



# **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

Year Group	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	14	9 (64.3%) / 5 (35.7%)	0 (0%)	0 (0%)	14 (100%)	11 (78.6%)	1 (7.1%)	1 (7.1%)	0 (0%)	0 (0%)	0 (0%)
Pre3	34	15 (44.1%) / 19 (55.9%)	23 (67.6%)	21 (61.8%)	34 (100%)	32 (94.1%)	10 (29.4%)	10 (29.4%)	0 (0%)	0 (0%)	0 (0%)
Nur	111	61 (55.0%) / 50 (45.0%)	46 (41.4%)	44 (39.6%)	110 (99.1%)	106 (95.5%)	12 (10.8%)	12 (10.8%)	0 (0%)	0 (0%)	0 (0%)
Rec	147	65 (44.2%) / 82 (55.8%)	87 (59.2%)	89 (60.5%)	145 (98.6%)	141 (95.9%)	8 (5.4%)	8 (5.4%)	0 (0%)	0 (0%)	0 (0%)
Y1	147	73 (49.7%) / 74 (50.3%)	91 (61.9%)	78 (53.1%)	144 (98.0%)	136 (92.5%)	16 (10.9%)	16 (10.9%)	0 (0%)	0 (0%)	0 (0%)
Y2	144	74 (51.4%) / 70 (48.6%)	89 (61.8%)	86 (59.7%)	142 (98.6%)	134 (93.1%)	15 (10.4%)	15 (10.4%)	0 (0%)	0 (0%)	1 (0.7%)
All	597	297 (49.7%) / 300 (50.3%)	336 (56.3%)	318 (53.3%)	589 (98.7%)	560 (93.8%)	62 (10.4%)	62 (10.4%)	0 (0%)	0 (0%)	1 (0.2%)

<b>Ethnic Group</b>	<b>No. of Boys</b>	<b>No. of Girls</b>	<b>% Pupils</b>
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	% Free School Meals	% Not White British	% 1 <sup>st</sup> Language not English	% Special Educational Needs	SEN SUPPORT	Statement	% Education, Health and Care PLAN	No. of Looked After Children
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%)

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 are made on both sites to ensure parity of attainment and achievement is achieved for both gender groups.
- Each school works hard to engage families especially those new to the country.
- Our school populations are rich in diversity. Our ethnic minority backgrounds and the number of pupils that use English as an additional language (EAL) are increasing year-on-year. However, our numbers of British White children are decreasing.
- Our schools have a growing number in each year group of children with SEND – many being supported for specific Autistic Spectrum Disorder, Communication and Language Needs and a range of Complex Needs.
- The stability percentages for both schools are starting to increase in recent years.
- 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 *Best Start in Life* (BSIL) outcomes are achieved.
- Gender specific educational provision is offered in-line with pupil outcomes. Where appropriate, our extended provision, or out-of-hours learning (e.g. clubs), is also targeted at specific gender groups.
- Currently, the largest ethnic groups across the Federation are Pakistani, Indian, Sri Lankan (Tamil) and Bangladeshi pupils. These Ethnic groups, amongst others, have been long established in both schools for a few years. A growing group is White Eastern European pupils.

## Current Attendance:

### Altmore Infant School

	Altmore %	National %
<b>2015-2016 Overall Absence</b>	<b>5.3%</b>	<b>3.9%</b>
Persistent Absence	16.1%	8.8%
Exclusions	0	0

#### Analysis/comments:

Monitoring absence particularly for our youngest children is a challenge. For pupils in KS1 attendance and absence rates are more aligned to National data.

### Lathom Junior School

	Lathom %	National %
<b>2015-2016 Overall Absence</b>	<b>3.5%</b>	<b>3.9%</b>
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 reflects national within 0.3%.

#### Analysis/comments:

##### Comment:

Attendance and punctuality at our Infant School has improved, at KS1 (Yr 2 above and Yr 1 just below) national levels. However, there is still much work to do in reinforcing the attendance message to the parents and families of our youngest children.

Attendance and punctuality at our Junior School has improved, good procedures for monitoring ensure this is maintained

The high numbers of SEN children across the Federation are a contributing factor to the attendance achievement in all Year groups.

##### Development:

To decrease unauthorised absence and persistent absence by working more closely with our parents/carers and families. For our Family Support Workers to facilitate attendance surgeries, ensuring all absences are monitored and addressed.

## Section 2

### Advance Equality of Opportunity between those who share a protected characteristic and those who do not

As schools, our focus is to provide equal access to education that meets the needs of individual and groups of children/pupils and to promote achievement and attainment for everyone. We use information (data) to help us do this.

#### Progress and Attainment across the Federation

##### **School Development areas for 2016-2017** (as outlined in our School Evaluation Form – SEF)

- To continue to raise attainment across all phases of the Federation, so that children are meeting their termly targets, thus building on effective transition practices to and through EYFS, KS1 and KS2.  
[Relates to SDP target 4: *Ensure children are ready for the next stage in their learning.*]
- To promote pedagogical awareness and encourage teachers' self-reflection to raise the quality of teaching and learning in lessons.  
[Relates to SDP target 3: *Ensure high quality teaching meets the needs of individual/groups of children, enabling accelerated progress*]
- To raise expectations in all year groups to ensure the curriculum is challenging and rigorous for all (particularly more able pupils).  
[Relates to SDP target 3: *Ensure high quality teaching meets the needs of individual/groups of children, enabling accelerated progress*]
- To diminish the difference in attainment between boys and girls across the schools.  
[Relates to SDP target 1: *Raise attainment in Reading, with a specific focus on boys within EYFS, and more able pupils in KS1 & KS2.*]
- To raise attainment in Reading, with a specific focus on boys within EYFS, more able pupils in KS1 and KS2 and specifically girls at the end of KS2.  
[Relates to SDP target 3: *Ensure high quality teaching meets the needs of individual/groups of children, enabling accelerated progress*]
- To raise numeracy attainment across the schools.  
[Relates to SDP target 2: *Develop the teaching of Maths by embedding reasoning and mastery techniques into classroom practice.*]

Additionally, outside the scope of the current SDP, we have chosen to include the following new targets:

- To further develop innovation and creativity in our curriculum through IT development.
- To raise the standard of attainment across Years 3 and 4.
- To continue to diminish the differences in attainment between vulnerable groups and mid-phase admissions.
- To continue to improve attendance in EYFS.

Below are the tables outlining attainment and performance against national outcomes for **Altmore Infant School**.

## Early Years Foundation Stage Profile 2016

		<b>Percentage of pupils achieving at least expected in</b>															
		<b>Communication and language</b>				<b>Literacy</b>				<b>Mathematics</b>							
		Listening and attention	Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures				
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
<b>All Pupils</b>	144	70	69														
<b>Gender</b>																	
Male	72	60	62														
Female	72	81	77														
<b>Free School Meals</b>																	
FSM	65	69	55														
Non FSM	79	71	72	93	86	88	86	89	85	79	77	72	73	80	79	80	82

		<b>Percentage of pupils achieving at least expected in</b>																				
		<b>Physical development</b>				<b>Personal, social and emotional development</b>						<b>Understanding the world</b>				<b>Expressive arts and design</b>						
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative		
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
<b>All Pupils</b>	144	95	90	94	92	94	89	97	88	97	90	92	86	91	86	97	92	95	89	93	88	
<b>Gender</b>																						
Male	72	92	85	90	89	92	86	94	83	94	86	89	82	89	82	96	91	92	83	90	83	
Female	72	99	94	97	95	97	93	100	93	100	94	94	90	93	89	97	94	99	94	96	93	
<b>Free School Meals</b>																						
FSM	65	98	83	98	85	98	82	100	80	100	83	97	77	95	77	98	87	100	81	97	80	
Non FSM	79	92	91	90	93	91	90	95	89	95	91	87	87	87	87	95	93	91	90	90	90	



## Year 1 phonics percentages attaining expected standard 2016

This report shows the percentage of pupils meeting the expected standard and the average mark attained in the year one phonics screening check for each pupil group alongside the national value for the same pupil group.

	Phonics Screening Check				Average mark		
	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School	National
<b>All Pupils</b>	146	3	127	87	81	35	34
<b>Gender</b>							
Male	73	2	61	84	77	35	33
Female	73	1	66	90	84	36	35
<b>Free School Meals*</b>							
FSM	73	2	63	86	70	36	31
Non FSM	73	1	64	88	83	35	35
<b>Children Looked After</b>							
CLA	0	0	0	0	61	-	30
Not CLA	146	3	127	87	81	35	34
<b>Disadvantaged pupils</b>							
Disadvantaged pupils	73	2	63	86	70	36	31
Other pupils	73	1	64	88	83	35	35
<b>English as a First Language</b>							
English or believed to be English	11	2	8	73	81	36	34
Other than English or believed to be other than English	135	1	119	88	80	35	34
Unclassified	0	0	0	0	41	-	25
<b>Special Educational Needs</b>							
No SEN	132	0	121	92	86	36	35
SEN support	14	3	6	43	46	29	25
SEN with statement or EHC plan	0	0	0	0	18	-	19
<b>Ethnicity Group</b>							
<b>White</b>							
British	4	1	3	75	81	37	34
Irish	0	0	0	0	81	-	34
Traveller of Irish Heritage	0	0	0	0	41	-	24
Gypsy/Roma	0	0	0	0	37	-	23
Any Other White Background	10	1	5	50	78	27	33
<b>Mixed</b>							
White and Black Caribbean	0	0	0	0	78	-	33
White and Black African	1	0	1	100	82	34	34
White and Asian	0	0	0	0	85	-	35
Any other Mixed Background	2	0	2	100	83	35	35
<b>Asian or Asian British</b>							
Indian	36	0	33	92	89	36	36
Pakistani	34	0	33	97	81	36	34
Bangladeshi	19	0	15	79	82	34	34
Any other Asian Background	32	0	31	97	85	38	35
<b>Black or Black British</b>							
Black Caribbean	0	0	0	0	79	-	33
Black African	5	0	2	40	84	28	35
Any Other Black Background	0	0	0	0	80	-	34
<b>Chinese</b>	0	0	0	0	88	-	36
<b>Any Other Ethnic Group</b>	3	1	2	67	79	38	34
Unclassified - Refused	0	0	0	0	81	-	34
Unclassified - Information Not Obtained	0	0	0	0	47	-	27
<b>Term Of Birth</b>							
Autumn	49	1	44	90	86	36	35
Spring	43	1	37	86	81	36	34
Summer	54	1	46	85	75	35	33

\* A in total marks indicates that a pupil was absent for the test

\* D in total marks indicates that a pupil did not take the test

KS1 reading teacher assessment 2016

	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 %
<b>all pupils</b>	<b>145</b>	<b>all</b>	<b>85</b>	<b>74</b>	<b>21</b>	<b>24</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>19</b>
male	69	same	78	70	26	20	4	3	0	6	16	21
female	76	same	91	78	16	27	1	1	0	4	8	16
disadvantaged	97	non	87	78	21	27	1	2	0	4	12	16
other	48	same	81	78	21	27	6	2	0	4	10	16
Free School Meals	97	non	87	78	21	27	1	2	0	4	12	16
Children Looked After	0	non	-	74	-	24	-	2	-	5	-	19
SEN with statement or EHC plan	0	all	-	74	-	24	-	2	-	5	-	19
SEN support	19	all	53	74	11	24	21	2	0	5	26	19
no SEN	126	same	90	82	22	27	0	0	0	2	10	15
English first language	11	all	91	74	18	24	0	2	0	5	9	19
English additional language	131	all	85	74	21	24	3	2	0	5	11	19
autumn birth	43	same	91	80	21	31	2	2	0	3	7	14
spring birth	40	same	85	74	18	23	0	2	0	5	15	18
summer birth	62	same	81	68	23	17	5	3	0	7	13	23
<b>Early Years Foundation Stage</b>												
good level of development - yes	86	same	99	93	34	37	0	0	0	0	1	7
good level of development - no	50	same	68	48	2	5	8	5	0	11	24	36
reading emerging	31	same	52	36	0	2	13	7	0	15	35	41
reading expected	73	same	97	85	10	20	0	0	0	1	3	13
reading exceeding	32	same	100	99	72	65	0	0	0	0	0	1
writing emerging	43	same	65	42	0	3	9	6	0	13	26	39
writing expected	76	same	97	90	18	26	0	0	0	1	3	10
writing exceeding	17	same	100	99	94	71	0	0	0	0	0	1
mathematics emerging	29	same	48	38	0	2	14	7	0	14	38	40
mathematics expected	95	same	98	88	22	26	0	0	0	1	2	11
mathematics exceeding	12	same	100	99	75	67	0	0	0	0	0	1

Ethnic group	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 %
<b>all pupils</b>	<b>145</b>	<b>all</b>	<b>85</b>	<b>74</b>	<b>21</b>	<b>24</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>19</b>
<b>White</b>	16	all	75	74	6	24	0	2	0	5	25	19
British	2	all	100	74	50	24	0	2	0	5	0	19
Irish	0	all	-	74	-	24	-	2	-	5	-	19
Traveller	0	all	-	74	-	24	-	2	-	5	-	19
Gypsy/Roma	1	all	100	74	0	24	0	2	0	5	0	19
any other White background	13	all	69	74	0	24	0	2	0	5	31	19
<b>Mixed</b>	0	all	-	74	-	24	-	2	-	5	-	19
White & Black Caribbean	0	all	-	74	-	24	-	2	-	5	-	19
White & Black African	0	all	-	74	-	24	-	2	-	5	-	19
White & Asian	0	all	-	74	-	24	-	2	-	5	-	19
any other mixed background	0	all	-	74	-	24	-	2	-	5	-	19
<b>Asian or Asian British</b>	115	all	88	74	23	24	3	2	0	5	9	19
Indian	31	all	90	74	29	24	6	2	0	5	3	19
Pakistani	33	all	91	74	21	24	3	2	0	5	6	19
Bangladeshi	19	all	74	74	21	24	5	2	0	5	21	19
any other Asian background	32	all	91	74	22	24	0	2	0	5	9	19
<b>Black or Black British</b>	8	all	75	74	0	24	0	2	0	5	25	19
Black Caribbean	0	all	-	74	-	24	-	2	-	5	-	19
Black African	8	all	75	74	0	24	0	2	0	5	25	19
any other Black background	0	all	-	74	-	24	-	2	-	5	-	19
<b>Chinese</b>	0	all	-	74	-	24	-	2	-	5	-	19
<b>any other ethnic group</b>	5	all	80	74	40	24	0	2	0	5	20	19
unclassified - refused	0	all	-	74	-	24	-	2	-	5	-	19
unclassified - not obtained	1	all	0	74	0	24	0	2	0	5	0	19

KS1 writing teacher assessment 2016

	National Cohort comparator type	At least expected standard in writing				Below expected standard in writing					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	145 all	87	65	15	13	3	2	0	5	10	27
male	69 same	81	59	17	10	4	3	0	7	13	31
female	76 same	92	73	13	17	1	1	0	4	7	22
disadvantaged	97 non	91	70	15	15	1	2	0	4	8	24
other	48 same	79	70	15	15	6	2	0	4	13	24
Free School Meals	97 non	91	70	15	15	1	2	0	4	8	24
Children Looked After	0 non	-	66	-	13	-	2	-	5	-	27
SEN with statement or EHC plan	0 all	-	65	-	13	-	2	-	5	-	27
SEN support	19 all	53	65	5	13	21	2	0	5	26	27
no SEN	126 same	92	73	17	15	0	0	0	2	7	24
English first language	11 all	82	65	9	13	0	2	0	5	18	27
English additional language	131 all	89	65	16	13	3	2	0	5	8	27
autumn birth	43 same	91	73	12	19	2	2	0	4	7	21
spring birth	40 same	90	66	15	13	0	2	0	5	10	27
summer birth	62 same	82	58	18	8	5	3	0	7	11	32
<b>Early Years Foundation Stage</b>											
good level of development - yes	86 same	99	86	24	21	0	0	0	0	1	13
good level of development - no	50 same	72	36	2	2	8	5	0	11	20	47
reading emerging	31 same	55	25	0	1	13	8	0	15	32	51
reading expected	73 same	99	75	8	9	0	0	0	1	1	23
reading exceeding	32 same	100	97	50	43	0	0	0	0	0	3
writing emerging	43 same	67	30	0	1	9	6	0	13	23	50
writing expected	76 same	99	82	14	13	0	0	0	1	1	18
writing exceeding	17 same	100	98	65	52	0	0	0	0	0	2
mathematics emerging	29 same	52	28	0	1	14	7	0	14	34	50
mathematics expected	95 same	99	79	20	14	0	0	0	1	1	20
mathematics exceeding	12 same	100	96	25	46	0	0	0	0	0	3

Ethnic group	National Cohort comparator type	At least expected standard in writing				Below expected standard in writing					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	145 all	87	65	15	13	3	2	0	5	10	27
<b>White</b>	16 all	81	65	0	13	0	2	0	5	19	27
British	2 all	100	65	0	13	0	2	0	5	0	27
Irish	0 all	-	65	-	13	-	2	-	5	-	27
Traveller	0 all	-	65	-	13	-	2	-	5	-	27
Gypsy/Roma	1 all	100	65	0	13	0	2	0	5	0	27
any other White background	13 all	77	65	0	13	0	2	0	5	23	27
<b>Mixed</b>	0 all	-	65	-	13	-	2	-	5	-	27
White & Black Caribbean	0 all	-	65	-	13	-	2	-	5	-	27
White & Black African	0 all	-	65	-	13	-	2	-	5	-	27
White & Asian	0 all	-	65	-	13	-	2	-	5	-	27
any other mixed background	0 all	-	65	-	13	-	2	-	5	-	27
<b>Asian or Asian British</b>	115 all	89	65	17	13	3	2	0	5	8	27
Indian	31 all	90	65	23	13	6	2	0	5	3	27
Pakistani	33 all	91	65	12	13	3	2	0	5	6	27
Bangladeshi	19 all	79	65	5	13	5	2	0	5	16	27
any other Asian background	32 all	91	65	25	13	0	2	0	5	9	27
<b>Black or Black British</b>	8 all	75	65	0	13	0	2	0	5	25	27
Black Caribbean	0 all	-	65	-	13	-	2	-	5	-	27
Black African	8 all	75	65	0	13	0	2	0	5	25	27
any other Black background	0 all	-	65	-	13	-	2	-	5	-	27
<b>Chinese</b>	0 all	-	65	-	13	-	2	-	5	-	27
<b>any other ethnic group</b>	5 all	100	65	40	13	0	2	0	5	0	27
unclassified - refused	0 all	-	65	-	13	-	2	-	5	-	27
unclassified - not obtained	1 all	0	65	0	13	0	2	0	5	0	27

KS1 mathematics teacher assessment 2016

	National Cohort comparator type	At least expected standard in mathematics				Below expected standard in mathematics					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>145 all</b>	<b>86</b>	<b>73</b>	<b>22</b>	<b>18</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>10</b>	<b>21</b>
male	69 same	80	72	30	20	4	3	0	5	14	20
female	76 same	92	74	14	16	1	1	0	4	7	21
disadvantaged	97 non	90	77	21	20	1	2	0	3	9	18
other	48 same	79	77	25	20	6	2	0	3	13	18
Free School Meals	97 non	90	77	21	20	1	2	0	3	9	18
Children Looked After	0 non	-	73	-	18	-	2	-	4	-	21
SEN with statement or EHC plan	0 all	-	73	-	18	-	2	-	4	-	21
SEN support	19 all	47	73	11	18	21	2	0	4	32	21
no SEN	126 same	92	80	24	20	0	0	0	2	7	17
English first language	11 all	73	73	18	18	0	2	0	4	27	21
English additional language	131 all	89	73	23	18	3	2	0	4	8	21
autumn birth	43 same	93	80	30	25	2	2	0	3	5	15
spring birth	40 same	88	73	18	17	0	2	0	4	13	20
summer birth	62 same	81	65	19	12	5	3	0	6	13	26
<b>Early Years Foundation Stage</b>											
good level of development - yes	86 same	98	91	35	27	0	0	0	0	2	9
good level of development - no	50 same	72	47	4	4	8	5	0	10	20	38
reading emerging	31 same	58	36	0	2	13	7	0	14	29	42
reading expected	73 same	96	82	12	15	0	0	0	1	4	16
reading exceeding	32 same	100	98	72	49	0	0	0	0	0	2
writing emerging	43 same	70	41	0	2	9	5	0	12	21	41
writing expected	76 same	96	87	21	19	0	0	0	1	4	12
writing exceeding	17 same	100	99	94	55	0	0	0	0	0	1
mathematics emerging	29 same	52	36	0	2	14	6	0	13	34	44
mathematics expected	95 same	98	86	23	18	0	0	0	1	2	13
mathematics exceeding	12 same	100	99	83	59	0	0	0	0	0	1

Ethnic group	National Cohort comparator type	At least expected standard in mathematics				Below expected standard in mathematics					
		Expected standard +		Greater depth		Below pre-KS1		Foundations		Working towards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>145 all</b>	<b>86</b>	<b>73</b>	<b>22</b>	<b>18</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>10</b>	<b>21</b>
<b>White</b>	16 all	75	73	6	18	0	2	0	4	25	21
British	2 all	50	73	50	18	0	2	0	4	50	21
Irish	0 all	-	73	-	18	-	2	-	4	-	21
Traveller	0 all	-	73	-	18	-	2	-	4	-	21
Gypsy/Roma	1 all	100	73	0	18	0	2	0	4	0	21
any other White background	13 all	77	73	0	18	0	2	0	4	23	21
<b>Mixed</b>	0 all	-	73	-	18	-	2	-	4	-	21
White & Black Caribbean	0 all	-	73	-	18	-	2	-	4	-	21
White & Black African	0 all	-	73	-	18	-	2	-	4	-	21
White & Asian	0 all	-	73	-	18	-	2	-	4	-	21
any other mixed background	0 all	-	73	-	18	-	2	-	4	-	21
<b>Asian or Asian British</b>	115 all	89	73	24	18	3	2	0	4	8	21
Indian	31 all	90	73	35	18	6	2	0	4	3	21
Pakistani	33 all	91	73	18	18	3	2	0	4	6	21
Bangladeshi	19 all	79	73	21	18	5	2	0	4	16	21
any other Asian background	32 all	91	73	22	18	0	2	0	4	9	21
<b>Black or Black British</b>	8 all	75	73	0	18	0	2	0	4	25	21
Black Caribbean	0 all	-	73	-	18	-	2	-	4	-	21
Black African	8 all	75	73	0	18	0	2	0	4	25	21
any other Black background	0 all	-	73	-	18	-	2	-	4	-	21
<b>Chinese</b>	0 all	-	73	-	18	-	2	-	4	-	21
<b>any other ethnic group</b>	5 all	100	73	60	18	0	2	0	4	0	21
unclassified - refused	0 all	-	73	-	18	-	2	-	4	-	21
unclassified - not obtained	1 all	0	73	0	18	0	2	0	4	0	21

Below is a table outlining attainment and performance against national outcomes for **Lathom Junior School**

### KS2 reading, writing and mathematics 2016

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	<b>119</b>	<b>all</b>	<b>61</b>	<b>53</b>	<b>5</b>	<b>5</b>
male	51	same	61	50	4	5
female	68	same	62	57	6	6
disadvantaged	77	non	60	60	6	7
other	42	same	64	60	2	7
Free School Meals	77	non	60	60	6	7
Children Looked After	0	non	-	54	-	5
SEN with statement or EHC plan	1	all	0	53	0	5
SEN support	13	all	38	53	0	5
no SEN	105	same	65	62	6	6
on roll in years 5 & 6	107	same	63	55	6	6
English first language	7	all	57	53	0	5
English additional language	111	all	61	53	5	5
<b>Prior attainment</b>						
overall low	14	same	7	6	0	0
overall middle	62	same	55	47	0	1
overall high	34	same	97	91	18	17
reading low	20	same	15	7	0	0
reading middle	63	same	62	48	3	1
reading high	27	same	96	91	15	18
writing low	21	same	14	10	0	0
writing middle	72	same	67	57	3	3
writing high	17	same	100	95	24	27
mathematics low	9	same	0	5	0	0
mathematics middle	76	same	57	49	3	2
mathematics high	25	same	100	91	16	21

  

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
<b>Ethnic group</b>						
<b>White</b>	11	all	55	53	0	5
British	0	all	-	53	-	5
Irish	0	all	-	53	-	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	0	all	-	53	-	5
any other White background	11	all	55	53	0	5
<b>Mixed</b>	2	all	50	53	0	5
White & Black Caribbean	0	all	-	53	-	5
White & Black African	0	all	-	53	-	5
White & Asian	0	all	-	53	-	5
any other mixed background	2	all	50	53	0	5
<b>Asian or Asian British</b>	92	all	64	53	7	5
Indian	18	all	94	53	11	5
Pakistani	26	all	54	53	4	5
Bangladeshi	18	all	39	53	0	5
any other Asian background	30	all	70	53	10	5
<b>Black or Black British</b>	11	all	55	53	0	5
Black Caribbean	1	all	100	53	0	5
Black African	8	all	50	53	0	5
any other Black background	2	all	50	53	0	5
<b>Chinese</b>	0	all	-	53	-	5
<b>any other ethnic group</b>	2	all	0	53	0	5
unclassified - refused	0	all	-	53	-	5
unclassified - not obtained	1	all	100	53	0	5

**Analysis/comments:**

Areas that have developed this year:

- Developing pupil voice through teacher focus groups, within the direct lesson structure, focussing on content and pupils' evaluation of the new curriculum.
- Using enhanced assessment and lesson evaluations as a means of informing planning of learning.
- An increased focus on planning that drives improving standards in Reading and Writing.
- Enhanced opportunities for cross-curricular Reading and Writing.
- Greater variety of After School Clubs that target participation of specifically identified groups.

Areas we would like to improve next year:

- Further enhance delivery of the new curriculum, by ensuring we continue to offer maximum engagement and enjoyment through a considered, child-centred review approach.
- Continue to offer needs-based staff CPD, enhancing the programme further.
- To deliver Mathematics interventions determined by tracking and data analysis.

## Promoting Opportunities for Our School Community:

	<b>Some examples of steps the schools have taken:</b>
Teaching and Learning:	<ul style="list-style-type: none"> <li>• Individual Inclusion plans for specific SEN Support + pupils</li> <li>• Bespoke training for staff supported by specialist advisory staff to meet the needs of those children with high levels of need.</li> <li>• Involvement of outside providers: <i>Creative Futures, Rhythm Connections</i>, ECAM musicians and Performing artists.</li> <li>• Extended services: <i>Early Help</i> services linked to our Children's Centre.</li> <li>• Addressing the theme of Stereotypes through Assemblies, SRE, PSHCE, P4C, etc.</li> <li>• Enterprise Week</li> <li>• Bike-ability, Balance-bike training</li> <li>• Carnival</li> <li>• Residential visits to Debden, Fairplay House, etc.</li> <li>• Links with NSPCC</li> <li>• Residential visit to Arvon for Yr 6 more able writers</li> <li>• Links with the Shakespeare Globe Theatre</li> <li>• Resilience Project work</li> <li>• Global Diversity embedded in curriculum - International Links</li> </ul>
Admissions and Transfer:	<ul style="list-style-type: none"> <li>• EYFS admissions: eligibility criteria profiling for vulnerable two-year-olds, collaborative working with our Health Visitor colleagues; attendance at Children's Centre pre-school activity sessions; Home visits prior to admission for all Nursery and new to school Year R children.</li> <li>• Pre-admission interviews with all parents prior to their children starting school.</li> <li>• Links with previous schools prior to start date, to ensure any additional needs/provision are in place.</li> <li>• Joint home visits by the Inclusion and Early Years teams for those new children identified as having additional/SEND.</li> <li>• Scheduled individualised/personalised transition programmes for those children with high levels of need, throughout our provision, as well as specifically, for Year 2 and Year 6 (as children are moving physically to new schools).</li> </ul>
Participation:	<ul style="list-style-type: none"> <li>• To continue to improve boys writing across the Federation.</li> <li>• To continue to enhance provision for GDS pupils.</li> </ul>
Student progress:	<ul style="list-style-type: none"> <li>• To continue to ensure year-on-year progress for all pupils at the end of each year and Key Stage.</li> </ul>

Flexible curriculum arrangements	<ul style="list-style-type: none"> <li>Individual Inclusion programmes for pupils with high levels of need and the development of appropriate <i>Learning Zones</i>.</li> </ul>
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### Section 3

## Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved others in developing equalities at our schools.

	<b>Some of the steps the Schools have taken:</b>
School Council:	<ul style="list-style-type: none"> <li>Meetings at least once per half term, led by the PSHCE co-ordinator and Learning Mentors.</li> <li>Members of the school council prioritised the following areas for development: 'Safety while the Expansion programme takes place' and 'Road safety in our immediate locality'.</li> <li>A questionnaire to elicit the views of parents and children was commissioned by the Children's Centre Family Outreach worker.</li> </ul>
Pupil voice:	<ul style="list-style-type: none"> <li>Whole school questionnaires.</li> <li>Pupil Interviews undertaken by/with Subject Leaders and Managers.</li> <li>PASS Test - Pupils Attitude towards School and Self.</li> <li>Class Council – each class has a lead and deputy representative. The rep, attends school council meetings. Class council meets twice per half term.</li> </ul>
Parents/Carers:	<ul style="list-style-type: none"> <li>Questionnaires and surveys at Parents meetings.</li> <li>Parent View surveys completed.</li> </ul>
Staff:	<ul style="list-style-type: none"> <li>Ofsted Staff Surveys completed.</li> <li>Investors in People Award (Gold) accreditation.</li> </ul>
Local community:	<ul style="list-style-type: none"> <li>Planning Consultation Meetings regarding the School Expansion Project for both Althmore and Lathom schools.</li> <li>Regular and longstanding successful community lettings programme:               <ul style="list-style-type: none"> <li>- St John's Ambulance</li> <li>• The Women's Guild</li> <li>• Self-defence</li> <li>• Classical Asian Dance</li> </ul> </li> <li>Access to the CC extended Services, including Roma Support</li> </ul>



Governors:	<ul style="list-style-type: none"> <li>• Regular detailed Headteacher's Reports.</li> <li>• Regular updated Subject Leader Reports.</li> </ul>
Satisfaction with our service:	<ul style="list-style-type: none"> <li>• Clear and published complaints policy.</li> </ul>

- **Workforce – staffing and training**

Annual production of a workforce census enables us to:

<b>Area of focus</b>	<b>Significant information that we can address for following year</b>
Promote opportunity	<ul style="list-style-type: none"> <li>• Identifies 'gaps' in our staffing profil, that potentially could be filled by recruiting the local workforce.</li> </ul>
Foster good relations	<ul style="list-style-type: none"> <li>• CPD and access to appropriate training for all staff, irrespective of their position within the organisation.</li> <li>• Access to training through the CC core offer for members of our community and for volunteers, e.g. accredited SMART Level 2 and Level 3 training; 15Billion Organisation, as well as work experience provision.</li> </ul>
Develop the organisation's skill-base in an equitable way	<ul style="list-style-type: none"> <li>• All staff have an equal opportunity and responsibility to identify and manage their own professional development.</li> </ul>