



Public Sector Equality Duty at Little Ilford School April 2019

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

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information

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

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

- Age
- Marriage and Civil Partnership

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

General Duties

The three aims of the Public Sector Equality Duty are:

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

Specific Duties

Publish information

- **You will find here information about our school community**

Equality Objectives – Action Plan

- **Equality Objectives – Actions we will take after careful thought (analysis)**

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

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

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

Draft Little Ilford School Equalities Information and Analysis (March 2019)

Section 1. Who Comes to Our School?

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

School Census – Updated February 2019

		Little Ilford School 2019	
		Number	%
	Roll	1403	
Gender	Girls	550	39%
	Boys	853	61%
Ethnicity	White British	22	2%
	Other White and European	81	6%
	Gypsy Roma/ Irish Traveller/ Other	7	0.5%
	Mixed Heritage	34	2%
	Black - Caribbean Heritage	17	1%
	Black- African Heritage	85	6%
	Black - Other	61	4%
	Asian - Indian	167	12%
	Asian - Pakistani	267	19%
	Asian - Bangladeshi	519	37%
	Asian - Any Other Asian Background	27	2%
	Chinese	1	0.1%
	Any other minority ethnic group	113	8%
	Information not yet obtained	2	0.1%
Free School Meal Eligibility	Not Eligible	1194	84%
	Eligible	209	15%
Special Educational Need	No Special Educational Needs	1091	78%
	School Action New Code K	303	22%
	School Action Plus New Code E	9	0.6%
	EHC Care Plan	15	1.1%
	High Needs Funding	37	3%

SEN Profile of Need	Number 2018-19	% Based on K list and K statemented pupils (312)	School %
AUTISTIC SPECTRUM DISORDER	25	8%	2%
HEARING IMPAIRMENT	12	4%	1%
OTHER DIFFICULTY/DISABILITY	14	4%	1%
PHYSICAL DISABILITY	29	9%	2%
SEVERE LEARNING DIFFICULTY	8	3%	0.6%

SOCIAL, EMOTIONAL AND MENTAL HEALTH	72	23%	5%
SPECIFIC LEARNING DIFFICULTY	26	8%	2%
SPEECH, LANGUAGE OR COMMUNICATION NEED	167	54%	12%

Religion

	Buddhist	Christian	Hindu	Muslim	No Religion	Other Religion	Refused	Sikh
Number of students	2	144	93	1008	31	34	0	34
% of students	0.14%	10%	7%	72%	2%	2%	0.00%	2%

Mid Phase Admissions and Leavers

Year Group	7	8	9	10	11
Admissions since Year 7 – Number of students	12	17	20	47	49
Leavers since Year 7 – Number of students	15	17	19	23	64

English as an Additional Language

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
English as an Additional Language – Number of students	225	265	238	247	235

Analysis of the school population:

Little Ilford is extremely fortunate to have such a diverse ethnic population which is celebrated throughout our school. All members of our community recognise that this diversity makes our school a richer place for both students and staff. Additional support and guidance is given to new members of our school community by our dedicated Mid Phase Admissions Team. Further support is provided for students and their families in their own language by our Ethnic Minority Achievement Team. The gap between the numbers of boys and girls in the general school population is being addressed by the development of specific learning and teaching strategies. Little Ilford SEND (Special Educational Needs and Disabilities) Team supports students with a range of identified needs to ensure they achieve in line with national and the schools expected rates of progress and then can progress to further study at KS5.

Prior Attainment:

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

	Year 7			Year 8			Year 9		
	LIS KS2 Maths Scaled Score Key Stage 2 Validated Result	LIS KS2 Reading Scaled Score Key Stage 2 Validated Result	LIS KS2 SPAG Scaled Score Key Stage 2 Validated Result	LIS KS2 Maths Scaled Score Key Stage 2 Validated Result	LIS KS2 Reading Scaled Score Key Stage 2 Validated Result	LIS KS2 SPAG Scaled Score Key Stage 2 Validated Result	KS2 Maths Scaled Score Key Stage 2 Validated Result	KS2 Reading Scaled Score Key Stage 2 Validated Result	KS2 GPVS Scaled Score Key Stage 2 Validated Result
Average	104	103	106	104	102	106	103	100	104
% below 100	23%	31%	19%	85 (29%)	115 (39%)	75 (26%)	78 (30%)	126 (48%)	62 (24%)
% 100-110	57%	55%	49%	159 (54%)	146 (50%)	142 (48%)	152 (58%)	110 (42%)	157 (60%)
% above 110	20%	14%	32%	49 (17%)	32 (11%)	76 (26%)	33 (13%)	24 (9%)	43 (16%)

Year 8 – 98% coverage (of which 15 students are grade B/T/NS)

Year 7 – 99% coverage (of which 17students are grade B/U/NS)

Attendance

The attendance figures below are based on Autumn term and Spring term figures for both 2017-18 and 2018-19.

	School % 2018 - 19	National 2018 - 19
Unauthorised	1.98%	1.5%
Persistent Absence	7.20%	13.6%

Analysis/comments:

Developments in our school this year:

- Embedding and delivering the curriculum and interventions for low attainers. Study Plus is now differentiated between SEND and EMA in order to provide more bespoke provision. Study Plus provides level 1 'Step Up' course for New Arrivals at KS4. Drama, science and DT provide level 1 courses for SEND and MPA students and ASDAN Life Skills.
- Show My Homework and Google Classroom embedded and monitored to ensure that absent students are aware of the homework given.
- Whole school focus on HPA / Challenge has been embedded.
- Development of Reading programme in tutor time, targeting students who are below national levels in KS2 scores to access the curriculum.

Things we would like to improve:

- Reduce the number of unauthorised holidays
- Reduce our Persistent Absence rate.
- Extend challenge for all groups to encompass not just HPAs but also lower attainers.
- To explore impact of child poverty and FSM figures.
- Deployment of a Speech and Language therapist to meet the needs of the SEND cohort with SPLD needs. The school has advertised but was not able to appoint.
- To explore curriculum opportunities for lower attainers and Mid-Phase admission students, including additional literacy and vocational options so that they are prepared for the next stage in their education.

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

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

Attainment Data

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

	Key Stage 4 Outcomes for Different Groups in Our School	No.	% Basics (English and Maths 5+)	Attainment 8 (Average score for the best 8 subjects)	Progress 8 (National progress score is 0)
Gender	Girls	91	51	49.69	0.64
	Boys	174	48	45.09	0.29
Ethnicity	White British	11	9	28.14	-0.61
	Other White and European	14	36	37.29	0.57
	Gypsy Roma/Irish Traveller/Other	0			
	Mixed Heritage	3	33	41.67	-0.47
	Black - Caribbean Heritage	6	17	28.75	-0.60
	Black- African Heritage	31	35	38.08	-0.23
	Black – Other	2	0	34.5	-0.84
	Asian - Indian	27	63	54.96	0.71
	Asian – Pakistani	50	40	45.84	0.45
	Asian – Bangladeshi	97	54	49.93	0.46
	Asian - Any Other Asian Background	5	60	58.00	1.01
	Chinese	0			
Any other minority ethnic group	25	72	49.70	0.71	
Free School Meal Eligibility	Not Eligible	226	50	48.23	0.46
	Eligible	40	43	38.06	-0.13
EAL	EAL	243	51	47.83	0.51
	Non EAL	23	27	33.84	-0.54
Special Educational Need	No Special Educational Needs	195	62	52.99	0.58
	SEN Support	70	0	29.79	-0.09
	SEN with statement or EHC plan	1	11	3.00	-2.49

Promoting Opportunities for Our School Community

Examples	Steps the School has Taken
Teaching and learning:	<p>In 2018- 19, our Teaching and Learning priorities have been assessment and progress and Challenge / High Attainers. There has been a greater focus on examination skills and new GCSE specifications in our CPD programme which has included bespoke provision for departments, as requested.</p> <p>For 2019-20, we are planning to focus on:</p>

	Develop more robust case studies so that they focus on impact on students; emphasis on pedagogy; smaller team of staff delivering CPD.
Progress and attainment	Curriculum design to enable students' progress to be accelerated if they have not made the expected rates of progress. Data on all students is collected 5 times a year for years 11, 4 times a year for year 7 and 10, and 3 times a year for years 8+9. Their progress is measured against school targets. The school's aim is 4 levels of progression from year 7 to year 11. Heads of Department and the Senior Leadership team rigorously interrogate the data to identify where students are not making progress. Time specific intervention strategies are put in place to ensure students achieve in line with school targets. MER is used to evaluate evidence of student progress. PICs are used to identify individual students and develop appropriate interventions.
Admissions and transfer:	A robust induction programme is in place for KS2 to KS3 transfer, which includes taster days, primary and secondary teacher meetings and a range of transition work. For our more vulnerable students extended placements and summer term transition weeks are organised. Tutor groups are organised to reflect the make up of our school. Information from primary schools is used to create these groups, placing together vulnerable students for targeted support or friendship groups. Mid Phase/managed move students are supported by a specialist team. The process includes interviews and testing in their own language, and an individualised integration programme is planned to ensure effective integration.
Participation:	Subjects are accessible for the majority of students, regardless of their gender or protected characteristic. This is not the case for our ASD students and some students who are MPAs or who have SEND needs.
Accreditation:	There is a range of accreditation to meet the needs of all learners including ASDAN, Life Skills, BTEC and other level one courses.
Pregnancy and Maternity:	Ensuring equality of access for pupils who are pregnant or who have had a baby. The school uses borough services to ensure this takes place.
Access to Work Placement:	Non-gender stereotyping and access for those who have a physical or learning disability. Specific support is given to SEND students to enable them to increase their independence whilst on these placements.
Transition and transfer to Post 16:	All priority SEND students have had individualised plans developed for post 16 transition which includes interviews and visits. Possible NEETs [Not in Employment, Education or Training] have been assigned individualised support which will continue post 16 to ensure students remain in education, employment and training. LAC students all have meetings with colleges during the transition process.

Careers :	<p>All students experience work-related learning for three days per year. For example, Year 10 completed a World of Work Day with business professionals focusing on CV writing, interview skills and mock interviews.</p> <p>An extensive university and city visits programme exists for our KS3 students to raise career expectations.</p> <p>All KS4 students participate in work experience for two weeks.</p> <p>All KS4 students have had individual careers interviews and our more vulnerable students have received more focused ongoing interviews.</p>

Analysis/comments:

<p>Areas our school has developed this year:</p> <ul style="list-style-type: none"> ● Delivery of teaching and learning strategies to improve revision, metacognition and memorisation, helping students to access the new examinations through CPD. This has been embedded through in schemes of learning. ● We have developed our formative feedback to include PICs in order to target students for in-class intervention. ● Bespoke CPD to address specific areas for departments. ● We have developed CPD provision for TAs with case studies identifying strategies to improve students' writing.
<p>Things we would like to improve:</p> <ul style="list-style-type: none"> ● Ensure all SEND students leave with accredited qualifications. Further develop provision for SEND students across the curriculum so that the attainment and progress of SEND students and disadvantaged low attainers is above national benchmarks. Look into advice from WJEC consultant (Anthony Fleming) about offering a wider range of entry qualifications. ● Explore strategies for ensuring that both disadvantaged and non-disadvantaged lower attainers make good progress. Progress 8 for disadvantaged low attainers is below the national benchmark, whereas for non-disadvantaged low attainers it is still well below the school's Progress 8 score. ● To consider whether or not a two week work experience is viable. ● Explore strategies for closing the gap for FSM students, including work with parents.

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

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

Examples	Steps the School has Taken
Social and Emotional Wellbeing :	New school vision will encompass aspects of social and emotional wellbeing Celebration culture, based on praise, to recognise a range of student achievements Head Start Teens and Toddlers course
Pupil Voice:	Form Representatives School Council and Prefects Student Conferences Student Voice as integral part of Department and Year Team Reviews Student Voice as an integral part of Curriculum Team Leaders' (CTLs) and Pastoral Team Leaders' (PALs) evaluation of their practice Student presentations to Governors Celebration events for students to recognise achievements Students involved in staff recruitment Google forms for student voice
Cultural ideas, Religion and Belief. Positive Imagery:	Celebration of National Days, posters and flags Celebration displays around the school recognising our diversity Celebration assemblies recognising and valuing our diversity Evening events organised to celebrate diversity (e.g. Black History Month, Iftar gathering, Little Ilford Tea Dance, Fete led by students and staff) Staffing body reflects the cultural diversity of the school.
Community Links:	School and Community Fete, Tea Dance, Reading at Old Peoples Home. ELBA links for aspirations Celebration events with a range of these partners to recognise students' involvement and achievement (e.g. Art Show at UEL) Manor Park Schools and Community Partnership and East London Early Years and Schools Partnership joint projects
Removing Barriers and Reasonable Adjustments:	Mid Phase Admissions programme Literacy Intervention programme SEND intervention programmes Individualised curriculum pathways Pastoral support programmes Celebration and praise to recognise achievement of different groups Lowered door handles for two children of slight stature who have joined the school recently Differentiated fire assembly point sign for the Autism Provision Disabled assembly point buttons on every level at stairwells.
Partnerships with Parents:	Friends of Little Ilford Triple P parenting courses Parents' Evening and Information Evenings Celebration evenings to recognise a diverse range of attainment and achievements with parents

Wider community links	Manor Park Schools and Community Partnership, Teens and Toddlers and East London Early Years and Schools Partnership Russell Group Programme
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Analysis/comments:

<p>Areas our school has developed this year:</p> <ul style="list-style-type: none"> • Success of the Head Start programme in raising awareness of mental health issues amongst staff and students.
<p>Things we would like to improve:</p> <ul style="list-style-type: none"> • Set up a focus group to develop the RSE policy so that it is cross-curricular and ready for 2020. • Increase the voice of SEND students in the school decision making process, including in student council. • We make sure that we work towards the vision statement: “We promote equality and respect so that we feel safe, looked after and valued” so that all members of our school have zero tolerance approach to any form of bullying, including the use of discriminatory language.

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

Examples	Steps the School has Taken (Case Studies)
Exclusions data:	Reviewed on a termly basis by SLT Reported to Governors every term

Victimisation and discrimination:	SPARK – Situation, Perception, Automatic Response, Reaction and Knowledge - Used by Year 7-10 to resolve incidence between students Restorative Justice
Monitoring of incidents:	Racist and Homophobic incidents reviewed termly by SLT and Governors Racist and Homophobic Incidents reported to the Borough termly
Anti bullying and Harassment:	Termly anti bullying weeks Mentoring sessions Whole school assemblies High visibility staffing of social time with a range of staffed areas for students to go to Follow up of all bullying incidents
Training and awareness raising	All new staff have a session as part of the induction programme. Training on Equality and Diversity in SLT / CTLM/ PLM and FLIS meetings Students wear Stonewall t-shirts on key days Past visits of Sir Ian McKellen and Tristram Hunt to promote anti-homophobia agenda.

Analysis/comments:

<p>Areas our school has developed this year:</p> <ul style="list-style-type: none"> ● Appointment of a member of staff to oversee Community Service in the school. ● The school's status as a Stonewall Champion school and development as a Stonewall partnership training school for other schools in the South East, including faith schools. ● Work with student council and SSAT Leadership course. ● Student involvement in re-shaping and promoting the new school vision and values.
<p>Things we would like to improve:</p> <ul style="list-style-type: none"> ● Further work with the student council on the new school vision and the relaunch of the new school values to promote diversity and equality. ● Work with staff and students in writing a new Equalities Policy for the school.

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

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

Examples	Steps the School has Taken
School Council:	
Pupil Voice:	Pupil voice on bullying; regular meetings between HT and Head Boy / Head Girl; fortnightly prefect meetings; fortnightly school council meetings.
Parents/Carers /Guardians:	FLIS meetings: E Safety; Prevent; Careers and Pathways.
Staff:	Little Ilford School part of Stonewall School Champions
Local Community:	KCH working with schools across London, including faith schools.
Governors:	Involvement in development of school vision. Involvement in Equality and Diversity discussions and policy.
Students	Assemblies to celebrate Diversity. Students ambassadors wearing t-shirts/wrist bands. Diversity delivered to our students through our Sex and Relationships days

Workforce – staffing and training

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

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

Analysis/comments:

Areas our school has developed this year:

- Development of a CPD programme and appraisal system for support staff.
- Engagement with parents regarding school ethos and policy on RSE and developments in PSHRE curriculum
- Providing opportunities for CPD for staff on maternity or paternity leave through the Maternity Teacher Paternity Teacher Project's Accreditation.
- Recruitment of apprentices from within the local community.

Things we would like to improve:

- Continue to work with the student council on promoting shared ownership of the new school values and vision.
- Develop CPD opportunities for support staff to access university courses relevant to working in school.
- Conduct a workforce diversity audit.

This information was ratified by the governors on 6th June. 2019.
Our school information will be reviewed in June, 2020.

SignedHelen Marriott 6th June,
2019.....

