



Altmore & Lathom Schools' Federation Equalities Information and Analysis March 2017

Section 1. Who Comes to Our School?

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 to ensure our pupils do well. We have to make sure we do not disadvantage anyone in our school.

Altmore Infant School

	No of Pupils	Boys / Girls	% Pupil Premium	% Free School Meals	% Not White British *	% 1st language not English *	% Special Educational Needs	SEN SUPPORT	Statement	% Education, Health and Care Plan	No. of Looked after Children
Pre2	10	60.0 / 40.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	0
Pre3	35	42.9 / 57.1	68.6	62.9	100.0	94.3	17.1	17.1	0.0	0.0	0
Nur	111	55.0 / 45.0	41.4	39.6	99.1	95.5	10.8	10.8	0.0	0.0	0
Rec	146	45.2 / 54.8	61.0	62.3	98.6	95.9	5.5	5.5	0.0	0.0	0
Y1	145	50.3 / 49.7	64.8	55.9	97.9	92.4	11.0	11.0	0.0	0.0	0
Y2	146	51.4 / 48.6	61.6	58.9	98.6	93.2	11.0	11.0	0.0	0.0	0
All	593	49.9 / 50.1	57.8	54.6	98.7	94.3	9.8	9.8	0.0	0.0	0

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Pakistani	88	81	28.5
Sri Lankan Tamil	39	55	15.9
Indian	71	71	23.9
Black - Somali	6	9	2.5
Other Black African	4	1	0.8
Bangladeshi	32	34	11.1
Other Asian	5	3	1.3
Sri Lankan Other	3	2	0.8
Arab Other	2	1	0.5
Any Other Black Background	1	5	1.0
Any Other Mixed Background	3	1	0.7
White Other	5	1	1.0
Information Not Yet Obtained	1	0	0.2
Other Ethnic Group	1	4	0.8
White Eastern European	24	16	6.7

Sri Lankan Sinhalese	2	0	0.3
White - British	2	6	1.3
Filipino	1	0	0.2
Black - Nigerian	2	1	0.5
White and Asian	1	0	0.2
Black Caribbean	0	2	0.3
Afghan	1	1	0.3
White and Black Caribbean	1	0	0.2
Roma	0	2	0.3
White and Black African	1	0	0.2
Chinese	0	1	0.2
All	296	297	100.0

Lathom Junior School

	No.Of Pupils	Boys / Girls	Pupil Premium	FSM	Not White British	1 st Language not English	SEN	SEN SUPPORT	Statement	EHC PLAN	LAC
Y3	146	72 (49.3%) / 74 (50.7%)	0 (0%)	100 (68.5%)	144 (98.6%)	133 (91.1%)	16 (11.0%)	16 (11.0%)	0 (0%)	0 (0%)	0 (0%)
Y4	115	47 (40.9%) / 68 (59.1%)	0 (0%)	83 (72.2%)	113 (98.3%)	111 (96.5%)	15 (13.0%)	14 (12.2%)	0 (0%)	1 (0.9%)	0 (0%)
Y5	114	63 (55.3%) / 51 (44.7%)	1 (0.9%)	84 (73.7%)	114 (100%)	108 (94.7%)	17 (14.9%)	17 (14.9%)	0 (0%)	0 (0%)	0 (0%)
Y6	120	50 (41.7%) / 70 (58.3%)	0 (0%)	84 (70.0%)	120 (100%)	115 (95.8%)	13 (10.8%)	12 (10.0%)	0 (0%)	1 (0.8%)	0 (0%)
All	495	232 (46.9%) / 263 (53.1%)	1 (0.2%)	351 (70.9%)	491 (99.2%)	467 (94.3%)	61 (12.3%)	59 (11.9%)	0 (0%)	2 (0.4%)	0 (0%)

Lathom Junior School

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Pakistani	48	64	22.6
Sri Lankan Tamil	44	58	20.6
Indian	41	50	18.4
Other Black African	1	4	1.0
Bangladeshi	48	29	15.6
Filipino	2	0	0.4
Black - Somali	8	10	3.6
Any Other Black Background	2	5	1.4
Other Asian	0	4	0.8
Turkish / Turkish Cypriot	0	1	0.2
Any Other Mixed Background	1	5	1.2
White - British	1	3	0.8
Afghan	2	1	0.6
Sri Lankan Other	4	5	1.8
White Other	2	0	0.4
Refused	0	1	0.2
White Eastern European	22	17	7.9
Black Caribbean	0	1	0.2
Vietnamese	1	0	0.2
Latin / South / Central American	1	3	0.8
Arab Other	0	1	0.2
Black - Nigerian	1	1	0.4
Gypsy / Roma	1	0	0.2
Sri Lankan Sinhalese	1	0	0.2
White and Black Caribbean	1	0	0.2
All	232	263	100.0

Analysis of the school population:

- Subject Leaders carefully track progress in line with gender and adjustments to educational provision is made on both sites to ensure parity of attainment and achievement is achieved for both gender groups.
- The school works hard to engage families especially those new to the country.
- The school population is rich in diversity. Our ethnic minority backgrounds and the number of pupils that use English as an additional language (EAL) are slightly increasing year on year. However our numbers of British White children is decreasing.
- Our largest ethnic groupings are Black African followed by Bangladeshi, White British and then Pakistani. There are significantly higher numbers of children attending Tollgate who are of an ethnic minority background and/or have EAL.
- Our school has a higher percentage of children with special educational needs at School Action Plus (including statements) due to our specialist resourced provision for children with Autistic Spectrum Disorder.
- The school stability percentage is slightly increasing each year.
- Our children eligible for Free School Meals (FSM) are higher than national levels.
- The school community is supported by a Children's Centre working in partnership with Oliver Thomas Nursery to ensure the BSIL (Best Start in Life) initiative is offered.
- Gender specific educational provision is done in line with pupil outcomes. Where appropriate, our extended provision, or out-of-hours learning (clubs), is targeted at gender specific groups including vulnerable families and children who are at risk.
- Currently, the largest ethnic groups across the Federation are Pakistani, Indian and Tamil. These three ethnic groups account for 64% of the total school population. These three Ethnic groups, amongst others, have been established in the catchments of the school for a few years now.

Current Attendance:

Altmore Infant School

	Altmore %	National %
2015-2016 Overall Absence	5.3%	3.9%
Persistent Absence	16.1%	8.8%
Exclusions	0	0

Analysis/comments:

Lathom Junior School

	Lathom %	National %
2015-2016 Overall Absence	3.5%	3.9%
Persistent Absence	9.1%	8.8%
Exclusions	0	0

Analysis/comments:

Our authorised absences are lower than the national average; the unauthorised absences are at the national level and the percentage of persistent absence levels are below the national percentage.

Analysis/comments:

Comment:

Attendance at our Junior School and punctuality has improved due to our clear procedures. We still have a challenge to improve our overall percentages at the Infant School.

Development:

To lower the levels of unauthorised absences by strengthening our parental engagement by maintaining regular contact between Parents/Carers and Staff. We will aim to achieve this through: staff being in the playground before and after the school day, having a Family Support Worker, providing drop in sessions for Parents and accountability meetings between the SLT and the Parents/Carers.

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.

Progress and Attainment across the Federation

Five areas school has developed for this year (2016-2017)

As outlined in our School Evaluation Form (SEF)

- To raise attainment across year 3,4 and 5 to ensure children are meeting their termly targets ensuring the transition from the Infant School
- To promote pedagogical awareness and encourage teachers' self-reflection to raise the quality of teaching and learning in lessons.
- To raise expectations in all year groups to ensure the curriculum is challenging and rigorous for all ability groups.
- To develop an innovative curriculum that is creative and addresses modern technologies.
- To diminish the difference in boys' attainment across the school.
- To raise attainment of girls Reading especially at the end of Key Stage 2

Four areas school will develop

As outlined in our School Development Plan (SDP)

- To raise numeracy attainment across the school
- Diminishing the differences in attainment between vulnerable groups and mid phase admissions.
- To raise the standard of attainment across Years 3 and 4.
- To develop an innovative curriculum through comprehensive ICT development.

Altmore Infant School

Below is a table outlining attainment and the schools performance against National for Altmore Infant School

	National Cohort comparator type		At least expected standard in reading				Below expected standard in reading								
			Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards				
			Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %			
all pupils	145	all													
male	69	same	85	74	21	24	3	2	0	5			12	19	
female	76	same	78	70	26	20	4	3	0	6			16	21	
disadvantaged	97	non	91	78	16	27	1	1	0	4			8	16	
other	48	same	87	78	21	27	1	2	0	4			12	16	
Free School Meals	97	non	81	78	21	27	6	2	0	4			10	16	
Children Looked After	0	non	87	78	21	27	1	2	0	4			12	16	
SEN with statement or EHC plan	0	all	-	74	-	24	-	2	-	5			-	19	
SEN support	19	all	-	74	-	24	-	2	-	5			-	19	
no SEN	126	same	53	74	11	24	21	2	0	5			26	19	
English first language	11	all	90	82	22	27	0	0	0	2			10	15	
English additional language	131	all	91	74	18	24	0	2	0	5			9	19	
autumn birth	43	same	85	74	21	24	3	2	0	5			11	19	
spring birth	40	same	91	80	21	31	2	2	0	3			7	14	
summer birth	62	same	85	74	18	23	0	2	0	5			15	18	
Early Years Foundation Stage			81	68	23	17	5	3	0	7			13	23	
good level of development - yes	86	same													
good level of development - no	50	same													
reading emerging	31	same													
reading expected	73	same	99	93	34	37	0	0	0	0			1	7	
reading exceeding	32	same	68	48	2	5	8	5	0	11			24	36	

writing emerging	43	same	52	36	0	2	13	7	0	15	35	41
writing expected	76	same	97	85	10	20	0	0	0	1	3	13
writing exceeding	17	same	100	99	72	65	0	0	0	0	0	1
mathematics emerging	29	same	65	42	0	3	9	6	0	13	26	39
mathematics expected	95	same	97	90	18	26	0	0	0	1	3	10
mathematics exceeding	12	same	100	99	94	71	0	0	0	0	0	1
			48	38	0	2	14	7	0	14	38	40
			98	88	22	26	0	0	0	1	2	11
			100	99	75	67	0	0	0	0	0	1

Lathom Junior School

Below is a table outlining attainment and the schools performance against National for Lathom Junior School.

KS2 reading, writing and mathematics 2016

	Cohort	National comparator type	Expected standard +		High standard			Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %				Sch %	Nat %	Sch %	Nat %
all pupils	119	all	61	53	5	5							
male female	51	same	61	50	4	5	Ethnic group						
	68	same	62	57	6	6	White	11	all	55	53	0	5
disadvantaged other	77	non	60	60	6	7	British	0	all	-	53	-	5
Free School Meals	42	same	64	60	2	7	Irish	0	all	-	53	-	5
Children Looked After	77	non	60	60	6	7	Traveller	0	all	-	53	-	5
	0	non	-	54	-	5	Gypsy/Roma	0	all	-	53	-	5
SEN with statement or EHC plan	1	all	0	53	0	5	any other White background	11		55	53	0	5
SEN support no SEN	13	all	38	53	0	5	Mixed	2	all	50	53	0	5
	105	same	65	62	6	6	White & Black Caribbean	0	all	-	53	-	5
on roll in years 5 & 6	107	same	63	55	6	6	White & Black African White	0	all	-	53	-	5
English first language	7	all	57	53	0	5	& Asian	0	all	-	53	-	5
English additional language	111	all	61	53	5	5	any other mixed background	2		50	53	0	5
Prior attainment							Asian or Asian British	92	all	64	53	7	5
overall low overall	14	same	7	6	0	0	Indian	18	all	94	53	11	5
middle overall	62	same	55	47	0	1	Pakistani Bangladeshi	26	all	54	53	4	5
high	34	same	97	91	18	17	any other Asian background	18	all	39	53	0	5
								30		70	53	10	5

reading low reading	20	same	15	7	0	0	Black or Black British	11	all	55	53	0	5
middle reading high	63	same	62	48	3	1	Black Caribbean Black	1	all	100	53	0	5
	27	same	96	91	15	18	African	8	all	50	53	0	5
							any other Black background	2	all	50	53	0	5
writing low writing	21	same	14	10	0	0	Chinese	0	all	-	53	-	5
middle writing	72	same	67	57	3	3	any other ethnic group	2	all	0	53	0	5
high	17	same	100	95	24	27	unclassified - refused unclassified - not obtained	0	all	-	53	-	5
								1	all	100	53	0	5
mathematics low mathematics	9	same	0	5	0	0							
middle mathematics high	76	same	57	49	3	2							
	25	same	100	91	16	21							

Analysis/comments:

This is how different groups in our School achieve at the end of Year 2 (Key Stage 1)

Analysis/comments:

3 areas that have developed this year:

- Teacher focus groups and developing pupil voice within direct lesson structure, content of the new curriculum and evaluations
- Using assessment in informing planning- using lesson evaluations effectively.
- To enhance cross –curricular writing opportunities and increase more reading opportunities across the Federation
- Planning- teaching & learning to focus on improving standards in Reading and writing
- Greater variety of After School Clubs – targeting CLA (Children Looked After) and SEN children

3 areas we would like to improve next year:

- Continue to enhance the delivery of the new curriculum by, ensuring we continue to consider a Child centred review approach to the New Curriculum to ensure maximum engagement and enjoyment of all pupils

- Develop staff training and ensure that the CPD offered to staff not only meets the identified targets
- To incorporate Mathematics interventions based on pupil needs.

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

Analysis/comments:

3 areas that have developed this year:

- Teacher focus groups and developing pupil voice within direct lesson structure, content of the new curriculum and evaluations
- Using assessment in informing planning- using lesson evaluations effectively.
- Year 6 pupils are taught in smaller focus groups according to ability
- The school uses an Achieve Teacher to support progress and attainment of specific pupils in the cohort.
- To enhance cross –curricular writing opportunities and increase more reading opportunities across the Federation
- Planning- teaching & learning to focus on improving standards in Reading and writing
- Greater variety of After School Clubs – targeting CLA (Children Looked After) and SEN children

3 areas we would like to improve next year:

- Continue to enhance the delivery of the new curriculum by, ensuring we continue to consider a Child centred review approach to the New Curriculum to ensure maximum engagement and enjoyment of all +pupils
- Develop staff training and ensure that the CPD offered to staff not only meets the identified targets
- To incorporate Mathematics interventions based on pupil needs.

Promoting Opportunities for Our School Community:

	Steps the school has taken (Case Studies)
Teaching and Learning:	<ul style="list-style-type: none"> • Individual Inclusion plans for specific Pupils on SEN Support + • Bespoke Training for staff linked to • Involvement of outside providers: ECAM/Dancers/ • Extended services : Children’s Centre • Addressing the theme of Stereotypes through Assembly, SRE • Enterprise Week • Bike-ability • Carnival • Residential trips to Essex and Debden • Links with NSPCC • Residential to Arvon for more able writers • Links with Shakespeare Globe • Resilience Project • Global Diversity embedded in curriculum- International Links
Admissions and Transfer:	<ul style="list-style-type: none"> • EYFS admissions- parents are encouraged to attend sessions at Children’s Centre : • Admission Interviews with parents prior to pupils starting • Home Visits : Home Inclusion team and early years Team (Inclusion Team) • Transition programmes for Yr. 2 and Yr. 6 pupils built into school calendar • Shakespeare Globe Transition Project • Additional transition programmes for those children with a high level of need.
Participation :	Continually improving boys writing across the Federation
Student progress:	Continually improving pupil progress : year on year and at the of Key Stage
Flexible curriculum arrangements	Individual Inclusion Programmes for pupils with a high level of needs

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)
School Council:	<ul style="list-style-type: none"> • Meet at least once per half term. Led by the PSHCE coordinator • Recent themes – The school Expansion programme and Safety in the Community • Children Centre Family Outreach worker organised a questionnaire for parents and children. • The school council prioritised the following areas for development: Safety while the Expansion programme takes place and Road safety
Pupil voice:	<ul style="list-style-type: none"> • Questionnaires • Pupil Interviews with subject leaders and Managers • PASS Test- Pupils Attitude towards School and Self • Class council – each class has a lead and deputy representatives. The rep, attends school council meetings. Class councils meet twice a half term.
Parents/Carers /Guardians:	<ul style="list-style-type: none"> • Questionnaires and surveys at Parents Meetings • Parent View
Staff:	<ul style="list-style-type: none"> • Ofsted Staff Survey • Investors In People Assessment
Local community:	Planning Consultation Meetings regarding the School Expansion Project for both Altmere and Lathom
Governors:	<ul style="list-style-type: none"> • Updated He teacher’s Reports • Updated Subject Leaders Reports
Satisfaction with our service:	<ul style="list-style-type: none"> • Clear Complaints Procedure

- **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	Depending upon finances, more staff employed from local community.
Fostering good relations	Opportunity for training is open to all staff, regardless of position.
Prohibiting harassment	All staff have an equal opportunity for their own professional development.

Appendix: Advance Equality of Opportunity Between those who share a protected characteristic and those who do not

Our priority as a school is to provide outstanding 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.

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
Ethnic group						
White	11	all	55	53	0	5
British	0		-	53	-	5
Irish	0		-	53	-	5
Traveller	0		-	53	-	5
Gypsy/Roma	0		-	53	-	5
any other White background	11		55	53	0	5
Mixed	2	all	50	53	0	5
White & Black Caribbean	0		-	53	-	5
White & Black African White & Asian	0		-	53	-	5
any other mixed background	0		-	53	-	5
	2		50	53	0	5
Asian or Asian British	92	all	64	53	7	5
Indian	18		94	53	11	5
Pakistani Bangladeshi	26		54	53	4	5

any other Asian background	18		39	53	0	5
	30		70	53	10	5
Black or Black British	11	all	55	53	0	5
Black Caribbean Black African	1		100	53	0	5
any other Black background	8		50	53	0	5
	2		50	53	0	5
Chinese	0	all	-	53	-	5
any other ethnic group	2	all	0	53	0	5
unclassified - refused unclassified - not obtained	0	all	-	53	-	5
	1		100	53	0	5