Roman Road Primary School Equalities Information and Analysis

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 to support our pupils to do well at school and for all pupils to make progress. We make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views. We aim to maintain equality for all the protected groups and not discriminate by age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

		Anon School		National Data
		Number	%	%
	All pupils	366	100	
Gender	Boys	175	48	%
	Girls	191	52	%
Ethnicity	White British	29	7.9	75.8%
	Irish	0	0	0.3%
	Traveller of Irish Heritage	0	0	0.1%
	Gypsy Roma	0	0	0.3%
	Other White and European	53	14.5	5.3 %
	White and Black Caribbean			1.5%
	White and Black African			0.7%
	White and Asian			1.2%
	Any other mixed background	42	11.5	1.9%
	Black - Caribbean Heritage	9	2.5	1.3%
	Black- African Heritage	41	11.2	3.7%
	Black - Other	38	10.4	0.7%
	Asian - Indian	21	5.7	2.7%
	Asian - Pakistani	23	6.3	4.3%
	Asian - Bangladeshi	82	22.4	1.7%
	Asian - Any Other Asian Background	9	2.5	1.7%
	Chinese	1	0.3	0.4%
	Any other minority ethnic group	18	4.9	1.7%
	Preferred not to say	0	0	
Free School Meal Eligibility	Not Eligible	320	87.4	82%
	Eligible	46	12.6	18%
Religion/Belief	Buddhist/Taoist	0	0	
	Christian	102	27.9%	
	Catholic	61	16.7%	

	Hindu	18	4.9%	
	Jewish	0	0	
	Muslim	135	36.9%	
	Sikh	5	1.4%	
	Other	7	1.9%	
	Refused	1	0.3%	
	No Religion	37	10.1%	
Special Educational Need	No Special Educational Needs	305	83.3%	
	School Action	12	3.3%	
	School Action Plus or Statemented	49	13.4%	
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	0	0	
	Behaviour, Emotional & Social Difficulties	2	0.5%	
	Hearing Impairment	0	0	
	Moderate Learning Difficulty	2	o.5%	
	Visual Impairment	1	o.3%	
	Multisensory Impairment	0	0	
	Physical impairment	0	0	
	Profound & Multiple Learning Difficulty	1	0.3%	
	Speech Language & Communication Need	15	4.1%	
	Specific Learning Difficulty	27	7.4%	
	Severe Learning Difficulty	1	0.3%	
	Social Emotional and Mental	11	3.0%	
	Other Difficulty/Disability	1	0.3%	
	Total	61	16.7%	

National data on pupil statistics is available at the following website: http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml
Special educational needs information is available at: http://www.education.gov.uk/rsgateway/DB/SFR/s001007/index.shtml

Analysis/comments:

Analysis of the school population:

Roman Road 's pupil population is made of children from a number of diverse backgrounds. The ethnic groups that make up the bulk of the student population are Bangladeshi (22.4%), Black African(11.2%), White British (7.9%) and Other White and European (14.5%). In addition approximately 70% of pupil's first language is not English. There is also 29% mobility in the school. Children identified with special educational needs is above the national average (nationally   school 16.7%)

Comparisons to National data:

Comparing to National data

- % of pupil's first language is not English at Roman Road whereas nationally this figure is   %
- Mobility at Roman road is 29% whereas nationally mobility is 15%.
- 92.1% of our pupils are from cultures which are not British.
- 12.6% of our children receive Free School meals whereas nationally this is 18%. Due to the children receiving free school meals, many of our pupils who would usually be classified as receiving free school meals, have not declared their status.

Attendance

Pupil Absence

Attendance Data - 2014

	2012 School (01.09.12-6.11.12)	**2013 School (01.09.13-7.11.13)**	**2014 School ((01.09.14-20.11.14)**	**Difference and improvement 2013 to 2014**
Overall absence percentage	5.3%	4.1%	5.1% (Unauthorised 1.5%)	+1%
Persistent absence: around 15%+	4.0%	3.6%	4.7%	+1.1%

Four year comparison / trend

	Attendance
Sep 2010 - Sept 2011	**93.8%**
Sep 2011 - Sept 2012	**94.9%**
Sep 2012 - Sept 2013	**96%**
Sep 2013 – Sep 2014	**95.3%**
Sep 2014 – Dec 2014	

	Sep / Dec 10	**Sep / Dec 11**	**Sep / Dec 12**	**Sep / Dec 13**	**Sep / Dec 14**
School attendance	94.2%	95%	95.7%	96.5%	
Late sessions	713 (137 pupils)	406 (107 pupils)	313 (80 pupils)	404 (123 pupils)	

- This represents a four year upward trend in school attendance

- Letters are now sent home when attendance is below 95%

- Attendance has improved in each of the last four years, both as a percentage and in the number of pupils absent.

- The amount of late sessions / pupil's late has increased in 2013 compared to 2012. A reason for this siblings in Newham are now being allocated different school due to shortage of vacancies, therefore some parents have to different schools to drop off their children.

National information is available at the following website: http://www.education.gov.uk/rsgateway/whatsnew.shtml

Analysis/comments:

Comment: Overall attendance figures are below the national average by   0.62%. This has been a key area or development and we run a number of initiatives to improve attendance which are having an impact.
Development: Embed attendance initiatives to further improve attendance.

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

Roman Road School strives to maintain equality for all who come to our school. We aim to provide good access to 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

2014 KS2 Performance Tables

Year on year comparisons

Percentage of pupils achieving Level 4 or more

	2012	2013	2014
Maths	90%	100%	92%
Grammar	N/A	92%	88%
Writing	86%	96%	92%
Reading	86%	100%	100%

This is how our school compares at the end of Year 6 (Key Stage 2)

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

	Key Stage 2 Outcomes for Different Groups in Our School	Number	Eng/Maths School L4 combined	National Level 4+
	All pupils	26	88%	79%
Gender	Boys	11	91%	76%
	Girls	15	87%	82%
EAL	English or believed to be English	7	71%	79%
	Other than English	19	95%	75%
Ethnicity	White British	1	0	79%
	Irish	0	0	83%
	Traveller of Irish heritage	0	0	39%
	Gypsy Roma	0	0	29%
	Any other white	5	80%	71%
	White and Black Caribbean	0	0	75%
	White and Black African	0	0	81%
	White and Asian	0	0	83%

	Any other mixed	2	100%	81%
	Asian - Indian	0	0	86%
	Asian - Pakistani	2	100%	75%
	Asian - Bangladeshi	5	100%	80%
	Asian - Any Other Asian Background	2	100%	83%
	Black Caribbean	0	0	73%
	Black African	5	100%	78%
	Any other Black	2	50%	74%
	Chinese	0	0	88%
	Any other ethnic group	2	100%	73%
	Refused		%	79%
Special Educational Need	No Special Educational Needs	18	94%	90%
	SEN without a statement	8	75%	42%
	School Action	1	100%	47%
	School Action Plus	7	71%	36%
	Statement	0	0	15%
Free School Meal Eligibility	Eligible	14	79%	67%
	Not Eligible	12	100%	83%

National information is available at the following website: http://www.education.gov.uk/rsgateway/whatsnew.shtml

Analysis/comments:

Areas school has developed this year:
- Pupil progress meetings take place three times a year. Targets are set for the pupils and are reviewed at the next pupil progress meeting.
- Support groups are in place for pupils with specific needs -who have EAL, SEN, and those needing Maths support.
- Wave 1 teaching in class for all pupils is judged to be Good to Outstanding.
- All classes have TA support for English and Mathematics
- Year 6 more able pupils attend weekly lessons at Brampton Academy.
- RWI is in place to teach reading and phonics and this is rigorously monitored.
- Planning framework includes differentiation for up to 6 ability groups.
- The teaching and learning of Mathematics – we analysed maths tests, provided quality first teaching in using and applying maths and set challenges. We provided Maths training for Teachers and TAs.
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3 areas we would like to improve next year:
- Assessment procedures in line with the new national curriculum will take place.
1. Baseline Assessment
2. The Phonic Screening Test
3. End of Key Stage 1 and 2 assessments (new format)

- Years 3 to 6 are streamed to be taught in ability groups in order to speed up progress and to monitoring this progress.

- Monitor the transition between each year group particularly from our Two Year Old provision to the Nursery, from Foundation Stage to Year 1, from Year 2 to Year 3 and from Year 5 to Year 6, (as well as from Primary to Secondary School.)

- TA training to take place at Roman Road

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	Employment of TAs, HLTA, Nursery Nurse to work with EAL, SEN and specific groups. PSCHE afternoons Inset given around key areas of Maths and English and differentiation Coordinator support is given when there is a need for training eg a gap in subject knowledge Parents are given a termly curriculum map ICT has invested in curriculum software so that ICT is integrated in the curriculum
Admissions and Transfer:	Mid phase admissions policy has been reviewed Pupils assessed on entry, given buddy Parents are met and shown around the school, care plans put into place
Participation :	Book Week, Black History Week, Educational Visits, Festival Assemblies, Christmas Production, African Food Day
Student progress:	On entry to our Two Year Old Provision, pupils are working well below the national average. By the end of KS1 they are below the national average, but have still made progress. By the end of KS2 pupils are broadly in line with the national average. We believe they are making very good progress. Pupils on the SEN register without a statement achieved significantly above national scores for Maths and English.
Flexible curriculum arrangements	The curriculum is made accessible to pupils and adjustments are made according to their individual specific needs (including physical needs). Provision is made for a special needs child to attend swimming sessions and to go on educational visits. Intervention groups are provided for pupils depending

	on their needs. Some support is 1:1

Analysis/comments:

3 areas school has developed this year:
- Employment of TAs to support specific groups of pupils.
- Parent ICT Class
- RWI tracking monitors pupils' progress and pupils are given extra support if they need it.
- Inset was given to teachers to support them with the changes in the new curriculum after Coordinators worked with FOCUS to identify and plan for the new developments.
- We have a new building which provides an aesthetically pleasing learning environment.
- The Accessibility Plan has been reviewed and an action plan made.

Areas we would like to improve next year:
- Raising standards of Year 1 phonics screening
- Develop the school website so that it is accessible for parents and pupils
- Development of the school playground
- Develop reading and the use of the new library.

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.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	*Buddy systems and welcome packs* *Risk assessments made for educational visits* School councillor and specialist teachers take groups to develop social skills and self-esteem Support Plans are in place school councillor supports pupils 1:1 Consequence and reward system is embedded as part of the Behaviour Policy Well Done Assembly weekly

	Termly reward given for Perfect Behaviour School Nurse visits weekly Education Welfare Officer monitors attendance Bicycle Prize Draw and special visit for pupils who have 100% attendance Breakfast club is available After school club provides various sporting activities by specialist coaches Staff have access to Newham Wellbeing as part of Council Services
Student Voice:	*School council to meet weekly.*
Positive Imagery:	*%Staff represent the wider community* *White British, Black British, Asian British, Other Ethnic* Black History is celebrated every year Bilingual signs ??? French is taught in MFL Staff Welcome Board Library has a percentage of EAL books
Community Links:	Volunteers work in the school, West Ham project (next year) Visits from Fire station and talks on fire Safety. Police visited Reception classes TFL visit Parent course on how to help their child ICT class for parents. Parents watch their child's class assembly All parents invited to Christmas Production
Cultural ideas, Religion and Belief	Festival assemblies established with one per class eg Harvest, Chinese New Year , Diwali Festival displays to be developed Year 1 and 2 visit the church at Christmas Year 3 and 4 visit the church at Easter
Removing Barriers and Reasonable Adjustments:	Accessibility Plan has been reviewed Monitoring of Racist Incidents Monitoring of any radicalisation comments Child Protection Inset given yearly (FGM)??
Links with wider communities	Harvest Festival food donated to members of the community and local charities Sports Day Money collected for Remembrance Day Summer Fair/ Christmas Fair Fundraising – eg Marie Curie Nurses Monthly meetings with Councillor Shah

Partnerships with Parents:	Parent Evenings, one per term. Parent ICT group started. Parent volunteers working in class. Parents given questionnaires to complete yearly. Parents for Inclusion Meetings Reception Meeting when children start school SEN Local Offer statement made about what we offer special needs children.

Analysis/comments:

3 areas school has developed this year:
- ICT Class for parents
- Festival assemblies
- Link with local Councillor Shah

3 things we would like to improve next year:
- Start a PTA
- A revised Sex and Relationship Education
- British Values to be embedded within the Curriculum (including safeguarding)
- Links with Parents, Beginners English Course, TA Course
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Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	2014-2015 - None
Victimisation and Discrimination:	Incidents of discrimination against the protected groups are resolved as part of the behaviour policy
Monitoring of incidents:	All Racist Incidents are monitored
Anti Bullying and Harassment:	Anti-bullying policy was reviewed in 20 Seals PSCHE programme followed in whole school assembly/class assembly
Training and awareness raising about discrimination and bullying issues	3 staff updated their Positive Handling Certificate Anti-bullying assemblies given throughout the year Inset on British values given to teachers

Analysis/comments:

3 things school has developed this year:
- Review of Anti-Bullying policy
- Staff made aware of the seven protected groups
- Behaviour policy is embedded as there are more Rewards 3, 4 and 5 and this shows an improvement in behaviour and work
- CPD on behaviour has been given

3 things we would like to improve next year:

- Develop a form to monitor incidents related to all protected groups.
- Monitoring of Seals programme and assemblies
- Embed British Values Curriculum

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 (Case Studies)
School Council: ???	Learning Mentor takes KS1 and KS2 school council members weekly.
Pupil voice:	Pupil questionnaires are given yearly to pupils to complete.
Parents/Carers /Guardians:	Parent questionnaires are given annually and a report is written and findings are discussed by the SMT and used in the SEF.
Staff:	Teachers provide equal access to the curriculum for the pupils by setting differentiated work which is appropriate to the pupils needs.
Local community:	Monthly meetings with local councillor are available to provide access to local services for parents.
Governors:	Meet termly.
Satisfaction with our service:	98% of parents who answered the parent questionnaire said they were satisfied with the school.

Newham 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	Through performance management, all staff are given opportunity to access further training and develop their roles and careers.
Fostering good relations	Performance Management is now in place in line with the llaw.
Prohibiting harassment	Policy in place. Local Authority Disciplinary and Personnel procedure is followed.

This information was ratified by the governors on ………………………………………………..

Our school information will be reviewed on ……………………………………………………

Signed ………………………………………………………………………………………………