



# Maryland Primary School Equalities Information and Analysis

## Section 1

### School context

Maryland School is a two form entry school with a Nursery. It is located in a high density and socially deprived area of Newham. There is strong ethnic diversity in the area and this is reflected in the main school population of 460. 34 countries are represented in the school and there are about 48 different languages spoken within the school community.

Due to the geographical location of the area, mobility is very high. Stratford is used as a transit point by some families in order to familiarise themselves with the language, social- economic systems and eventually, as they establish themselves in the UK, they move on to other areas.

13.4% of the current school population are registered for free school meals; this however, is not a true reflection of FSM entitlements in the school. Since the start of Newham's Mayor FSM scheme 5 years ago, parents are not required to share their entitlement status with the school. It is estimated that about 35% of the pupil population is entitled to FSM; this is slightly above the RAISEonline figure of 26%.

SEN pupils make up 17.6% of the 460 pupils on roll. This percentage is in line with the current local average of 17% but slightly higher than the national average of 16.6%. Children's needs range from learning difficulties to medical. Only 4% of these pupils have Education and Health Care Plan, which is disproportionately low for this local area. This is due to Newham LA awarding High Needs funding rather than give EHC to pupils. There are no pupils currently registered as disabled in this school.

Maryland School strives to ensure that the service provision does not disadvantage any group, therefore the school's Equality Plan takes into account the differing needs of groups within the ethnic mix of the school community.

Below is the profile of our pupil population,

	Total number of pupils in the school	460.	
		Number	%
Gender	Girls	214	46.5%
	Boys	246	53.5%
Ethnicity	Afghan	2	0.4%
	Any other Black background	9	1.9%
	Any other Mixed background	9	1.9%
	Arab	6	1.3%
	Bangladeshi	27	5.8%
	Black- African Heritage (Nig/Som)	33	7.1%
	Black – Caribbean Heritage	31	6.7%
	Chinese	3	0.6%
	Filipino	2	0.4%
	Indian	19	4.1%
	Kosovan	2	0.4%
	Latin/South/Central American	5	1.0%
	Other Asian Background	2	0.4%
	Other Black African	49	10.6%
	Other Ethnic group	5	1.0%
	Pakistani	30	6.5%
	Sri Lankan Tamil	2	0.4%
	White British	17	3.6%
	White and Asian	2	0.4%
	White and Black African	9	1.9%
	White and Black Caribbean	5	1.0%
	White Eastern European	60	13%
	White other	2	0.4%
Vietnamese	2	0.4%	
Refused	3	0.6%	
Free School Meal Eligibility (for current school population)	Not Eligible	398	86.5%
	Eligible	62	13.4%
Religion/Belief	Buddhist/Taoist	6	1.3%
	Christian	224	48.6%
	Hindu	8	1.7%
	Jewish	1	0.2%
	Muslim	162	35.2%
	Sikh	8	1.7%
	Refused	9	1.9%
No Religion	42	9.1%	
Special Educational Need	No Special Educational Needs	379	82.3%

	Sen support	78	16.9%
	Education Health and care plan	3	0.6%
	<b>Total number of pupils on register</b>	<b>81</b>	<b>17.6%</b>
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	2	0.4%
	Behaviour - Emotional & Social skills/development Difficulties-	15	3.2%
	Complex Needs	3	0.6%
	Diagnosis of ADHD /ODD	3	0.6%
	Speech Language & Communication Needs	5	1.0%
	Moderate learning difficulty	40	8.6%
	Specific Learning Difficulty (Dyslexia)	1	0.2%
	Other Difficulty (Global Delay)	9	1.9%

**Comments:**

**Analysis of the school population**

**Ethnicity:**

- Black African and other black background pupils are the largest group within the school when combined. Their population within the school has increased in the last four years by the influx of Portuguese nationals of African descent, who are often socially and economically vulnerable. Family Support provision has been intensified to impact on attendance, achievement and attainment of this group.
- There has been a steady increase in the population of Eastern European pupils especially since the development of the 2012 Olympic site, creating opportunities for migrant workers.
- White British population in the area continues to decline with only 17 pupils of white British heritage remaining. Over the last 15 years, there have been changes in the school population which can be seen in the figures below.

	2002	2012	2015
<b>Asian origin</b>			
Bangladeshi	52	35	27
Indian	17	26	19
Pakistani	59	49	30
<b>Black origin</b>			
Black Caribbean	53	43	31
Black African	56	39	33
<b>White origin</b>			
E. European and other white	25	68	62
White British	58	27	17

**Free School Meals:**

- The Mayor’s FSM scheme continues to impact negatively on the school’s finances especially the pupil premium allocation, as the current number of FSM does not reflect the school’s FSM status, despite the school’s efforts to encourage parents to register.

**Religion/Beliefs:**

- The majority of pupils in the school are Christians. Our assembly themes and Religious Education scheme teach about the beliefs of the six main religions. Breakdown of the six main religions represented in the school are as follows:

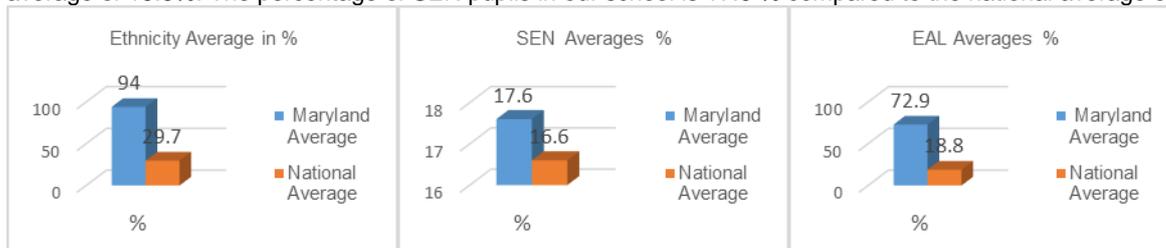
	2012	2015
Buddhism	0.2%	1.3%
Christianity	50.7%	48%
Hinduism	2.9%	1.7%
Islam	36.4%	35%
Judaism	0.2%	0.2%
Sikhism	1.6%	8%
No religion	7.6%	9.1%
Refused	0.4%	9%

**SEN:**

- See school context

**Comparisons to National data:**

The RAISEonline current data shows that our school population comprises 94.0 % ethnic minority compared to the national average of 29.7%. The percentage of pupils in the school for whom English is not a first language is 72.9% compared to the national average of 18.8%. The percentage of SEN pupils in our school is 17.6 % compared to the national average of 16.6%.



## Attendance

	School (2013/14)		National % RAISEonline 2013/14 data
	Number	% of sessions	% sessions
Possible overall attendance	147763	100	-
Overall Attendance	141843	96	-
Authorised abs	4787	3.2	-
Unauthorised	352	0.2	-
Overall Absence	5139	3.5	3.9
Persistent Absence-	12 (pupils out of 447)	2.7% pupils	2.8 % pupils

### Comment:

Attendance at Maryland School in comparison to the local average has been very good consistently in the last 3years. The range has been between 95 -96%. The robust system in place has ensured that this high standard is maintained and sustained. This accounts for the overall absence average being lower than the national average.

### Development:

The persistent absence average is slightly below the national average. The attendance team are already working to reduce the number of pupils that account for the percentage.

### Profile of Staff population:

<b>Total number staff members</b>	<b>72</b>		
<b>Gender</b>		<b>No</b>	<b>%</b>
	<b>Female</b>	63	87%
	<b>Male</b>	9	12.6
	<b>Total</b>	<b>72</b>	<b>100%</b>
<b>Ethnicity</b>	<b>Asian</b>		
	Pakistani	7	
	Bangladeshi	4	
	Indian	2	
	Chinese	1	
	Any other Asian background	1	
	White & Asian background	2	
	<b>Black</b>		
	African	9	
	Caribbean	13	
	<b>White</b>		
	British	29	
	EEU	1	
	<b>Any other mixed background</b>	3	
<b>Total</b>	<b>72</b>	<b>100%</b>	
<b>Disabled member of staff</b>	<b>Female</b>	1	
	<b>Male</b>	0	-
<b>SLT gender make up</b>	female	4	
	male	2	
<b>Teaching Staff</b>	Female	12	
	Male	5	
<b>Support staff</b>	Learning mentor	1	
	welfare	2	
	Extended School service	6	
	Nursery nurses	3	
	School admin staff	4	
	Site supervisor	2	
	Lunchtime staff	8	
	Teaching assistants	23	
Family support worker	1		
	<b>Total</b>	<b>72</b>	<b>100%</b>

### Comment:

The ratio of men to women employed at Maryland reflects the national picture in primary schools. The school is considered fortunate to have male staff members represented in different roles across the school. (SLT, teaching staff, support staff, and premises staff).

Ethnic diversity of staff members reflects the ethnic profile of pupils in the school. Staffing within the Children's Centre is also very diverse and reflects the clientele.

One member of staff is classified as being disabled, "reasonable adjustments" have been made to ensure their access to the all areas of the school and their ability to carry their ability to discharge their duties accordingly.

**Staff retention** continues to be excellent, 16 of 18 classroom teachers currently employed were NQTs in the school, including 5 who have just completed their NQT year and have expressed a desire to stay on at Maryland. 2 who were NQTs are now AHTs while 4 have qualified for UPS. Staff know they are valued and teachers who are ambitious to progress to management, are given opportunities early in their careers through providing opportunity to shadow postholders, mentoring and coaching from SLT and invitation to training. We encourage our support staff to progress, e.g. TAs to senior TA, HLTAs, NVQ level 3. Several of our support staff have become teachers while retaining their support role in the school.

### Development:

The school is fully staffed and a succession plan has been put in place for impending change within SLT due to retirement.

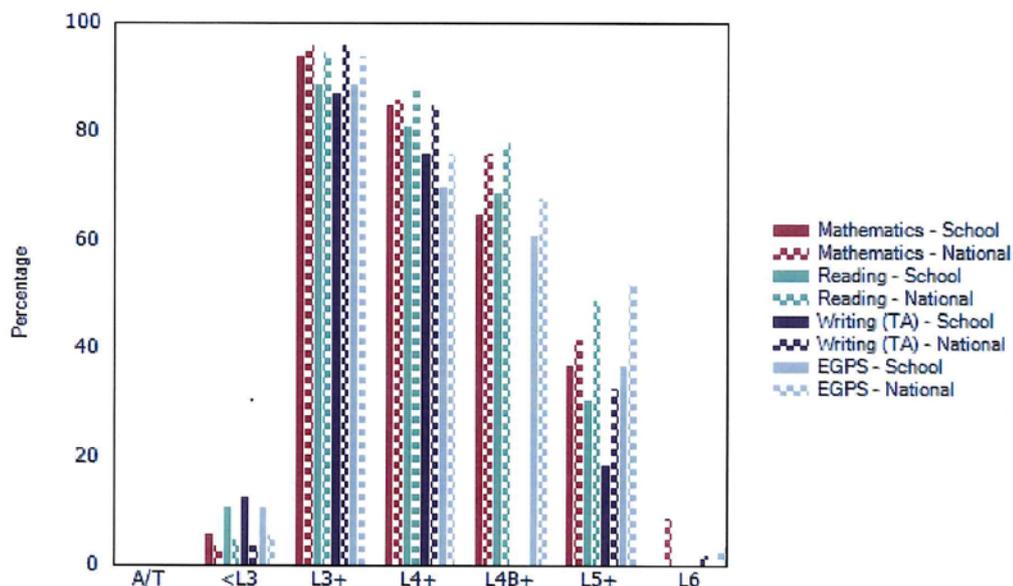
## Section 2

### Advance equality of opportunity between those people who share a protected characteristic and those who do not

The school provides good access to education and promotes achievement and attainment for all pupils. Attainment data gathered, is used to support the school in its provision.

#### Attainment Data

Percentage of pupils attaining each level in 2014, cumulative distribution for all subjects



#### Analysis/comment:

##### **2 Areas developed this year:**

- Pupil premium funding used to
  - employ booster teacher to further enhance attainment chances of border line pupils in the school
  - employed play leader to reduce the impact of behaviour on attainment
  - funding of Family support work – this has had positive impact on EAL SEN, FSM and Vulnerable pupils.
- Initiation of critical thinking, continuation of 5 a day mental maths strategy and Bar method for pupils' arithmetic skills.

Protected groups do well; they do not significantly underachieve when compared to school average.

##### **3 Areas targeted for development next year:**

- Maintain booster teacher and play leader for protected groups who are borderline achievers.
- Improve comprehension skills of pupils – adjustments have been made to the school time budget to provide an additional hour of English, specifically reading skills, in Years 1 and 2 from autumn 2015, taught by class teachers and focusing on teaching a more inferential approach than RWI is able to achieve.
- Introduction of non-negotiables for each yeargroup for writing and maths, initially, to support formative assessment.

#### Promoting opportunities for our school community:

Steps School has taken	
Children's Centre Provision	<ul style="list-style-type: none"> <li>• Monthly Children's Centre programmes illustrate community opportunities for our users.</li> <li>• Systems are in place to draw in hard to reach members of the community. Our Outreach workers collaborate with neighbouring Children's Centres to work on this.</li> </ul>
Family support provision	<ul style="list-style-type: none"> <li>• The impact of the work of our FSW continues to be invaluable. Attendance has been consistently outstanding. Families who have benefitted from the work of our FSW have kept their children in the school even when they no longer live in the area.</li> </ul>
Admissions and Transfer:	<ul style="list-style-type: none"> <li>• Transition between phases and key stages within the school.</li> <li>• Transition between our school and various secondary schools within and outside the borough.</li> </ul>
Participation	<ul style="list-style-type: none"> <li>• External and internal professional development opportunities for staff.</li> <li>• Offer many volunteer and work experience placements for members of our community, which have led to job opportunities within the school as well as externally.</li> </ul>

#### Analysis/comments:

2 areas school has developed this year:

- Reconfiguring and renaming of the schools' parents and teachers' association and introducing social gathering (cultural evening) that further fostered parental participation within the school.
- Very good overall pupil attendance; impact on achievement and attainment.

3 areas targeted for improvement next year:

- Facilitate young parents access to Children's Centre activities- for training and employment opportunities, positive parenting for future productive members of the community etc.
- Extend transition programme to users of Children's Centre who move on to other nurseries/school in the area.

- Track adult learners after receiving training, to measure impact of provision.
- Involving parents more in understanding how well their children are doing by publishing the non-negotiables on our website,

### Section 3

#### **Foster good relations between people who share a protected characteristic and those who do not**

The school aims to make itself a welcoming and comfortable environment for all stakeholders. The desire is to foster an open environment where everyone feels they are being treated with dignity and respect. Ofsted commented that the welcoming environment within the Children's Centre was outstanding.

<b>Steps the school has taken</b>	
Social and emotional wellbeing:	<ul style="list-style-type: none"> <li>• Admission pack for all</li> <li>• Translators' list available in key areas of the school</li> <li>• Induction programme for mid phase admissions</li> <li>• Welcome screen in the main school and Children's Centre receptions.</li> <li>• Information screen for staff.</li> <li>• Information pod for parents in both playgrounds</li> <li>• Buddy system for new arrivals and social and emotional support.</li> <li>• Before and after school care privately run by <b>SchoolFriend</b></li> <li>• CP and safeguarding policies have been adjusted to include Child sexual exploitation, female genital mutilation and eradication of radicalisation.</li> <li>• Full induction for all staff to help them settle in quickly.</li> <li>• Renewal of safeguarding training for members of SLT</li> <li>• Extension of areas around the school- office extension, redesign of CC office to reduce congestion in the main office,</li> </ul>
Student voice:	<ul style="list-style-type: none"> <li>• Active School Council- meet regularly; report to HT and governors</li> <li>• Head boy/girl further developing pupils' voice representation</li> </ul>
Positive Imagery:	<ul style="list-style-type: none"> <li>• Homophobic awareness included in our policy</li> <li>• Visitors from various background have held assemblies in our school e.g. Japanese academics</li> <li>• Black History month assembly</li> <li>• Visiting poets and actors</li> </ul>
Community links:	<ul style="list-style-type: none"> <li>• The school is an active member of several clusters, e.g. New Stratford cluster, sporting leagues and Newham schools with children's centres, local cluster including a teaching school, IoE &amp; UEL representation.</li> </ul>
Cultural ideas, religion and belief	<ul style="list-style-type: none"> <li>• The school promote tolerance and understanding in all spiritual, moral, social and cultural matters.</li> <li>• Collective worship rota reflects the cultural diversity and religious beliefs in the school</li> <li>• British values are promoted within the school – this is reflected in the curriculum, CW rota and the display around the school from time to time</li> </ul>
Removing barriers and reasonable adjustments:	<ul style="list-style-type: none"> <li>• Disabled toilets and ramps</li> <li>• Ability setting system across the school</li> <li>• Use of SEN TA to deliver agency programmes</li> <li>• Consolidation sessions for pupils with moderate learning difficulties across the school</li> <li>• Occupational health assessment for staff- appropriate equipment is procured</li> <li>• Staff training in SEN condition, ADHD, dyslexia, dyspraxia and language development trainings</li> <li>• End of year SEN handover- teachers are updated on the needs of pupils and strategies for managing them</li> </ul>
Partnerships with parents:	<ul style="list-style-type: none"> <li>• Maryland United (MU) - our parents' association have a very strong presence in the school.</li> </ul>

#### **Analysis/comments:**

2 areas school has developed this year: <ul style="list-style-type: none"> <li>• Appointment of a play leader</li> <li>• Children's Centre now has 2 Outreach workers</li> </ul>
3 areas targeted for development next year: <ul style="list-style-type: none"> <li>• The restructuring of the SLT to incorporate the appointment of two new AHTs and KS1 Phase leader.</li> <li>• Engage parents more in development of mental maths strategies</li> <li>• To further develop international links to impact the CPD of staff and ultimately the continued improvement of pupils' attainment and progress. .</li> </ul>

## Section 4.

### Eliminate unlawful discrimination, harassment and victimisation – as defined by Equalities Act 2010

Steps the school has taken	
Exclusions Data:	The majority of exclusions in 2013/14 were lunchtime exclusions for <b>an hour</b> , 12 noon - 12.55pm, so that pupils miss none of their education. In this academic year, there were <b>8</b> lunchtime exclusions, and 3 fixed term exclusions for one day or more. There were no permanent exclusions or managed move.
Victimisation and discrimination:	-Incidents to do with racism, homophobia or bullying are dealt with promptly by SLT. They are also logged and reported to parents. -Behaviour monitoring log in all classrooms -Learning Mentor interventions e.g. counselling, conflict resolutions -Incident report records -Termly Behaviour report to governors
Monitoring of incidents:	-Behaviour logs in every classroom; teacher assigned to analysed data each term - Detention books for both key stages monitored by Learning Mentor regularly; letters sent to parents as a result. -Racist incidents and other incidents are logged and tracked -LA incident forms are completed promptly and sent off -Lunchtime exclusion book updated by SLT
Anti-bullying and harassment:	-Anti-bullying policy is in place (see set out procedure in the policy). 'Calm and Mindfulness' are two things that have been added to the behaviour and anti-bullying policy this year. -Adult code of conduct for parents and staff
Training and awareness raising about discrimination and bullying issues	-SLT members have had recruitment training. -Whistle-blowing policy -CP and safeguarding training for all staff

#### Analysis/comments:

2 areas school has developed this year: <ul style="list-style-type: none"> <li>New behaviour monitoring log and teacher assigned to monitor and analyse</li> <li>CP and safeguarding policies reviewed and training organised for staff</li> </ul>
2 areas targeted for improvement next year: <ul style="list-style-type: none"> <li>Lunchtime supervisors to undergo training in conflict resolution and safeguarding.</li> <li>Embed the 'Calm and Mindfulness' aspect of the updated behaviour and anti-bullying policy.</li> </ul>

## Section 5

### Participation, engagement and satisfaction with our equalities practices

How people have been involved in developing equalities at Maryland.

Steps the school has taken	
School Council/pupil voice:	School council are consulted on issues affecting the school community; they have their own budget which they use on anything of their choice. End of year report delivered at governors' meeting by Junior governors.
Parents/Carers /Guardians:	-Annual parents' survey; feedback inform school practices and provision. -Maryland United (MU) make contribution to issues relating to the welfare and wellbeing of pupils. They raise fund for play equipment etc. within the school
Staff:	SLT consult teachers on issues relating to, or affecting pupils and the school community.
Local community:	-Recruitment reflects pupil ethnic mix within the school.
Governors:	-Ratification of policies and initiatives -Governors' visits – class observations, meeting with postholders and written feedback to school.
Satisfaction with our service:	-Annual parent survey shows that parents are happy with our provision -Comments/compliments in visitors' book -Parents' view

### Workforce – staffing and training

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

We currently have **72** employees.

Area of focus	Significant information that we can address for following year
Promoting opportunity	-Internal and external professional development opportunities for staff. Staff receive training that enables them to step-up into new roles. TAs are attempting Level 3 training. -TRL opportunity are advertised internally
Fostering good relations	-Maintain contact with external agencies and clusters -Communication line between SLT and staff is good; e.g. personal interviews with teachers take place 2x a year; -Office extension
Prohibiting harassment	-Whistle blowing policy in place in the school. -SLT trusted to be discreet with confidential information, conflict resolution and personal interviews

