



**Roman Road Primary School Equalities Duty  
Information and Analysis September 2022  
To Review September 2025**

**This policy is to be read in conjunction with:**  
**Roman Road School SEF**  
**EMA Action Plan 2022-2023**  
**Community Cohesion Action Plan 2022-2023**  
**Disability / Accessibility Scheme**  
**Anti-bullying Policy**  
**Inclusion Policy**

### **Who Comes to Our School?**

This is our school population. These are the groups of people we 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.

Pupils on roll by gender :

|            | Summer 2022 | Spring 2019 | Jan 2017 | 2015 to 2016 | National Data 2011 Census |
|------------|-------------|-------------|----------|--------------|---------------------------|
| All pupils | 386         | 407         | 399      | 389          | 100%                      |
| Boys       | 198         | 197         | 192      | 45.8%        | 51.2%                     |
| Girls      | 188         | 210         | 207      | 54.2%        | 48.8%                     |

National data on pupil statistics is available at the following website: <https://www.gov.uk/> or <https://www.gov.uk/browse/education/school-life>

### **Pupil population in 2021/2022**

This is 2021/2022 data. National figures are for state-funded schools only.

|   | School | England – mainstream primary schools |
|---|--------|--------------------------------------|
| Total number of pupils on roll (all ages)                                 | 376    | 4655513                              |
| Girls on roll   | 50.00% | 49.07%                               |
| Boys on roll  | 50.00% | 50.93%                               |
| Pupils with an SEN Education, Health and Care Plan                        | 0.80%  | 2.27%                                |
| Pupils with SEN Support   | 14.36% | 13.02%                               |
| Pupils whose first language is not English                                | 65.20% | 21.21%                               |
| Pupils eligible for free school meals at any time during the past 6 years | 29.64% | 25.5%                                |

### **INCLUSION and Equal Opportunities Statement**

We fully endorse the above statutory inclusion statement, believing that all children at ROMAN ROAD PRIMARY SCHOOL should have equal access to the subject so that they may have the opportunity to progress and demonstrate achievement irrespective of ability or special educational needs.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriately challenging work at each key stage, in line with the requirements of the NC.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

It is important when planning work that the teacher pays close attention to equal opportunity in respect of gender, race and creed, English as a second language learners and the need of the most able children and those children with special educational needs(see the section entitled (SEN).

### **Equal Opportunities, Special Needs & Providing for Children with English as an Additional Language**

- All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress.

We aim to do this by:

- taking the individual needs of children into account using language which is appropriate to each child's ability
- avoiding the negative use of written, spoken and body language
- choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- choosing resources which are user friendly and easily accessible to all children
- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

### **Pupils on roll by their ethnicity :**

| Ethnicity Code | Description                |        |      | Number of pupils | % For RR | National % 2011 census |
|----------------|----------------------------|--------|------|------------------|----------|------------------------|
|                |                            | female | male | Total            |          |                        |
| Afghan         |                            | 1      | 2    | 3                | 0.7      |                        |
| Arab           |                            |        | 1    | 1                | 0.2      |                        |
| ABAN           | Bangladeshi                | 52     | 28   | 80               | 19.7     | 1.7                    |
| AIND           | Indian                     | 9      | 10   | 19               | 4.7      | 2.8                    |
| AOTA           | Other Asian                |        |      |                  |          |                        |
| APKN           | Pakistani                  | 18     | 15   | 33               | 8.1      | 4.3                    |
| ASLT           | Sri Lankan Tamil           | 2      | 2    | 4                | 0.98     |                        |
| ASRO           | Sri Lankan Other           | 2      | 1    | 3                | 0.7      |                        |
| BCRB           | Black Caribbean            | 8      | 12   | 20               | 4.9      | 1.1                    |
| BAOF           | Other Black African        | 14     | 11   | 25               | 6.1      | African 3.8            |
| BNCN           | Black Nigerian             | 2      | 3    | 5                | 1.2      |                        |
| BOTH           | Any other Black Background | 6      | 9    | 15               | 3.7      | 0.8                    |
| BSOM           | Black Somali               | 11     | 8    | 19               | 4.7      |                        |

|                 |                             |     |     |     |      |      |
|-----------------|-----------------------------|-----|-----|-----|------|------|
| CHNE            | Chinese                     | 1   | 1   | 2   | 0.5  | 0.4  |
| MOTH            | Any other mixed background  | 16  | 13  | 29  | 7.1  |      |
| MWBA            | White and Black African     | 1   | 4   | 5   | 1.2  | 0.8  |
| MWBC            | White and Black Caribbean   | 3   | 4   | 7   | 1.7  | 1.5  |
| NOBT            | Information not obtained    | 3   | 3   | 6   | 1.5  |      |
| OARA            | Arab other                  |     |     |     |      |      |
| OFIL            | Filipino                    | 2   | 2   | 4   | 0.9  |      |
| OLAM            | Latin South Central America | 1   | 1   | 2   | 0.5  |      |
| OOEG            | Other Ethnic group          | 4   | 3   | 7   | 1.7  |      |
| WBRI            | White British               | 11  | 16  | 27  | 6.6  | 67.9 |
| WEEU            | White Eastern European      | 33  | 36  | 69  | 16.9 |      |
| WOTW            | White Other                 | 2   |     | 2   | 0.5  |      |
| WTUR            | Turkish/<br>Turkish Cypriot | 1   | 2   | 3   | 0.7  |      |
| Kurdish         |                             | 1   |     | 1   | 0.2  |      |
| Other Asian     |                             | 7   | 4   | 11  | 2.7  |      |
| Refused         |                             |     | 1   | 1   | 0.2  |      |
| White and Asian |                             | 1   |     | 1   | 0.2  |      |
|                 | TOTAL                       | 210 | 197 | 407 |      |      |

### **Pupils on roll by their first language Summer 2022 [ALL schools]**

|             |
|-------------|
| <b>2022</b> |
|-------------|

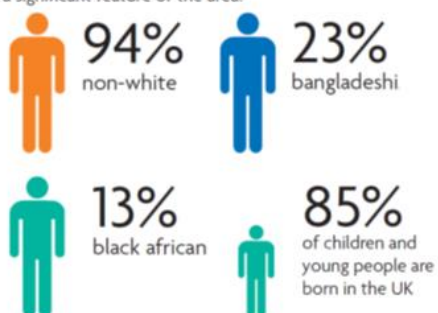
| <b>Language Code</b> | <b>Description</b>        | <b>Number of Pupils</b> | <b>Previous</b> |  |
|----------------------|---------------------------|-------------------------|-----------------|--|
| AKAT                 | Akan (Twi/Asante)         | 1                       |                 |  |
| AMR                  | Amharic                   | 1                       |                 |  |
| ARAG                 | Arabic (Algeria)          | 1                       |                 |  |
| BMA                  | Burmese/Myanmar           | 1                       |                 |  |
| BNG                  | Bengali                   | 67                      | 63              |  |
| BNGS                 | Bengali (Sylheti)         | 10                      | 6               |  |
| BUL                  | Bulgarian                 | 6                       | 5               |  |
| CHI                  | Chinese                   | 4                       |                 |  |
| ENB                  | Believed to be English    | 1                       |                 |  |
| ENG                  | English                   | 129                     | 160             |  |
| FRN                  | French                    | 4                       | 5               |  |
| GUJ                  | Gujarati                  | 2                       | 0               |  |
| HGR                  | Hungarian                 | 2                       | 3               |  |
| HIN                  | Hindi                     | 5                       | 7               |  |
| IGB                  | Igbo                      | 1                       |                 |  |
| KAN                  | Kannada                   | 1                       |                 |  |
| KAS                  | Kashmiri                  | 1                       |                 |  |
| LGA                  | Luganda                   | 2                       |                 |  |
| LIN                  | Lingala                   | 1                       |                 |  |
| LIT                  | Lithuanian                | 8                       | 14              |  |
| MLM                  | Malayalam                 | 2                       |                 |  |
| NOT                  | Information not obtained  | 1                       |                 |  |
| OTL                  | Other Language            | 5                       |                 |  |
| PAT                  | Pashto/Pakhto             | 10                      | 7               |  |
| PHR                  | Pahari (Pakistan)         | 1                       |                 |  |
| PNJ                  | Panjabi                   | 2                       |                 |  |
| PNJP                 | Panjabi (Pothwari)        | 1                       | 3               |  |
| POL                  | Polish                    | 5                       | 8               |  |
| POR                  | Portuguese                | 6                       | 6               |  |
| PORB                 | Portuguese (Brazil)       | 2                       |                 |  |
| PRSA                 | Farsi/Persian (Any Other) | 2                       |                 |  |
| PRSD                 | Dari Persian              | 1                       |                 |  |
| RMN                  | Romanian                  | 30                      | 28              |  |
| RMNM                 | Romanian (Moldova)        | 3                       |                 |  |
| RMNR                 | Romanian (Romania)        | 2                       |                 |  |

|     |         |    |  |  |
|-----|---------|----|--|--|
| RUS | Russian | 7  |  |  |
| SND | Sindhi  | 1  |  |  |
| SNH | Sinhala | 2  |  |  |
| SOM | Somali  | 14 |  |  |
| SPA | Spanish | 5  |  |  |
| TAM | Tamil   | 6  |  |  |
| TUR | Turkish | 2  |  |  |
| URD | Urdu    | 23 |  |  |
| WOL | Wolof   | 3  |  |  |
| YOR | Yoruba  | 2  |  |  |
|     |         |    |  |  |
|     |         |    |  |  |

In the 2021 school census,



The number of children and young people in Newham is a significant feature of the area.



| Ethnicity             | Number of Children | % Roman Road | Newham % | % Nationally 2011 Census |    |
|-----------------------|--------------------|--------------|----------|--------------------------|----|
| White British         | 27                 | %            | 5.5      | 67.9                     | 75 |
| White – Non - British | 75                 | %            | 12.8     | 7.1                      |    |
| Asian                 | 158 prev 136       | %            | 45.6     | 10.6                     |    |
| Black                 | 84 prev 96         | %            | 23.4     | 5.7                      |    |
| Mixed                 | 42 prev 13         | %            | 6.2      | 5.7                      |    |

|                  |   |   |     |     |
|------------------|---|---|-----|-----|
| Chinese          | 2 | % | 0.4 | 0.4 |
| Any Other        | 9 | % | 5.7 | 1.8 |
| Not yet obtained | 7 | % | 0.5 | 0.7 |

In the 2011 Census, Newham had the largest proportion of non-white, non-British ethnic groups in the country. Around 93% of children and young people were from these groups; the largest proportions were of Bangladeshi (18%) and Black African (16%) origin. However, the vast majority (85%) of Newham's 0-15 year olds were born in the UK. This diversity is also expressed in terms of faiths.

At Roman Road pupils on roll by their ethnicity is very similar in 2022 as it was in 2019. There has been a decrease in the number of Black African children from 96 to 84

There has been an increase in Asian children from 136 to 158

Children from mixed heritage has increased from 13 to 42

There has been a decrease in the number of English speakers from 160 to 129

## Religious Diversity

| Religion    | Number in school 2022 |     | Number in school 2019 |     | 2011 Census Newham % | % nationally From 2021 census |
|-------------|-----------------------|-----|-----------------------|-----|----------------------|-------------------------------|
| Buddhist    | 4                     |     | 0                     |     | 0.7                  |                               |
| Catholic    | 28                    | 129 | 44                    | 171 | Christian 40         |                               |
| Orthodox    | 2                     |     | 6                     |     |                      |                               |
| Christian   | 99                    |     | 121                   |     |                      |                               |
| Hindu       | 14                    |     | 19                    |     | 9                    |                               |
| Jewish      |                       |     | 0                     |     | 0.1                  |                               |
| Muslim      | 188                   |     | 162                   |     | 32                   |                               |
| Sikh        | 0                     |     | 2                     |     | 2.1                  |                               |
| Other       | 2                     |     | 1                     |     | 0.3                  |                               |
| No Religion | 40                    |     | 40                    |     | 9.4                  |                               |
| Refused     | 3                     |     | 0                     |     | 6.4                  |                               |

In the 2011 Census, 40% of the population said they were Christian, 32% Muslim and 9% Hindu, with the rest of the population members of other faith groups or with no religious affiliation.



In 2022 there has been a decrease in the number of Christians in the school from 171 to 129 and an increase in the number of Muslims from 162 to 188. This has been the trend from 2019.

### **Specific types of pupils**

|   |                  |
|---|------------------|
| <b>Pupils for whom the school receives top up funding</b> | <b>9</b>         |
| <b>No additional funding</b>                              | <b>54</b>        |
| <b>Eligible for Free School Meals</b>                     | <b>47 Now 94</b> |
| <b>Pupil Premium</b>                                      | <b>97</b>        |

### **Pupils on roll with SEN**

| <b>SEN Provision</b>  | <b>Number of Pupils</b> |             |
|---|-------------------------|-------------|
|   | <b>2022</b>             | <b>2019</b> |
| <b>SEN Provision- Education, health and care plan (Code E)</b>                  | <b>5</b>                | <b>0</b>    |
| <b>SEN Provision- SEN Support Code K</b>  | <b>58</b>               | <b>43</b>   |
| <b>Total Number of pupils with SEN – Codes E and K)</b>                         | <b>63</b>               | <b>43</b>   |
| <b>No special educational needs – Code N</b>                                    | <b>320</b>              | <b>364</b>  |
| <b>Total number of pupils on roll</b>   | <b>383</b>              | <b>407</b>  |
| <b>SEN pupils in a mainstream school who are members of a special provision</b> | <b>0</b>                | <b>5</b>    |

There has been an increase in the number of children with SEN from 43 pupils in 2019 to 63 pupils in 2022

## **Table 11: SEN need type for pupils on roll with SEN (SEN provision E or K) [ALL schools]**

| Code | Description  | Primary Need Spr2022 | Secondary Need 2022 | Primary 2019 | Secondary 2019 |
|------|--|----------------------|---------------------|--------------|----------------|
| SPLD | Specific Learning Difficulty                             | 11                   | 0                   | 7            | 5              |
| MLD  | Moderate Learning Difficulty                             | 0                    | 0                   | 0            | 0              |
| SLD  | Severe Learning Difficulty                               | 1                    | 0                   | 2            | 0              |
| PMLD | Profound and Multiple Learning Difficulty                | 0                    | 0                   | 0            | 0              |
| SEMH | Social, emotional and mental health                      | 10                   | 1                   | 10           | 3              |
| SLCN | Speech, Language and Communication Needs                 | 21                   | 5                   | 19           | 3              |
| MSI  | Multi-Sensory Impairment                                 | 0                    | 0                   | 0            | 0              |
| HI   | Hearing Impairment                                       | 0                    | 0                   | 0            | 0              |
| VI   | Vision Impairment  | 2                    | 0                   | 2            | 0              |
| PD   | Physical Disability                                      | 2                    | 1                   | 0            | 1              |
| ASD  | Autistic Spectrum Disorder                               | 9                    | 0                   | 2            | 4              |
| NSA  | SEN support but no specialist assessment of type of need | 0                    | 0                   | 0            | 0              |
| OTH  | Other Difficulty / Disability                            | 1                    | 2                   | 1            | 0              |
|      | Total  | 57                   | 9                   | 43           | 16             |

### 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 (19.7% = 80 pupils)

The total number of Asian ethnicity is 158 pupils 38.8%. (including Bangladeshi).

The total number of Black children is 84 (20.6%)

Eastern European (69 pupils 16.9%)

White British (27 pupils 6.6%) .

In addition 247 pupil's first language is not English 60.7 %, this is 5% higher than before.

94 pupils 29.6 % have free school meals.

Children identified with special educational needs is 57 children. 14%

#### Comparing to National data

- 60.7% of pupil's are exposed to a language known or believed to be other than English in their homes, whereas nationally this figure is 20%
- 6.6% of our pupils are White British. Nationally 67.9% of pupils are from White British backgrounds.
- Our largest ethnic group is Asian with 38.8% and Nationally this is 10.6%
- We have 20.6 % Black ethnic minority heritage in comparison with 5.7% nationally.
- 29.64% of our children receive Free School meals. Due to the children receiving National free school meals, many of our pupils who would usually be classified as receiving free school meals, have not declared their status.
- Children identified with special educational needs is 14.7% - 57 children in comparison with 11.6% nationally.

## Pupil Absence

### Attendance Data

| Group  | Authorised absences              | Unauthorised absences | % Attend | +1% |
|--|----------------------------------|-----------------------|----------|-----|
| Whole School<br>September 2017-<br>July 2018 | 2.9%                             | 1.5%                  | 95.6%    |     |
|  | Spring term<br>2021<br><br>3.82% | <br><br>2.81%         |          |     |

## **Persistent Absence Report**

Persistent Absence for 2021-2022 is 62 pupils which is 21.38%

### **Attendance Trends**

|                     |       |
|---------------------|-------|
| Sep 2014 – Jul 2015 | 94.8% |
| Sep 2015 – Jul 2016 | 95.5% |
| Sep 2016 – Jul 2017 | 95.5% |
| Sep 2017 – Jul 2018 | 95.6% |
| Sep 2018 – Jul 2019 | 95.8% |
| Sep 2019 – Jul 2020 | 95.2% |
| Sep 2020 – Jul 2021 | 94.3% |

**2020-2021 figure includes the attendance marks allocated during the 2<sup>nd</sup> lockdown.**

### **Comparative data of Penalty Notice issued**

| Year      | No of PNs Issued        |
|-----------|-------------------------|
| 2013 - 14 | 28                      |
| 2014 - 15 | 11                      |
| 2015 - 16 | 32                      |
| 2016 - 17 | 18                      |
| 2017 - 18 | 10                      |
| 2018 - 19 | 7                       |
| 2019 - 20 | <b>N/A due to COVID</b> |
| 2020 - 21 | <b>N/A due to COVID</b> |

This is comparable to schools in the area with a similar intake.

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

**Analysis/comments:****Comment:**

- Letters / phone calls are now made where attendance is between 85-95%
- There is a weekly attendance meeting with the DHT , school nurse and Attendance Officer and office admin representative, to discuss and minute all concerns and agree solutions
- We will prioritise and target the parents of 'persistently late' pupil
- There is a fortnightly assembly where the class with the highest attendance receives a cup trophy to display for the week.
- Pupils with 100% attendance are entered into a prize draw for a bicycle.
- They have an additional reward for their 100% attendance at the end of the year.
- Attendance is discussed at Pupil Progress meetings if it is affecting their academic progress.

**Development:**

- To track data for pupils that are late to school and respond accordingly
- The schools Attendance Officer is now assigned to working on all aspects of attendance. This will allow for fluidity and continuity and will be more time and cost effective. This situation is being monitored and subject to change.

## **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.

### **KS2 Performance Tables**

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

#### **Key stage 2 test results 2022**

|                    | <u>WTS</u> | <u>EXS</u> | <u>GD</u>  | <u>Exp PLUS</u> | <u>Top 20%</u> |
|--------------------|------------|------------|------------|-----------------|----------------|
| <u>Reading</u>     | <u>5%</u>  | <u>37%</u> | <u>58%</u> | <u>95%</u>      | <u>Yes</u>     |
| <u>Writing</u>     | <u>8%</u>  | <u>34%</u> | <u>58%</u> | <u>92%</u>      | <u>Yes</u>     |
| <u>Mathematics</u> | <u>3%</u>  | <u>26%</u> | <u>71%</u> | <u>97%</u>      | <u>Yes</u>     |
| <u>Grammar</u>     | <u>5%</u>  | <u>29%</u> | <u>65%</u> | <u>95%</u>      | <u>N/A</u>     |

WTS =working toward the expected standard. EXS= working at the expected standard GD = working at greater depth i.e. above the expected standard.

### **Reading**

**Attainment** in reading is significantly above the National Average and in the top 20% of all schools.

**Progress** in reading was significantly above the National Average and in the top 20% of all schools.

## **Writing**

**Attainment** in writing was 92% and significantly above the national Average and in the top 20% of all Schools

**Progress** in writing was significantly above the national average and in the top 20% of all schools.

## **Mathematics**

**Attainment** in mathematics was 97% and significantly above the national average and in the top 20% of all schools

**Progress** in mathematics was significantly above the national average and in the top 20% of all schools.

## **KS2**

### **KS2 Attainment Data Breakdown 2021-2022**

### Attainment Data Breakdown KS2 2021-22

|                      | Reading below | Reading at expected | Reading GD   | Reading expected+     | writing below | writing at expected | writing GD   | writing expected+     | maths below | Maths at expected | maths GD     | maths expected+       |
|----------------------|---------------|---------------------|--------------|-----------------------|---------------|---------------------|--------------|-----------------------|-------------|-------------------|--------------|-----------------------|
| <b>Male</b>          | 1/7<br>14%    | 8/17<br>47%         | 8/17<br>47%  | <b>16/17<br/>94%</b>  | 2/17<br>12%   | 10/17<br>59%        | 5/17<br>29%  | <b>15/17<br/>88%</b>  | 1/17<br>6%  | 8/17<br>47%       | 8/17<br>47%  | <b>16/17<br/>94%</b>  |
| <b>Female</b>        | 1/21<br>5%    | 6/21<br>29%         | 14/21<br>67% | <b>20/21<br/>95%</b>  | 1/21<br>5%    | 3/21<br>14%         | 17/21<br>81% | <b>20/21<br/>95%</b>  | 0/21<br>0%  | 2/21<br>10%       | 19/21<br>90% | <b>21/21<br/>100%</b> |
| <b>FSM</b>           | 0/12<br>0%    | 5/12<br>42%         | 7/12<br>58%  | <b>12/12<br/>100%</b> | 0/12<br>0%    | 5/12<br>42%         | 7/12<br>58%  | <b>12/12<br/>100%</b> | 0/12<br>0%  | 4/12<br>33%       | 8/12<br>67%  | <b>12/12<br/>100%</b> |
| <b>White British</b> | 0/4<br>0%     | ¼<br>25%            | ¾<br>75%     | <b>4/4<br/>100%</b>   | 0/4<br>0%     | ¾<br>75%            | ¼<br>25%     | <b>4/4<br/>100%</b>   | 0/4<br>0%   | ¾<br>75%          | ¼<br>25%     | <b>4/4<br/>100%</b>   |
| <b>SEN</b>           | 1/7<br>14%    | 3/7<br>43%          | 3/7<br>43%   | <b>6/7<br/>86%</b>    | 2/7<br>29%    | 3/7<br>43%          | 2/7<br>29%   | <b>5/7<br/>71%</b>    | 1/7<br>14%  | 3/7<br>43%        | 3/7<br>43%   | <b>6/7<br/>86%</b>    |

#### Commentary

100% of girls attained expected or better for maths

100% of FSM pupils attained expected or above for reading, writing and maths 100% of white British pupils attained expected or above for reading, writing and maths

In reading and maths all SEN pupils (except 'Pupil A' who has complex learning and physical and will be dis-applied) attained expected or better.

Girls achieving Greater Depth was significantly better than boys particularly in writing and maths. However achieving expected or better was in line.

#### Commentary

- SEN pupils receive the same high standards of teaching as all pupils. All pupils show a desire to achieve and participate in all aspects of school life.
- Parents attend and contribute to Pupil Review Meetings for specific pupils.
- We have specific language groups, for example :Attention Autism, Box Clever, Phonics, Language Enrichment, Clicker 8, Dynamo Maths, Colourful Semantics.
- The Multidisciplinary Team works effectively with outside agencies which offer additional support for pupils with needs and this ensures a high quality of care.
- We have many interventions including Wave 3, individual Reading, Colourful Semantics, RWI, dyslexia programme, RLI, MAPP
- Every Child Matters meetings are held termly. They include the SENCO, CP officers and Attendance Leads
- EWO monitors the attendance of children and follows up with letters to parents.
- Individual Education plans are written by the class teacher for each pupil with SEN. We hold a complete SEN Register. They are reviewed termly and signed by parents.
- We have developed a tracking system for all pupils on intervention programmes.



- Intervention decisions are reviewed termly following Pupil Progress meetings.
- We started the Jigsaw PSHE Scheme of work for children to develop social, emotional and mental well-being.
- The school nurse visits regularly and works closely with the SENCO to improve children's physical and mental health.
- The SENCO works closely with outside agencies e.g EP, CNS, LCIS, NHS( Sensory team) , OT, CAMS and we bought in extra Speech and Language Resources, a school councillor and Dyslexia/dyscalculia services
- We work with the Virtual School for Looked After Children.
- CPD for staff - staff are trained when needs arise for particular pupils
- On going +Epipen training, epilepsy training, and first aid
- Positive handling training for the Senior Leadership team
- We continue to develop pupil's self-esteem and confidence through a range of physical and creative activities in PE and extra curricular activities
- We have started the Forest School Initiative
- Support staff are involved in planning and evaluation of 1:1 supported pupils
- Care plans in place for pupils with asthma and other medical needs, we have a Medical board in each class. Medication can be administered in school with parents permission.
- Through meeting with the teacher/SENCO continue to support parents to help them support their children
- The school SENCO writes 'Case studies' each year to identify the progress that the SEN children have made and how they have made it, linked to the interventions they receive.

## **Next Steps**

To further develop the Communications Room by adding a second designated space for younger SEN children to receive personalised/ specialist support. The rationale for the Communications room is to provide a specialised programme for pupils with SEN. This room allows access to personalised learning and is suited to pupils with SEN. It allows access and teaching for smaller groups and has specialised resources.

## **Section 1: Advance Equality of Opportunity between people who share a protected characteristic and those who do not as defined by the Equality Act 2010:**

Areas school has developed this year:

- We have consolidated Learning walks for different subject areas.
- Consolidation of the new PSHE Scheme - Jigsaw.
- Delivering an updated Sex Education Policy.
- Inset given on teaching - particularly the use of our outside area.
- We are able to provide Forest School activities to develop social skills and a love of the environment.
- We have introduced a method to track the progress of ‘skills’ in all Foundation Subjects.
- Pupil progress meetings take place three times a year. Individual targets are set for the pupils and are reviewed at the next pupil progress meeting.
- IEPs are reviewed and written termly
- The SENCO meets with class teachers to discuss pupil’s on the SEN register and any other child who may need support.
- Support groups are in place for pupils with specific needs –especially those needing Maths, Grammar or Reading support.
- RWI tracking monitors pupils’ progress and pupils are given extra support if they need it.
- Support groups and 1:1 programmes of support are in place for the specific learning needs of SEN children.
- Year 2, Year 3/4, Year 5 and Year 6, had a third teacher for Maths and English support. This will support EAL and SEN children who will be in a smaller class to receive individual support.
- We use educational visits to enhance learning outside the classroom.
- Inset given around key areas of Maths and English
- Teachers plan for specific needs of their SEN children by using their targets
- Coordinator support is given when there is a need for training eg a gap in subject knowledge.
- Specialist resources and provision to support pupils with physical disabilities to access the curriculum within the classroom eg use of Clicker 8 and enlarged text where required.
- The SENCO liaises with other schools to support transition of SEN pupils between schools.
- SENCO and Year 6 teachers liaise with Secondary schools for the Year 6 move to secondary school through the boroughs organised transition day.
- Religious Education Syllabus has been updated in line with SACRE guidance. WE are using the 2022 Newham Agreed Syllabus.

Areas we would like to improve next year:

- Improve attainment and progress for Greater Depth Pupils in the Foundation Subjects.
- Develop the teaching and knowledge of Poetry

- Close the gap between Average writers and SEN writers
- Develop 1:1 reading for KS1 in 1:1 reading at school and also in Home School Reading
- Monitor the transition between each year group particularly from our 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.)
- Opportunities for the outdoor area to be utilised and to take learning outside the classroom.
- Raising standards of Year 1 phonics screening through intervention
- Develop reading and the use of the library.
- Support for Year 4 National Maths times table test, so that all pupils can access the assessment.
- Develop visiting a place of worship for each year group.
- Reintroduce class festival assemblies.
- Develop home learning with targeted vocabulary leaflets for children to use with their parents.

## Section 2: Promoting Opportunities for Our School Community:

| Examples                 | Steps the School has Taken (Case Studies)   |
|--------------------------|---|
| Teaching and Learning:   | <p>Phase Leaders support teachers and pupils.</p> <p>Employment of TAs, HLTA and Nursery Nurse to work with SEN and specific groups.</p> <p>Each class takes part in a Festival Assembly to which parents are invited.</p> <p>Curriculum maps are available online for parents</p> <p>ICT has invested in curriculum software so that ICT is integrated in the curriculum</p> <p>Year 4 support for learning Timestables.</p> <p>1:1 Literacy intervention.</p> <p>Adult Child Interaction (Communication Room)</p> |
| Admissions and Transfer: | <p>Pupils assessed on entry</p> <p>Parents are met and shown around the school,</p> <p>Care plans are put into place</p>  |
| Participation :          | <p>Black History Week, Festival Assemblies, Christmas Production, Food Day, Christmas and Summer Fair ,</p> <p>Fundraising, Anti- Bullying Week, Book Week</p>  |

|                                  |  |
|----------------------------------|--|
|                                  | <p>Children attend Educational Visits and access is made for SEN pupils to attend</p> <p>Breakfast club</p> <p>After school clubs take place every day</p> <p>Year 2 – Year 6 have specialised music tuition</p> <p>Year 5 attend swimming lessons</p> <p>This year all classes will have a workshop as part of the “Faith in Schools” project.</p> <p>Year 4-6 are taught French</p> <p>Geography is to be more engaging by having a focus on map making and fieldwork.</p> <p>Forest School has been started in Summer 2022 . Nursery and Reception take part in weekly lessons.</p> <p>Year 1 to 6 have a half term of Forest School activities.</p> <p>End of year questionnaire for pupils - pupil voice.</p> <p>School council meet regularly.</p> <p>Pupils take part in PE girls/boys mixed.</p> |
| Student progress:                | <p>On entry to our Nursery, 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.</p> <p>We believe they are making very good progress.</p> <p>Pupils on the SEN register without a statement have achieved significantly above national scores for Maths, Reading and Writing, by high quality provision and teaching.</p>   |
| Flexible curriculum arrangements | <p>The curriculum is made accessible to pupils and adjustments are made according to their individual specific needs (including physical needs).</p> <p>Provision is made for special needs children to attend swimming sessions and to go on educational visits.</p> <p>Intervention groups are provided for pupils depending on their needs. Some support is 1:1</p>   |

#### Analysis/comments:

|  |
|--|
| <p>Areas school has developed this year:</p> <ul style="list-style-type: none"> <li>● Employment of TAs to support specific groups of pupils.</li> <li>● E-safety workshops have been given for each class.</li> <li>● The Accessibility Plan has been reviewed and an action plan made.</li> </ul>  |
| <p>Areas we would like to improve next year:</p> <ul style="list-style-type: none"> <li>● Local community groups / faith groups / educators to come and work in school.</li> <li>● School nurse to work closely with parents on advise about health and well being for their children.</li> <li>● Consolidate Forest School Activities and outdoor education.</li> <li>● Educational visits to be reintroduced.</li> </ul> |

- Class assemblies to be consolidated.

### **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.

| <b>Examples</b>                 | <b>Steps the School has Taken (Case Studies)</b>   |
|---------------------------------|--|
| Social and Emotional Wellbeing: | Risk assessments made for educational visits<br>School councillor and specialist teachers take groups to develop social skills and self-esteem<br>Support Plans are in place<br>School councillor supports pupils 1:1<br>Consequence and reward system is embedded as part of the Behaviour Policy<br>Well Done Assembly<br>Termly reward given for Perfect Behaviour<br>School Nurse visits weekly<br>Education Welfare Officer monitors attendance<br>Bicycle Prize Draw and special visit for pupils who have 100% attendance<br>Breakfast club is available<br>Staff well being<br>After school club provides various sporting activities by specialist coaches<br>Staff have access to Newham Wellbeing as part of Council Services<br>PSHE curriculum (Jigsaw) introduced and embedded.<br>Inset on circle time given by coordinator<br>Circle time introduced as part of SEALS class assembly on Friday<br>Anti-bullying week |
| Student Voice:                  | School council to meet weekly.<br>Pupil questionnaires given yearly.   |
| Positive Imagery:               | A high number of staff represent the wider community- White British, Black British, Asian British, Other Ethnicity<br>Black History Week is celebrated every year<br>French is taught in MFL<br>Pupil Welcome Board is put up every year<br>Library has a percentage of EAL books<br>Multicultural books are in each class<br>English Curriculum includes discussion about fairness and discrimination eg Journey to Johannesburg  |
| Community Links:                | Visits from Fire station and talks on fire Safety.<br>Parents watch their child's class assembly   |

|   |   |
|---|---|
|   | <p>All parents invited to Christmas Production.</p> <p>PTA organise and support the Winter and Summer Fair</p>  |
| Cultural ideas, Religion and Belief           | <p>2022 Newham Agreed Syllabus began in September 2022 which is inclusive of all faiths and none. All classes and Reception classes are following it</p> <p>Festival assemblies established with one per class eg Harvest, Chinese New Year , Diwali</p> <p>Class visits to the church and other places of worship</p> <p>Faith in Schools project to work with all classes. A member of a Christian organisation delivers lessons as part of the RE curriculum.</p> <p>Classes have visited a place of worship.</p> <p>Black History Week has a different focus each year.</p> <p>World Assembly focusses on current issues in the world</p> |
| Removing Barriers and Reasonable Adjustments: | <p>Accessibility Plan has been reviewed</p> <p>Monitoring of Racist Incidents</p> <p>Monitoring of any radicalisation comments- Inset has been given</p> <p>Child Protection Inset given yearly</p> <p>Child protection Inset also given throughout the year.</p> <p>Defibrillator has been installed in the Main Reception Office</p> <p>Hearing Loop has been installed in the Main Reception Office</p> <p>Hand rail for ramp has been installed</p>   |
| Links with wider communities                  | <p>Harvest Festival food donated to members of the community and local charities</p> <p>Poppies and gifts sold for Remembrance Day</p> <p>Fundraising – eg Red Nose Day, Christmas Jumper Day</p> <p>Macmillan Coffee morning was held to raise awareness for Cancer and for parents to meet each other.</p> <p>Jeans for Genes day was held for children to be made aware of genetic disorders and how to support them.</p>  |
| Partnerships with Parents:                    | <p>Parent Evenings, one per term.</p> <p>Parents for Inclusion Meetings</p> <p>Reception Meeting when children start school</p> <p>E-safety information sent to parents yearly</p> <p>SEN Local Offer statement made about what we offer special needs children.</p> <p>PTA to support school events- Winter and Summer Fair</p> <p>Continuing use of School PING – electronic communication to parents.</p>  |

#### **Analysis/comments:**

|   |
|---|
| <p>Areas school has developed this year:</p> <ul style="list-style-type: none"> <li>• A revised Sex and Relationship Education</li> <li>• New PSHE Scheme - Jigsaw has been implemented</li> <li>• 2022 Religious Education Curriculum implemented</li> <li>• Embedding awareness of British values through assemblies and the curriculum</li> <li>• Fire warden training to be updated.</li> <li>• Governors to walk around school and observe lessons.</li> </ul>   |
| <p>Areas we would like to improve next year:</p> <ul style="list-style-type: none"> <li>• Display positive images of pupils with a protected characteristic</li> <li>• School Council feedback to class</li> <li>• Buddy systems consolidated</li> <li>• Raise children's awareness about different disabilities and mental health</li> <li>• First Aid training updated for staff</li> <li>• Positive Handling training to be updated</li> <li>• Continue link with Governors.</li> <li>• Develop links with secondary school</li> </ul> |

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

| <b>Examples</b>   | <b>Steps the School has Taken (Case Studies)</b>   |
|---|--|
| Exclusions Data:  | None   |
| Victimisation and Discrimination:                                       | Incidents of discrimination against the protected groups are resolved as part of the behaviour and anti- racist policy<br>Teachers are aware of and monitor discrimination in the texts and books they use.<br>They challenge discrimination when it occurs either in children's work or discussion. |
| Monitoring of incidents:  | All Racist Incidents are monitored by the Coordinator.<br>All bullying incidents are logged and monitored by a Senior member of staff.   |
| Anti Bullying and Harassment:   | SEALS programme followed in whole school assembly/class assembly<br>Jigsaw PSHE scheme implemented<br>Anti-bullying week<br>Circle Time- Weekly<br>School councillor to work with specific children  |
| Training and awareness raising about discrimination and bullying issues | All TAs given First Aid training<br>Anti-bullying assemblies given throughout the year<br>British values assemblies given  |

Eliminating discrimination is ongoing.

## 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)   |
|--------------------------------|---|
| Pupil voice:                   | Pupil questionnaires are given yearly to pupils to complete.<br>Pupils complete their behaviour agreement re the use of the internet  |
| Parents/Carers /Guardians:     | When parent questionnaires are given, 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.<br>Some SEN pupils have personalised timetables.<br>Policies updated.<br>Staff sign the Acceptable User policy for the use of technologies. |
| Governors:                     | Meet termly.<br>They have visited the school and have seen lessons through learning walks.  |
| Satisfaction with our service: | 98% of parents who answered the parent questionnaire said they were satisfied with the school.  |
| TO BE DEVELOPED                | Governors with specific areas of responsibility to link with their subject lead in school.<br>Links with Local Secondary School Community   |

### 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, staff are given opportunity to access further training and develop their roles and careers.<br>Newham guidelines are followed in line with Statutory Sick Pay, Maternity Leave and return to work |
| Fostering good relations | Performance Management is now in place.<br>We employ a diverse range of staff from differing cultures and age groups.   |
| Prohibiting harassment   | Policy in place.<br>Local Authority Disciplinary and Personnel procedure is followed.   |

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

Our school information will be reviewed on .....September 2025



Signed .....Ann Wood