



FERNDALE PRIMARY
SCHOOL

Ferndale 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 help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

2016-17

		Ferndale		National Data
		Number	%	
Gender	Girls	282	49%	49%
	Boys	294	51%	51%
Ethnicity	White British	235	41%	71.6%
	Other White and European	24	4%	4.7%
	Gypsy Roma/ Irish Traveller/ Other		13.5%	0.4%
	Mixed Heritage		3.7%	1.7%
	Black - Caribbean Heritage	64	11%	1.3%
	Black- African Heritage	17	3%	3.4%
	Black - Other	0	0%	0.7%
	White/Black Caribbean	27	5%	1.4%
	Asian - Indian	88	15%	2.7%
	Asian - Pakistani	22	4%	4%
	Asian/White	5	0.8%	1.1%
	Asian - Any Other Asian Background		17.06%	1.6%
	Chinese	-	0.02%	0.4%
Free School Meal Eligibility	Not Eligible	498	86%	73.4%
	Eligible	78	14%	26.6%
Religion/Belief	Buddhist/Taoist			
	Christian			
	Hindu			
	Jewish	-	-	

	Muslim			
	Sikh			
	Other			
	Not Indicated			
	No Religion			
Special Educational Need	No Special Educational Needs	522	91%	-
	SEN Support	35	6%	
	Statement	9	1.5%	
	EHCP	10	1.7%	
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	9	1.7%	
	Social, Emotional & Mental Health	21	3.6%	
	Hearing Impairment			
	Moderate Learning Difficulty	15	2.6%	
	Visual Impairment	4	0.7%	
	Multisensory Impairment			
	Physical Disability	1	0.2%	
	Profound & Multiple Learning Difficulty			
	Speech Language & Communication Need	19	3.3%	
	Specific Learning Difficulty	2	0.3%	
	Severe Learning Difficulty	2	0.3%	
	Other Difficulty/Disability (ADHD)	5	0.3%	

Analysis/comments:

Analysis of the school population: The SEN register since the new Code of Practice 2014 has decreased due to the criteria. In school Speech, Language and Communication is the main area of need. As the children progress through Key Stage 1 this reduces significantly. By Upper Key Stage 2 there are a range of different needs which are specific to individual children.

Attendance

	Number of Sessions 2015/2016	%	Number of Sessions Summer Term 2016	%
Authorised	5729	2.9	1719	2.8
Approved Education Activity	2345	1.2	625	1.0
Unauthorised	4180	2.1	1579	2.8
Whole School Attendance		94.8		94.5
Persistant Absence: See table below.				

Date Range for Term 1:	Date Range for Term 2:	Date Range for Term 3:	Date Range for Term 4:	Date Range for Term 5:	Date Range for Term 6:				
From: 07/09/2015 To: 25/10/2015	From: 31/10/2015 To: 18/12/2015	From: 04/01/2016 To: 14/02/2016	From: 20/02/2016 To: 24/03/2016	From: 11/04/2016 To: 29/05/2016	From: 04/06/2016 To: 25/07/2016				
Report for 15 % absence									
No of pupils/students with 10+ absence for term	No of pupils/students with 46+ absence for term	No of pupils/students with 20+ absence for terms	No of pupils/students with 46+ absence for terms	No of pupils/students with 29+ absence for terms	No of pupils/students with 46+ absence for terms	No of pupils/students with 36+ absence for terms	No of pupils/students with 46+ absence for terms	No of pupils/students with 46+ absence for terms	No of pupils/students with 56+ absence for terms
1	1	1-2	1-2	1-3	1-3	1-4	1-4	1-5	1-6
28	1	26	7	25	9	24	12	19	0

Analysis/comments:

Things we do well:

A policy of First Day calling when a child is absent, if we have had no contact from parents, ensures that we can account for all absences. Holidays during term time are not permitted. Children are rewarded both individually and as classes for good attendance. Our attendance is below the National average.

Section 2. Advance Equality of Opportunity Between People

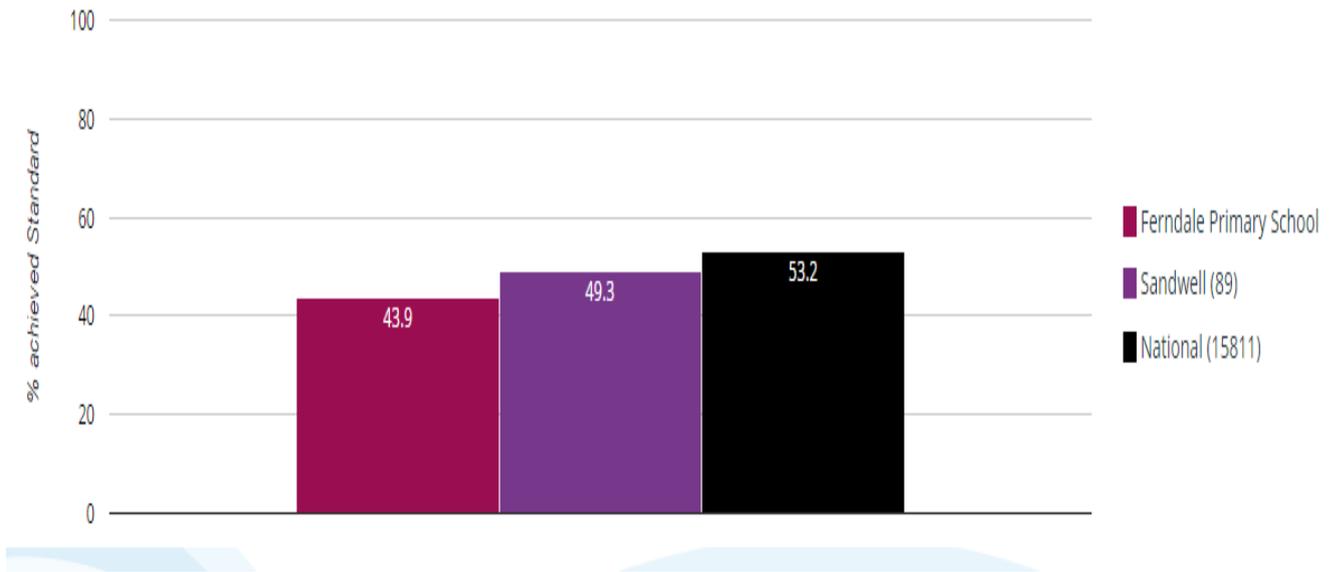
The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Attainment Data

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

2016

43.9% in 2016



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	Eng/Maths School- RWM expected+ %	LA RWN expected + %	National RWM expected+
Gender	Girls and Boys	Boys = 43% Girls = 45%	Boys = 47% Girls = 52%	Boys = 50% Girls = 57%
Ethnicity	Any Other Asian Background	43	53	
	Any Other Black Background	0	46	
	Any Other Ethnic Group	100	36	
	Any Other Mixed Background	-	48	
	Any Other White Background	0	42	
	Bangladeshi	50	57	
	Black - African	100	41	
	Black Caribbean	0	42	
	Chinese	-	83	
	Gypsy / Roma	-	0	
	Indian	56	61	
	Information Not Yet Obtained	0	13	
	Pakistani	-	45	
	Refused	-	75	
	Traveller of Irish Heritage	-	0	
	White - British	50	50	
White - Irish	-	60		

	White and Asian	-	59	
	White and Black African	-	42	
	White and Black Caribbean	0	44	
Free School Meal Eligibility	Not Eligible	46%	54%	
	Eligible	29%	35%	

Examples	Steps the School has Taken (Case Studies)
Participation :	<p><i>Tracking of children's progress is central to the school's approach of raising standards. Children, regardless of ability or SEN statues, will be highlighted and interventions aimed towards improving progress.</i></p> <p><i>Children with Special Educational Needs receive a combination of differentiated work, support within class, withdrawal from class to access intervention programmes, specialised interventions and access to outside agencies to ensure that we can maximise their learning potential. Reasonable adjustments are made to allow full access to extra curricular clubs and residential.</i></p> <p><i>For further information see our Equal Opportunities and Inclusion Policies.</i></p>
Admissions and Transfer:	<p>On admission, Foundation Stage pupils are offered the opportunity to have a phased integration into the school day according to their needs. This is welcomed by some parents whose children find the start of school very challenging.</p> <p>We arrange Home visits for all our Nursery aged children. Children who have accessed Nursery provision from a different/private provider are visited in that setting and there are 'hand over' meetings between school and alternative providers to ensure that transition is as smooth as possible.</p> <p>For those children who have Special Educational Needs, the SENCo will liaise with staff and outside agencies prior to arrival, to ensure that appropriate provision has been made for those pupils.</p> <p>School staff liaise with each other at other key transitions eg/ Foundation to Key Stage 1 and Key Stage 1 to 2. We arrange extra visits to Secondary Schools for our most vulnerable pupils before their transfer to KS 3 to ensure that they feel comfortable and confident when they move to Year 7. In addition receiving schools can arrange for either SENCo's or mentors to visit pupils in this setting.</p>

	This helps them to get to know individual pupils before transfer so that they can support them straight away rather than waiting for them to have difficulties.
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Analysis/comments:

Things we do well:

Entry to N Nursery, transition into Reception and transfer to KS3. We maintain links with some of our local secondary schools through 'taster' days. Pupils feel more confident on transfer as they are familiar with both the school and some of the staff.

We provide a range of after school clubs to different year groups to ensure that all children have an opportunity to attend an extra curricular activity, including sports and music clubs. These clubs are provided without charge to allow as many children as possible to benefit from them. All children are encouraged to take advantage of school trips and residential, at times we may also subsidise places.

School Councillors and House Captains roles are selected through a democratic process which is open to all. Prefect roles are applied for in writing, with children selected for these roles based upon their individual qualities and suitability for the post.

Weekly rewards presented in Merit Assembly are achieved for a variety of reasons from behaviour, academic achievement, attendance and representing our learning behaviours.

Achievements outside school are also celebrated. This ensures that all pupils have their opportunity to shine for a variety of reasons.

Things we would like to improve:

Ensure there is representation for our SEN children on the school council to share their views and opinions about school life.

Our vulnerable groups this year are : SEN, Pupil Premium children, Boys, EAL in KS1. Reading and Writing overall. We aim to ensure that these groups make significant and/or accelerated progress this academic year.

This will be achieved by:

Interventions, Provision Maps ensuring these children are catered for within the classroom setting, during monitoring books of these children are asked for to ensure progress is being made. Data collected for these vulnerable groups each term. Targetted support for these groups.

Section 3. Foster Good Relations Between People

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:	<i>The Cove Nurture group to give targeted support. Donkey assisted therapy. Programme of relevant PSHE in classes. Therapeutic mentoring, including support for friendships. Working with our family support worker to provide assistance and support. Class jobs and responsibilities. Merit and class assemblies. Anti bullying assemblies, including e-safety. Therapeutic intervention such as lego therapy to support SEN children. Carefully thought out activities, areas and timetables, with flexibility to meet the emerging needs of our SEN children.</i>
Pupil Voice:	<i>Assessment for Learning, School Council, prefects, pupil conferencing, pupil contributions to SIP day, PASS survey.</i>
Positive Imagery:	<i>Assembly themes encompass many aspects of equality and diversity. Learning 9 and values displayed prominently around school. Celebrations of success and positive choices displayed around school. Links with home through social media to celebrate outcomes with parents and community.</i>
Community Links:	<i>Articles for local press informing them of school events. Links with home through social media to celebrate outcomes with parents and community. Links to churches Sports events at Secondary schools. Library quiz involving local community organisations. Close working with School Nurse Team, Inclusion support.</i>
Removing Barriers and Reasonable Adjustments:	<i>Showering equipment in Nursery, specialist equipment purchased eg/ slanted tables/cushions and physiotherapy balls, sensory room, additional provision for those children with visual or hearing impairment. Carefully thought out activities, areas and timetables, with flexibility to meet the emerging needs of our SEN children.</i>

Analysis/comments:

<p>Things we do well: The school has developed links with other organisations in the community including</p>

the library, other local Secondary and Primary Schools, Community Police Officers and St Paul's church.

The school has an 'open door' policy where parents are given the opportunity to speak with a member of staff before the start of the school day, regardless of the age of the children involved.

Things we would like to improve:

To promote spiritual, moral, social and cultural development through the teaching of the curriculum and R.E, with particular reference to issues of equality and diversity.

This will be achieved by:

Ensuring the RE curriculum links to diversity and equality.

Promoting cross-cultural and inter-faith contact.

Mapping of SMSC and PSHME across the school curriculum.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	None this academic year.
Victimisation and Discrimination:	None this academic year.
Monitoring of Incidents:	Regular monitoring in Bullying/serious incident logs in classes and Whole school monitoring. Green 'Cause for Concern' forms to log Racist incidents. Yellow 'Cause for Concern' forms to log Child Protection concerns.
Anti Bullying and Harassment:	Key Stage assemblies address Bullying. Cyber – bullying is covered during e-safety lessons which are a key part of the computing curriculum. E- Safety workshops for children planned in for this academic year. Anti Bullying week to form part of curriculum for all year groups.

Analysis/comments:

Things we do well:

As an inclusive school, we we celebrate diversity and difference and work hard to show our pupils that everyone matters . There is a strong emphasis on nurture and understanding which in turn leads to greater respect. Our 4 values and learning 9 are woven into every element of the school day, and children understand that any misdemeanours are not breaking 'rules' but core values.

Children of all ages work well together and in our recent Ofsted inspection, Behaviour and Safety was graded as outstanding.

Things we would like to improve:

Develop the profile of anti bullying, including anti bullying week, cyber bullying assemblies as seen on the Inclusion plan.

This will be achieved by:

Organised assemblies into the rota on a termly basis, anti bullying week planned for and given a high profile in school.

Parent support worker to organise events/training for our parents and the community.

Section 5. Participation and Engagement

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
School Council	Pupils are elected to our School Council by a democratic voting system. All pupils from Year 1 onwards are eligible to stand for the Council. Pupils represent their classes for a year, and as many children as possible are encouraged to apply. The Council then consults the whole school on a wide range of issues and works to improve them. Members of the wider community, and anyone pertinent to the focus of improvement.
Pupil Voice:	Pupils are consulted on their views through, the PASS survey, School Council and prefect systems.
Parents/Carers /Guardians:	Ofsted/parental questionnaires. Contributions to the schools SIP day.
Staff:	SIP planning day. Staff meetings and INSET. Contributions to assembly planning.
Local Community:	We welcome the local community into school through links with organisations such as the police and fire service, sing with the choir in the community, celebrating with the local church at key religious occasions such as Christmas and Easter, holding events such as fetes.
Governors:	Governors are assigned to subjects /linked to an area of the SIP, and communicate with the staff member meeting termly to complete DODDs.

Things we would like to improve:

To promote and enhance community and cultural cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.

This will be achieved by:

Developing a 'diversity' programme of sessions which are representative of all equality groupings. This will be mapped into RE/ PSHME to enhance SMSC provision in school. Develop community contact with pupils through a varied programme of activities. Encourage greater links with the community by developing opportunities for visitors into school e.g. religious leaders/ community groups/ other agencies/ charities etc.

