

# Equality, diversity, and inclusion: data analysis

## Introduction

Our equality, diversity, and inclusion policy set out a commitment to compile, audit and publish data about our pupils from protected and other groups, exploring differences. The governing board and senior leadership team will monitor changes in these indices over time, and assess any differences in how groups of children fare in participation or outcomes in comparison to both their peers at Western Road, those across East Sussex, and nationally.

**This document sets out our equality, diversity, and inclusion baseline. The baseline will be used to measure change over time and inform the formulation of school improvement objectives for 2022-2023.**

While we recognise that every child is an individual and that intersectionality is important, we aim for this data analysis to identify patterns, and then to inform planning and action as appropriate. We also acknowledge that some points of difference are not susceptible to data capture; that some data are fluid and subject to rapid change; and that the impact of the pandemic means that moderated data relating to 2019-2020, and 2020-2021 are not available, leaving gaps in our understanding. Lastly, where small numbers of pupils are involved, it is inappropriate to publish data to protect the identities of individuals.

## The characteristics of our pupils

- **Gender:** Like primary pupils nationally, and within the wider county, around half of our pupils are male (49 per cent) and half are female (51 per cent).
- **Ethnicity:** The ethnic diversity of pupils is comparable to the ethnicity of the pupil population in East Sussex but is much less ethnically diverse than the primary pupil population nationally.
- **Special Educational Need or Disability (SEND):** Nine per cent of all Western Road pupils have an identified SEND, compared to 13 per cent of all primary school pupils nationally.
- **Free school meals eligibility (FSM):** Five per cent of pupils at our school are eligible for free school meals, compared to 18 per cent of pupils nationally, and 13 per cent of pupils within East Sussex.
- **Education, Health Care Plan (EHCP):** One per cent of our pupils have an EHCP, compared to two per cent nationally.

## Attainment

National assessments have not been implemented since the onset of the pandemic. Therefore, the data we have to explore any differences in attainment is dated. Nevertheless, patterns and differences can be observed.

Starting with our youngest children, at the end of Reception (the **Early Years Foundation Stage**), a higher proportion of the 2019 cohort at Western Road had a Good Level of Development (GLD) than pupils in East Sussex and nationally, as well as a higher points score. However, pupils receiving FSM and those with an identified SEND were less likely to have a GLD than their peers.

At the end of **Year 1**, pupils are screened for their knowledge and understanding of phonics. Nationally we observe differences in the proportion of pupils meeting the standard between groups. Boys are less likely to meet the expected standard than girls, and pupils receiving FSM are also less likely to meet the standard than those pupils who are not entitled to FSM. We recognise in the last two years, the education of children in the younger classes has been significantly affected by the pandemic, and learning has been missed. At the end of 2021, 87 per cent of pupils were working at the level of the phonics screening, with 13 per cent working towards this level.

The last set of moderated data for the end of **Key Stage 2 (KS2)**, as pupils leave the school, was strong (Table 1). A greater proportion of pupils met the expected standard in reading, writing and maths at Western Road (87 per cent), than within East Sussex (63 per cent) and nationally (65 per cent). Higher proportions of pupils at Western Road also met the higher standard and had higher average scores in both reading and maths. In this cohort, boys outperformed girls. This sits counter to long-standing national trends, where fewer boys tend to attain national standards at the end of KS2. This highlights the skewing effects on data liable in a one-form entry school and observed variations between year groups. It is notable that published data does not give attainment details by ethnicity.

### Key Stage 2 attainment (2019):

all pupils	WRCPS	East Sussex	England
KS2 % meeting expected standard in reading, writing and maths	87	63	65
KS2 % meeting higher standard in reading, writing and maths	17	8	11
Average score in reading	112	104	104
Average score in maths	109	104	105
<b>Year 1 meeting phonics standards (2019)</b>			
Girls	93		85
Boys	88		78
FSM	-		70
Not FSM	-		84
<b>EYFS (2019)</b>			
GLD	83.3	77	72
Points score	37.5	37	35

## Pupil absence

Good attendance in school is linked to attainment, and therefore absence is measured and reported, and included in the inspection process. We recognise that the pandemic has and continues to affect school attendance among pupils across the school community, with each family in a separate set of circumstances. The latest published data are for the Autumn Term 2020. Western Road had absence of 2.6 per cent, with a national average of 4.7.

## Pupil engagement: School Council

The School Council is one mechanism by which pupils are consulted and engaged. The current School Council has a good balance of both boys and girls, and pupils from different ethnic backgrounds. However, there are no classes with a pupil with an identified SEND representing their class.

## Our staff

It is important that our children have diverse role models, and for example that boys can see males in roles that involve teaching, looking after and caring for children. Nationally males are under-represented in the school workforce, and this is also true at Western Road, however more so than nationally. The age profile of staff at Western Road is approximately the same as nationally. There are fewer staff within our school that identify as being from an ethnic minority background than among primary school staff nationally.

## Discussion

Our initial reflections are that the data review has illustrated that our school community is less ethnically diverse than nationally, and that all pupils may not have relatable role models from within the staff body. **The school body will need to work actively to ensure representation of diverse cultures and role models.** For example:

- One of our school values is '*Lewes and Beyond*'. The school should ensure that we continue to provide opportunities for pupils to learn about diverse cultures, throughout the curriculum, including our trips/field visits to mosques and temples, as well as gaining an understanding of neurodiversity and learning styles.
- The recent move to the Zones of Regulation as a tool for understanding and managing behaviour, links positively to fostering a greater understanding of varied ways of interacting with and accessing the curriculum.
- Continue to give consideration of the diversity of visitors and teaching staff, with the aim of ensuring there are positive male role models in 'caring' positions, and pupils see a variety of people in various job roles. The school could link to the East Sussex careers hub to access visitors from a range of backgrounds.

**The school will be mindful of what can contribute to differences in attainment, and actively seek to counteract them.** When monitoring pupil progress, formal assessments are often written. Our staff will continue to consider the implications for pedagogy, and the classroom environment to ensure pupils can learn and be assessed using a variety of methods. For example:

- Continue to make use of recent innovations, such as Forest School.
- Assess our pupil's progress using a variety of formats, written and verbal, to ensure our assessment is inclusive. The new pupil conferencing initiative will pilot and develop this approach.
- In reviewing progress, discussions between the senior leadership team and class teachers could include consideration of diversity groups to identify any emerging trends and develop solutions.

It is important that parents/carers are aware of their child's progress and that they feel able to support their child's learning as best they can.

- The school already provides parents/carers with information sessions to support phonics and reading at home. Additionally, maths and writing information sessions were planned for this academic year.
- Knowledge organisers and curriculum letters are a recent addition to home-school communication, aiming to give parents/carers an oversight of the topic and key content being covered.
- Parents' Evenings in October/November, and March, with written reports shared at the end of the summer term, offer formal points of teacher-parent communication about attainment.
- Pupils with an identified SEND have their personal development record (PDR) reviewed three times a year with the SENCO, and the PDR is also shared with parents/carers.

Nearly one in ten pupils have an identified SEND. This group should continue to be a priority for the school, ensuring there are sufficient resources and expertise in place to support pupils and staff.

Governors and the school's senior leadership team will continue to monitor data on a wider range of diversity characteristics than are available locally/nationally (eg including ethnicity). Attendance and attainment data will be reported termly by the head teacher to the governing board alongside pupil progress, but also following (moderated) assessment points. Where there are gaps in moderated and published attainment data for comparison, differences by diversity characteristic within each assessment point will be reported to the governing board. This will include breakdowns by gender, ethnicity, FSM, SEND, and PPG.

This data review has been the first step in our equality, diversity and inclusion strategy. It will be used to formulate and inform elements of the school improvement plan in 2022/23. We welcome reflections from across the school community about the implications arising from these data.