



# Public Sector Equality Duty at Little Ilford School

## April 2017

This document contains information about how the school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities. The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

### **Protected Characteristics – school must take into account when publishing information**

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics towards which schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

### **General Duties**

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

### **Specific Duties**

Publish information

- **You will find here information about our school community**
- **Equality Objectives – Action Plan**
- **Equality Objectives – Actions we will take after careful thought (analysis)**

All the information and analysis is from school improvement plans, evaluations and student data – we use the information to improve education for all groups in the school. Some of the information may show us that we could be doing better. We use this information to plan for the future and have included these actions in our Equalities Objectives which you will also find published here.

This document should be easy to read and understand. If you have any concerns about the way it is written, please contact: Helen Marriott (Deputy Headteacher) and Kate Chadwick (Teaching and Learning Coach).

You will find all the information on the school website, prospectus and staff hand books under 'Equalities'.

## **Draft Little Ilford School Equalities Information and Analysis (April 2016)**

### **Section 1. Who Comes to Our School?**

As a school our main function is to provide outstanding learning opportunities and support to ensure that all of our students attain well at Little Ilford, in line with national expectations. We use the following information to help us:

#### **School Census – Updated April 2017**

		Little Ilford School	
		Number	%
	Roll	1333	
Gender	Girls	510	38%
	Boys	823	62%
Ethnicity	White British	32	2.4%
	Other White and European	68	5%
	Gypsy Roma/ Irish Traveller/ Other	3	0.2%
	Mixed Heritage	42	3.15%
	Black - Caribbean Heritage	24	1.8%
	Black- African Heritage	142	10.6%
	Black - Other	13	0.97%
	Asian - Indian	160	12%
	Asian - Pakistani	244	18.3%
	Asian - Bangladeshi	478	35.8%
	Asian - Any Other Asian Background	68	5.1%
	Chinese	1	0.07%
	Any other minority ethnic group	57	4.27%
	Refused	1	0.07%
Information not yet obtained	0	0%	
Free School Meal Eligibility	Not Eligible	1145	85.9%
	Eligible	188	14.1%
Special Educational Need	No Special Educational Needs	987	74%
	School Action New Code K	341	25.6%
	School Action Plus New Code K	3	0.2%
	Statemented	2	0.15%
	High Needs Funding	27	2%

<b>SEN Profile of Need</b>	Number	% Based on K list and K statemented pupils (147)	School %
AUTISTIC SPECTRUM DISORDER	12	7%	0.9%
HEARING IMPAIRMENT	5	3%	0.37%
OTHER DIFFICULTY/DISABILITY	11	6%	0.82%
PHYSICAL DISABILITY	6	4%	0.45%
SEVERE LEARNING DIFFICULTY	3	1%	0.22%
SOCIAL, EMOTIONAL AND MENTAL HEALTH	58	22%	4.35%
SPECIFIC LEARNING DIFFICULTY	29	29%	2.17%

SPEECH, LANGUAGE OR COMMUNICATION NEED	197	13%	14.77%
--	-----	-----	--------

Areas our school has developed this year:

- The effectiveness of the curriculum and interventions for low attainers: the progress of low attainers is Sig+ at 0.44 in RAISE for Progress 8 and 0.5 for Attainment 8.
- We have established and staffed an Autism Provision in our new building in order to meet the needs of families with autistic children in the local community.

Things we would like to improve:

- Improve the progress of the White British group so that it is closer to the school average.
- Improve the attainment of boys so that it is about national averages for both attainment and progress, particularly in English and the Open Element. This should be a priority due to the increasing number of boys in the cohort.
- Improve training for mainstream teaching staff in meeting the needs of autistic students.

## Religion

	Buddhist	Christian	Hindu	Muslim	No Religion	Other Religion	Refused	Sikh
<b>Number of students</b>	1	157	86	1001	40	17	0	33
% of students	0.07%	11.7%	6.45%	75%	3%	1.3%	0%	2.47%

## Mid Phase Admissions and Leavers

Year Group	7	8	9	10	11
Admissions since Year 7 – Number of students	5	25	31	38	42
Leavers since Year 7 – Number of students	12	25	33	41	50

## English as an Additional Language

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
<b>English as an Additional Language – Number of students</b>	249	257	245	246	231

## Maths KS2 Test

Based on Teacher assessments

Year of Entry	2015 current year 7	2014 current y8	2013 current y9	2012 current y10	2011 Current y11

Level 3 and below	9% (23)	18% (49)	21% (57)	21% (56)	21% (55)
Level 4+	90% (207)	81% (216)	79% (210)	79% (209)	79% (212)
Level 5+	39% (91)	28% (75)	35% (93)	34% (90)	31% (83)

85.5% coverage

### English KS2 Test

\*Writing, Based on Teacher assessments

Year of Entry	2015 current year 7	2014 current y8	2013 current y9	2012 current y10	2011 Current y11
Level 3 and below	10% (27)	11% (29)	15% (40)	*29% (77)	31% (83)
Level 4+	90% (230)	86% (230)	85% (229)	71% (188)	69% (184)
Level 5+	37% (90)	28% (75)	28% (77)	24% (64)	12% (33)

87.4% coverage

Changes to the assessment at Key Stage 2 in 2016 means that a new scaled score has been brought in. 100 is now the expected score for a year 6 student with 80 being the lowest scaled score and 120 being the highest. Students are tested in Maths, Reading and grammar. Key stage 4 grades will be based on the Reading and maths scores.

	KS2 Maths Scaled Score Key Stage 2 Validated Result	KS2 Reading Scaled Score Key Stage 2 Validated Result	KS2 GPVS Scaled Score Key Stage 2 Validated Result
Average	103	100	104
% below 100	24 (16%)	74 (43%)	38 (22%)
% 100-110	104 (68%)	75 (43%)	98 (56%)
% above 110	29 (19)	25 (14%)	40 (23%)

70% coverage. This is a low number due to a number of factors including parents and teachers boycotting the tests and the number of students who did not score above

the threshold as well as students not being entered into the tests.

#### Analysis of the school population:

Little Ilford is extremely fortunate to have such a diverse ethnic population which is celebrated throughout our school. All members of our community recognise that this diversity makes our school a richer place for both students and staff.

Additional support and guidance is given to new members of our school community by our dedicated Mid Phase Admissions Team. Further support is provided for students and their families in their own language by our Ethnic Minority Achievement Team.

The gap between the numbers of boys and girls in the general school population is being addressed by the development of specific learning and teaching strategies.

Little Ilford SEND (Special Educational Needs and Disabilities) Team supports students with a range of identified needs to ensure they achieve in line with national and the schools expected rates of progress and then can progress to further study at KS5.

Comparisons to national data:

- More boys than girls
- Much greater ethnic diversity than nationally
- Significant proportion of EAL speakers
- Greater mobility in school population
- Student baseline below national standards in KS2 English Reading test.

## Attendance

	<u>School %</u>	<u>National</u>
	<u>96.7%</u> (Currently)	<u>94.9%</u>
<u>Unauthorised</u>	<u>1.94%</u>	<u>No national figures</u>
<u>Persistent Absence</u>	<u>2.17%</u>	<u>5.2%</u>

## Analysis/comments:

Developments in our school this year:

- Progress of mid-phase admissions – compared to similar students - KWA
- Show My Homework embedded and monitored to ensure that absent students are aware of the homework given.
- Whole school INSET focus on literacy and specifically LILAC strategies which will meet the needs of EAL students.

Things we would like to improve:

- Reduce the number of unauthorised holidays
- Reduce our Persistent Absence rate.
- Address the low reading score for our current year 7 cohort through systematic interventions and through both English and the wider curriculum; staff training in Reciprocal Reading with Wayne Tennent from UEL.

## **Section 2. Advance Equality of Opportunity between people (those who share a protected characteristic and those who do not)**

As a school we aim to provide good access to education and to promote achievement and attainment for everyone who comes here. We use information (data) to help us do this.

### **Attainment Data**

This is how our school groups achieve at the end of Year 11 (Key Stage 4)

	<b>Key Stage 4 Outcomes for Different Groups in Our School</b>	<b>No.</b>	<b>Basics (English and Maths C+)</b>	<b>Attainment 8 (Average score for the best 8 subjects)</b>	<b>Progress 8 (National progress score is 0)</b>
Gender	Girls	100	69	53.53	0.48
	Boys	153	63	47.28	-0.02
Ethnicity	White British	8	25	35.88	-0.75
	Other White and European	12	43	40.75	0.17
	Gypsy Roma/Irish Traveller/Other	0	N/A	N/A	N/A
	Mixed Heritage	2	0	40.00	0.12
	Black - Caribbean Heritage	5	40	46.60	0.44
	Black- African Heritage	33	64	46.71	0.01
	Black – Other	2	50	48.50	0.01
	Asian - Indian	27	89	56.33	0.37
	Asian - Pakistani	51	65	50.27	0.08
	Asian - Bangladeshi	73	72	52.80	0.21
	Asian - Any Other Asian Background	9	80	53.60	0.40
	Chinese	0	N/A	N/A	N/A
Any other minority ethnic group	13	64	46.30	0.66	
Free School Meal Eligibility	Not Eligible	97	74	52.44	0.16
	Eligible	143	62	47.90	0.19
EAL		214	68	49.91	0.22
Non EAL		26	54	47.82	0.13
Special Educational Need	No Special Educational Needs	219	70	51.36	0.21
	SEN Support	21	27	31.98	-0.13
	SEN with statement or EHC plan	0	N/A	N/A	N/A

3 areas our school has developed this year:

- Development and embedding of learning and teaching strategies to improve revision strategies, helping students to access the new examinations.
- Interventions aimed at raising aspirations of targeted underachieving groups, e.g. Pupil Premium/ White British/ boys.

Things we would like to improve:

- Explore accreditation for students with SEND to allow access to qualifications in the light of new GCSE specifications.
- Ensure all SEND students leave with accredited qualifications, including life skills.
- Strategies for raising the achievement of boys. There has been a drop in boys' attainment since last year. The number of boys in the cohort has increased.
- Teaching and learning strategies for addressing the needs of high achieving PP students.

### Promoting Opportunities for Our School Community

<b>Examples</b>	<b>Steps the School has Taken</b>
-----------------	-----------------------------------

Teaching and learning:	2016-2017: We have focused on: assessment, including Life after Levels; literacy, including meeting the needs of EAL and SEND students. Plans for 2017-18: embedding assessment and literacy strategies; developing our approach to metacognition and memorisation for the whole range of students, including High Attainers through INSET and CPD; greater focus on examination skills in CPD programme.
Progress and attainment	Curriculum design to enable students' progress to be accelerated if they have not made the expected rates of progress. Data on all students is collected 5 times a year for years 11, 4 times a year for year 7 and 10, and 3 times a year for years 8+9. Their progress is measured against school targets. The school's aim is 4 levels of progression from year 7 to year 11. Heads of Department and the Senior Leadership team rigorously interrogate the data to identify where students are not making progress. Time specific intervention strategies are put in place to ensure students achieve in line with school targets. Effective weekly RAP meetings are held for year 10+11 alongside half termly ones for 7,8 and 9 in Core subjects.
Admissions and transfer:	A robust induction programme is in place for KS2 to KS3 transfer, which includes taster days, primary and secondary teacher meetings and a range of transition work. For our more vulnerable students extended placements and summer holiday transition weeks are organised. Mid Phase/managed move students are supported by a specialist team. The process includes interviews and testing in their own language, and an individualised integration programme is planned to ensure effective integration.
Participation:	All subjects are accessible for all students, regardless of their gender or protected characteristic.
Accreditation:	There is a range of accreditation to meet the needs of all learners including ASDAN, BTEC and deep learning opportunities for accreditation (e.g. Employability Skills).
Pregnancy and Maternity:	Ensuring equality of access for pupils who are pregnant or who have had a baby. The school uses borough services to ensure this takes place.
Access to Work Placement:	Non-gender stereotyping and access for those who have a physical or learning disability. Specific support is given to SEND students to enable them to increase their independence whilst on these placements.
Transition and transfer to Post 16:	All priority SEND students have had individualised plans developed for post 16 transition which includes interviews and visits. Possible NEETs [Not in Employment, Education or Training] have been assigned individualised support which will continue post 16 to ensure students remain in education, employment and training. Careers lessons take place fortnightly for year 10 students currently on the NAP (Newham Additional Provision) course who are at risk of becoming NEET.
Careers :	All students experience work-related learning for three days per year. For example, Year 10 completed a World of Work Day with business professionals focusing on CV writing, interview skills and mock interviews. An extensive university and city visits programme exists for our KS3 students to raise career expectations. All KS4 students participate in work experience for two weeks. All KS4 students have had individual careers interviews and our more vulnerable students have received more focused ongoing interviews.

**Analysis/comments:**

**3 areas our school has developed this year:**

- Learning and teaching strategies for all students to help them to access the new style of examinations.
- Use of Colourful Semantics in SEND and LiLAC strategies for EAL students.

**Things we would like to improve:**

- Using teaching and learning INSET and CPD to address the needs of the following groups: SEND, including autistic students in mainstream lessons.
- Use INSET and CPD to developing our approach to metacognition, memorisation and examination skills for the whole range of students, including High Attainers.



### **Section 3. Foster Good Relations between People who share a protected characteristic and those who do not**

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and are valued.

<b>Examples</b>	<b>Steps the School has Taken</b>
Social and Emotional Wellbeing :	Buddy systems for Year 7 Integral part of our Little Ilford Life Long Learning Skills which are explicitly taught as part of our Year 7 and 8 Curriculum Celebration culture, based on praise, to recognise a range of student achievements
Pupil Voice:	Form Representatives School Council and Prefects Student Conferences Student Voice as integral part of Department and Year Team Reviews Student Voice as an integral part of Curriculum Team Leaders' (CTLs) and Pastoral Team Leaders' (PALs) evaluation of their practice Student presentations to Governors Celebration events for students to recognise achievements Students involved in staff recruitment
Cultural ideas, Religion and Belief. Positive Imagery:	Celebration assemblies recognising and valuing our diversity Evening events organised to celebrate diversity Staffing body reflects the cultural diversity of the school.
Community Links:	Partnership Bow Arts Trust and University of the Arts London ELBA links for aspirations Celebration events with a range of these partners to recognise students' involvement and achievement (e.g. Art Show at UEL) Manor Park SCP
Removing Barriers and Reasonable Adjustments:	Mid Phase Admissions programme Literacy Intervention programme SEND intervention programmes Individualised curriculum pathways Pastoral support programmes Celebration and praise to recognise achievement of different groups Lowered door handles for two children of slight stature who have joined the school recently
Partnerships with Parents:	Friends of Little Ilford Parents' Evening and Information Evenings Celebration evenings to recognise a diverse range of attainment and achievements with parents Governors reading with students
Wider community links	Partnership with UAL and Bow Arts Trust Soft Federation with Local Primary schools Engineering Links Russell Group Programme

#### **Analysis/comments:**

3 areas our school has developed this year:

- Role model visits for trans awareness.
- Successful celebration events such as: Think Equal; LGBT history month; International Women's Week; No Bystanders.
- Citizenship Days used to promote British Values in an inclusive way.

- Assembly programme used to systematically promote and celebrate diversity.
- New build has been designed to provide specific accommodation for ASD students and is fully compliant for all disabilities; building includes mixed gender toilets for staff. Soap dispensers for achondroplasia students.
- Pilot of Sex Ed lessons in RE to promote equality of opportunity in accessing positive messages about identity and positive relationships.

Things we would like to improve:

- Embed improvements in Sex Ed lessons in RE, as above.
- Increase the voice of SEND students in the school decision making process.
- All members of our school have zero tolerance approach to any form of bullying, including the use of language.
- Raise awareness amongst staff and students of issues surrounding mental health through Head Start programme.
- Build capacity within the SEND department to include broader base of knowledge and experience of ASD needs through staff CPD.

#### **Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equality Act 2010**

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
Exclusions data:	Reviewed on a termly basis by SLT Reported to Governors every term
Victimisation and discrimination:	Restorative Justice
Monitoring of incidents:	Racist and Homophobic incidents reviewed termly by SLT and Governors Racist and Homophobic Incidents reported to the Borough termly
Anti bullying and Harassment:	Termly anti bullying weeks Mentoring sessions Whole school assemblies High visibility staffing of social time with a range of staffed areas for students to go to
Training and awareness raising	All new staff have a session as part of the induction programme. Training on Equality and Diversity in SLT / CTLM/ PLM and FLIS meetings Students wear Stonewall t-shirts on key days

#### **Analysis/comments:**

3 areas our school has developed this year:

- Equality and Diversity promoted in the new building, e.g. mixed gender toilets for staff.
- Equality and Diversity promoted to all new year 7 students/ parents – Induction evening. Started to promote more within the school environment with assemblies, student ambassadors and staff
- The school's status as a Stonewall Champion school and as a training school for other London schools. The school is a Stonewall partnership training school. The Diversity Co-ordinator's contribution to the Stonewall booklet.

Things we would like to improve:

- Supporting staff and students in eliminating the language of discrimination, harassment and victimisation.
- Work with the student council and prefects on promoting shared ownership of school values
- Deliver Stonewall Training for MPSCP schools

## Section 5. **Participation, Engagement and Satisfaction with our Equal Opportunities Practice**

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken
Parents/Carers /Guardians:	FLIS meetings: PSBP consultation in relation to equalities issues in the new building.
Staff:	Little Ilford School part of Stonewall School Champions
Local Community:	KCH working with schools across London, including faith schools.
Governors:	Training for SLT member on Diversity
Students	Assemblies to celebrate Diversity. Students ambassadors wearing t-shirts/wrist bands. Diversity delivered to our students through our Sex and Relationships days

### **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	-CTLs to look at highlighting a variety of LGBTQ resources throughout their subject areas.
Fostering good relations	-Reasonable adjustments are made to ensure good relationships are developed between all groups of staff within the school (e.g. change of classrooms or purchase of specific resources to enable staff to fully access all opportunities)
Prohibiting harassment	-Staff trained on promoting opportunity for all -Specific systems/policies in place. Staff Induction day for all new staff in July Safeguarding

### **Analysis/comments:**

#### **3 areas our school has developed this year:**

- Development of a CPD programme and appraisal system for support staff.
- FLIS meeting on homophobic and transgender bullying
- Engagement with parents regarding school ethos and policy on sex education.
- Staff meeting/ use of planning time on Citizenship Day including planning and audit of staff views on equalities

#### **Things we would like to improve:**

- Work with the student council and prefects on promoting shared ownership of school values

This information was ratified by the governors in xxxxx  
Our school information will be reviewed in June, 2017.  
Signed .....Helen Marriott ..... May, 2017.....