

DATA & INFORMATION ABOUT THE SCHOOL – 2018/2019

Number of learners

YEAR GROUP	BOYS	GIRLS	TOTAL
Foundation 1 (Nursery)	18	19	37
Foundation 2	32	39	71
Year 1	29	45	74
Year 2	41	31	72
Total	120	134	254

Ethnic background of learners

White - English 241	Asian or Asian British - 0
White - European 1	Indian 1
White - any other White background 0	Chinese 0
White – Eastern European 1	Greek 0
Mixed - White and Black Caribbean 1	Turkish 1
Mixed - White and Black African 0	Sri Lankan Tamil 1
Mixed - White and Asian 2	Polish 2
Mixed - any other mixed background 2	Any other ethnic group 0
	Parent /carer / learner preferred not to say 0
	Information not obtained 1

English as an additional language: 4

Learners with special educational needs and/or disabilities

Level of provision	Number of Pupils
	Total
Education, Health & Care Plan/Statemented	3 (1%) National 1%
SEN Support	13 (5%) National 13%
Total	16

Learners for whom the National Curriculum is Disapplied & Exclusions

As these numbers are small & could identify children, this figure is not available for publication.

Nature of learners' special educational needs and/or disabilities

Disability/ difficulty	Number of Pupils
	Total
Specific learning difficulty	0
Moderate learning difficulty	1
Severe learning difficulty	0
Profound and multiple learning difficulty	0
Behavioural, emotional and social difficulty	0
Speech, language and communication needs	13
Hearing impairment	0
Visual impairment	0
Multi-sensory impairment	0
Physical disability	0
Autistic spectrum disorder	2
Other	0
Total	16

Data on Inequalities of Outcome and Participation

Attainment of boys and girls is similar to the national picture with girls outperforming boys in reading and writing. Girls come into school with a higher level of attainment. Strategies are in place to help raise achievement of boys.

This information is updated after the October Census each year.

Aspects of the Curriculum and School Life that Promote Tolerance, Friendship and an Understanding of a Range of Religions or Cultures

- An **Equal Opportunity Policy** is in place to ensure that all pupils receive an appropriate and effective education. Teachers ensure that equality of access is provided at all times and to all groups and individuals within the school regardless of culture, ethnic or gender.
- Boys and girls are expected to follow the same curriculum and to participate together in extra-curricular activities.
- Children with disabilities are treated equally. The school provides resources based on their individual needs. The school's **Accessibility Plan** outlines ongoing strategies to improve access to the curriculum, to ensure all students and staff are not treated less favourably and to ensure the school makes reasonable adjustments for disabled pupils and staff.
- Children are encouraged to explore and share the ideas, opinions and interests which can derive from their particular cultural experiences and backgrounds.
- Content of work offered in the school is provided from a wide range of sources and is selected so that it engages pupils' feelings as well as giving them information and teaching them new skills. When organising the content of schemes of work within the curriculum, staff take into account the diversity of pupils' cultural experience. The curriculum aims to create an understanding of, and interest in, different environments, societies, systems and cultures. Whenever possible pupils are encouraged to recognise that each society has its own values, traditions and styles of every day living which they should consider in the context of that society as well as in their own.
- Race equality and discrimination – no incidents to report.
- Children have visits from groups or individuals to help increase their knowledge of the world around them. For example, Year 2 had a visitor who told them about his home country of Ghana. The children celebrate different cultural festivals like Chinese New Year and Dwali.
- During the Autumn term, a questionnaire is sent out to parents, the results of which can be found in the "About Us" tab and "Parent Views" on the school website.
- School Council (Helping Hands) - children provide input into decision making/feel that their opinions are valued. Eg. we consulted classes about our school mission statement.
- Circle time (based on the SEAL) helps give children the confidence and skills to share feelings. All staff received training from Jenny Mosely in April 2016.
- Children are confident that they can talk to an adult in school - not just their class teacher - secure in the knowledge that they will be listened to and an appropriate action taken (pupil sampling).
- Positive behaviour is reinforced through the school's **Behaviour and Anti Bullying Policy**.
- Any reported incidents by children or parents are investigated promptly.
- Playground incidents reported by staff are logged and reported to teachers or Head Teacher.

The documents in bold are all available on our website on the Statutory Information tab under "Policies".