EQUALITIES INFORMATION AND ANALYSIS
Section 1. Who comes to our school?
(figures taken from January 2015 census)

Ravenscroft Primary School
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Number of Pupils	Ravenscroft	National
on roll	564	269
English as Additional Language	318 (53.6%)	19.5%
Eligible for free school meals	44%	26%

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	523	92	
SEN Support	41	7.3	13
High Needs Funding (HNF)	5	1	
EHC / Statements	2		
Autistic Spectrum Disorder	12		
Specific Learning Difficulty	5		
Severe Learning Difficulties	1		
Moderate Learning Difficulties	3		
Physical Disability	1		
Speech, Language & Communication Need	16		
Visual Impairment	2		
Other	1		

		Ravenscroft Primary School		National Data
		No.	%	%
Gender	Boys	276	48.8	51
	Girls	288	51.2	49
Ethnicity	White British	133	23	70.4
	Other White / White Eastern European	66	11.7	5.1
	White Mixed	31	5.5	4.9
	Gypsy Roma / Irish Traveller / Other	2	0.5	0.3
	Black – Caribbean Heritage	26	4.5	1.3
	Black – Africa Heritage	130	23	3.5
	Black – other	25	4.2	0.7
	Asian – Indian	6	1.1	2.7
	Asian – Pakistani	21	3.7	4.1
	Asian - Bangladeshi	104	18.5	1.7
	Asian – Any other Asian Background	2	0.3	1.7
	Chinese	2	0.3	0.4
	Any other minority ethnic group	16	2.9	1.6
Religion / Belief	Buddhist / Taoist	1	0.1	
	Christian	255	45	
	Hindu	5	0.8	
	Jewish	0	0	
	Muslim	195	34.5	
	Sikh	0	0	
	Other	1	0.1	
	No Religion	106	18.5	
	Refused	6	1	

	Analysis	**Comparison to National Data**
School Population	We have over 600 pupils on roll, 44% are known to be eligible for Free School Meals, and the school's deprivation indicator is 0.56 (this places us in the 80th (top) percentile); nationally it is 0.24. Although 77% of our pupils are from minority ethnic groups 53.6% of our pupils' first language is not English (compared with the national of 19.5%). Our significant religious groups comprise 45% Christian and 34.5% Muslim. We provide non-halal, halal and vegetarian lunch options.	Our percentage stability is 82% (compared to 86% nationally). Due to personalised learning and powerful intervention our percentage of pupils with SEN support is 7.3% compared to the national 13%.

		Ravenscroft Primary School %	National %
	Overall absence	4%	4%
	Persistent Absence	4.3%	2.7%

	Comment	Development
Attendance	• 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 quickly towards the national average. • Good attendance is celebrated and pupils are very aware of its importance.	• to continue to reduce levels of unauthorised absence • increase targeted involvement of Family Support Worker

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
	Please click here to view the DFE School Performance tables website. **link to 2015 RAISE data analysis to follow**
Key Stage 2	• All pupils, and specifically pupils with SEN and 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 and is currently outstanding 2015 data (see Appendix A) in maths and writing and almost so in reading. • Comparisons of our disadvantaged pupils with national show a very similar picture with more than twice as many of our pupils making more than expected progress. ♦ *see school SEF for further details*

| Analysis / comments | **Areas the school has developed this year:**

• Phonics: closed between male and female attainment, continue to monitor this in order to ensure that the gap between them is minimal.
• 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:**

• 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. |

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, Numicon, Music, P.E., Art Nuture Groups, Mindfulness.
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 (Family Support Worker, SENCo, 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, EAL club. 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
- Coaching culture deepened - staff are secure in the coaching culture of open questioning which is used to support pupils in becoming self-reflective and therefore more independent learners.
- Continued training and support for mainstream classroom teachers and supprt staff to ensure that teaching and learning for pupils with autism is of a consistently high quality.

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.
- Expand the coaching culture in school (including training more staff as coaches including midday supervisors) so that coaching can also be used as a tool to promote well-being

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, Interacting with Everyone Group, Art Club, Mindfulness, EAL Clubs, Motivation & Resilience
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, Work Week. 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 Accessibility Plan*
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.Also links with a village school in Wiltshire.
Partnerships with parents	Parent workshops and coffee mornings, Friends of Ravenscroft (PTA), Parents/Carers Open evenings, Parent/carer assemblies and concerts , Family Support Worker, 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:
- Interacting with Everyone Group
- 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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Examples	Steps the School has taken
Exclusions Data	Pupils are clear about what unacceptable behaviour is and its consequences. Bullying and behaviour which prevents other pupils learning will to 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. Last year there were 6 fixed-term exclusions. One was a pupil with EBD difficulties and the others were as a result of one-off incidents (extreme insolence & defiance towards a teacher, possession of fireworks and aggressive behaviour towards another child)
Victimisation and Discrimination	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.
Monitoring of incidents	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.
Anti Bullying and Harassment	Anti-bullying lessons and assemblies Awareness training for staff Kidscape training for key staff and workshops for children
Training and awareness raising about discrimination and bullying issues	Training through courses and INSETs: E-safety , FGM, Disability, ASD, Prevent

Areas the school has developed this year:	**Areas we would like to improve next year:**
• Kidscape BIT training • Chanel / Prevent training • ASD awareness	• Resilience and motivation • Early Help Team

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Examples	Steps the School has taken
Pupil Voice	Questionnaires Pupils are able to approach members of staff with their ideas & concerns
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.