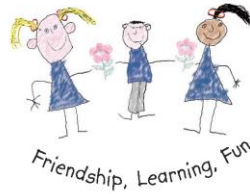


Rosegrove Infants



Rosegrove Infant School

Equality Information (gathered 2012/2013)

Age:

The school caters for pupils aged 4-7 years. The largest year group is Reception with 54 pupils over two classes. The smallest year group is the year 2 cohort where there are 47 pupils. Overall the school has 76 boys and 73 girls.

The staff profile is not representative of any age group more than another. There is a good spread of ages from those commencing their professional careers to more experienced members of staff.

(Source: SIMS)

Disability:

There are currently 2 pupils on roll with either a physical disability, hearing or visual impairment. A changing facility is available.

There are no disabled members of staff. The accessibility issues which affect staff and pupils in school are the stairs leading to the Out of School facility. There are no toilets on this level of the building.

The percentage of pupils on the SEN Register is above both local and national averages. There is only one child in school with a Statement of Special Educational Need.

Gender Reassignment:

No data is collated by the school in relation to gender reassignment for the pupil or staff population.

Race:

The school population is predominately White British. Other ethnicities in school are Chinese, Russian and Traveler of Irish Heritage.

The school has consistently recorded and reported no racist incidents to the Local Authority.

Performance Trends: ethnicity

There is no pattern of underachievement for pupils of an ethnic background who are not White British.

(Sources: School Census, End of Key Stage data)

Religion or Belief:

The school does not record data about religion in SIMS. The school dress code is sensitive towards cultural dress. The pupils are encouraged to share their faith with others, and learn from other people's faiths. They are taught about other faiths and all pupils visit local churches, a Mosque and a Hindu Temple as part of the R.E. curriculum.

(Sources: SIMS, SACRE Guidance, School Dress Code)

Sex:

Girl's attainment in Reading, Writing and Math's at the end of Key Stage 1 is better than boys. More girls than boys achieve a Good Level of Development at the End of Foundation Stage.

Pupils with Individual Behaviour Plans are in the main boys.

There were no exclusions during the 2012-2013 academic year.

The staff population is significantly more female than male.

(Source: SIMS, teacher analysis, LSIP)

Sexual Orientation:

No data about sexual orientation of parents or staff is collected or held by the school.

Marriage and Civil Partnership:

Changes in marital status or home circumstances are not recorded in school. Any changes to contact details are recorded and kept in the Pupil Emergency Contact Files in the school office. No data is collected by the school about staff or parents marital status, apart from names given for home contacts and information about whether letters home or reports are to be duplicated and sent to two addresses.

(Source: School admin procedures)

Pregnancy and Maternity:

The school has developed flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to childcare and parenting.

(Source: School admin procedures)

FSM and Multiple Deprivation Index:

Almost a third of all pupils live in the most deprived postcodes in the UK, with a further 36% in areas classed as E on the Socio-Economic Indicators. The number of pupils on Free School Meals is well above both local and national averages with the largest proportion of these in year 2.

(Sources: School Census, LSIP, SIMS)

Vulnerable Groups:

Our Family Support Worker offers additional support to our most vulnerable pupils and their families.

There are no Looked After Children in school.

40% of pupils eligible for Free School Meals achieved a Good Level of Development at the end of the Foundation Stage which is in line with the Lancashire average.

Pupils eligible for Free School Meals do not achieve as well as others in school at the end of Key Stage 1 but the majority of them do make expected or better than expected progress in Reading, Writing and Math's.

Bullying and Discrimination:

Through our PSHE curriculum we work hard to eliminate discrimination and make pupils aware of differences.

The school has zero tolerance to bullying of any kind and stringently enforces its Anti-Bullying Policy. All incidents are dealt with swiftly and successfully. Pupils know they can speak to adults in school about incidents and that they will be taken seriously.

The School Council meets regularly and ensures that pupils' voice is considered in whole school decisions.

We have a Staff Code of Conduct which sets out how we expect staff to behave towards others in the school community.

(Sources: Head teachers analysis, Pupil Interviews)