

School Equalities Information Spring 2019 and SMART Objectives for Worthington Primary, Sale

WELCOME TO WORTHINGTON PRIMARY SCHOOL

Worthington Primary School has used the information derived from our annual parental census returns along with other SIMS data and attainment data held in school to help us identify some of the barriers to our pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?

358 pupils on roll in total as of October 2019 Census.

Using the SIMs data the following information was available:

Ethnic Categories							
White British	254	Any Other Mixed Background	9	Any other Asian background	19	Pakistani	7
Any other white background	11	Chinese	13	Black African	4	Black Caribbean	2
White & Black Caribbean	7	Indian	11	Any Other Black Background	3	White and Black African	1
White & Asian	5	White Irish	2	Any Other Ethnic Group	10	Information Not Obtained	0

Disability Categories					
Not Collected	0	Needs Medication	66	Other Disability / Health Problem	18
No disability	233	Problems with Incontinence	3		
Problems with Mobility	10	Problems with Communication	12		
Problems with Hand Function	3	Problems with Hearing	3		
Problems with Personal Care	3	Problems with Vision	0		
Problems with Eating and Drinking	4	Problems with ASD / Aspergers	1		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	88.6%	317
School Support	9.8%	35
Statement or EHCP	1.7%	6

Gender – whole school		
Girls	179	50%
Boys	179	50%

Religion & Belief							
Buddhist	1	Muslim	30	Sikh	1	No Religion	156
Christian	132	Hindu	10	Other Religion	6	Refused	22

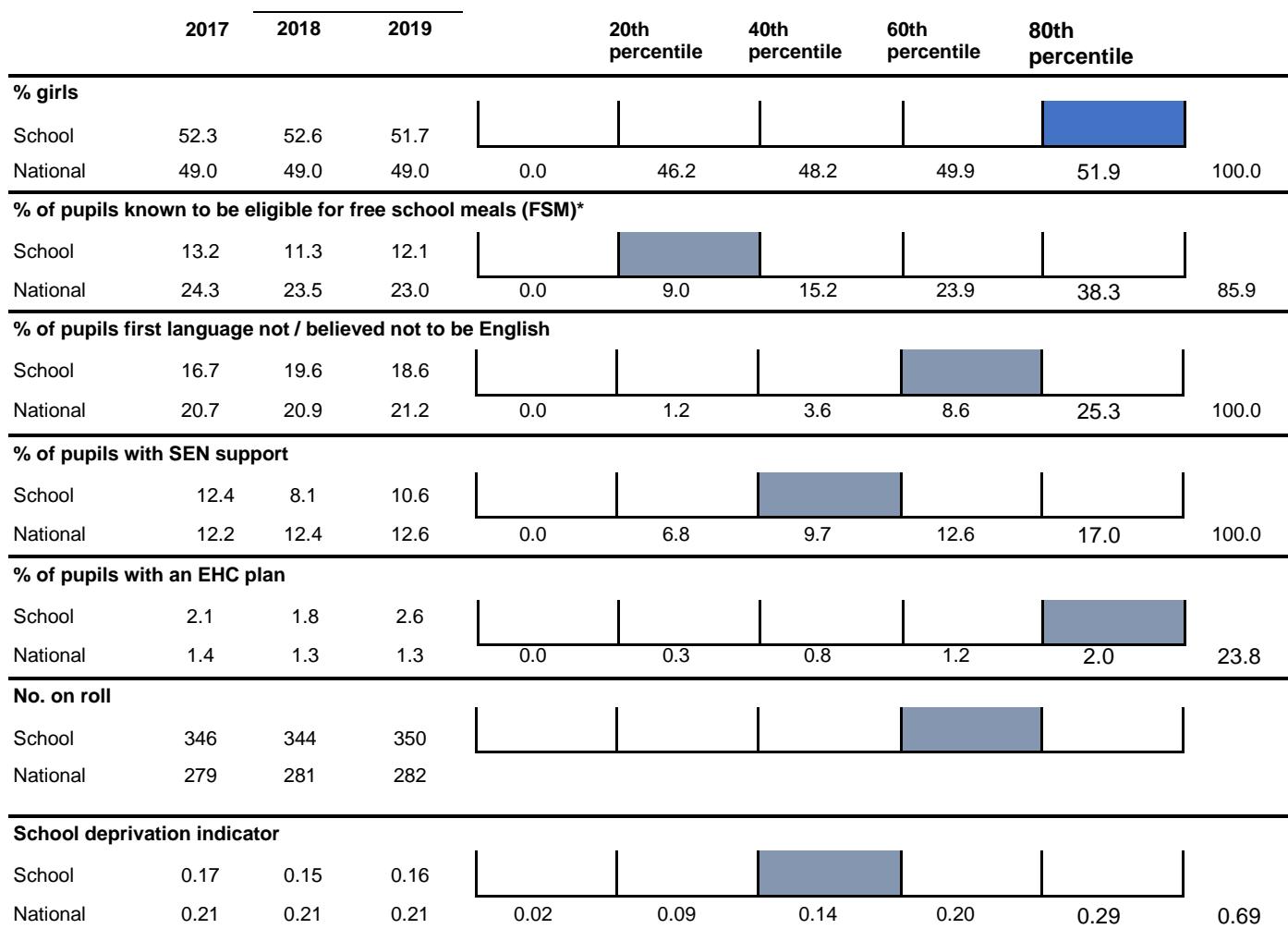
No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Comparison with Local Community Demographic Data:

Basic Characteristics Trend

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



Basic Characteristics by Year Group 2018-19 Academic Year

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
6	48	46	54	19	35	23	10	4	6
5	45	58	42	20	36	24	16	4	11
4	47	40	60	11	32	21	11	2	9
3	48	44	56	13	31	21	15	0	15
2	45	49	51	9	22	16	22	2	20
1	45	44	56	13	33	11	18	2	16
Pre-compulsory	72	54	46	0	25	15	4	1	3

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. School Council

Admissions

Having viewed recent information about the local community it appears that the school is becoming more diverse and yet less diverse than that of the country as a whole. English as an additional language fluctuates with each new intake; therefore, we have devised a proactive strategy to support those pupils entering school with a low level of English.

Equality Objective: Develop a process to better engage with all communities in our local area.

Why: From our wider analysis of our school profile against the demographics of national picture we know that our intake is not entirely representative. We want to understand our community better and ensure that all sections feel they can benefit from and have equal access to our education provision.

How: We shall devise a programme of integrated assemblies which represent the multi-faith nature of our intake. We shall also enlist the help of the wider community to help deliver this programme.

Outcome An even broader assembly pattern is developed and established.

Attainment

Early Years

The proportion of pupils reaching a Good Level of Development at EYFS in 2019 was slightly below the national average, and below when viewed against the Local Authority average. It was below in reading and writing which impacted on the overall percentage. Boys attained lower than girls in the cohort and lower than the national average and girls were above the national average. In all aspects other than Understanding the World, the attainment of girls was above the boys in the cohort.

Year 1 Phonics

Proportion Meeting the Standard

%	2019
School	84.4%
National	81.9%

Our Year 1 cohort achieved higher than National and our Year 2 cohort were in line with National comparisons.

By The End of Year 2 Phonics

Proportion Meeting the Standard

%	2019
School	91.3%
National	91%

WORTHINGTON PRIMARY SCHOOL EQUALITY TOOLKIT

Key Stage One Context

With one and half forms of entry, each pupil represents 2%+ of the results. 50% were girls. Seven pupils had identified EAL. One pupil had an Education Health Care Plan and there were nine supported pupils for SEN. There were six identified disadvantaged pupils in the cohort. The overall SEN levels were above National, EAL and disadvantaged levels were below the National average. Prior attainment for this cohort was 70% at Good Level of Development, which was one percentage point below the national average.

- **Reading attainment:** 76.1% of children have reached the age expected standard or above, with 21.7% at Greater Depth. 20% are working towards the standard. 2% is at Pre-Key Stage 4 level. 2% was disapplied. (2018 National pass rate figure was 74.9%, with 25% at Greater Depth, showing a close similarity to the school attainment figures in 2019).
17/23 boys = 74% have achieved the standard, with 4/23 = 17% reaching Greater Depth in reading. (2018 National figures for boys attaining the standard = 71%)
18/23 girls = 78% have achieved the standard, with 6/23 = 26% reaching Greater Depth in reading. (2018 National figures for girls attaining the standard = 80%)

Top Performing Groups: The groups with the highest percentage of pupils achieving the expected standard in Reading were Chinese, Black and Mixed, who achieved at or above the national average and the School average.

Lowest Performing Groups: The groups with the lowest percentage of pupils achieving the expected standard in Reading were White and Male, who achieved below the national and School averages.

Writing attainment: 80.4% of children have reached the age expected standard or above, with 19.6% at Greater Depth. 15% are working towards the standard. 2% is at Pre-Key Stage 4 level. 2% was disapplied. (2018 National figures for attaining the standard = 71%. This places us above the national by 9% over 2018 national result).

19/23 boys = 83% have achieved the standard, with 3/23 = 13% reaching Greater Depth in writing. (2018 National figures for boys attaining the standard = 63%)
18/23 girls = 78% have achieved the standard, with 6/23 = 26% reaching Greater Depth in writing. (2018 National figures for girls attaining the standard = 77%)

Given the numbers of children involved, there is once again a close similarity between the performance in reading between the boys and girls at the achieved standard. However twice as many girls as boys attained greater depth.

Top Performing Groups: The groups with the highest percentage of pupils achieving the expected standard in Writing were Non SEN, Chinese and Black, who achieved at or above the national average and the School average.

Lowest Performing Groups: No group was below the national and School average.

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- **Mathematics attainment:** 82.6% of children have reached the age expected standard or above, with 26.1% at Greater Depth. 11% are working towards the standard. 4% are at Pre-Key Stage 4 level. 2% was disapp lied. (2018 National pass rate figure was 76%, with 22% at Greater Depth). 21/23 boys = 91% have achieved the standard, with 8/23 = 35% reaching Greater Depth in mathematics. (2018 National figures for boys attaining the standard = 75%) 17/23 girls = 74% have achieved the standard, with 4/23 = 17% reaching Greater Depth in mathematics. (2018 National figures for girls attaining the standard = 77%)
Four more boys than girls achieved the achieved standard and twice as many boys as girls attained greater depth.

Top Performing Groups: The groups with the highest percentage of pupils achieving the expected standard in Maths were Chinese, Black and Mixed, who achieved at or above the national average and the School average.

Lowest Performing Groups: The groups with the lowest percentage of pupils achieving the expected standard in Maths were Female and FSM6, who achieved below the national and School averages.

- **Grammar, Punctuation and Spelling attainment:** 70% did achieve the standard. This is a non-reportable subject and we only look at these for our own internal diagnostic purposes. 17/23 boys achieved the standard = 74%. 15/23 girls achieved the standard = 65%.
- **Science attainment:** 37/46 =80% of children have reached the age expected standard, with 8/46 = 17% have not met the standard. 1/46 = 2% was disapp lied. (2018 National pass rate figure was 83%).

Key Stage Two School Summary

The major majority of children were well prepared for their move to secondary school. Year 6 remain strong in 2019 with 85.7% of cohort achieving age expected plus in R, W and M, in spite of lower than national average for their performance at Key Stage One.

Context

- Slightly more girls (26) than boys (23) in a cohort of 49
- 10 (20.4%) of the cohort who took Year 6 SATs in 2019, did not take Year 2 SATs at Worthington
- 1 new arrival did not live in UK at the time of his Year 2 and therefore did not take Y2 SATs in 2015
- Four of the five (80%) SEND children were boys. This included 2 EHCP children at the time of SATS, which was increased to 3 in February 2019. That additional EHCP child (also LAC) began attending Worthington beyond mid-way through his Year 5 from another Borough. Due to the timescales involved in gaining his EHCP, we had assessed that he was working at Key Stage 1 level and therefore did not enter him, along with one other boy, for SATs at KS2.
- 60% of SEND children had attended Worthington all the way through their school career.

WORTHINGTON PRIMARY SCHOOL EQUALITY TOOLKIT

- The Average Scaled Score for all subjects slightly dipped this year due to two reasons: a) two non-entrants (4.1% of cohort) to all tests and neither met the age expectation in writing. Both children had EHCPs and were also disadvantaged; and b) a large middle prior attainment group (71.4%) of the cohort. When compared with all national and LA figures for ASS, we have performed extremely well at 'expected plus', but less so at GDS/High Score due again to lower group of high prior attainment (16%). We were fully aware that this cohort was 'less academic' than several previous years and had anticipated this result. The group had a strong middle ability group and this is reflected in the ASS.
- Reading, writing and maths combined attainment in 2019 shows high levels at Expected plus against all others. This is not the case at Greater Depth due to cohort characteristics.
- Reading attainment remains strong in 2019 against National attainment but is slightly below the LA average.
- Writing attainment in 2019 shows great progress from 2016 and 2017 Year 6 SATs, and although slightly down with regard to Greater Depth on the 2018 high of 27%, is a strong performance given the cohort, with 20.4% achieving GD (9% in 2016 and 2017). When compared with performance of this cohort at Year 2, 75% achieved Level 2B+ and only 4% achieved Level 3. Of further interest is how the cohort fared at Early Years Profile Assessments in 2013. In writing, only 56.4% of the cohort achieved at least expected, with 5% reaching the exceeded level. One other noteworthy reminder is that following assessment at Year 2, this cohort then shifted to a different and harder curriculum. Perhaps this demonstrates even greater progress through the writing programmes of study.
- Maths attainment remains strong against national averages but lower at Greater Depth when compared with LA averages. This reflects the figures in all subjects other than GPS attainment (where the trend is bucked and follows year-on-year pattern since the start of GPS testing) and is cohort related.
- **Group Attainment:** Across all subjects, girls out-performed boys. Seven out of the eight SEN children (88%) were boys and therefore, we had expected this gender imbalance to be noticeable this year. In addition, all three of our EHCP children were boys and the two children working below the standard of the tests were both boys.

WORTHINGTON PRIMARY SCHOOL EQUALITY TOOLKIT

Equality Objective: To explore and understand the issues further so that the school can continue to develop greater rates of progress in writing.

Why: Although the school has begun a great deal recently to increase progress rates in writing, it is essential that with a reducing budget we continue to identify children at risk and/or who are vulnerable. By early identification of need we will continue to provide support where and when needed.

How: Evaluate the impact of current methods introduced in the previous academic year;
Consult with the school community; particularly make sure that parents/carers are involved.
Explore best practice in schools locally and nationally who may have encountered similar issues.

Outcome: Continued increasing rates of writing progress as seen in 2019 Analysing School Performance as well as in our own teacher assessments.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However, we have decided to include actions in these areas as noted below:

- In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities.
- We will continue to integrate intergenerational work to help to foster good relations between our older and younger generations.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for Worthington Primary School are contained within the school improvement plan and are monitored by the governing body half termly.