

Governor's Report Woodhall School Equality Scheme

Governors: JH/ML

Subject/Aspect Literacy: School Equality Scheme

Date December 2016

How is the Equality Scheme delivered?

Are there any new/changes in subject/aspect guidance which will need to be implemented?

There have been no changes in DfE guidance on school equality schemes. It is proposed, therefore, that the current policy and procedures be maintained.

Workforce data - report

Over the last year there has been a stable teaching staff. Due to budget constraints, TAs hours were cut during Summer Term – this has had a huge impact in classrooms (eg no classroom TAs from 3pm) The school has had vacancies and other staffing issues which have needed to be dealt with over the year. These challenges have been well managed to maintain the drive for standards and pupil welfare. HR support from County has been employed as appropriate. All staff have full access to appropriate training and additionally a full programme of mentoring, coaching and support aims to support school improvement for the benefit of staff and pupils. The Ofsted report (May 2015) saw the coaching support given to teachers as a key reason for the improvement in teaching. The school continues to be judged as highly inclusive.

As in previous years a number of staff have been supported by flexible working arrangements required as a result of illness or family circumstances. This review of the school's equality policy and objectives is discussed and agreed by school governors. All governor monitoring reports make reference to inclusion and equalities as do subject policies. The Headteacher's reports on achievement are presented to include any significant differences between groups of pupils. This includes, for example, FFT, Assessment Manager and Ofsted Dashboard data as well as school data. The Headteacher also reports to governors any incidents of bullying or racism. In addition to the Equality policy the school has a number of active policies on equalities. These include Bullying, Racial Harassment, Community Cohesion. Healthy Schools and aspects of PSHE. In the Summer Term the school achieved Enhanced Healthy Schools status.

Pupil data - report

Progress is being made to direct parents through the school website to existing sources of information on pupil profile, pupil achievement and school policies.

Admission arrangements are managed by the Local Authority. There have been no permanent exclusions in the last year, and no occasions where a restricted timetable has been appropriate. The 2015 Ofsted report concluded that the achievement of pupils at the school is good, including disadvantaged pupils:

The progress of the most able pupils was said to be good but, in some year groups the work was too easy for them. While recognising rapid ongoing improvement the Ofsted report made a number of recommendations for improvement in Early Years provision.

Work on bullying and racism is effective in protecting children who might otherwise be victim to such behaviour. There are a number of curriculum initiatives which seek to foster good relations. Examples include Bullying workshops, including Show Racism the red card, Diversity Units in RE and more widely across the curriculum, Community involvement is fostered through Carols by Candlelight, Woodhall Red, White and Blue (60th anniversary of WW1), . Visitors from a range of backgrounds are welcomed into the school to work with the children. Curriculum initiatives enrich children's life experiences, for example a Sikhism workshop, 'Fire day Friday', Childline and NSPCC assemblies/workshops

'Diminishing the difference': steps of progress (THIS IS THE NEW NAME FOR 'NARROWING THE GAP')

	Y6 2015/16 Disadvantaged pupils	Y6 2015/16 Non-disadvantaged pupils	Y2 2015/16 Disadvantaged pupils	Y2 2015/16 Non-disadvantaged pupils
Reading	+11.9	+11.7	+6.1	+6.2
Writing	+11.2	+11.6	+5.8	+6.1
Maths	+11.5	+11.3	+6.1	+6.3

Disadvantaged/non-disadvantaged achieved broadly in line. Disadvantaged - those pupils in receipt of FSM/looked after.

2015/2016 progress overall was in line with national standards. Normally we would see a pattern of accelerated progress but we had cohort-specific issues in Y2 and Y6 (combined with new style SATs) which meant that our progress data dipped – we would expect to see this rise again for the academic year 2016/17.

White British

KS2 (Year 6 2015/16) White British children accounted for 22 out of the 29 pupils. 45% achieved ARE in R (whole class = 45%), 59% achieved ARE in W (whole class = 59%), 55% achieved ARE in M (whole class = 52%)

KS1 (Y2 2015/16) White British (19) R +6.2; W +6.1; M +6.2 (steps of progress – 6 expected across KS1)

Other KS1 (9) R +6.2; W +5.7; M +6.3 (therefore achievement was broadly in line with peers)

Additional Language

KS1 AL (7 pupils; 3 SEN) R +2.7; W +2.7; M +4 (as we would expect to see – strong in maths).

KS2 AL (4 pupils; 1 SEN) R +10; W +8.7; M +10

Three specific objectives were set for the school year 2015-16

- To continue to promote parental involvement and support. To launch and develop grammar sessions for parents to help them support their children. Grammar sessions have been held and well attended. Family Learning sessions (set programmes throughout year) Daily 'Busy Fingers' sessions in EYFS. Weekly reading with parents session in KS1/Y3 and Y4. Termly 'open classrooms'. Termly class assemblies. Termly parents' evenings. Use of texting service. Monthly

newsletters. Regular performances throughout school year. 'Open door' policy meaning teachers available as far as possible before/after school (if not, appointments easily made).

- Continue to plan and support the needs of EAL pupils (increasing) and their families and to monitor progress.

2015/2016 specialist teacher worked across the school to support AL pupils in different ways (as appropriate) eg 1:1 learning, small group learning, support in class. Children assessed upon joining the school. One cohort had a big influx of AL children arriving from abroad – this cohort needed specific support (10 AL pupils out of 26 by the end of year 5; 4 of these joined in Y5, 2 of whom had no English)

- Ensure that the use of the Wellcome screening and intervention programme is fully embedded in the Foundation Stage. This is a Speech and Language screening which identifies pupils at risk of falling behind and targets interventions aimed at closing the gap. The programme can also help identify pupils at risk of falling behind. In 2015/16 it was found that insufficient assessment data was available to follow the programme in full. This will be implemented in 2016/17.

Objectives for 2016-17

- Use of PPMs to support closer analysis of vulnerable groups, as decided by Head. (PPMs have always been 'general' so it is the SEN children who end up being discussed as they are typically the children not attaining in line with peers...but these are also the children with the most support. Selecting a vulnerable group such as PPG or White British boys for in-depth discussion would be more useful).
- Improved use of the Sports Premium grant to enable children from the most deprived families to take part in extra-curricular clubs.
- (thinking of future economic well-being/aspiration) Invite people from local community to help to run some sort of careers day for KS2 pupils
Or an objective around e-safety as this is an ongoing concern particularly for our vulnerable children eg organise e-safety workshops (outside provider)