



EQUALITIES INFORMATION AND ANALYSIS

Section 1. Who comes to our school?

(figures taken from January 2018 census)

Number of Pupils	Ravenscroft	National
on roll	618	
English as Additional Language	397 (64%)	21%
Eligible for free school meals	36.6%	24%

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.

Special Educational Needs

Number of Pupils with:	Ravenscroft Primary School		National Data
	No.	%	%
No Special Educational Needs	542	88	
SEN Support	72	12	12
High Needs Funding (HNF)	29	5.1	
EHC / Statements	4	1	1.4
		% of SEN	
Autistic Spectrum Disorder	25	21.7	7.3
Specific Learning Difficulty	20	17.4	9.5
Severe Learning Difficulties	5	4.3	0.6
Moderate Learning Difficulties	1	9.7	22.2
Physical Disability	3	2.6	2.9
Speech, Language & Communication Need	25	21.7	29.8
Visual Impairment	3	2.6	0.9
SEMH	15	13	15.9
Other	8	7	4

		Ravenscroft Primary School		National Data
		No.	%	%
Gender	Boys	305	49	51
	Girls	313	51	49
Ethnicity	White British	152	25	67
	Other White / White Eastern European	67	11	7
	Mixed	38	6	6
	Gypsy Roma / Irish Traveller / Other	1	0.2	0.5
	Black – Caribbean Heritage	12	2	1
	Black – Africa Heritage	100	16	4
	Black – other	37	6	1
	Asian – Indian	6	1	3
	Asian – Pakistani	25	4	4
	Asian - Bangladeshi	137	22	2
	Asian – Any other Asian Background	11	2	2
	Chinese	5	1	0.5
	Any other minority ethnic group	26	4	2
Religion / Belief	Buddhist / Taoist	1	0.2	
	Christian	250	41.3	
	Hindu	5	0.8	
	Jewish	0	0	
	Muslim	210	34.6	
	Sikh	0	0	
	Other	7	1.2	
	No Religion	123	20.2	
	Refused	10	1.7	



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	Analysis	Comparison to National Data
School Population	<p>We have over 600 pupils on roll: 77% of our pupils are from minority ethnic groups (nat fig is 32.9) 65.2% of our pupils' first language is not English (compared with the national of 20.9%).</p> <p>Our significant religious groups comprise 41% Christian and 35% Muslim. We provide non-halal, halal and vegetarian lunch options.</p>	<p>Our percentage stability is 81% (compared to 86% nationally).</p> <p>The school's deprivation indicator is 0.34 (this places us in the 80th (top) percentile); nationally it is 0.21.</p> <p>The school has 64% English as an Additional Language – significantly above the national average (21%)</p>

Attendance		Ravenscroft Primary School	National %
		%	
	Overall absence	5%	4.2%
	Persistent Absence	15%	8.7%
	Comment	Development	
	<ul style="list-style-type: none"> Our attendance is improving year on year and we are in line with the national average for overall attendance. The number of 100% attendees per term is continuing to increase and the attendance of pupils who previously had exceptionally high rates of absence is moving towards the national average. Good attendance is celebrated and pupils are very aware of its importance. 	<ul style="list-style-type: none"> to continue to reduce levels of unauthorised absence increase targeted involvement of Attendance Management Officer 	

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

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	
	https://www.compare-school-performance.service.gov.uk/school/144140/ravenscroft-primary-school	
Key Stage 2	<ul style="list-style-type: none"> All pupils, and specifically disadvantaged pupils, are above average in all areas of KS2 SATs results Data shows that progress from KS1 to KS2 over a prolonged period of time is steadily improving Comparisons of our disadvantaged pupils with national show more than twice as many of our pupils making more than expected progress. <p>◆ see school SEF for further details</p>	
Analysis / comments	Areas the school has developed this year: <ul style="list-style-type: none"> SEN / High Needs Funded Pupils: rigorous tracking of SEN and especially High Needs Funded pupils' progress to inform planning and to ensure all pupils' attainment is maximised. Focus on language acquisition in all key stages 	Areas we would like to improve next year: <ul style="list-style-type: none"> Reading: More value added KS1 to KS2 to a solid outstanding. Reading: Raise attainment at end of KS2 to increase (equivalent of) level 5 and aim for some (equivalent of) level 6 readers. Writing: Increase KS1 attainment in writing by a move from (equivalent of) level 2A to level 3.

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

Promoting Opportunities For Our School Community:

Examples	Steps the School has taken
Teaching and Learning	Pupils have a more leading role as active learners due to lessons that are personalised and challenging for all; this is possible because lessons are delivered as an immediate response to their individual wants and needs. Pupils are increasingly taking responsibility for their own learning, and are becoming better able to provide constructive feedback to their peers and to themselves. Outside agencies as well as staff appointed and trained for specific interventions: Speech & Language, EAL, Box Clever, Phonics, Numicon, Music, P.E., Art Nature Groups,
Admissions and Transfer	The school has developed effective admissions procedures (both planned and mid-phase). Vulnerable families and children are noted at interview and support is offered either in the school setting (SENDCo, staff speaking same language, etc.) or the family is signposted to known, available support networks. EAL intervention groups for pupils new to English and the English school system. Parent workshops and information sessions are run for families in EYFS, Yr 1 & Yr 2.
Participation	A wide variety of after-school clubs is offered as well as opportunities for participation in a variety of activities during the school day: Year 4 swimming lessons, swimming sessions for SEN pupils, Art Group , Every Child a Musician The Early Help Team identify vulnerable pupils and families and provide support and opportunities for participation in the school and local community.
Student Progress	Annual school reports, SEN review meetings, Pupil progress meetings Interventions tracked and progress of pupils monitored to inform sessions and interventions (Speech & Language programmes, Numicon, Box Clever, EAL)
Flexible curriculum arrangements	Personalised and highly differentiated learning for pupils with ASD & SEN as well as for pupils with English as an additional language and other identified groups. Detailed risk assessments and planning and medical care plans to enable inclusive practice. Required external interventions are prioritised.

Areas the school has developed this year:

- Senior leaders working with class teachers with the aim of closing the gap for vulnerable pupils
- Continued training and support for mainstream classroom teachers and support staff to ensure that teaching and learning for pupils with autism is of a consistently high quality.
- Expanded SEND team
- Well-being Team – regular meetings and planned interventions for SEMH

Areas we would like to improve next year:

- We are continuing to focus and develop white British boys' progress and attainment and explore the learning experiences of the highest attaining group of learners to ensure they too are meeting their potential.
- Establish an improved assessment policy for children with autism, which includes the use of benchmarking and target setting.
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Section 3. Foster Good Relations Between People 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
Social and Emotional Wellbeing	Breakfast Club, Nuture Breakfast Club, Playtime Partners, Art Club, Motivation & Resilience, Counselling, Learning Mentor, Social Skills groups
Pupil Voice	Pupil voice in all areas of school life; self-assessment using Success Criteria; assessing and managing risks and generic learning skills of evaluation and self-awareness.
Positive Imagery	Achievement awards: Star of the Week, Child of the Term Staff provide positive role models
Community Links	Cultural events, Fundraising days, Parent/carers workshops, Parent & Toddler group sessions, Links with Keir Hardie Children's Centre. Inter-school events: mini Olympics, chess, sports competitions, debating
Cultural ideas, Religion and Belief	Our curriculum and the experiences we offer children promote tolerance and understanding of other communities as well as a curiosity about unfamiliar communities. We are taking part in a major project working with the Confucius Institute of China. Celebration and achievement assemblies, Visits to places of worship across the year' Culturally inclusive curriculum
Removing Barriers and reasonable Adjustments	Personalised timetables for pupils with ASD and other SEN, Individual Educational Plans for pupils, use of individually modified behaviour plans to meet specific needs, personalised targets for all learners, adapted environment / risk assessments for disability. Individual Healthcare Plans, Signalong training ♦ see also <i>Accessibility Plan</i>
Links with wider community	Our work towards a culturally relevant curriculum aims to develop in pupils an understanding of themselves as Londoners with all that entails e.g. half-termly visits to central London venues; visits to places of worship throughout the capital; taking part in social and educational events at prestigious central London venues; local visits and visitors. Participation in inter-school events e.g. sport, debating, chess
Partnerships with parents	Parent workshops and coffee mornings, Friends of Ravenscroft (PTA), Parents/Carers Open evenings, Parent/carers assemblies and concerts, Pastoral Team, easy access of staff, including senior leaders, to parents at the beginning and end of the school day.

Areas the school has developed this year:

- Playtime Partners
- Parent & Toddler Groups
- London as home

Areas we would like to improve next year:

- Family Support Worker role
- Early Help Support



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

Examples	Steps the School has taken
Exclusions Data	<p>Pupils are clear about what unacceptable behaviour is and its consequences. Bullying and behaviour which prevents other pupils learning will lead to severe consequences including exclusion and pupils are aware of this. Exclusions are handled as positively as possible – the school works closely with the family and the Borough's Reintegration Into Education Team both during and after the exclusion.</p> <p><i>Please see exclusions analysis (available from Head Teacher)</i></p>
Victimization and Discrimination	<p>Leadership is passionate about pupils' spiritual, moral, social and cultural development and to this end these values – in particular, British Values – permeate the curriculum and there is zero tolerance of prejudiced or discriminatory behaviour.</p>
Monitoring of incidents	<p>On occasion a parent / child may wish to speak to a member of staff about an issue. Any concerns are directed to a member of the SLT. Concerns are shared within the SLT and safeguarding team as well as the class teacher and any appropriate staff.</p>
Anti Bullying and Harassment	<p>Anti-bullying lessons and assemblies Awareness training for staff Kidscape training for key staff and workshops for children</p>
Training and awareness raising about discrimination and bullying issues	<p>Training through courses and INSETs: E-safety , FGM, Disability, ASD, Prevent</p>
Areas the school has developed this year: <ul style="list-style-type: none"> Well-being Safeguarding ASD awareness 	Areas we would like to improve next year: <ul style="list-style-type: none"> Resilience and motivation Early Help Team



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Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

Examples	Steps the School has taken
Pupil Voice	Well-being questionnaires – KS 2 pupils Pupils are able to approach members of staff with their ideas & concerns Problem Boxes
Parents / Carers / Guardians	Involvement with school activities and celebrations. 3 parents' evenings per year. Pupil achievement certificates (post-cards home) sent to Parents/Carers Use of the school website Involvement with school PTA, workshops e.g. help your child to learn, e-safety, return to work
Staff	Ongoing staff training through INSETs and regular weekly whole staff meetings Leadership is devolved and draws on the strengths and expertise of staff at all levels in order to maximise pupils' achievement. Areas of school improvement are led by a range of staff including support staff.
Local Community	Links to other schools Attending organised events e.g. sporting, arts
Governors	Visits to School Governing Body meetings focussed on School improvement Ratifying policies
Satisfaction with our service	On-going discussions with parents/carers Availability of senior leaders at the beginning and end of each day Questionnaires Clear complaints procedure
Workforce – staffing and training	
Area of focus	
Promoting opportunity	Opportunities for training are open to all staff, regardless of position; robust leadership development
Fostering good relations	All staff know their responsibilities while working together as a team to ensure the best outcome for the school community.
Prohibiting harassment	All staff aware of key policies and procedures for reporting and dealing with concerns and incidents.