



## **Public Sector Equality Duty at Godwin Junior School**

Welcome to Equalities at Godwin Junior School. You will find here information about how -our 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 – schools must take into account when publishing information**

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender Re-assignment

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 a school aims 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**

#### **Establish Equality Objectives in the form of an Action Plan**

All the information and analysis will be from school improvement plans, evaluations and pupil data – we intend to use the information to improve education for all groups in our school. We want to make sure we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making sure we are doing well for all our children. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will also find published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact the Head Teacher, Sine Brown.

All the information is broken down to show how the school is doing in providing services and functions to different groups within the school community.

We include information about:

- Attainment – how well children are doing.
- Participation and engagement – children joining in and getting a chance to take part.
- Disabled pupils and those with SEN.
- Behaviour – monitoring the number of exclusions by gender/disability SEND and other groupings. This is to try to find out if we can improve what we do in the school.
- Anti-Bullying – If we have a problem with bullying, is there a trend or pattern we need to know about?
- How we are going to work towards improving what we do.

### **School vision:**

We aspire to create an inclusive and effective learning community with high expectations of its staff and pupils.

We want our school to reflect and embrace the diversity of Forest Gate and to provide a high quality learning environment that is stimulating and supportive for both children and adults.

We want our pupils, their families and our staff to feel valued, safe and able to make choices that will contribute to a healthy lifestyle.

We want members of our community to be responsible, confident people who are able to contribute fully to society.

We aim to nurture in our pupils an awareness of and responsibility for their attitudes, decisions and actions and a recognition of the consequences of these.

The core values which underpin everything we do are summed up in the 5 Cs. The 5 Cs form the basis of our school rules and convey clearly to staff and pupils the expectations that we have.

- **Consideration – We respect other people, consider their feelings and treat them in the way that we would like to be treated**
- **Courtesy – We show good manners and are polite at all times**
- **Co-operation – We work well with other people to achieve the best we can**
- **Commitment – We always try our best and persevere even when we find something difficult**
- **Care – We look after school property and other people's possessions.**

If you have any ideas that you think will help us or have had any problems such as being discriminated against or witnessing unfairness or inequality, please contact us and let us know your experiences.

You will find all the information on the school website. It is called Equalities.

The person you need to contact if you are interested in helping us with our equalities, or if you can see something that can be improved, is Sine Brown (Head Teacher).

January 2017



# Godwin Junior School Equalities Information and Analysis

## Section 1. Who Comes to Our School? (2015-2016)

School = 353 National = 275		School		National
		Number	%	%
Gender	Girls	171	48.4	49
	Boys	182	51.6	51
Ethnicity	Minority ethnic groups	301	85.6	31.6
	White British	50	14.2	69.3
	White Irish	2	0.6	0.3
	Other White and European	43	12.2	5.6
	Gypsy Roma/ Irish Traveller/ Other	0	0	0.3
	Mixed Heritage (other)	17	4.8	1.9
	Black - Caribbean Heritage	10	2.8	1.2
	Black- African Heritage	35	9.9	3.7
	Black - Other	13	3.7	0.7
	White & Black Caribbean	10	2.8	1.5
	White & Black African	5	1.4	0.7
	White & Asian	4	1.1	1.2
	Asian - Indian	21	5.9	2.8
	Asian - Pakistani	59	16.7	4.2
	Asian - Bangladeshi	72	20.4	1.7
	Asian - Any Other Asian Background	2	0.6	1.7
	Chinese	0	0	0.4
	Any other minority ethnic group	4	1.1	1.7
	Preferred not to say	4	1.1	05
Free School Meal Eligibility	Not Eligible	227	64.3	74.8
	Eligible	126	35.7	25.2
Religion/Belief	Buddhist/Taoist	0	0	
	Christian	114	32.2	
	Hindu		1.1%	
	Jewish	0	0	
	Muslim	163	46.7	
	Sikh	11	3.1	
	Other		3%	
	Refused		0.5%	
	No Religion	47	13.4	
Special Educational Need	No Special Educational Needs	301	85.3	88.9
	SEN Support	52	14.7	12.1
	Statemented/EHC Plan	0	0	1.3
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	1	0.35	
	Social, Emotional and Mental Health	8	2.8	
	Hearing Impairment	3	1.05	
	Moderate Learning Difficulty	23	8.11	
	Visual Impairment	0	0	
	Multisensory Impairment	0	0	

Physical Disability	0	0	
Profound & Multiple Learning Difficulty	0	0	
Speech Language & Communication Need	18	6.36	
Specific Learning Difficulty	1	0.35	
Severe Learning Difficulty	0	0	
SEN support but no Specialist Assessment of type of need	0	0	
Other Difficulty/Disability	2	0.7	
% on school roll SEN Support	52	14.7	
% on school roll Statement/EHC Plan	0	0	

### Analysis/comments:

#### Analysis of the school population:

The school is situated in Forest Gate in the London Borough of Newham and reflects the diversity of Forest Gate and serves a multicultural and multilingual community. It is a three-form entry school of approximately 360 children aged 7-11. It will start to become a four form entry school from September 2017 with four Year 3 classes transferring from Woodgrange Infant School. Over 25 languages are spoken within the school, the main ones being English, Bengali and Urdu. Children who speak English as a first language account for 30.3%.

Over the years, the percentage of pupils from minority ethnic groups has risen, for example, 80.4 in 2009 to 85.6% in 2016. The number of white British pupils has decreased to 14.2% in 2016 from 18.2 in 2009. There has been a slight decrease in the number of pupils of Indian, Bangladeshi and Caribbean background, and a slight increase in pupils of Pakistani, African and mixed heritage over the last few years. There are an increasing number of children from Eastern Europe attending our school, many of whom are new to the country and learning English. The percentage of children at our school who have English as an additional language is 69.6% which is significantly higher than the national average of 20.1%.

Godwin has slightly more boys than girls - 51.6% in 2015-2016; reflecting the national picture. This was evident in years 5 and 6 but not so in years 3 and 4. The number of pupils who are entitled to free schools meals is 35.7%. As Newham provides free school meals to all children of primary school age, some eligible parents/carers may not have applied for the funding, although this is highly encouraged.

#### Comparisons to national data:

Compared to the national average of 31.6%, Godwin's population from minority ethnic groups is much higher at 87%.

Godwin's number of boys at 51.6% is slightly more than the national average of 51%.

The number of pupils who are entitled to free school meals is 35.7% which is above the national average of 25.2%.

Our special needs profile is slightly above the national average.

	2014	2015	2016	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	333	337	353				
National	263	269	275	4	140	212	278 413 1,387
<b>% girls</b>							
School	47.1	47.2	48.4				
National	49.0	49.0	49.0	0.0	46.2	48.2	49.9 51.9 100.0
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	28.5	29.1	35.7				
National	26.6	26.0	25.2	0.0	9.0	15.2	23.9 38.3 85.9
<b>% of pupils from minority ethnic groups</b>							
School	86.6	86.7	85.6				
National	29.7	30.7	31.6	0.0	5.3	9.8	18.0 43.0 100.0
<b>% of pupils first language not / believed not to be English</b>							
School	64.9	70.1	69.6				
National	18.8	19.5	20.1	0.0	1.2	3.6	8.6 25.3 100.0
<b>% of pupils with SEN support</b>							
School	-	13.9	14.7				
National	-	13.0	12.1	0.0	6.8	9.7	12.6 17.0 100.0
<b>% of pupils with an SEN statement or EHC plan</b>							
School	-	0.0	0.0				
National	-	1.4	1.3	0.0	0.3	0.8	1.2 2.0 23.8
<b>% stability</b>							
School	90.7	87.2	85.6				
National	85.9	85.9	85.7	27.6	79.0	84.4	88.3 92.2 100.0
<b>School deprivation indicator</b>							
School	0.38	0.38	0.23				
National	0.24	0.24	0.21	0.02	0.09	0.14	0.20 0.29 0.69

RaiseOnline, 2016.

Ethnic group	School %			National %
	2014	2015	2016	2016
<b>White</b>				
British	13.2	13.1	14.2	69.3
Irish	0.3	0.6	0.6	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	10.2	12.2	12.2	5.6
<b>Mixed</b>				
White & Black Caribbean	3.0	3.3	2.8	1.5
White & Black African	0.3	2.1	1.4	0.7
White & Asian	0.3	1.5	1.1	1.2
any other mixed background	9.0	3.0	4.8	1.9
<b>Asian or Asian British</b>				
Indian	7.5	6.5	5.9	2.8
Pakistani	19.2	17.5	16.7	4.2
Bangladeshi	14.1	20.2	20.4	1.7
any other Asian background	1.5	0.9	0.6	1.7
<b>Black or Black British</b>				
Caribbean	6.0	3.9	2.8	1.2
African	8.4	9.5	9.9	3.7
any other Black background	3.3	2.4	3.7	0.7
<b>Chinese</b>	0.0	0.0	0.0	0.4
<b>Any other ethnic group</b>	2.4	2.1	1.1	1.7
<b>Parent/pupil preferred not to say</b>	1.2	0.9	1.1	0.5
<b>Ethnicity not known</b>	0.0	0.6	0.6	0.5
<hr/>				
<b>First language</b>				
English	35.1	29.7	30.3	81.8
Other	64.9	69.7	69.4	18.0
Unclassified	0.0	0.6	0.3	0.2

RaiseOnline, 2016.

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	0	1	0	0	0
Moderate Learning Difficulty	-	19	23	0	0	0
Severe Learning Difficulty	-	0	0	0	0	0
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	5	8	0	0	0
Speech, Language and Communication Needs	-	15	18	0	0	0
Hearing Impairment	-	2	0	0	0	0
Visual Impairment	-	0	0	0	0	0
Multi-Sensory Impairment	-	0	0	0	0	0
Physical Disability	-	0	0	0	0	0
Autistic Spectrum Disorder	-	0	0	0	0	0
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	6	2	0	0	0
<b>School total</b>	-	<b>47</b>	<b>52</b>	-	-	-
<b>Percentage of school roll</b>	-	<b>13.9</b>	<b>14.7</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

RaiseOnline, 2016.

#### Attendance 2015-2016

	School		National %
	Number	%	
Overall absence	14	4	3.9
Authorised	12	3.3	
Unauthorised	3	0.9	
Persistent Absence	8	2.4	8.8

	2014		2015		2016	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
<b>Absence</b>						
% Persistent absentees- absent for 10% or more sessions	-	-	-	-	9.7	8.8
% Persistent absentees- absent for 15% or more sessions	2.0	2.8	2.6	2.7	-	-
% of sessions missed due to Overall Absence	3.3	3.9	3.9	4.0	4.0	3.9

RaiseOnline, 2016.

#### Analysis/comments:

##### Comment:

A record is kept of all absences. Our overall absence rates - authorised, unauthorised and persistent – are slightly above with the national average. These figures refer to a small number of pupils.

If no message has been sent to the school, then 'phone calls are made on the first day of absence in the morning. Some parents/carers of pupils in our school request extended holidays during term time. These are highly discouraged. The procedure is that the parents/carers need to write a letter to the Head Teacher asking for permission to take their child/children out of school. The school follows the LA policy of not permitting holidays during school unless under exceptional circumstances.

##### Development:

The school monitors persistence absences and poor punctuality. Letters are sent to parents/carers of children who are persistently absent or arrive late to school. If there is no improvement in attendance and punctuality, parents/carers are invited to a meeting with the Head Teacher.



## **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.

### **Attainment Data**

This is how our school compares to other schools nationally at the end of Year 6 (Key Stage 2) in reading, writing and mathematics.

#### **KS2 reading, writing and mathematics 2016**

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
<b>all pupils</b>	87	all	54	53	7	5
male	44	same	48	49	7	5
female	43	same	60	57	7	6
disadvantaged	29	non	48	60	0	7
other	58	same	57	60	10	7
Free School Meals	29	non	48	59	0	7
Children Looked After	1	non	100	53	0	5
SEN with statement or EHC plan	0	all	-	53	-	5
SEN support	11	all	0	53	0	5
no SEN	76	same	62	61	8	6
on roll in years 5 & 6	76	same	57	55	5	6
English first language	34	all	59	53	12	5
English additional language	52	all	52	53	4	5
<b>Prior attainment</b>						
overall low	6	same	0	6	0	0
overall middle	42	same	36	46	0	1
overall high	28	same	100	91	21	17
reading low	6	same	0	7	0	0
reading middle	45	same	42	48	0	1
reading high	25	same	96	91	24	18
writing low	5	same	0	10	0	0
writing middle	56	same	50	57	4	3
writing high	15	same	100	95	27	26
mathematics low	6	same	0	5	0	0
mathematics middle	50	same	46	49	2	2
mathematics high	20	same	100	91	25	20

RaiseOnline, 2016.

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

# **KS2 reading, writing and mathematics 2016**

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
<b>Ethnic group</b>						
<b>White</b>	22	all	55	53	9	5
British	13	all	69	53	15	5
Irish	1	all	100	53	0	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	0	all	-	53	-	5
any other White background	8	all	25	53	0	5
<b>Mixed</b>	10	all	40	53	10	5
White & Black Caribbean	6	all	50	53	17	5
White & Black African	3	all	33	53	0	5
White & Asian	0	all	-	53	-	5
any other mixed background	1	all	0	53	0	5
<b>Asian or Asian British</b>	31	all	58	53	6	5
Indian	7	all	57	53	0	5
Pakistani	13	all	69	53	8	5
Bangladeshi	11	all	45	53	9	5
any other Asian background	0	all	-	53	-	5
<b>Black or Black British</b>	21	all	52	53	5	5
Black Caribbean	4	all	0	53	0	5
Black African	16	all	69	53	6	5
any other Black background	1	all	0	53	0	5
<b>Chinese</b>	0	all	-	53	-	5
<b>any other ethnic group</b>	0	all	-	53	-	5
unclassified - refused	2	all	100	53	0	5
unclassified - not obtained	1	all	0	53	0	5

RaiseOnline, 2016.

87 pupils		Key Stage 2 Outcomes for Different Groups in Our School	Reading, writing and maths Expected Standard+ School %	Reading, writing and maths Expected Standard+ National %	Reading, writing and maths High Standard School %	Reading, writing and maths High Standard National %
Gender	Girls (43)		60	57	7	6
	Boys (44)		48	49	7	5
Ethnicity	White British		69	53	15	5
	White Irish		100	53	0	5
	Other White and European		35	53	0	5
	Gypsy Roma		0	53	0	5
	Irish Traveller/Other		0	53	0	5
	Mixed Heritage		0	53	0	5
	White & Black Caribbean		50	53	17	5
	White & Black African		33	53	0	5
	White & Black Asian		0	53	0	5
	Black - Caribbean Heritage		0	53	0	5
	Black- African Heritage		69	53	6	5
	Black - Other		0	53	0	5
	Asian - Indian		57	53	0	5
	Asian - Pakistani		69	53	8	5
	Asian - Bangladeshi		45	53	9	5
	Asian - Any Other Asian Background		0	53	0	5
	Chinese		0	53	0	5
	Any other minority ethnic group		0	53	0	5
Special Educational Need	No Special Educational Needs		62	61	8	6
	SEN Support		0	53	0	5
	Statement/EHC Plan		0	53	0	5
Free School Meal Eligibility	Not Eligible		62	61	8	6
	Eligible		48	59	0	7

#### Analysis/comments:

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

- 1) Our 2016 Raise Online indicates that we have a very high number of children from minority ethnic groups and children whose first language is not English. As a consequence, we have developed EAL beginner groups for children in years 3 and 4, and also for years 5 and 6. These are planned and taught by a specialist TA who liaises with class teachers, and is overseen by our Inclusion Leader. Linked to SDP 'enhance the impact of interventions'.
- 2) We work closely with our local secondary school to which the majority of our children transfer to at the end of year 6. A number of activities are arranged on their site which includes whole class lessons for example in PE, science, media and music. Other sessions are organised for children in years 4-6 who show a talent in art or drama, and food technology for Pupil Premium children. Linked to SDP 'develop community links'.
- 3) A high number of SEN children registered as having SEN Support have speech, language and communication needs. For the last year, we have utilised a specialist TA to deliver the programmes to children across the school. She is supported by our allocated NHS SaLT and LCIS SaLT and has attended specific training in order to develop her skills. Linked to SDP 'enhance the impact of interventions'.

**3 areas we would like to improve next year:**

- 1) Children are now judged against age-related expectations and in order to aid those who experience difficulties in lessons, maths intervention groups will take place each afternoon, starting in years 5 and 6, and then to include years 3 and 4. Linked to SDP 'implement effective assessment practice and systems'.
- 2) We are developing our use of workshops for parents/carers to help them to be more effective partners in their child's learning, particularly in maths (Singapore maths) and reading.
- 3) We will continue to monitor the effectiveness of our specialist TAs and implement further support and training as appropriate. Linked to SDP 'enhance the impact of interventions'.

**Promoting Opportunities for Our School Community:**

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<p>Our senior leaders and subject leaders monitor medium term, weekly and daily planning and books. This is to ensure that lessons are appropriate, build on prior learning and set high expectations. Lessons are based on real life, where possible, and are relevant to children's experiences.</p> <p>Termly lesson observations assess clarity of learning objectives and how differentiated tasks engage children and provide opportunities for children to meet or exceed these objectives. Lessons are well planned with activities that challenge children and encourage them to demonstrate their learning.</p> <p>Staff appraisals objectives are based on the Teachers' Standards, and are linked to progress of children's learning, leadership and professional development.</p> <p><u>Linked to SDP 'improve the quality of teaching and learning'.</u></p>
Admissions and Transfer:	<p>Our infant feeder school is Woodgrange Infant School. Both schools continue to work closely together and most children transition to Godwin. As a junior school, Godwin recognises the importance of an effective and developing transition process with our partner infant school. The sharing of pupil information and class data is fundamental to our transition policy as is the partnership between our year 3 teachers and staff who work in year 2 at Woodgrange. Additionally, our Inclusion Leader works closely with the Inclusion Manager at Woodgrange. We will continue to improve and develop transition arrangements between KS1 and KS2 so that children are well supported in Y3.</p> <p>The majority of our year 6 children transfer to Forest Gate Community School. Our DHT/HT liaise with the Primary Liaison Teacher at FGCS.</p> <p>Our Inclusion Leader coordinates with the SENCos/inclusion managers of schools to which our SEN and/or vulnerable children attend, sharing information and providing copies of specialists' reports.</p> <p>Social stories and additional visits are put into place for children with high SEN needs for transition from Woodgrange to Godwin and from Godwin to secondary schools.</p>

	<p>We have some mid-phase admissions, but mobility is low so most pupils are with us not only throughout Key Stage 2 but have been together, in the same class group, since reception. We do not move children between classes except in exceptional circumstances. As a consequence, children currently remain in the same class throughout their primary education.</p> <p><u>Linked to 'develop community links' and 'local partnership of schools'.</u></p>
Participation :	<p>Lessons are differentiated so that all pupils can participate in all subjects. Some pupils, due to their special needs, may have a personalised curriculum, but they are still involved in their class and participate in many activities. Occasionally, in some cohorts there may be a very small number of pupils who do not participate in assemblies on religious grounds, but this is extremely rare.</p> <p><u>Linked to SDP 'improve the quality of teaching and learning'.</u></p>
Student progress:	<p>Training has been provided for teachers to improve their understanding of assessment data, and how this relates to progress of children in their class and set classes. Our new assessment procedures relate achievement to age related expectations and children are assessed as being at pre-emerging, emerging, expected, exceeding or exceptional.</p> <p>Pupil Achievement Meetings (PAMs) take place at the beginning of terms rather than at the end. This ensures that teachers are very clear about expected academic progress and strategies to use to help those children who are working below age related expectations.</p> <p><u>Linked to SDP 'improve the quality of teaching and learning'.</u></p>
Flexible curriculum arrangements	<p>Every year, we apply for special arrangements for some pupils so that they can access KS2 SATs; extra time and/or a reader.</p>

### Analysis/comments:

<p><b>3 areas school has developed this year:</b></p> <ol style="list-style-type: none"> <li>1) Our Headteacher retired and our Deputy Headteacher was appointed as Headteacher for September 2016. The handover was carefully planned, ensuring that good practice would continue in the new academic year. <u>Linked to SDP 'ensure leadership transition is effective and smooth'.</u></li> <li>2) Assessment has shown that progress in the maths groups has shown limited transfer of skills to the classroom. Due to this, it is planned to change our maths interventions, ensuring that sessions are linked to difficulties in class work rather than following a programme. <u>Linked to SDP 'enhance the impact of interventions'.</u></li> <li>3) We are developing the impact of our teaching assistants with focussed CPD which is based on research, barriers to learning and personal development linked to their appraisals. Sessions are delivered or facilitated by the Inclusion Leader. <u>Linked to SDP 'maximise the impact of teaching assistants'.</u></li> </ol>
<p><b>3 areas we would like to improve next year:</b></p> <ol style="list-style-type: none"> <li>1) The appointment of an experienced Deputy Headteacher who will work together with the Headteacher to further develop teaching and learning. <u>Linked to SDP 'leadership transition is effective and smooth'.</u></li> <li>2) Develop maths interventions to ensure that TAs deliver afternoon sessions helping children to develop their understanding of work taught in the mornings by the class teachers. <u>Linked</u></li> </ol>

to SDP 'enhance the impact of interventions'.

3) Continue to develop support staff's practice by

- identifying training needs for support staff
- delivering, or facilitating, CPD for support staff to meet these needs
- modelling, or facilitating modelling, of good practice to show TAs what it looks like
- monitor and evaluate the impact of the CPD and identify further CPD needs

Linked to SDP 'maximise the impact of teaching assistants'.

### **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.

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
Social and Emotional Wellbeing:	<p>School staff support pupils in developing their social skills and emotional wellbeing. If a teacher has a concern, the children are referred to the Learning Mentor. She works with children 1:1 and also in groups. Some pupils benefit from small group interactions with a focus on self-esteem and social skills.</p> <p>If concerns are more significant, after discussions with parents/carers, children may be referred to EPS or CFCS (CAMHS). We will continue to develop healthy and sustainable lifestyles including promoting healthy eating habits and good manners. Some staff eat their lunch in the lunch hall with the pupils, thereby promoting good table manners, and encouraging a healthy diet. A 'Golden Table' (lunch with the Headteacher) is utilised as recognition of achievement or responsibility.</p> <p>Inclusion meetings are held to monitor and evaluate provision for vulnerable pupils in each year group.</p> <p>For mid phase admissions, the pupils are supported by the Learning Mentor, who ensures that they settle into the class and the school community.</p>
Student Voice:	<p>Children are expected to reflect on their learning, and make comments in their books. They are encouraged to speak to school staff about their learning, their well-being and any concerns they may have.</p> <p>Each year, pupils are encouraged to apply to be a school council; one boy and one girl are voted for by their classmates. Regular school council meetings are held with the Head Teacher.</p> <p>UNICEF Rights Respecting Schools Award work has been introduced. This is a 'UNICEF UK programme that aims ... to embed children's rights in their ethos and culture to improve well-being and develop every child's talents and abilities to their full potential'. This is linked to 'the United Nations Convention on the Rights of the Child'. The expectation is that the school will gain the award by July 2017. <u>Linked to SDP 'UNICEF Rights Respecting School'.</u></p>
Positive Imagery:	<p>Our school is underpinned by its vision:</p> <p>We want our school to reflect the community of Forest Gate, to welcome diversity and to provide a high quality learning environment that is stimulating and supportive for both children and adults.</p> <p>We want children and adults to feel valued, safe and able to make choices that will contribute to a healthy lifestyle.</p> <p>We want members of our community to be responsible, confident people who are able to contribute fully to society.</p> <p>We fully understand the <b>influence and impact</b> that different <b>forms of</b></p>

	<p><b>behaviour</b> play in <b>determining the success</b> within the school for all pupils and adults in the forming of the <b>whole school ethos</b>.</p> <p>We aim to nurture in the individual <b>awareness and responsibility</b> for attitudes, decisions, actions and recognition of their consequences.</p> <p><b>The 5 Cs</b> form the basis of all school rules and convey clearly to staff and pupils the <b>expectations that we have of our community</b>.</p> <ul style="list-style-type: none"> <li>▶ Care</li> <li>▶ Courtesy</li> <li>▶ Consideration</li> <li>▶ Co-operation</li> <li>▶ Commitment</li> </ul> <p>Specific events, weeks, months, and days etc are celebrated e.g. Black history month. These are included in our assembly rota.</p> <p>We actively promote and acknowledge British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) as we want our children to be reflective, tolerant, active and successful British citizens.</p> <p>At least one display in the lunch hall relates to positive imagery, for example, Rights Respecting Schools, the British Values and Anti-bullying.</p>
Community Links:	<p>Our school has good links which are continuing to develop with our local secondary school, Forest Gate Community School, and Woodgrange Infant School.</p> <p>Godwin is part of the NNLP (Newham North Learning Partnership). The soft federation includes the following schools: Earlham Primary School, Godwin Junior School, Kay Rowe Nursery and Forest Gate Children's Centre, Odessa Infant School, Park Primary School, Sandringham Primary School, St James' Junior School and Woodgrange Infant School. <u><a href="#">Linked to SDP 'local Partnership of Schools</a></u>.</p> <p>As well as working with schools, we also work with a variety of businesses and public bodies for projects, special assemblies and workshops.</p>
Cultural Ideas, Religion and Belief	<p>Our school recognises and celebrates different cultures, ideas and beliefs. During RE lessons, pupils learn about various aspects of the major world religions and consider, for instance, similarities and differences with their own beliefs and values.</p> <p>We actively promote and acknowledge British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) throughout the whole of our curriculum and spiritual, moral, social and cultural development. We want our children to be reflective, tolerant, active and successful British citizens.</p> <p>The termly assembly rota encompasses major events and celebrations in the main world religions. In addition, other special days and events are also included, to help support pupils to learn and appreciate different cultures and beliefs, usually related to British Values. This enables them to consider how lives in other places of the country and world may be different to their own, and how they might</p>



	<p>make suggestions for improvement. This may involve raising awareness and/or fund-raising.</p> <p>Parent/carers assemblies frequently involve recognition or celebrations of different religions or cultures.</p> <p>All classes visit various local places of worship linked to their RE work and in addition, are visited by volunteers from Newham Faith in Schools.</p> <p>The school, in recognition of the main faiths in our community, either closes for the main festivals represented at Godwin (such as Eid) or permits a day of religious observance. This enables those who celebrate to enjoy their festivities.</p>
Removing Barriers and Reasonable Adjustments:	<p>The school will carry out adjustments as needed to ensure that all are able to access the curriculum and life in school. The school has a lift and doors are wide enough for wheelchair access. There are toilets accessible to wheelchair users on each floor.</p> <p>Resources are investigated and purchased to support those children who need specific items e.g. writing slopes, pencil grips, coloured overlays, bean bags, special cushions and resources to aid access to the curriculum.</p> <p>The building and grounds are secure so that pupils remain on the premises during school hours. The area is checked regularly by the site supervisor to ensure that it is kept safe for the pupils.</p>
Links with wider communities	<p>Our school community enjoys being involved in fun activities particularly if these involve fundraising, for example for Sport Relief, BBC Children in Need, or Red Nose Day, etc. In addition, each year group has a specific charity which it fundraises for, some of these local, such as the annual Harvest Festival collection for either Newham Foodbank or RAMP.</p>
Partnerships with Parents/Carers:	<p>Partnerships with parents and carers are developed in a number of ways, for example, SLT members are at both school gates to meet and greet parents/carers and children. We have an 'open door' policy and a member of the SLT is often available to discuss any issues or concerns, or indeed to celebrate success.</p> <p>Once a term, parent/carers consultation meetings are held. These inform parents/carers of how their child is progressing, and how they can support their child with their learning at home. Parents/Carers are also able to make appointments to see class teachers at other times apart from Parent/Carer Conferences.</p> <p>Various workshops are held for parents/carers covering a variety of subjects such as Online Safety and how to support their child with specific curriculum areas such as maths or reading. Some are better attended than others.</p> <p>Annual reports of achievement are shared with parents/carers during the summer term. This records the progress their child has made, and sets targets to be addressed in school and at home.</p> <p>Children who have special educational needs may need to be referred for specialist advice and support. This always involves a discussion with the parents, who are frequently pleased that advice is being sought.</p>

**Analysis/comments:**

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

- 1) Sharing good practice with local schools as part of the NNLP. Linked to SDP 'local Partnership of Schools'.
- 2) Introduction of UNICEF Rights Respecting Schools principals. Linked to SDP 'UNICEF Rights Respecting School'.
- 3) British Values have become intrinsic in our ethos through assemblies, displays and links within the curriculum.

**3 things we would like to improve next year:**

- 1) More workshops for parents/carers to help them to support their children's learning.
- 2) Continue to work towards UNICEF Rights Respecting Schools Award, implementing the principals and values throughout the school so that children are aware of the rights of children in the UK and around the world. Linked to SDP 'UNICEF Rights Respecting School'.
- 3) Monitoring impact of social and emotional interventions.

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

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	Fixed term exclusions are very low and are zero most years. During 2015-2016, one child was excluded for a period of five days.
Victimisation and Discrimination:	The school has no evidence of victimisation and discrimination; this is due to the high expectations of staff. Should a parent/carer have a concern, this is investigated by the HT, DHT or AHT.
Monitoring of incidents:	Incidents are recorded on reporting forms; incidents, bullying incidents, racist incidents and accidents.
Anti-Bullying and Harassment:	Some children from time to time are unpleasant to other children. In these situations, these may be disclosed by children or parents. These are dealt directly with by a member of staff, the class teacher and/or the HT, DHT or AHT.
Training and awareness raising about discrimination and bullying issues	This is incorporated into staff training at the beginning of the school year. In addition, our school handbook, code of conduct and anti-bullying policy give clear guidelines as to expectations. For the pupils, this is addressed in assemblies, during safety lesson and during November as part of anti-bullying month.

### Analysis/comments:

<p><b>3 things school has developed this year:</b></p> <ol style="list-style-type: none"> <li>1) Monitoring of poor punctuality and attendance follow up with letters to parents/carers and meetings with the HT for persistent poor punctuality and attendance</li> <li>2) Re-vamped incident forms.</li> <li>3) SLT follow up any incidents and inform parents/carers of the outcomes.</li> </ol>
<p><b>3 things we would like to improve next year:</b></p> <ol style="list-style-type: none"> <li>1) Re-introduction of punctuality and attendance cups, awarded in Friday's merit assembly.</li> <li>2) Persistent poor punctuality and attendance to be monitored and acted upon more regularly and effectively.</li> <li>3) Review the behaviour policy, ensuring that it is appropriate and effective.</li> </ol>

## **Section 5. Participation, Engagement and Satisfaction with our Equalities Practices**

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

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
School Council:	Children are voted for by their classmates. This is via a ballot system. School Council meetings are held regularly throughout the school year, discussing issues pertinent to the school and the children.
Pupil voice:	This is primarily through the school council. In addition, pupils are able to approach members of staff with their concerns, ideas and proposals.
Parents/Carers /Guardians:	Parents/carers consultation meetings. Workshops.
Staff:	Developing new policies. Displays.
Local community:	Governors. Reading volunteers.
Governors:	Policies Reading, discussing and ratifying equalities documents Governor meetings and committee meetings.
Satisfaction with our service:	Questionnaires from stakeholders are carried out from time to time.

### **Workforce – staffing and training**

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

<b>Area of focus</b>	<b>Significant information that we can address for following year</b>
Promoting opportunity	All staff receive annual appraisal/performance management meetings where a discussion takes place to review previous targets and then new ones set based on pupil progress, CPD and personal aspirations. Internal vacancies, such as subject leader roles, are open to teaching staff who can then apply in the usual manner. Job vacancies are advertised in the wider press and internal applicants are welcome to apply. Positions are open to any applicant as long as they meet the person specifications and job description.
Fostering good relations	Continue to promote a congenial, safe and understanding environment. Whistleblowing procedures clearly displayed in the staffroom and shared at annual safeguarding training.
Prohibiting harassment	To continue to develop robust systems and practices that ensure all pupils and staff attend a safe and supportive school.

This information was ratified by the governors on ..... April 2017.

Our school information will be reviewed in April 2018.

Signed .....

**Godwin Junior School Equalities Duty – Objectives and Action Plan – January 2017**

Godwin Junior School Equality Objectives: 1. Advance Equality of Opportunity Between People											Date: January 2017	
			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
a) Raise the level of attainment for underachieving pupils	<ul style="list-style-type: none"><li>• New assessment system, tracking against age-related expectations</li><li>• Pupil Achievement Meetings</li><li>• Year 6 booster groups (reading and maths)</li><li>• Maths interventions – assembly time with class teachers and TAs</li><li>• Maths interventions – afternoons in all year groups</li><li>• FFT wave 3 Literacy; one to one</li><li>• Speech and language groups - NHS SaLT &amp; LCIS SaLT programmes</li><li>• Learning Mentor meeting and working with vulnerable children</li><li>• Phonics teaching in year 3 for identified pupils</li><li>• Reading volunteers working in all year groups</li></ul>	Pupils make good progress.	x	x	x	x				HT DHT AHT	Assessment School Development Plan Annual Improvement Plan	Ongoing
b) To improve attendance and	<ul style="list-style-type: none"><li>• Attendance and punctuality monitored</li></ul>	Improvements in attendance	x	x	x	x				DHT Admin	Attendance	Ongoing

punctuality	<ul style="list-style-type: none"> <li>Persistent poor attendance and poor punctuality <ul style="list-style-type: none"> <li>➤ Monitored</li> <li>➤ Letters to parents/carers from HT</li> <li>➤ Meetings with HT</li> <li>➤ Discussed in inclusion meetings</li> </ul> </li> <li>Weekly attendance and punctuality cups awarded during merit assembly</li> </ul>	and punctuality										
c) Improve evaluations of impact of interventions	<ul style="list-style-type: none"> <li>AHT &amp; HLTA meet to discuss interventions and progress</li> <li>Support Plan meetings, bi-annually, AHT and class teachers</li> <li>Pre-and post-interventions</li> <li>Termly inclusion meetings, monitor and evaluate provision for vulnerable pupil</li> <li>Provision maps adapted to reflect refinements to support programmes based on analysis above</li> <li>TAs liaise with class teachers</li> <li>Outside agencies work with school staff and provide support, and monitor progress. SaLT programmes now carried out by one specialist TA who has received extra training by LCIS and also works with LCIS and NHS SaLT. She is working with NHS SALT to become a ‘Language &amp;</li> </ul>	Evaluations are accurate and effective	x	x	x	x				AHT DHT SLT	Inclusion Special Educational Needs School Development Plan Annual Improvement Plan	Ongoing

	Communication Representative’.											
d) Develop creative, enquiry led and skills based curriculum which encourages & enables all children to achieve their full potential	<ul style="list-style-type: none"> <li>• Subject Leaders have re-evaluated their curricular maps</li> <li>• More lessons are delivered in an engaging, enjoyable and effective way</li> <li>• Next steps: global learning aspect of the curriculum</li> <li>• Next steps: art curriculum to be more defined and a larger aspect of the whole-school curriculum</li> </ul>	<p>Children are inspired and engage with interesting and relevant lessons.</p> <p>The curriculum is challenging and progression is clear in all subjects</p>	x	x	x	x				HT Teachers	Subject policies School Development Plan Annual Improvement Plan	Ongoing

**Equality Objectives: 2. Foster Good Relations Between People**
**Date: January 2017**

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
a) Parents/Carers provided with accurate and specific information enabling them to support their children's learning	<ul style="list-style-type: none"> <li>Parents/carers are informed via a half termly curriculum newsletter (hard copies and on school website) and Parent/Carer Conferences.</li> <li>Parent/Carer consultation meetings inform parents/carers of targets for each subject and how to support children with their learning at home.</li> <li>Annual reports to parents/carers are completed and shared at the end of the academic year.</li> </ul>	<p>Parents and pupils aware of targets.</p> <p>Parents are able to support their children at home.</p>	x	x	x	x				HT Teachers	Annual Improvement Plan	Ongoing
b) Use homework to enhance learning opportunities	<ul style="list-style-type: none"> <li>Homework is given out regularly by all classes.</li> <li>Homework is appropriate to age groups and lessons covered in class.</li> <li>Homework is differentiated.</li> <li>There are also opportunities for research.</li> </ul>	Homework activities are engaging and aid progress	x	x	x	x				HT Teachers	Homework	Ongoing



c) To increase parental engagement	<ul style="list-style-type: none"> <li>• SLT at the school gates, meeting and greeting parents/carers and families</li> <li>• Notice boards</li> <li>• Newsletters</li> <li>• Flyers</li> <li>• Curriculum Newsletters</li> <li>• Text communication</li> <li>• Learning mentor</li> <li>• Termly Parents/Carer Conferences</li> <li>• Parent/carers workshops</li> <li>• School website</li> <li>• Tweets</li> </ul>	<p>Increased parental engagement and participation in school events.</p> <p>Increased number and quality of homework projects.</p> <p>Increase parent knowledge of the curriculum.</p>	x	x	x	x	x	x	x	DHT SLT	School Development Plan Annual Improvement Plan	Ongoing
d) Develop community links	<ul style="list-style-type: none"> <li>• Some governors are local residents.</li> <li>• Reading volunteers from local community support children with low attainment in reading</li> <li>• Children and staff contribute to local activities such as Christmas carols and supporting the local food bank</li> </ul>	More local residents are actively involved within the school	x	x	x	x	x	x	x	HT SLT	School Development Plan Annual Improvement Plan	Ongoing
e) Continue to develop links with Forest Gate Community School for the	<ul style="list-style-type: none"> <li>• G &amp; T lessons; art, drama</li> <li>• Year 6; science</li> <li>• Pupil Premium; food tech</li> <li>• Year 5; science, media, PE, French</li> </ul>	More Godwin year 6 pupils transfer to FGCS.	x	x	x	x				HT	School Development Plan Annual Improvement	Ongoing

benefit of staff, children and parents	<ul style="list-style-type: none"><li>• Year 4; music</li><li>• After school club; food tech (Years 4,5 and 6)</li><li>• Forest Gate Voices; Yr 4, Yr 5, Yr 6</li><li>• Sports Day; all year groups</li></ul>	Children benefit from specialist provision.  Staff benefit from watching specialist teaching or using specialist equipment.										Plan	
f) Develop partnership within Newham North Learning Partnership	<ul style="list-style-type: none"><li>• HT attends meetings to discuss partnership and how the local schools can work together.</li><li>• Writing moderation between NNLP.</li></ul>	All schools are committed to the partnership.  The partnership has a noticeable and measurable impact on standards at Godwin	x	x	x	x	x	x	x	x	HT	School Development Plan Annual Improvement Plan	Ongoing

Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation										Date: January 2017		
			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
a) To make effective use of the amended incident forms, analyse the data, and take action as needed.	<ul style="list-style-type: none"> <li>Incident forms have been revised (incident, bullying, racism and accident).</li> <li>Incident forms completed, and appropriate action taken.</li> </ul>	Recording systems enable quick identification of any issues and swift action.	x	x	x	x				HT/DHT	Behaviour	ongoing
b) Keep children safe from bullying behaviour	<ul style="list-style-type: none"> <li>Sufficient staff on duty, including some with 1:1 adult support.</li> <li>School follows and encourages 5Cs and anti-bullying behaviours.</li> <li>5Cs linked to British Values and are a core part of assemblies.</li> <li>Anti-bullying month; assemblies and display.</li> <li>E-Safety week in February.</li> <li>E-Safety taught as part of computing curriculum.</li> <li>E-Safety CPD for all teachers and support staff.</li> <li>E-Safety parent/carers workshops.</li> </ul>	<p>Children feel and are kept safe.</p> <p>Minimal amounts of bullying behaviours noted.</p>	x	x	x	x				HT DHT		Ongoing

