



Equalities Information and Analysis

Date: June 2025

Review: June 2028



Ferndale Primary School Equalities Information and Analysis

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 achieve well at school (progress and 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.

2024-2025

		Ferndale 581 pupils		National Data
		Number	%	2024/2025
Gender	Girls	276	47.5%	50%
	Boys	305	52.5%	50%
Ethnicity	White British	144	24.7%	60.4%
	Any Other White Background	20	3.4%	7.1%
	Gypsy/Roma	1	0.17%	0.3%
	White Irish	0	0%	0.2%
	Any Other Mixed Background	37	6%	2.9%
	Black - Caribbean Heritage	21	3.6%	0.9%
	Black- African Heritage	24	4.1%	5.2%



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Ethnicity	Any Other Black Background	71	12.2%	0.8%
	White/Black Caribbean	17	2.9%	1.6%
	Asian - Indian	42	7.2%	4.2%
	Asian - Pakistani	35	6%	4.7%
	Asian/White	12	2%	1.7%
	Asian - Bangladeshi	8	1.3%	1.8%
	Asian - Any Other Asian Background	114	19.6%	2.3%
	Chinese	0	0%	0.8%
	Any Other Ethnic Group	19	2.7%	2.5%
	Unclassified	3	0.3%	1.6%
	BBRI	3	0.3%	no data available
	Refused	2	0.34%	no data available

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Free School Meal Eligibility	Not Eligible	396	68.2%	78.4%
	Eligible	185	31.8%	21.6%
Religion/Belief	Anglican/Church of England	31	5.1%	
	Buddhist	2	0.33%	
	Bulgarian Orthodox	1	0.17%	
	Christian	78	12.9%	
	Hindu	20	3.3%	
	Jehovah's Witness	7	1.2%	
	Muslim	123	20.3%	
	No Religion	255	42.1%	
	Other Religion/Faith	1	0.17%	
	Refused Information	2	0.33%	
English as an Additional Language	English	338	58.2%	23.4%
	English as an Additional Language	243	41.8%	
Special Educational Need	No Special Educational Needs	479	82.4%	-
	SEN Support	78	13.4%	14.8%
	EHCP	24	4.2%	3.5%
Profile of	Autistic Spectrum Disorder (ASD)	26	4.5%	

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Need (% based on total number of pupils with Primary Need)	Social, Emotional & Mental Health (SEMH)	13	2.2%	
	Hearing Impairment (HI)	2	0.3%	
	Moderate Learning Difficulty (MLD)	17	2.9%	
	Visual Impairment (VI)	2	0.3%	
	Multisensory Impairment (MSI)	-	-	
	Physical Disability (PD)	1	0.2%	
	Profound & Multiple Learning Difficulty	-	-	
	Speech Language & Communication (SLCN)	39	6.7%	
	Specific Learning Difficulty (SpLD)	2	0.3%	
	Severe Learning Difficulty (SLD)	1	0.2%	
	Other Difficulty/Disability (inc. ADHD or medical)	4	0.7%	

Analysis/comments:

Analysis of the school population: In school Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN) are the main areas of primary need, and many of the pupils with ASC also have communication and interaction needs, this includes SLCN. As the children progress through the Early Years and Key Stage 1 the number of pupils requiring speech and language therapy reduces significantly. Moderate Learning Difficulties (MLD) and Social, Emotional and Mental Health (SEMH) are the secondary areas of need amongst pupils - again this reduces as pupils move through school as a result of the provisions and interventions in place for pupils.



Attendance

Latest Data available on Gov UK National Statistics

Pupil absence in 2024/2025 (to published date only)

	Number of Sessions 2024/2025	School % 2024/2025	National % 2024/2025
Authorised	8733	4.7	4.0
Unauthorised	1605	0.86	2.8
Whole School Attendance	176, 814	94.5	94.5

Analysis/comments:

Things we do well:

A policy of First Day calling when a child is absent, if we have had no contact from parents, ensures that we can account for all absences. Holidays during term time are not permitted. Children are rewarded both individually and as classes for good attendance. Our attendance is in line and above in some groups, with the National average. Good Attendance and punctuality is celebrated in our weekly assemblies on a Friday.

Section 2. Advance Equality of Opportunity Between People

The main thing we do as a school is to provide good access to education and to promote achievement (progress and attainment) for everyone who comes to our school. We use information (data) to help us do this. KS2 Standard Assessment Tests (SATs) took place in May 2024. The following data shows how our school compares at the end of KS2 (2024). This data will be updated with May 2025 SATs data when validated and available.

Latest Attainment Data – Key Stage Two (May 2024)

We are not able to calculate KS1-KS2 progress scores for the academic year 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption.

Attainment measures show how pupils have performed in tests and assessments but do not take pupils' starting points into account.



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This is how our school compares at the end of Year 6 (Key Stage 2)

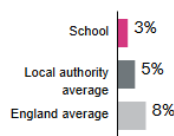
Pupils meeting expected standard in reading, writing and maths ?

[View as table](#)



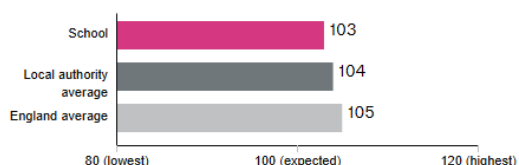
Pupils achieving at a higher standard in reading, writing and maths ?

[View as table](#)



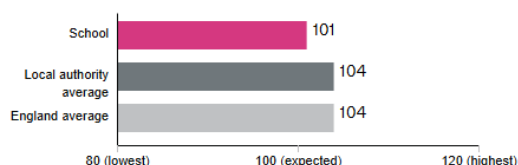
Average score in reading ?

[View as table](#)



Average score in maths ?

[View as table](#)



(<https://www.compare-school-performance.service.gov.uk/school/103982/ferndale-primary-school/primary>)

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

Girls and Boys

	All pupils	Girls	Boys
Number of pupils at the end of key stage 2	90	41	49
Percentage of pupils meeting the expected standard in reading, writing and maths	46%	39%	51%
Percentage of pupils achieving at a higher standard in reading, writing and maths	3%	2%	4%
Average Score in Reading	103	102	103
Average Score in Mathematics	101	99	102

English as an additional language (EAL)



Pupils whose first language is not English.

	All pupils	EAL pupils
Number of pupils at the end of key stage 2	90	25
Percentage of pupils meeting the expected standard in reading, writing and maths	46%	44%
Percentage of pupils achieving at a higher standard in reading, writing and maths	3%	4%
Average score in reading	103	101
Average score in maths	101	102

Disadvantaged Pupils

	All pupils	Disadv. pupils
Number of pupils at the end of key stage 2	90	28
Percentage of pupils meeting the expected standard in reading, writing and maths	46%	32%
Percentage of pupils achieving at a higher standard in reading, writing and maths	3%	0%
Average score in reading	103	100
Average score in maths	101	97

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this



difference. Disadvantaged pupils are those who were eligible for free school; meals at any time during the last 6 years and children looked after.

Non-Mobile Pupils

These are pupils who were at the school throughout both Year 5 and Year 6.

	All pupils	Non mobile Pupils
Number of pupils at the end of key stage 2	90	87
Percentage of pupils meeting the expected standard in reading, writing and maths	46%	46%
Percentage of pupils achieving at a higher standard in reading, writing and maths	3%	3%
Average score in reading	103	103
Average score in maths	101	101

Examples	Steps the School has Taken (Case Studies)

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<p>Participation:</p>	<p><i>Tracking of children's progress is central to the school's approach of raising standards. Children, regardless of ability or SEND status, will be highlighted and interventions aimed towards improving progress where possible.</i></p> <p><i>Children with Special Educational Needs receive a combination of differentiated work and adaptive teaching to support within class, withdrawal from class to access intervention programmes, specialised interventions and access to outside agencies to ensure that we can maximise their learning potential. Reasonable adjustments are made to allow full access to extra-curricular clubs and off-site activities.</i></p> <p><i>For further information see our Equal Opportunities and SEND/Inclusion Policies.</i></p>
<p>Admissions and Transfer:</p>	<p>On admission, Early Years Foundation Stage pupils are offered the opportunity to have a phased integration into the school day according to their needs. This is welcomed by numerous parents whose children find the start of school very challenging.</p> <p>We arrange home visits for all our Nursery aged children. Children who have accessed Nursery provision through a different/private provider are visited in that setting and there are 'hand over' meetings between school and alternative providers to ensure that transition is as smooth as possible. For those children who have Special Educational Needs or Disabilities, the SENCo will liaise with staff and outside agencies prior to arrival, to ensure that appropriate provision has been made for those pupils.</p> <p>School staff liaise with each other at other key transitions e.g. Early Years to Key Stage 1 and Key Stage 1 to 2. We arrange extra visits to secondary schools for our most</p>



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	<p>vulnerable pupils before their transfer to KS3 to ensure that they feel comfortable and confident when they move to Year 7. In addition, receiving schools can arrange for either SENCos or mentors to visit pupils in this setting. This helps them to get to know individual pupils before transfer so that they can support them straight away rather than waiting for them to experience difficulties.</p>
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Analysis/comments:

Things we do well:

- Entry to Nursery, transition into Reception and transfer to KS3. We maintain links with some of our local secondary schools through 'taster' days. Pupils feel more confident on transfer as they are familiar with both the school and some of the staff.
- We provide a range of after school clubs to different year groups to ensure that all children have an opportunity to attend an extra-curricular activity, including sports. These clubs are provided without charge to allow as many children as possible to benefit from them. All children are encouraged to take advantage of school trips and residential (when available), at times we may also subsidise places.
- School Councillors are elected through a democratic process which is open to all. Prefect roles are applied for in writing, with children selected for these roles based upon their individual qualities and suitability for the post. The JLT (Junior Leadership Team) offers roles across school.
- Weekly rewards presented in Merit Assembly are achieved for a variety of reasons including behaviour, academic achievement, attendance and representing our Learning 9 behaviours and values.
- Achievements outside school are also celebrated. This ensures that all pupils have their opportunity to shine for a variety of reasons.



- We hold a talent show where all pupils can share their individual talents (as an individual or in a group).
- We have achieved the Equality Gold Mark for a second time.
- There is representation for our children with SEND on the school council and across the JLT - to share their views and opinions about school life.

Things we would like to improve:

Continue to ensure that sure there is representation for our children with SEND on the school council and across the JLT - to share their views and opinions about school life.

Renewal of the Well Being Charter mark in Autumn 2025.

Our vulnerable groups include: SEND, Pupil Premium children, EAL. We aim to ensure that these groups make significant and/or accelerated progress each year.

This will be achieved by:

Targeted support for these groups including 1:1 and small group interventions ensuring these children are catered for within the classroom setting.

During monitoring of books - these children are asked for to ensure progress is being made.

Progress across the curriculum is tracked for these vulnerable groups each term.

Well Being Charter Mark renewal will begin with Sandwell's EP service completing an audit in school – including the views of pupils, parents and staff.

Section 3. Foster Good Relations Between People

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)

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<p>Social and Emotional Wellbeing:</p>	<p><i>Programme of relevant PSHE and RSE in classes.</i></p> <p><i>Therapeutic mentoring, including support for friendships.</i></p> <p><i>Working with our family support worker to provide assistance and support for families.</i></p> <p><i>Class jobs and responsibilities. Merit and class assemblies.</i></p> <p><i>Anti-bullying assemblies, including e-safety.</i></p> <p><i>Therapeutic intervention such as Lego therapy to support SEND children.</i></p> <p><i>Carefully planned activities, areas and timetables, with flexibility to meet the emerging needs of our children with SEND.</i></p> <p><i>Learning Zones - targeted support for pupils with complex SEND.</i></p> <p><i>Break out/calm spaces to meet the needs of pupils with differing needs.</i></p> <p><i>Close working with SEMH External Agencies: CAMHS, Reflexions, KRUNCH.</i></p> <p><i>Behaviour Charter whole school approach -displayed and reinforced termly.</i></p>
<p>Pupil Voice:</p>	<p><i>Assessment for Learning, School Council, prefects, Junior Leadership Teams, pupil conferencing, pupil contributions to SIP, pupil well-being surveys</i></p>
<p>Positive Imagery:</p>	<p><i>Learning 9 and Values displayed prominently around school and in weekly assemblies.</i></p> <p><i>School 3 Key drivers displayed around school – Inspiration, Aspiration, Inclusion.</i></p> <p><i>Assembly themes encompass many aspects of equality and diversity.</i></p> <p><i>Celebrations of success and positive choices displayed around school and shared in assemblies.</i></p> <p><i>Links with home through social media to celebrate outcomes with parents and community.</i></p> <p><i>Displays celebrate achievements of a range of people</i></p>

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	<p><i>including all protected characteristics.</i></p> <p><i>School motto displayed.</i></p>
Community Links:	<p><i>Articles for local press informing them of school events.</i></p> <p><i>Links with home through Newsletters and Ferndale App to celebrate outcomes with parents and community.</i></p> <p><i>Links to churches.</i></p> <p><i>Visits from local councillors and Mayor.</i></p> <p><i>Sports events at Local Primary and Secondary schools.</i></p> <p><i>External Agencies supporting pupils - You Be You, Reflexions, CAMHS, KRUNCH</i></p> <p><i>West Bromwich Albion SEND coaches working with pupils in school.</i></p> <p><i>Events involving local community organisations.</i></p> <p><i>Close working with School Nurse Team, Inclusion support, NHS Speech and Language.</i></p> <p><i>SPOKE – Community/Family Hub</i></p> <p><i>Presentations by the JLT at Governor and Headteacher conference (Sandwell Council House) and at the SHAPE Conference (Hawthorns).</i></p>
Removing Barriers and Reasonable Adjustments:	<p><i>Specialist equipment purchased e.g. slanted boards for desks, cushions and physiotherapy balls, sensory room, additional provision for those children with visual or hearing impairment.</i></p> <p><i>Carefully thought-out activities, areas and timetables, with flexibility to meet the emerging needs of our children with SEND.</i></p>

Analysis/comments:

Things we do well:

The school has developed links with other organisations in the community including the library, other local Secondary and Primary Schools, Community Police Officers, NHS, SHAPE, KRUNCH, St Paul's Church and other local places of worship.

The school has an 'open door' policy where parents are given the opportunity to speak with a member of staff at the end of the school day, regardless of the age of the children involved.

Parents can arrange to see their child's teachers via appointment through the main office.

Things we would like to improve:

To continue to promote spiritual, moral, social and cultural development through the teaching of the curriculum and R.E, with particular reference to issues of equality and diversity. **This will be achieved by:**

Ensuring the R.E. curriculum links to diversity and equality.

Promoting cross-cultural and inter-faith contact.

Mapping of SMSC, RSE and PSHE across the school curriculum.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	One 3 day suspension during academic year 2024/2025 due to physical aggression towards staff and one 2 day for the same reason, a different child.
Victimisation and Discrimination:	15 racial incidents recorded on CPOMS. This is unusually high for our school after a spike in one year group.
Monitoring of Incidents:	Regular monitoring in Bullying/serious incident logs in classes and Whole school monitoring. Racist incidents logged using CPOMS Child Protection concerns logged using CPOMS.
Anti-Bullying and Harassment:	Key Stage assemblies address Bullying. Cyber – bullying is covered during e-safety lessons which are a key part of the computing curriculum. E:Safety workshops for children planned in for this academic year. E:Safety at the start of all Computing lessons. Anti- Bullying week to form part of curriculum for all year groups. Anti- Bullying charter mark was achieved in Autumn 2019. Outstanding Ofsted Grade for Personal Development in June 2022 Sexual harassment training for Staff Autumn 2025



Analysis/comments:

Things we do well:

As an inclusive school, we celebrate diversity and difference - and work hard to show our pupils that everyone matters. There is a strong emphasis on nurture and understanding which in turn leads to greater respect. Our key drivers – Inspiration, Aspiration and Inclusion, together with our values - Teamwork, Equality, Honesty and Respect and Learning 9 are woven into every element of the school day, and children understand that any misdemeanours are not breaking ‘rules’ but breaking core values.

We invite a diverse range of visitors in school – to lead assemblies and share their successes, showing our children that they can achieve anything they put their mind to no matter who they are.

With everyone working together (children, parents and carers, staff and the community) to celebrate our diversity, through curriculum delivery, throughout the year, every year – we have achieved the Equalities Gold Award for a second time.

Children of all ages work well together and in our June 2022 Ofsted inspection, Behaviour and Attitudes was graded as Good, and Personal Development was graded as Outstanding.

Things we would like to improve:

Further develop the profile of anti-bullying, including anti bullying week, cyber bullying assemblies.

Further develop diversity in school, diversity assemblies, including ensuring pupils with SEND are well represented in the JLT, purchase of further reading books by a range of authors from different ethnicities

This will be achieved by:

Organised assemblies into the rota on a termly basis, anti-bullying week planned for and given a high profile in school. Mental Health Week planned for and given a high priority in school. Parent and pupil support workers to organise events/training for our parents and the community.

Section 5. Participation and Engagement

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

Examples	Steps the School has Taken (Case Studies)
School Council	Pupils are elected to our School Council by a democratic voting system. All pupils from Year 2 onwards are eligible to stand for the Council. Pupils represent their classes for a year, and as many children as possible are encouraged to apply. The Council then consults the whole school on a wide range of issues and works to improve them. Members of the wider community, and anyone pertinent to the focus of improvement.
Junior Leadership Team:	Pupils are elected to our Junior Leadership Teams by a democratic voting system. Teams include: Anti Bullying Crew, Playground Buddies, Digital Leaders, Reading Leaders, Eco Leaders, Diversity Leaders, language leaders and P.E. Leaders.
Pupil Voice:	Pupils are consulted on their views through surveys, School Council and prefect systems. Well- being surveys. Diversity Leaders.
Parents/Carers /Guardians:	Ofsted/parental questionnaires. Contributions to the schools SIP. Termly meetings – parents/ teacher and Governors. Parents of pupils with SEND – support networking, tea and coffee mornings. Parents invited into school for activity days, parents'



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	<p>evenings, curriculum focus workshops, talent shows and music concerts.</p> <p>Family hub events for families including those children with SEND, NTUK or needing support in wellbeing.</p>
Staff:	<p>SIP planning.</p> <p>Staff meetings and INSET. Staff Evaluations.</p> <p>Contributions to assembly planning.</p> <p>Staff surveys.</p>
Local Community:	<p>We welcome the local community into school through links with organisations such as the police and fire service, celebrating with the local church at key religious occasions such as Christmas and Easter, holding events such as fetes, diversity festivals.</p>
Governors:	<p>Governors are assigned to subjects /linked to an area of the SIP and communicate with subject leaders - meeting each term.</p>
All:	<p>Contributed their thoughts and ideas towards creating the new school motto – ‘Belong, Believe, Achieve’</p>

Things we would like to improve:

To continue to promote and enhance community and cultural cohesion and a sense of shared belonging in the school, and in the school’s neighbourhood.

This will be achieved by:

Developing an annual ‘diversity’ programme of sessions which are representative of all equality groupings. This will be linked into RE/ PSHE to enhance SMSC provision in school.

Develop community contact with pupils through a varied programme of activities.

Encourage greater links with the community by developing opportunities for visitors into school e.g. religious leaders/ community groups/ other agencies/ charities etc. Mental



Health Coffee Mornings, Young Carers Coffee Mornings, Parents and Toddlers Sessions,
'Changes' - training for parents –held in the school's Community Room.