

# Hallsville School Equalities Information and Analysis

## Based on 2015-16 data

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

This is our 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 help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		Hallsville%	National%
Gender	Girls	51.7%	49%
	Boys	48.3%	51%
Ethnicity	White British	19.1%	69.3%
	Any other White	16%	5.6%
	Gypsy Roma/ Irish Traveller/ Other	0.0%	0.3%
	Black - Caribbean Heritage	5.1%	1.2%
	Black- African Heritage	21.6%	3.7%
	Black - Other	6.2%	0.7%
	Asian - Indian	2.8%	2.8%
	Asian - Pakistani	2.2%	4.2%
	Asian - Bangladeshi	10.4%	1.7%
	Asian - Any Other Asian Background	1.1%	1.7%
	Chinese	0.6%	0.4%
	Any other minority ethnic group	7.6%	1.7%
Free School Meal Eligibility	Not Eligible	34.0%	73.4%
	Eligible	51.6%	25.2%
Religion/Belief	Our two main religions are Christianity and Islam.		
Profile of Need (% based on total number of pupils with Primary Needs)	Specific Learning Difficulty	2	-
	Moderate Learning Difficulty	5	-
	Severe Learning Difficulty	0	-
	Profound & Multiple Learning Difficulty	0	-
	Social , Emotional & Mental Health	12	-
	Speech Language & Communication Need	7	-
	Hearing Impairment	0	-
	Visual Impairment	0	-
	Multi-Sensory Impairment	1	-
	Physical Disability	5	-
	Autistic Spectrum Disorder	2	-
	SEN support but no Specialist Assessment of type of need	0	-
	Other Difficulty/Disability	2	-

**Analysis of the school population:**

Our school is mainly made up of White British 19.1%, Black- African 21.6% and Asian – Bangladeshi 10.4%.

Our school mobility is 21.9%.

**Comparisons to National data:**

National mobility is 14.3%

**Attendance**

	Hallsville	National
Overall Attendance	96.5%	96.1%
Absence (boys)	96.0%	96.0%
Absence (girls)	97.0%	96.1%
Absence -white British	94.7%	96.2%
Absence -black African	97.8%	97.4%
Absence -Bangladeshi	96.3%	95.1%
Absence -Free School Meals	95.9%	94.8%

	Hallsville	National
Persistent absentees	7.0%	8.8%
Persistent absentees (boys)	8.0%	9.0%
Persistent absentees (girls)	6.1%	8.6%
Persistent absentees white British	17.6%	8.1%
Persistent absentees black African	1.3%	4.6%
Persistent absentees Bangladeshi	5.0%	11.8%
Free School Meals	9.4%	15.1%
Overall Attendance	96.5%	96.1%

**Analysis /comments:****Comment:**

Our Home School Liaison Officer works proactively with families to ensure attendance is high.

School attendance details are scrutinised to ensure issues are identified.

**Development:**

To improve the attendance of white British children from 94.7%.

To reduce the amount of white British children who are persistently absent- below 90%.

To close the gap between the girls' and boys' persistent absence.

## 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.

### EYFS

Hallsville 2016

Good Level of development = 69%

Good Level of development boys=71%

Good Level of development girls=67%

National 2015

Good Level of development = 66%

Good Level of development boys=59%

Good Level of development girls=74%

	% Below age related expectations						% in line with or above age related expectations						% above age related expectations					
	Below Early Learning Goal Medium						Early Learning Goal Medium/High and Exceeding Lower						Exceeding Middle and Higher					
	All pupils	Boys	Girls	SEND	White British	FSM	All pupils	Boys	Girls	SEND	White British	FSM	All pupils	Boys	Girls	SEND	White British	FSM
Listening & attention	15%	15%	16%	50%	8%	0%	63%	60%	67%	25%	58%	100%	22%	26%	16%	25%	34%	0%
Understanding	12%	15%	8%	50%	0%	0%	70%	63%	79%	25%	58%	77%	19%	23%	12%	25%	41%	22%
Speaking	15%	15%	16%	50%	8%	0%	69%	68%	71%	50%	58%	78%	15%	17%	12%	0%	33%	22%
Moving & handling	19%	23%	12%	50%	8%	0%	69%	63%	79%	50%	92%	89%	12%	14%	8%	0%	0%	11%
Health & safe-care	12%	15%	8%	50%	0%	0%	74%	71%	78%	50%	75%	89%	13%	15%	12%	0%	25%	11%
Self-confidence & self-awareness	12%	12%	12%	25%	0%	11%	75%	72%	79%	75%	75%	89%	13%	17%	8%	0%	25%	0%
Managing feelings & behaviour	15%	9%	20%	25%	25%	33%	73%	74%	71%	75%	59%	67%	14%	17%	8%	0%	17%	0%
Making relationships	14%	9%	20%	50%	8%	0%	73%	74%	70%	50%	75%	100%	14%	17%	8%	0%	17%	0%
Reading	19%	23%	12%	50%	8%	0%	58%	51%	66%	25%	67%	100%	24%	25%	21%	25%	25%	0%
Writing	22%	27%	16%	50%	8%	0%	69%	65%	75%	50%	92%	100%	8%	9%	8%	0%	0%	0%
Number	13%	12%	16%	50%	8%	0%	64%	54%	79%	25%	67%	67%	22%	34%	4%	25%	25%	33%
Shape, space & measures	12%	15%	8%	50%	0%	0%	64%	52%	83%	25%	67%	67%	24%	35%	8%	25%	33%	33%
People & communities	17%	18%	16%	0%	8%	11%	68%	63%	74%	75%	75%	89%	16%	20%	8%	0%	25%	0%
The World	21%	24%	16%	50%	8%	11%	65%	57%	79%	50%	74%	89%	14%	20%	4%	0%	17%	0%
Technology	11%	6%	16%	25%	8%	0%	78%	80%	74%	75%	83%	100%	12%	14%	8%	0%	8%	0%
Media & materials	20%	23%	16%	50%	8%	22%	72%	75%	70%	50%	74%	77%	7%	3%	12%	0%	17%	11%
Being Imaginative	15%	15%	16%	50%	0%	0%	77%	83%	70%	50%	84%	89%	7%	3%	12%	0%	17%	11%

### **Analysis/comments:**

#### **EYFS**

No significant ethnic issues arose in EYFS in 2015-16.

The school will continue to monitor ethnic groups to ensure children are reaching expected levels and making good progress.

# Attainment Data Key stage 1

Key		All		Dis	
<span style="background-color: #90EE90;">■</span>	2+ pupils above national	National	Figure for national all	Figure for national other	
<span style="background-color: #90EE90;">■</span>	1 pupil above national	Attainment			
<span style="background-color: #FFB6C1;">■</span>	1 pupil below national	expected or above		greater depth	
<span style="background-color: #FFB6C1;">■</span>	2+ pupils below national				

### Reading

A/D		All		Dis		All		Dis	
Cohort	1	60	25	60	25	60	25	60	25
School %		82	76	18	12	18	12	18	12
National %		74	78	24	27	24	27	24	27
Difference %		8	-2	-5	-15	-5	-15	-5	-15

		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		9	6	37	18	12	1	9	6	37	18	12	1
School %		33	33	89	89	100	100	0	0	11	17	58	0
National %		36	39	85	87	99	99	2	2	20	21	65	66
Difference %		-2	-5	4	2	1	1	-2	-2	-9	-5	-7	-66
Diff (no of pupils)		0	0	1	0	0	0	0	0	-3	0	0	0

### Writing

A/D		All		Dis		All		Dis	
Cohort	1	60	25	60	25	60	25	60	25
School %		75	68	17	0	17	0	17	0
National %		65	70	13	16	13	16	13	16
Difference %		10	-2	3	-16	3	-16	3	-16

		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		11	7	38	17	9	1	11	7	38	17	9	1
School %		27	29	82	82	100	100	0	0	8	0	78	0
National %		30	33	82	83	98	99	1	1	13	14	52	53
Difference %		-3	-4	0	0	2	1	-1	-1	-5	-14	26	-53
Diff (no of pupils)		0	0	0	0	0	0	0	0	-1	-2	2	0

expected or above	greater depth
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### Mathematics

A/D		All		Dis		All		Dis	
Cohort	1	60	25	60	25	60	25	60	25
School %		80	68	17	8	17	8	17	8
National %		73	77	18	20	18	20	18	20
Difference %		7	-9	-1	-12	-1	-12	-1	-12

		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		10	8	41	16	7	1	10	8	41	16	7	1
School %		40	38	85	81	100	100	0	0	12	13	71	0
National %		36	40	86	87	99	99	2	2	18	20	59	61
Difference %		4	-2	0	-6	1	1	-2	-2	-6	-8	12	-61
Diff (no of pupils)		0	0	0	0	0	0	0	0	-2	-1	0	0

### Science

A/D		All		Dis		All		Dis	
Cohort	1	60	25	60	25	60	25	60	25
School %		78	68	17	8	17	8	17	8
National %		82	85	18	20	18	20	18	20
Difference %		-3	-17	-1	-12	-1	-12	-1	-12

		Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		8	4	40	20	10	1	8	4	40	20	10	1
School %		13	0	85	80	100	100	0	0	12	13	71	0
National %		47	51	88	91	98	99	2	2	18	20	59	61
Difference %		-34	-51	-3	-11	2	1	-2	-2	-6	-8	12	-61
Diff (no of pupils)		-2	-2	-1	-2	0	0	-2	-2	-1	-2	0	0

The national comparator shown for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Attainment shading is displayed for EYFSP groups only. It is applied where the percentage difference from national is equivalent to one or more pupils.

For mathematics, each pupil is grouped by the lower of their outcomes on the two mathematics early learning goals.

For science, each pupil is grouped by their outcome on the world early learning goal.

A/D: absent or disapplied from the teacher assessment

KS1 reading teacher assessment 2016

Ethnic group	National Cohort	National 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	60	all	82	74	18	24	0	2	5	5	12	19
White	22	all	77	74	14	24	0	2	9	5	14	19
British	6	all	83	74	0	24	0	2	0	5	17	19
Irish	0	all	-	74	-	24	-	2	-	5	-	19
Traveller	0	all	-	74	-	24	-	2	-	5	-	19
Gypsy/Roma	0	all	-	74	-	24	-	2	-	5	-	19
any other White background	16	all	75	74	19	24	0	2	13	5	13	19
Mixed	2	all	50	74	50	24	0	2	0	5	50	19
White & Black Caribbean	1	all	0	74	0	24	0	2	0	5	100	19
White & Black African	0	all	-	74	-	24	-	2	-	5	-	19
White & Asian	0	all	-	74	-	24	-	2	-	5	-	19
any other mixed background	1	all	100	74	100	24	0	2	0	5	0	19
Asian or Asian British	12	all	83	74	33	24	0	2	0	5	8	19
Indian	3	all	100	74	67	24	0	2	0	5	0	19
Pakistani	2	all	50	74	0	24	0	2	0	5	50	19
Bangladeshi	7	all	86	74	29	24	0	2	0	5	0	19
any other Asian background	0	all	-	74	-	24	-	2	-	5	-	19
Black or Black British	20	all	95	74	15	24	0	2	0	5	5	19
Black Caribbean	4	all	75	74	25	24	0	2	0	5	25	19
Black African	14	all	100	74	7	24	0	2	0	5	0	19
any other Black background	2	all	100	74	50	24	0	2	0	5	0	19
Chinese	0	all	-	74	-	24	-	2	-	5	-	19
any other ethnic group	4	all	50	74	0	24	0	2	25	5	25	19
unclassified - refused	0	all	-	74	-	24	-	2	-	5	-	19
unclassified - not obtained	0	all	-	74	-	24	-	2	-	5	-	19

Analysis/comments:

No significant ethnic issues arose at the end KS1 in 2015-16.  
The school will continue to monitor ethnic groups to ensure children are reaching expected levels and making good progress.

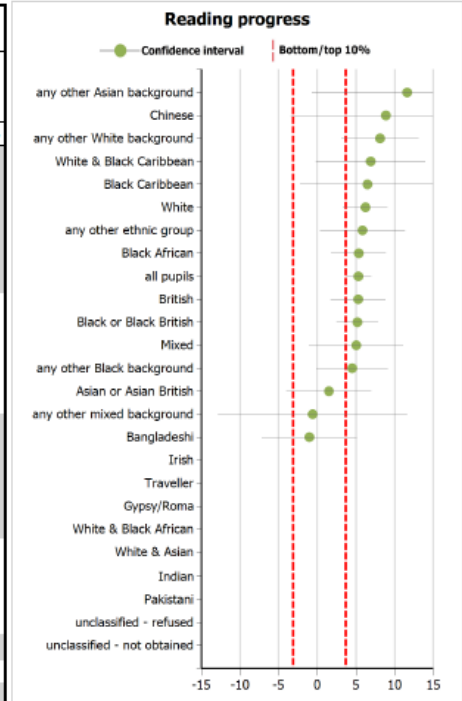
Attainment Data Key Stage 2

Progress	National		All		Dis	
	Figure for national all	Figure for national other	Figure for national all	Figure for national other	Figure for national all	Figure for national other
<b>Reading</b>						
Cohort	54	44	54	44	54	44
Score	5.31	5.34	5.31	5.34	5.31	5.34
CI +/-	1.67	1.85	1.67	1.85	1.67	1.85
Rank	4	4	4	4	4	4
	Low	Middle	High			
Cohort	5	3	34	29	15	12
Score	13.68	13.04	6.27	6.66	0.34	0.21
National	0	0.36	0	0.35	0	0.30
Difference	13.68	12.68	6.27	6.31	0.34	-0.09
CI +/-	5.49	7.08	2.10	2.28	3.17	3.54
Rank	2	3	3	3		
<b>Writing</b>						
Cohort	55	45	55	45	55	45
Score	2.96	3.22	2.96	3.22	2.96	3.22
CI +/-	1.67	1.85	1.67	1.85	1.67	1.85
Rank	15	12	15	12	15	12
	Low	Middle	High			
Cohort	6	4	34	29	15	12
Score	5.55	5.27	1.77	1.88	4.60	5.77
National	0	0.34	0	0.10	0	0.11
Difference	5.55	4.93	1.77	1.77	4.60	5.67
CI +/-	5.06	6.19	2.12	2.30	3.20	3.58
Rank	15				10	6
<b>Mathematics</b>						
Cohort	54	44	54	44	54	44
Score	5.08	5.53	5.08	5.53	5.08	5.53
CI +/-	1.42	1.58	1.42	1.58	1.42	1.58
Rank	3	2	3	2	3	2
	Low	Middle	High			
Cohort	5	3	34	29	15	12
Score	6.94	6.12	4.86	5.45	4.96	5.57
National	0	0.45	0	0.26	0	0.17
Difference	6.94	5.66	4.86	5.19	4.96	5.40
CI +/-	4.67	6.03	1.79	1.94	2.70	3.02
Rank	9	12	5	3	4	3



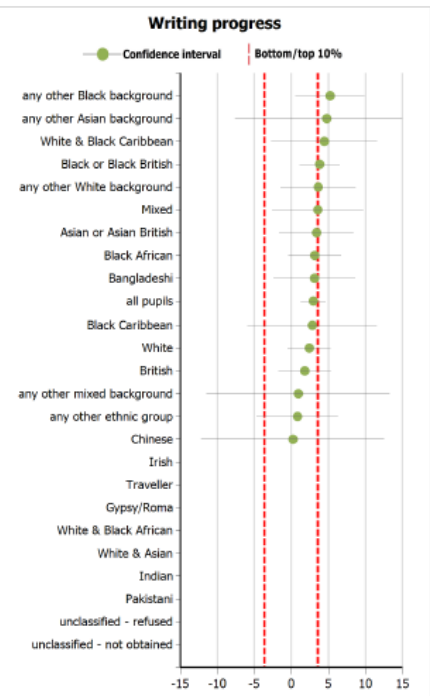
### KS2 reading test 2016

Ethnic group	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
<b>all pupils</b>	<b>54</b>	<b>5.31</b>	<b>60</b>	<b>all</b>	<b>97</b>	<b>66</b>	<b>35</b>	<b>19</b>	<b>107.9</b>	<b>102.6</b>
<b>White</b>	18	6.23	20	all	95	66	40	19	108.2	102.6
British	12	5.29	12	all	100	66	50	19	108.2	102.6
Irish	0	-	0	all	-	66	-	19	-	102.6
Traveller	0	-	0	all	-	66	-	19	-	102.6
Gypsy/Roma	0	-	0	all	-	66	-	19	-	102.6
any other White background	6	8.12	8	all	88	66	25	19	108.3	102.6
<b>Mixed</b>	4	5.04	4	all	100	66	0	19	104.8	102.6
White & Black Caribbean	3	6.91	3	all	100	66	0	19	105.7	102.6
White & Black African	0	-	0	all	-	66	-	19	-	102.6
White & Asian	0	-	0	all	-	66	-	19	-	102.6
any other mixed background	1	-0.60	1	all	100	66	0	19	102.0	102.6
<b>Asian or Asian British</b>	5	1.50	7	all	86	66	14	19	106.7	102.6
Indian	0	-	0	all	-	66	-	19	-	102.6
Pakistani	0	-	0	all	-	66	-	19	-	102.6
Bangladeshi	4	-1.03	5	all	80	66	0	19	105.3	102.6
any other Asian background	1	11.62	2	all	100	66	50	19	109.5	102.6
<b>Black or Black British</b>	21	5.18	22	all	100	66	41	19	108.6	102.6
Black Caribbean	2	6.48	3	all	100	66	33	19	112.0	102.6
Black African	12	5.36	12	all	100	66	50	19	109.1	102.6
any other Black background	7	4.51	7	all	100	66	29	19	106.3	102.6
<b>Chinese</b>	1	8.87	2	all	100	66	50	19	109.5	102.6
<b>any other ethnic group</b>	5	5.85	5	all	100	66	40	19	106.8	102.6
unclassified - refused	0	-	0	all	-	66	-	19	-	102.6
unclassified - not obtained	0	-	0	all	-	66	-	19	-	102.6



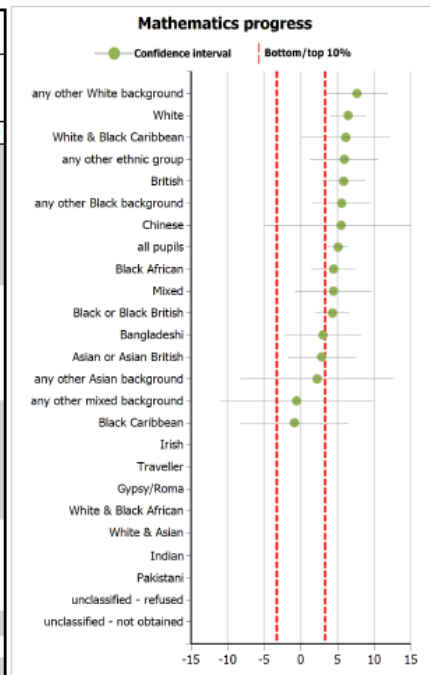
### KS2 writing teacher assessment 2016

Ethnic group	Writing progress		Cohort	National comparator type	Writing attainment			
	Cohort	Score			Expected standard +		Greater depth	
					School %	National %	School %	National %
<b>all pupils</b>	<b>55</b>	<b>2.96</b>	<b>60</b>	<b>all</b>	<b>87</b>	<b>74</b>	<b>22</b>	<b>15</b>
<b>White</b>	18	2.42	20	all	85	74	15	15
British	12	1.81	12	all	83	74	25	15
Irish	0	-	0	all	-	74	-	15
Traveller	0	-	0	all	-	74	-	15
Gypsy/Roma	0	-	0	all	-	74	-	15
any other White background	6	3.63	8	all	88	74	0	15
<b>Mixed</b>	4	3.57	4	all	100	74	0	15
White & Black Caribbean	3	4.45	3	all	100	74	0	15
White & Black African	0	-	0	all	-	74	-	15
White & Asian	0	-	0	all	-	74	-	15
any other mixed background	1	0.94	1	all	100	74	0	15
<b>Asian or Asian British</b>	6	3.40	7	all	71	74	29	15
Indian	0	-	0	all	-	74	-	15
Pakistani	0	-	0	all	-	74	-	15
Bangladeshi	5	3.12	5	all	80	74	40	15
any other Asian background	1	4.78	2	all	50	74	0	15
<b>Black or Black British</b>	21	3.82	22	all	91	74	36	15
Black Caribbean	2	2.83	3	all	100	74	33	15
Black African	12	3.15	12	all	83	74	42	15
any other Black background	7	5.23	7	all	100	74	29	15
<b>Chinese</b>	1	0.22	2	all	100	74	0	15
<b>any other ethnic group</b>	5	0.83	5	all	80	74	0	15
unclassified - refused	0	-	0	all	-	74	-	15
unclassified - not obtained	0	-	0	all	-	74	-	15



KS2 mathematics test 2016

Ethnic group	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
<b>all pupils</b>	<b>54</b>	<b>5.08</b>	<b>60</b>	<b>all</b>	<b>92</b>	<b>70</b>	<b>45</b>	<b>17</b>	<b>108.2</b>	<b>103.0</b>
<b>White</b>	18	6.45	20	all	95	70	55	17	109.1	103.0
British	12	5.85	12	all	100	70	58	17	109.2	103.0
Irish	0	-	0	all	-	70	-	17	-	103.0
Traveller	0	-	0	all	-	70	-	17	-	103.0
Gypsy/Roma	0	-	0	all	-	70	-	17	-	103.0
any other White background	6	7.65	8	all	88	70	50	17	109.0	103.0
<b>Mixed</b>	4	4.46	4	all	100	70	25	17	105.3	103.0
White & Black Caribbean	3	6.13	3	all	100	70	33	17	106.0	103.0
White & Black African	0	-	0	all	-	70	-	17	-	103.0
White & Asian	0	-	0	all	-	70	-	17	-	103.0
any other mixed background	1	-0.58	1	all	100	70	0	17	103.0	103.0
<b>Asian or Asian British</b>	5	2.85	7	all	86	70	14	17	108.0	103.0
Indian	0	-	0	all	-	70	-	17	-	103.0
Pakistani	0	-	0	all	-	70	-	17	-	103.0
Bangladeshi	4	3.01	5	all	80	70	20	17	109.3	103.0
any other Asian background	1	2.23	2	all	100	70	0	17	105.5	103.0
<b>Black or Black British</b>	21	4.32	22	all	86	70	45	17	107.9	103.0
Black Caribbean	2	-0.86	3	all	100	70	33	17	106.3	103.0
Black African	12	4.47	12	all	83	70	50	17	108.4	103.0
any other Black background	7	5.56	7	all	86	70	43	17	107.7	103.0
<b>Chinese</b>	1	5.50	2	all	100	70	100	17	110.0	103.0
<b>any other ethnic group</b>	5	5.94	5	all	100	70	40	17	107.6	103.0
unclassified - refused	0	-	0	all	-	70	-	17	-	103.0
unclassified - not obtained	0	-	0	all	-	70	-	17	-	103.0



Analysis/comments:

No significant ethnic issues arose at the end KS2 in 2015-16.  
 The school will continue to monitor ethnic groups to ensure children are reaching expected levels and making good progress.

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 %	
<b>all pupils</b>	<b>60</b>	<b>all</b>	<b>85</b>	<b>53</b>	<b>10</b>	<b>5</b>	<b>Ethnic group</b>						
male	28	same	71	49	11	5	<b>White</b>	20	all	85	53	10	5
female	32	same	97	57	9	6	British	12	all	83	53	17	5
disadvantaged	45	non	87	60	13	7	Irish	0	all	-	53	-	5
other	15	same	80	60	0	7	Traveller	0	all	-	53	-	5
Free School Meals	45	non	87	59	13	7	Gypsy/Roma	0	all	-	53	-	5
Children Looked After	1	non	100	53	0	5	any other White background	8	all	88	53	0	5
SEN with statement or EHC plan	0	all	-	53	-	5	<b>Mixed</b>	4	all	100	53	0	5
SEN support	6	all	0	53	0	5	White & Black Caribbean	3	all	100	53	0	5
no SEN	54	same	94	61	11	6	White & Black African	0	all	-	53	-	5
on roll in years 5 & 6	54	same	85	55	11	6	White & Asian	0	all	-	53	-	5
English first language	28	all	89	53	18	5	any other mixed background	1	all	100	53	0	5
English additional language	32	all	81	53	3	5	<b>Asian or Asian British</b>	7	all	71	53	0	5
<b>Prior attainment</b>							Indian	0	all	-	53	-	5
overall low	6	same	33	6	0	0	Pakistani	0	all	-	53	-	5
overall middle	34	same	91	46	3	1	Bangladeshi	5	all	80	53	0	5
overall high	15	same	100	91	33	17	any other Asian background	2	all	50	53	0	5
reading low	4	same	25	7	0	0	<b>Black or Black British</b>	22	all	86	53	18	5
reading middle	41	same	90	48	2	1	Black Caribbean	3	all	100	53	33	5
reading high	10	same	100	91	50	18	Black African	12	all	83	53	25	5
writing low	6	same	33	10	0	0	any other Black background	7	all	86	53	0	5
writing middle	40	same	93	57	10	3	<b>Chinese</b>	2	all	100	53	0	5
writing high	9	same	100	95	22	26	<b>any other ethnic group</b>	5	all	80	53	0	5
Mathematics low	4	same	25	5	0	0	unclassified - refused	0	all	-	53	-	5
Mathematics middle	40	same	90	49	3	2	unclassified - not obtained	0	all	-	53	-	5
Mathematics high	11	same	100	91	45	20							

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

**Analysis/comments:**

*No significant ethnic issues arose at the end KS2 in 2016.  
The school will continue to monitor all groups to ensure children are reaching expected levels and making good progress.*

**Promoting Opportunities for Our School Community:**

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	
Admissions and Transfer:	<ul style="list-style-type: none"> <li>• All children are supported in transferring into other schools e.g. in terms of distance, moving out of borough.</li> <li>• Admission action plan is in place for new children or mid phase into Hallsville.</li> <li>• Children supported transition between classes and phases of school</li> </ul>
Participation :	<ul style="list-style-type: none"> <li>• School ensured that extended opportunities are open to all – focus on pupils with SEN and disability – Positive risk assessment ensures access to wide range of opportunities. All our children are included in educational visits. All our children are included in extended school provision.</li> </ul>
Student progress:	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings held termly in order to identify pupils who are not making progress.</li> <li>• Intervention strategies are used to target under performance.</li> </ul>
Flexible curriculum arrangements	<ul style="list-style-type: none"> <li>• Accessibility Plan has been reviewed and updated – shared with Governors.</li> </ul>

**Analysis/comments:**

Areas school has developed this year:  
We have increased the provision of an Extended School Club from 4:30-5pm. This club is free and provides healthy snacks.

Areas we would like to improve next year: To explore ways in which we can continue to meet the needs of our children before and after school.

**Section 3. Foster Good Relations Between those 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 respect.



Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> <li>• Jigsaw programme is taught across the school and incorporates all aspects of PHSCE.</li> <li>• SEAL programme in place-assemblies are held on a weekly basis discussing various themes like bullying, relationships, getting on and falling out.</li> <li>• Assembly themes that address social and emotional themes</li> <li>• Transition teacher works with Year 6 children- preparation for secondary school.</li> </ul>
Student Voice:	<ul style="list-style-type: none"> <li>• School council in years 3-6 meets weekly to discuss issues, which concern themselves and their peers.</li> <li>• During Citizenship Week the whole school will be voting for a Head Boy and Head Girl.</li> <li>• Co-ordinators have pupil consultations where they ask pupils about their learning in different subjects.</li> </ul>
Positive Imagery:	<ul style="list-style-type: none"> <li>• Conditions for learning in classrooms</li> <li>• Black History Month</li> <li>• Multi-cultural displays</li> <li>• Religions are celebrated through displays</li> </ul>
Community Links:	<ul style="list-style-type: none"> <li>• We have a Marlborough Project within the schools for parents to help set targets for good behaviour and learning, in school and at home.</li> <li>• A full-time Family Support Worker.</li> <li>• Learning Mentor</li> </ul>
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> <li>• Philosophy for children – facilitated group discussions and sharing of views about different cultural aspects and concerns.</li> <li>• The children visit different places of worship in the community.</li> </ul>
Removing Barriers and Reasonable Adjustments:	<ul style="list-style-type: none"> <li>• Use of Advisory service</li> <li>• Accessibility Plan</li> <li>• SEND and EAL policies</li> </ul>
Links with wider communities	<ul style="list-style-type: none"> <li>• Children participate in numerous sporting competitions across London. Children are signposted to sporting clubs.</li> <li>• Visitors are invited to speak about charitable work to children.</li> <li>• The children also visit different places of worship in the community. For example the Sikh temples and the local mosques.</li> </ul>
Partnerships with Parents:	<ul style="list-style-type: none"> <li>• Triple 3 parenting classes.</li> <li>• PTA</li> </ul>

**Analysis/comments:**

Areas school has developed this year:

- A more focused approach to family support by increasing the breadth of provision- speech and language therapist.
- PTA has become more organised and visible around the school especially during school events- Parents' Evening.

<ul style="list-style-type: none"> <li>Increased parent participation in the Nursery setting- Stay and ...</li> </ul>
<p>Areas we would like to improve next year:</p> <ul style="list-style-type: none"> <li>To enhance attendance of parents/ carers at our parent workshops.</li> </ul>

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

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	<ul style="list-style-type: none"> <li>School takes preventative steps wherever possible with exclusions.</li> <li>Police assemblies on knife crime for years 2-6.</li> <li>Behaviour advisory teachers for support.</li> </ul>
Monitoring of incidents:	<ul style="list-style-type: none"> <li>All incidents that involve discrimination are monitored and recorded.</li> </ul>
Anti Bullying and Harassment:	<ul style="list-style-type: none"> <li>Anti -bullying policies reviewed and in place – shared with staff and governors</li> <li>Jigsaw (PHSCE) weekly in all year groups.</li> <li>Anti-bullying Week in November</li> </ul>
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> <li>Training in place – identified in policies and accessibility planning</li> </ul>

#### Analysis/comments:

<p>Areas school has developed this year:</p> <ul style="list-style-type: none"> <li>LGBT –Educate and Celebrate Gold kite mark awarded to the school–linked to the Discrimination Act</li> </ul>
<p>Areas we would like to improve next year:</p> <ul style="list-style-type: none"> <li>To embed Educate and Celebrate in Anti-bullying Week and in the curriculum.</li> <li>To embed children’s understanding of democracy through exploring what British values are.</li> </ul>

#### 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"> <li>We discuss the children’s needs, fund raise. We also discuss inclusion of all pupils in the playground activities.</li> </ul>

Pupil voice:	<ul style="list-style-type: none"> <li>• Annual Review Meetings – Person Centred Review Meetings</li> <li>• Pupil questionnaires</li> <li>• TLR monitoring- interviews.</li> </ul>
Parents/Carers /Guardians:	<ul style="list-style-type: none"> <li>• We have our parent stakeholder’s questionnaires and parents evenings for parents to give their views on Hallsville.</li> </ul>
Staff:	<ul style="list-style-type: none"> <li>• We have our questionnaires about staff view, staff meetings, and TLR meetings.</li> </ul>
Local community:	<ul style="list-style-type: none"> <li>• We have our summer fete in July (local community police officers) and the PTA where the community gets involved with the school.</li> <li>• Parent volunteers working in school.</li> </ul>
Governors:	<ul style="list-style-type: none"> <li>• We have our governors stakeholders questionnaire about their views on Hallsville</li> <li>• Governors visit the school.</li> </ul>
Satisfaction with our service:	<ul style="list-style-type: none"> <li>• Again this is through our questionnaires.</li> </ul>

**Workforce – staffing and training**

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. School Staffing England Regulations (2003) sets the Local Authority as the employer however schools exercise a responsibility as direct employer. We have adopted Local Authority HR Policies related to Recruitment, CPD and other areas of employer responsibility.

Area of development	Significant information that we can address for following year
Promoting opportunity	<ul style="list-style-type: none"> <li>• To embed children understands of democracy through exploring what British values are.</li> </ul>
Prohibiting harassment	<ul style="list-style-type: none"> <li>• To continue to record all cases of harassment, especially homophobia.</li> </ul>

This information was ratified by the governors on .....

Our school information will be reviewed on .....

Signed .....