

Grange View First School

Published equality information about the context of our school

This is our published data (Jan 2019) about our school population and the ways in which we work to eliminate differences of outcome for groups with protected characteristics.

The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English.

We are a small first school with 112 children on roll including not including Nursery(147 including Nursery. Compared to schools nationally this puts Grange View CE First School in the lowest 20th Percentile.

Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging harder to reach groups

At the moment 2 pupils are identified as EAL but speak English as their first language. When we require support for an EAL pupil, we draw upon the expertise of the County Council's EAL support teacher.

9% of our current cohort of pupils represent minority ethnic groups, compared with Minority Ethnic Groups 30.7% nationally. There are no significant patterns of underachievement in our BME population.

Our disadvantaged pupils in respect of whom we receive the 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 activities and visits. The pupils in receipt of the grant are making expected levels of progress.

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 very little gender differences throughout school. Each year group is monitored and any differences are picked up quickly. 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 LGBT inclusive and that gender stereotyping is challenged.

We recognise the growing numbers of gender variant pupils in schools 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 pupils who transition.

Our school uniform policy is flexible and the guidance 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 these pupils who are on the SEND register.

A small minority of pupils have communication issues. We address this through targeted support and staff training.

3% of pupils are supported with a statement or EHC plan compared to national figures of 1.4%. This placed the school in the highest 80th percentile.

The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes.

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 development plan.

We record and report instances of discriminatory language or bullying, and we tackle these in accordance with the County Council's recently revised guidance for dealing with discriminatory incidents and hate crime. In the past 6 years we have recorded and reported only one racist incident to the Local Authority.

All staff have had face to face WRAP training and recognise the relationship between hate crime and radicalisation or extremism. We are aware of the vulnerability of people in our region to messages about far right extremism, and welcome open discussion and debate with the children in order to dispel myths and misconceptions.

We recognise the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and prioritise a programme of learning including visits and visitors to address this.

The school does not record data about religion in SIMS. Religious leaders [including Roman Catholic, Baptist, Methodist and Church of England] play a part in the life of the school.

Documentation and record-keeping

Our school has a statement of overarching equality policy which is published to the web site.

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on

promoting friendship, dealing with feelings and feeling safe to share concerns with adults.

Responsibilities

A senior member of staff has special 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 prejudice-related bullying and incidents.

The school annually returns a report on the number of racist incidents to the Local Authority.

Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

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 the help them to embody values and develop character traits such as resilience, determination, perseverance and optimism.

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 the concerns and requirements of the Equality Act.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

Part Two: Objectives

Narrowing gaps

1.Action: We have year groups with 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 (boys, eligible for the Pupil Premium Grant, on the SEND register). We have used the EEF 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.

Outcomes 2017-18

Improvements can be seen in the progress of disadvantaged pupils throughout the school. At the end of foundation stage, 73.9% achieved a good level of development, just above the national percentage of 71.5%. At the end of KS1, 80% achieved age related expectations (ARE) in reading, which is above the national percentages of 75% for reading and 70% for writing inline with national at 70 %. In maths children achieved 75% ARE, which is lower than the national percentage of 76%. In KS1, the new maths curriculum has proved a challenge for the pupils but with new resourcing and a mastery maths curriculum it has started to be embedded with in-house and partnership moderation, as well as consistent training for all teaching staff through the subject leader, partnership maths hub findings and partnership inset day training from specialists to ensure the new curriculum engages and motivates all pupils, especially those disadvantaged.

Strategies include:

- Access to 1:1 speech and language support
- ReadWrite Inc
- Small Group work
- Lego therapy
- Nurture principles and social and emotional learning
- Self regulation and metacognitive strategies
- Thrive
- Talk for writing
- Mastery maths

Expected evidence of impact:

The school will annually review and define which packages are our most effective in terms of cohort, characteristic and identified need.

This information will be shared among the whole staff and governing body and published on the school website.

Strategies that, according to our evaluation don't work will be discontinued.

The gap will narrow in line with national expectations for all of our disadvantaged pupils, relative to their starting points

2. Action: To work in partnership with parents and carers to make clear and underline the negative effects of pupil absence on progress and achievement. Absence affects many of our pupils and can substantially affect outcomes for a

specific gender group, ethnic or religious minority or group defined as having a disability. 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.

Outcomes 2017-18

Family worship continues to be well attended and has a positive atmosphere with healthy competition between the classes to get the best percentage for the week. Weekly attendance results for each class and the whole school are shared within the weekly newsletter which is also published on our website. We work closely with our education welfare officer (EWO) to identify and address any persistent absentees and encourage better attendance. In July, the attendance for our academic year was 94.28% just under our target of 96%. This year, we are currently at 93.08%, although we have experienced a high percentage of illness in the Autumn term and at the beginning of this spring term. Parents are informed when their child's attendance is considered to be too low, the EWO becomes involved and the school endeavours to support the identified families to improve the attendance through the use of an attendance panel meeting.

How we will address this inequality:

Family Worship time for the whole school will promote and encourage good attendance. A range of awards and treats will contribute to raising the status and profile of those who attend well and improve attendance.

Breakfast club is used as an incentive (in some cases, subsidised by the school to kick start and ingrain the good habits of early attendance) to challenge some of the reasons parents might give for a child's inability to arrive in school on time.

We will continue to encourage dialogue with parents about issues such as taking holidays in term time, absence for cultural reasons, visits overseas to relatives or cultural misconceptions about the importance of attendance. The school will remain solutions-focused, and ensure that parents are aware of our desire to offer incentives and solutions.

Where necessary correspondence will be sent out to parents from the head teacher and education welfare officer. Meetings will be organised with the EWO and Head to offer support and solutions

Evidence of impact:

Over the four year cycle of this objective we aim to see attendance remain at our target of 96%

This topic will retain a high profile on all of our communications with parents (newsletters, face to face meetings)

We will be solutions-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 about the negative impact of lateness and poor attendance on academic performance and display our 'Attendance matters' posters prominently in school

Fostering Good Relations

3. Action: Gender Equality -The gender mix of the school staff is predominantly female; the children have limited opportunities to experience male role models as part of their school experience. Often, older boys in the school have limited aspirations for their futures. Some children have challenging behaviour and issues related to respect and gender which partially reflect dynamics at home or a lack of positive, respectful interactions with role models of different genders and gender identities. We will work to introduce both boys and girls to role models and situations that challenge misconceptions and stereotypes about gender, identity and aspiration.

Outcomes – Academic Year 2017-2018: Through collaboration with the Mermaids organisation, all staff have had training on LGBT awareness and understanding. Throughout a day both in the Summer term and this academic year, each class have participated in a session lead by the organisation centred around equality, gender neutrality and valuing our differences and uniqueness. As a result of the staff training, adaptations have been made to the PSHE policy and it is intended to include more inclusive images and resources throughout the school. With regards to gender, we still have a predominantly female staff, however recently we have appointed a new male caretaker and Activity Lead Apprentice, this has certainly helped in challenging stereotypes and encouraging aspirations and role model respect.

Expected evidence of impact:

Increased awareness of equality and aspiration articulated by staff and pupils

'We remind our children that families are constituted of people of many different gender identities and sexual orientations, and that we celebrate and appreciate family diversity'. Willingness to challenge discriminatory thoughts and practices is visible and articulated by pupils as part of the school's safeguarding, anti-bullying and behaviour practice.

Increased understanding of the roles and responsibilities experienced by role models who will be drawn from all sectors of the community and include LGBT and minority ethnic people.

Boys on the school council will be actively encouraged to take on more of the roles (buddying, for example) that have traditionally appealed more to girls. Every child is involved in this process.

The school will continue to offer a programme of external visits and role models visiting school who will build on the current visitors who support worship and classroom learning. This has included a rugby coach, worship visitors and Stem week professionals

The school will continue to monitor and encourage the participation of pupils in activities that might have seem 'gendered' such as boys attending dance club, mixed sports, boys at cookery club, and to see a continued gender balance of children fulfilling their potential based on their interests and ability, not their gender.

Progress against the objectives will be reviewed annually, and they will remain our objectives until April 2020, when they are due to be refreshed