90	92	92
4+ boys	92	89	95
5+ girls	35	37	33
5+ boys	44	34	59

Gender Analysis of SATs 4+ 2014 - 2015

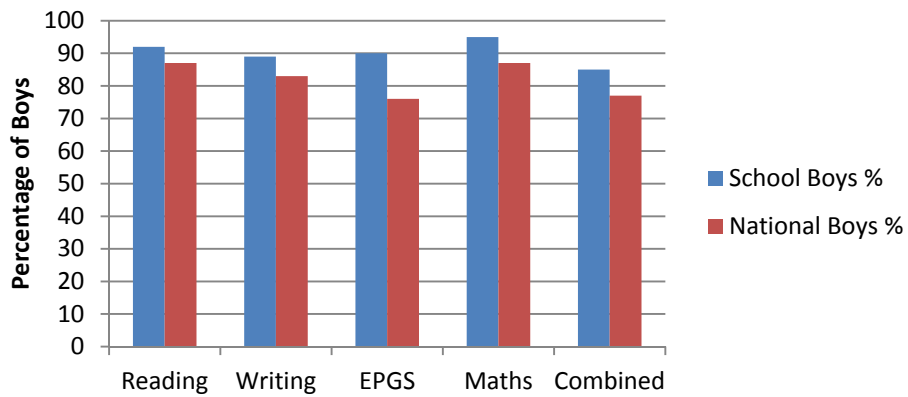


Gender Analysis of SATs 5+ 2014 - 2015

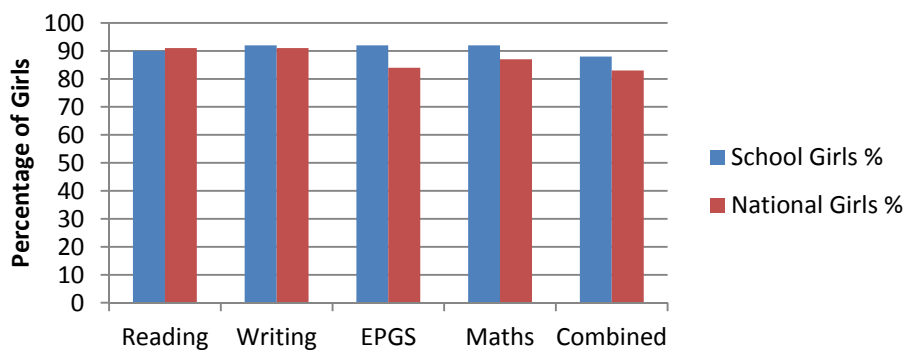


	School Boys %	National Boys %	School Girls %	National Girls %
Reading	92	87	90	91
Writing	89	83	92	91
EPGS	90	76	92	84
Maths	95	87	92	87
Combined	85	77	88	83

2014 - 2015 End of KS2 LEVEL 4+ Comparison of School and National Boys

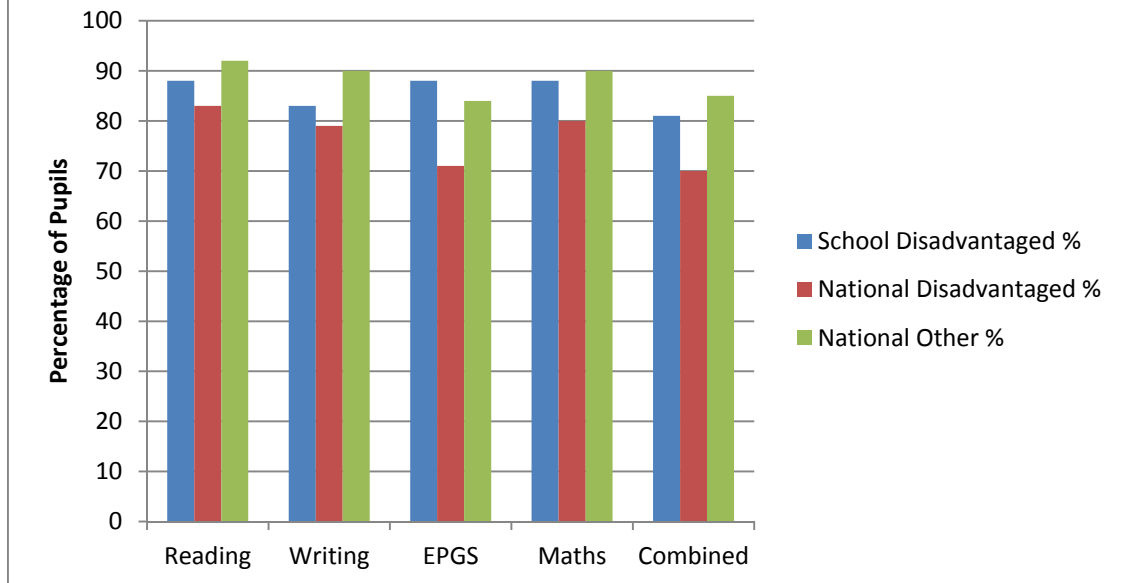


2014 - 2015 End of KS2 LEVEL 4+ Comparison of School and National Girls



	School Disadvantaged %	National Disadvantaged %	National Other %
Reading	88	83	92
Writing	83	79	90
EPGS	88	71	84
Maths	88	80	90
Combined	81	70	85

2014 - 2015 End of KS2 LEVEL 4+ Comparison of Disadvantaged Pupils and Other



Analysis of Attainment

Our children have a low baseline, however, they make good progress and by the end of EYFS in 2014, 58% achieved a 'Good Level of Development'.

In Year 1 Phonics Screening, the school has a continued upward trend and has consistently exceeded National outcomes including for those children who are disadvantaged.

At the end of KS1 the school has a continued upward trend in all subjects and in subjects combined. School is now equal to or higher than national in all areas. Gender attainment is similar to National with girls outperforming boys, particularly in writing.

At the end of KS2 in 2014 – 2015, after a slight dip in performance in reading and maths in 2013 -2014, the school improved attainment in all areas. Of children achieving the highest levels in reading and maths in 2014 2015, there were significantly more boys than girls. Attainment of our disadvantaged pupils was higher than disadvantaged pupils nationally but lower than 'National Other' in most areas.

It appears that girls' attainment is higher than boys' in KS1 but by the end of KS2 boys perform better than girls in reading and maths.

Development

Introduction of Assessment without Levels.

Introduction of Classroom Monitor assessment tool.

Implement a range of interventions to improve the outcomes of disadvantaged pupils.

To raise the aspirations of girls in KS2 through intervention and pastoral support.

To increase the adult:pupil ratio in EYFS to support early development of skills.

To further develop mastery of mathematics through 'Maths No Problem'.

Use of 'Teacher Effectiveness Enhancement Programme' (TEEP) strategies.

Section 2. Advance Equality of Opportunity between those who share a protected characteristic and those who do not

Our primary function as a school is to provide access to educational opportunities that are equal for all.

Analysis/comments:

Previous Objectives	Evaluation
To further improve reading skills across the school.	Development of Reading Wristband project. Tutoring for disadvantaged pupils. 'Lost Lending Library Immersion Theatre' event In Year 1 Phonics Screening, the school has a continued upward trend and has consistently exceeded National outcomes including for those children who are disadvantaged. 90% of disadvantaged children who were working below age-expected levels at the end of Y2, made expected progress, higher than National others, with 70% of these children making accelerated progress, above National others.
To implement the SEND Code of Practice 2014 0-25 in accordance with the Families Act 2014.	Code of Practice implemented. Reduced number of children on SEN register. Single category of SEN support Children with disabilities no longer automatically on the register.
To increase the after-school provision to include	Free Extended Schools Provision, including

a wider range of clubs and activities with particular emphasis on pupil premium.	Breakfast Club, and after-school tutoring for disadvantaged pupils and Saturday tutoring for disadvantaged children.
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3 areas we would like to improve next year:

Objective	Success Criteria	Time scale
To improve the attainment of higher achieving disadvantaged pupils.	<ul style="list-style-type: none"> • More able disadvantaged children to achieve age-expected levels in line with National others. 	Dec 2017
To improve the independence of all pupils, with and without SEN.	<ul style="list-style-type: none"> • Use of TEEP strategies. • School Council. • Debatemate. • Independence of children with SEN in and out of the classroom. • More flexible TA support. • Lifeskills programme for children in KS2 with significant needs. • Community-based enrichment activities for children with significant needs. • Outcomes of Annual Reviews. 	Dec 2017
To develop methods of recording the attainment of children with disabilities.	<ul style="list-style-type: none"> • Purchase of individual iPads for children in the Resource provision and those in receipt of High Needs Funding. • Implementation of '2Build a Profile' software to record attainment of children with disabilities and evidence base. • Outcomes of Annual Reviews. 	December 2017

Promoting Opportunities for Our School Community:

Analysis/comments:

Previous Objectives	Evaluation
To further raise the profile of reading throughout the school.	Development of 'Reading Wristband' project.

	<p>'Lost Lending Library Immersion Theatre' event</p> <p>Teaching staff extending subject knowledge by reading the wristband books.</p> <p>Regular RWInc Masterclass for TAs.</p>
To further develop the role of teaching assistants.	<p>A range of CPD for all TAs.</p> <p>KS2 TAs no longer class based but taking on intervention roles.</p>
To develop a range of enrichment activities for all children.	<p>Free Extended Schools Provision, including Breakfast Club, and after-school tutoring for disadvantaged pupils and Saturday tutoring for disadvantaged children.</p> <p>Provision of a range of enrichment activities for children with SEN.</p> <p>After-school clubs for all children including those who are disadvantaged and/or with SEN.</p>

3 areas we would like to improve next year:

Objective	Success Criteria	Time scale
To develop the parent reading project for EYFS and Year 1.	<ul style="list-style-type: none"> Implementation of 'Read To Me Venture'. 	Autumn 2016
To increase opportunities for children to participate in community events/activities.	<ul style="list-style-type: none"> Competitions including sport, music, art, debate, spelling bees etc. 	Summer 2017
To provide a range of interventions for more able pupils including those who are disadvantaged.	<ul style="list-style-type: none"> Introduction of 'Brilliant Club'. Tutoring for more able. 'Debate Mate' Public speaking. 	Summer 2017

Section 3. Foster Good Relations Between those who share a protected characteristic and those who do not

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.

Analysis/comments:

Previous Objectives	Evaluation
To introduce peer mentoring.	Buddy system for children joining the school

	mid-phase. Improved pastoral support programme for children joining the school mid-phase including regular Pastoral Support Worker checks and support.
To develop pastoral support.	Therapeutic Story Group training. Talking and Drawing training. PSW partnership with trained therapist.
To introduce advocacy teaching assistants to support children and families with Pupil Premium.	Development of TA role. Planned advocacy through free Extended School places and free Breakfast Club for identified children. Use of Family Support worker to work with identified disadvantaged families.

3 things we would like to improve next year:

Objective	Success Criteria	Time scale
To implement 'Integrated Neighbourhood Working'.	<ul style="list-style-type: none"> • Successful transition to 'integrated neighbourhood working'. • More cohesive approach to safeguarding, including effective communication with other professionals. 	September 2016
To further develop parental engagement with school.	<ul style="list-style-type: none"> • Learning Review days • Whole school events • Volunteers • Conversation group • ESOL classes 	March 2016
To further develop cultural links in the local and wider community.	<ul style="list-style-type: none"> • Centre of Global Excellence • Links with St Joseph's in Kenya. • Lesson studies for 'Maths No Problem'. 	July 2017

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

Analysis/comments:

Previous Objectives	Evaluation
To introduce peer mentors.	Buddy system for children joining the school mid-phase. Improved pastoral support programme for

	children joining the school mid-phase including regular Pastoral Support Worker checks and support.
To develop the role of the Pastoral support workers.	Therapeutic Story Group training. Talking and Drawing training. PSW partnership with trained therapist.
Participation in the Resilience Project.	Individual children benefited from participation in the project and school now purchases an Educational Psychologist package.

3 things we would like to improve next year:

Objective	Success Criteria	Time scale
To implement the 'PREVENT' duty, through training.	<ul style="list-style-type: none"> • PREVENT Risk assessment. • PREVENT Training for all staff • Review of policies in relation to PREVENT. 	April 2016 May 2016 July 2016
To encourage independence through 'Pupil Voice'.	<ul style="list-style-type: none"> • Embedding of TEEP strategies. • School Council. • Debatemate 	July 2016
To further promote 'British Values'.	<ul style="list-style-type: none"> • Curriculum planning. • Whole school events. • Assemblies. 	July 2016

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
Pupils	School Council. DebateMate. House Captains. Twitter on website. Learning Review Day.
Parents/Carers/Guardians	Conversation group. Learning Review Day. Twitter on website. Parent questionnaires.
Staff	Staff wellbeing questionnaire. Year group Leader meetings. SMT meetings. Regular social events. Twitter on website.
Governors	Governors are updated regularly on the school's equality data. Twitter on website. Regular governor visits. Governor questions. Updated Head Teacher reports.

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	<ul style="list-style-type: none">• Performance reviews are offered to all staff equally.• CPD identified at performance management and throughout school year.• Training provided for all staff.
Fostering good relations	<ul style="list-style-type: none">• Training provided for all staff.• Social events organised for all staff.• Staff wellbeing surveys inform planning.
Prohibiting harassment	<ul style="list-style-type: none">• 'Open-door' policy• Clear staffing structure in place• Whistle-blowing policy

Our school information will be reviewed in April 2017