

Elson Junior School Single Equality Statement (SES) Audit and Evaluation
May 2016

Catchment Data: 63% of our pupils live inside our catchment; 37% live outside

Gender Data: The school has very high proportion of boys 53% to 47% girls

Ethnicity data: 93.7% White British; White other 1.4%, Other groups including Black, Indian, Bangladeshi 4.9%

Religion: Christian 37.1%, No religion 49.7%, Hindu, Muslim and Other 6.1%, refused 7.1%

Objective 1: After identifying children with low attainment or progress in writing, ensure that provision is provided to close the gap towards national expectations.

Audit: Writing has been a significant part of our School Improvement Plans. Following Ofsted in May 2015 it was incorporated into the Good to Outstanding Plan 2015-2016 with the aim of improving quality and depth of writing across the curriculum. Progress and attainment of disadvantaged children is monitored every half term and interventions put in place.

Outcomes: Raise-on-line 2015 showed that:

Cohort entered school with KS 1 average points -1.7 behind National. The percentage of children with low prior attainment was more than double the National Average.

Whilst overall attainment in writing was 10% below national, the expected progress in writing was 4% above National.

20/22 disadvantaged pupils made expected progress in writing with those making more than expected progress being in line with the National figure of 37%.

In summary, standards in writing continue to strengthen, especially for disadvantaged pupils and those with low starting points. This is borne out by the quality of writing evident in pupil books. We continue to work to raise attainment so that it is at least in-line with National achievement.

Objective 2: After identifying children with low attainment or progress in maths, ensure that provision is provided to close the gap towards national expectations.

Audit: Following Ofsted in May 2015, the school made maths improvement the main priority in the Good to Outstanding Plan.

Outcomes: Raise-on-line 2015 showed that:

Cohort entered school with KS 1 average points -1.7 behind National. The percentage of children with low prior attainment was more than double the National Average.

Overall attainment in maths was 10% below national, the expected progress in maths was 6% below National. The picture for disadvantaged pupils is much stronger with all of them making expected progress in maths. Our own monitoring and feedback from HIAS personnel indicates that the standard of work and presentation in maths has

shown good improvement during the course of this academic year and so we anticipate that this will be reflected in results.

In summary, standards in maths need to increase for all children. We will continue to keep it as a priority in the Good to Outstanding plan.

Objective 3: Continue to promote an inclusive ethos within the curriculum and school community.

Audit: PSHE and Philosophy for Children lessons address issues of inclusivity. We use the UN Charter and promote Rights, Respect and Responsibilities across the school. School Council undertake a range of charity fund raising and other events. They seek children's views and involve all. Children are part of our PTA and we have an Eco-council. The Assembly programme regularly addresses topics of inclusivity and British Values.

Outcomes: Fund raising event for Breast Cancer, Sport Relief, Save the Children funds also widened children's understanding of the reasons fund raising needed. RE programme covers a range of religions and with Christianity as the main study. Visits to local places of worship and for Services are included every year. Assembly programme also explores other religions and celebrates difference and addresses tolerance. All children actively encouraged to pursue areas of interest to them such as music, performance, sport, art, higher attaining groups. Good levels of respect and tolerance for differences.

This year 2015-2016 we have recorded 1 racist incident. A reduction from 5 recorded in 2014-2015

Objective 4: Maintain high levels of attendance through implementation of the leave of absence policy and rigorous follow up of attendance that falls below 95%.

Audit: Termly audit of attendance with rigorous following up of all absence.

Outcomes: Overall attendance is maintained at a strong position and is above National Averages.

RoL data shows school absence level to be 3.7% against a national level of 4.0%.

Persistent absentees (absent for 15% or more) is in line with National at 2.8%

Requests for authorized leave of absence have reduced following National Policy.

Audit and Evaluation carried out by:

Celia Rich - Executive Headteacher and Governor

May 2016