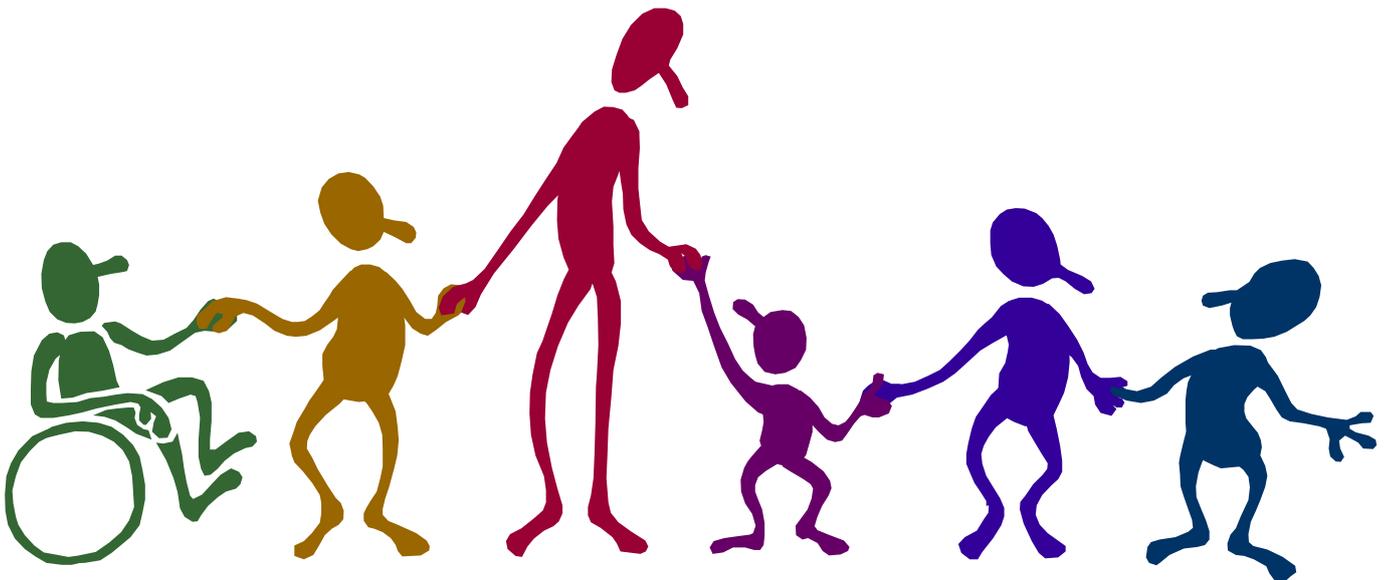




Bedlington West End First School
Ridge Terrace, Bedlington
Northumberland, NE22 6EB

Tel No: 01670 822328
Fax No: 01670 829448

Published Equality Information Report 2017 – 2018



EQUALITY INFORMATION GATHERED 2017-2018

Below is our published data (October 2017) about our school population and the ways in which we work to eliminate differences of outcomes for groups with protected characteristics.

SCHOOL DATA

- **The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English.**
- We are a two form entry first school with 260 children on role. The largest year group in school is currently Reception with 60 pupils and the smallest is Year 2 with a total of 30 pupils.
- Northumberland County Council is ranked 144th out of the 326 local authorities on the IDACI table. Bedlington West scores 32.42% on the table of Most Deprived LSOAs (Lower Layer Super Output Area) in Northumberland (IMD 2010) overall. 12.31% of children are eligible for Free School Meals and 8.08% of children are on the SEN Register. (October 2017 census data)
- Teaching and learning is focused upon engaging and responding to needs of all pupils and engaging harder to reach groups.
- There are currently 1.15% of children for whom English is not their first language.
- 3.85% of our current cohort of pupils represent minority ethnic groups. There are not significant patterns of under achievement in our BME population.
- There is a significant gender imbalance in Year 1, where we have 34 girls and 22 boys and 46.42% of this year group are summer birthdays. We also have a 60 child cohort in Reception and although there is not a gender imbalance, this year group has a 41.07% summer birthday ratio.
- Our disadvantaged and forces pupils, in respect of whom we receive Pupil Premium Grant, are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps. We use the funding effectively to offer academic support and guidance and to subsidise access to various activities including music tuition and residential visits. The pupils in receipt of the grant are making progress in line with their non-disadvantaged peers and in some cases exceed expectations.
- Objectives relating to children eligible for Free School Meals are given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for schools.
- There is good progress in all core subjects across all ability groups with some evidence of rapid progress. Progress and attainment in reading is a particular strength.
- We represent, discuss and celebrate family diversity and the positive aspects of difference. We audit resources and displays, letters home and the language we use to establish that we are Lesbian, Gay, Bisexual and Transsexual (LGBT) inclusive and that gender stereotyping is challenged for any bias.
- We recognise the diverse home and parenting experiences of our children.

- We recognise the growing numbers of gender variant pupils in school and staff are aware of the issues to be addressed in becoming trans-inclusive in an anticipatory way. These include practical considerations such as a gender-neutral uniform list, identifying gender neutral toilets and changing facilities and emotional and social support for pupils who transition.
- Our school uniform is flexible and does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.
- **The school has data on its composition broken down by types of disability and special educational need.**
- Our school has clear protocols and targeted provision to support the pupils who are on the Special Educational Needs and Disabilities (SEND) register (<http://www.westend.northumberland.sch.uk/website/send/98094>)
- A small minority of pupils have communication issues. We address this through targeted support, staff training, school nurse, speech therapist and communication and language service.
- The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes. The main accessibility issue affecting both staff, parents and visitors in school is access to the main school office\reception area which is up two flights of steps.
- The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements. These are outlined in the school's accessibility plan and school development plan.
- We record and report instances of discriminatory language or bullying and we tackle these in accordance with Northumberland County Council's guidance for dealing with discriminatory incidents and hate crime. We also send an annual return to Northumberland County Council about any reported racist incidents.
- Staff and governors have received face to face workshops to raise awareness of Prevent (WRAP) training and recognise the relationship between hate crime and radicalisation or extremism. We are aware of the vulnerability of people in our locality to messages about far right extremism and welcome open discussion and debate with the children in order to dispel myths and misconceptions and develop empathy and understanding.
- We recognise the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and continue to provide a programme of learning including visits and visitors to address this.
- The school records data in SIMS about religion when supplied. Local religious leaders play a part in the life of the school.

Documentation and Record Keeping

- Our school has an overarching equality policy available on request from the school office.
- Records of racist incidents are kept and shared with Northumberland County Council annually.
- Logs of bullying incidents are kept.

Responsibilities

- Mrs Jane Bushell, Headteacher has responsibility for equalities matters.

Staffing

- There is good equal opportunities practice in the recruitment and promotion of staff both teaching and administrative.

Behaviour and Safety

- There are clear procedures for dealing with peer abuse, bullying and incidents of inappropriate behaviour (Discipline and behaviour policy).
- Surveys show that the vast majority of pupils feel safe from all kinds of bullying and feel that they are treated fairly by the school and that school promotes equality.

Curriculum

- Focused attention is paid to the needs of specific groups of pupils. There is extra or special provision for certain groups, which changes as appropriate.
- There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.
- There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development and to help them embody values and develop character traits such as resilience, determination, perseverance, aspiration, respect and friendship.
- The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through work we do on promoting friendship, dealing with feelings and feeling safe to share concerns with adults. We also have an Inclusion Mentor who works alongside children on a one to one basis and with parents.

Consultation and Involvement

- The school has procedures for consulting and involving parents and carers and for engaging with local groups and organisations, and has regard in these for concerns and requirements of the Equality Act.

OBJECTIVES

1. NARROWING GAPS

Action

Most of our year groups have a number of pupils who have a combination of protected characteristics and vulnerabilities which contribute to a significant gap in attainment and progress between them and other children. Our data shows that although pupil premium children have made good progress, there continues to be a gap in attainment across reading, writing and maths in all year groups. This gap differs from year group to year group and with the changing school cohort, including in year transfers. Overall gaps have diminished over recent years and in some year groups where comparable national data is available evidence shows that

disadvantaged pupils attain broadly in line with their peers. Overall across the school, there is a general trend for boys to attain higher in maths and girls attain higher in reading and writing.

Strategies

We have used the EEF toolkit (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>) to help us define ways to use the Pupil Premium allocation to initiate a range of evidence-based interventions and targeted support which will enable us to see the pupils' attainment increase to bring them at least in line with their peers. Strategies include:

- One to one speech and language support including use of external agency speech and language therapist and school nurse.
- ReadWrite Inc (Key Stage 2)
- Small group interventions
- 1stclass@number (Key Stage 2)
<https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/>
- Nurture groups and Friendship Circles
- Mastery Maths <http://www.chrisquigley.co.uk/product/new-mastery-maths-practical-activities-to-promote-depth-and-mastery/>
- Catch up Literacy (Year 4)
- Talk Boost (Early Years)
- Motor Skills Groups
- Write away together (KS2)

All actions detailed in School Development Plans 2016-17, 2017-18.

Expected Evidence of Impact

- The school will annually review and define which packages are most effective in terms of cohort, characteristic and identified need.
- This information will be disseminated to whole staff and the governing body and published in the Pupil Premium report on the school website.
- Strategies which have proved to make little impact through evaluation of data will be discontinued and replaced with something more effective.
- We endeavour to narrow the gap in line with national expectations for all of our disadvantaged pupils, relative to their starting points.
- Pupils identified as having limited opportunities outside the school to have the same experiences and adult nurture as others to develop social and emotional skills, speaking, listening and writing and self-regulation skills by being part of a targeted intervention group.

2. ATTENDANCE AND PUNCTUALITY

Action

The overall attendance for 2017-2018 was 95.8% which is slightly higher than the national average. Our school target is set at 96.5%. We will continue to work in

partnership with parents and carers to emphasise the negative effects of pupil absence and poor punctuality on progress and achievement. Absence and poor punctuality affects a small group of our pupils and can affect outcome for specific groups including gender, ethnic or religious minority and neglect can often play a part. If our school is to succeed in closing these gaps, then our communication with families, carers and pupils needs to focus upon the importance of attendance and punctuality.

Strategies

- Weekly attendance rewards are issued for 'best attended class' and 'most punctual class'. A whole school attendance target is set annually and individual pupils receive certificates for being 'above target' at the end of each term. These rewards are popular with children and contribute to raising the status and profile of those who attend well and improve attendance.
- A letter is sent to the parents of pupils whose attendance is falling below 96.5% at the end of every term.
- A monthly monitoring meeting is held with the schools Education Welfare Officer, the School Business Manager and the Inclusion Mentor and letters are sent to parents explaining sanctions on attendance marks, i.e. no authorisation unless medical evidence is received etc. Additional help from the school's Inclusion Mentor and outside agencies including a Parent Support Worker, School Nurse etc is also used.
- We will continue to encourage dialogue with parents about issues such as taking holidays during term time, absence for cultural reasons, visits overseas to relatives or cultural misconceptions about the importance of attendance. The school will remain solution focused and ensure that parents are aware of our desire to offer incentives and solutions and where necessary commence court proceeding strategies in collaboration with the Education Welfare Officer.

All actions detailed in School Development Plan 2017-18.

Evidence of Impact

- Over the three year cycle of this objective we aim to see attendance consistently reach our school target of 96.5%. This target may be raised if deemed appropriate.
- This topic will remain as a high priority on our communications with parents via newsletters and face to face meetings as well as sending termly attendance reports home.
- We will be solution-focused in listening and addressing any perceived barriers to improving attendance. We will record and share evidence of good practice and 'what works'.
- We will include graphical and statistical information through various communications\media about the negative impact of lateness and poor attendance on academic performance.

3. LIFE IN MODERN BRITAIN AND THE MODERN WORLD

Action

We aim to ensure our children become valuable and fully rounded members of society who treat others with respect and acceptance, regardless of background. We will promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This will form the basis of our children's understanding of the importance of respect and help prepare them for life in modern Britain.

In 2016-2017 there were 80,393 recorded hate crimes in the UK which is a 29% increase on the previous year. These statistics are made up from five strands:

- race or ethnicity
- religion or belief
- sexual orientation
- disability
- transgender identify

Following Northumberland County Council's decision on the approval of taking Syrian Refugees national increase in hate crime, we will develop our children's understanding and empathy on the themes of migration, asylum and children who escape conflict to ensure Northumberland is a place of welcome and safety.

Strategies

- We will review current practice\curriculum in relation to life in modern Britain and raise staff awareness through additional training of the expectations for teaching and learning in this area.
- We will review assemblies to ensure coverage of topics related to British Values and Life in Modern Britain.
- We will continue to support 'Show Racism the Red Card' and invite educators into school on an annual basis.

All actions detailed in School Development Plan 2017-18.

Evidence of Impact

- Children will listen to one another and respect the opinions and different views of others. They will understand, accept, respect and celebrate diversity.
- The school as a whole will have an ethos of understanding for people who may have become refugees and will welcome them into our school and community.
- Children will respect and accept people of all nationalities, faiths and cultures.