



Altmore & Lathom Schools Federation Equalities Information and Analysis March 2017

Section 1. Who Comes to Our School?

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 to ensure our pupils do well. We have to make sure we do not disadvantage anyone in our school.

Altmore Infant School

| Year Group | No. of Pupils | Boys / Girls | Pupil Premium | Free School Meals | Not White British * | 1st language not English * | Special Educational Needs | SEN Support | Statement | Education, Health and Care Plan | No. of Looked after Children |
|------------|---------------|------------------------------|----------------|-------------------|---------------------|----------------------------|---------------------------|---------------|-----------|---------------------------------|------------------------------|
| Pre2 | 14 | 9 (64.3%) / 5 (35.7%) | 0 (0%) | 0 (0%) | 14 (100%) | 11 (78.6%) | 1 (7.1%) | 1 (7.1%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Pre3 | 34 | 15 (44.1%) / 19 (55.9%) | 23 (67.6%) | 21 (61.8%) | 34 (100%) | 32 (94.1%) | 10 (29.4%) | 10 (29.4%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Nur | 111 | 61 (55.0%) / 50 (45.0%) | 46 (41.4%) | 44 (39.6%) | 110 (99.1%) | 106 (95.5%) | 12 (10.8%) | 12 (10.8%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Rec | 147 | 65 (44.2%) / 82 (55.8%) | 87 (59.2%) | 89 (60.5%) | 145 (98.6%) | 141 (95.9%) | 8 (5.4%) | 8 (5.4%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y1 | 147 | 73 (49.7%) / 74 (50.3%) | 91 (61.9%) | 78 (53.1%) | 144 (98.0%) | 136 (92.5%) | 16 (10.9%) | 16 (10.9%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y2 | 144 | 74 (51.4%) / 70 (48.6%) | 89 (61.8%) | 86 (59.7%) | 142 (98.6%) | 134 (93.1%) | 15 (10.4%) | 15 (10.4%) | 0 (0%) | 0 (0%) | 1 (0.7%) |
| All | 597 | 297 (49.7%) / 300 (50.3%) | 336 (56.3%) | 318 (53.3%) | 589 (98.7%) | 560 (93.8%) | 62 (10.4%) | 62 (10.4%) | 0 (0%) | 0 (0%) | 1 (0.2%) |

| Ethnic Group | No. of Boys | No. of Girls | % Pupils |
|------------------------------|--------------------|---------------------|-----------------|
| Other Asian | 5 | 3 | 1.3 |
| Sri Lankan Other | 3 | 2 | 0.8 |
| Arab Other | 2 | 1 | 0.5 |
| Any Other Black Background | 1 | 5 | 1.0 |
| Any Other Mixed Background | 3 | 1 | 0.7 |
| White Other | 5 | 1 | 1.0 |
| Information Not Yet Obtained | 1 | 0 | 0.2 |
| Other Ethnic Group | 1 | 4 | 0.8 |
| White Eastern European | 24 | 16 | 6.7 |
| Sri Lankan Sinhalese | 2 | 0 | 0.3 |
| White - British | 2 | 6 | 1.3 |
| Filipino | 1 | 0 | 0.2 |
| Black - Nigerian | 2 | 1 | 0.5 |
| White and Asian | 1 | 0 | 0.2 |
| Black Caribbean | 0 | 2 | 0.3 |
| Afghan | 1 | 1 | 0.3 |
| White and Black Caribbean | 1 | 0 | 0.2 |
| Roma | 0 | 2 | 0.3 |
| White and Black African | 1 | 0 | 0.2 |
| Chinese | 0 | 1 | 0.2 |
| All | 296 | 297 | 100.0 |

Lathom Junior School

| | No. of Pupils | Boys / Girls | % Pupil Premium | % Free School Meals | % Not White British | % 1 st Language not English | % Special Educational Needs | SEN SUPPORT | Statement | % Education, Health and Care PLAN | No. of Looked After Children |
|-----|---------------|---------------------------|-----------------|---------------------|---------------------|--|-----------------------------|-------------|-----------|-----------------------------------|------------------------------|
| Y3 | 146 | 72 (49.3%) / 74 (50.7%) | 0 (0%) | 100 (68.5%) | 144 (98.6%) | 133 (91.1%) | 16 (11.0%) | 16 (11.0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y4 | 115 | 47 (40.9%) / 68 (59.1%) | 0 (0%) | 83 (72.2%) | 113 (98.3%) | 111 (96.5%) | 15 (13.0%) | 14 (12.2%) | 0 (0%) | 1 (0.9%) | 0 (0%) |
| Y5 | 114 | 63 (55.3%) / 51 (44.7%) | 1 (0.9%) | 84 (73.7%) | 114 (100%) | 108 (94.7%) | 17 (14.9%) | 17 (14.9%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Y6 | 120 | 50 (41.7%) / 70 (58.3%) | 0 (0%) | 84 (70.0%) | 120 (100%) | 115 (95.8%) | 13 (10.8%) | 12 (10.0%) | 0 (0%) | 1 (0.8%) | 0 (0%) |
| All | 495 | 232 (46.9%) / 263 (53.1%) | 1 (0.2%) | 351 (70.9%) | 491 (99.2%) | 467 (94.3%) | 61 (12.3%) | 59 (11.9%) | 0 (0%) | 2 (0.4%) | 0 (0%) |

| Ethnic Group | No. of Boys | No. of Girls | % Pupils |
|----------------------------|-------------|--------------|----------|
| Pakistani | 48 | 64 | 22.6 |
| Sri Lankan Tamil | 44 | 58 | 20.6 |
| Indian | 41 | 50 | 18.4 |
| Other Black African | 1 | 4 | 1.0 |
| Bangladeshi | 48 | 29 | 15.6 |
| Filipino | 2 | 0 | 0.4 |
| Black - Somali | 8 | 10 | 3.6 |
| Any Other Black Background | 2 | 5 | 1.4 |
| Other Asian | 0 | 4 | 0.8 |
| Turkish / Turkish Cypriot | 0 | 1 | 0.2 |
| Any Other Mixed Background | 1 | 5 | 1.2 |
| White - British | 1 | 3 | 0.8 |
| Afghan | 2 | 1 | 0.6 |

| | | | |
|----------------------------------|-----|-----|-------|
| Sri Lankan Other | 4 | 5 | 1.8 |
| White Other | 2 | 0 | 0.4 |
| Refused | 0 | 1 | 0.2 |
| White Eastern European | 22 | 17 | 7.9 |
| Black Caribbean | 0 | 1 | 0.2 |
| Vietnamese | 1 | 0 | 0.2 |
| Latin / South / Central American | 1 | 3 | 0.8 |
| Arab Other | 0 | 1 | 0.2 |
| Black - Nigerian | 1 | 1 | 0.4 |
| Gypsy / Roma | 1 | 0 | 0.2 |
| Sri Lankan Sinhalese | 1 | 0 | 0.2 |
| White and Black Caribbean | 1 | 0 | 0.2 |
| All | 232 | 263 | 100.0 |

Analysis of the school population:

- Subject Leaders carefully track progress in line with gender and adjustments to educational provision are made on both sites to ensure parity of attainment and achievement is achieved for both gender groups.
- Each school works hard to engage families especially those new to the country.
- Our school populations are rich in diversity. Our ethnic minority backgrounds and the number of pupils that use English as an additional language (EAL) are increasing year-on-year. However, our numbers of British White children are decreasing.
- Our schools have a growing number in each year group of children with SEND – many being supported for specific Autistic Spectrum Disorder, Communication and Language Needs and a range of Complex Needs.
- The stability percentages for both schools are starting to increase in recent years.
- Our children eligible for Free School Meals (FSM) are higher than national levels.
- The school community is supported by a Children’s Centre working in partnership with Oliver Thomas Nursery to ensure the *Best Start in Life* (BSIL) outcomes are achieved.
- Gender specific educational provision is offered in-line with pupil outcomes. Where appropriate, our extended provision, or out-of-hours learning (e.g. clubs), is also targeted at specific gender groups.
- Currently, the largest ethnic groups across the Federation are Pakistani, Indian, Sri Lankan (Tamil) and Bangladeshi pupils. These Ethnic groups, amongst others, have been long established in both schools for a few years. A growing group is White Eastern European pupils.

Current Attendance:

Altmore Infant School

| | Altmore % | National % |
|----------------------------------|-------------|-------------|
| 2015-2016 Overall Absence | 5.3% | 3.9% |
| Persistent Absence | 16.1% | 8.8% |
| Exclusions | 0 | 0 |

Analysis/comments:

Monitoring absence particularly for our youngest children is a challenge. For pupils in KS1 attendance and absence rates are more aligned to National data.

Lathom Junior School

| | Lathom % | National % |
|----------------------------------|-------------|-------------|
| 2015-2016 Overall Absence | 3.5% | 3.9% |
| Persistent Absence | 9.1% | 8.8% |
| Exclusions | 0 | 0 |

Analysis/comments:

Our authorised absences are lower than the national average; the unauthorised absences are at the national level and the percentage of persistent absence reflects national within 0.3%.

Analysis/comments:

Comment:

Attendance and punctuality at our Infant School has improved, at KS1 (Yr 2 above and Yr 1 just below) national levels. However, there is still much work to do in reinforcing the attendance message to the parents and families of our youngest children.

Attendance and punctuality at our Junior School has improved, good procedures for monitoring ensure this is maintained

The high numbers of SEN children across the Federation are a contributing factor to the attendance achievement in all Year groups.

Development:

To decrease unauthorised absence and persistent absence by working more closely with our parents/carers and families. For our Family Support Workers to facilitate attendance surgeries, ensuring all absences are monitored and addressed.

Section 2

Advance Equality of Opportunity between those who share a protected characteristic and those who do not

As schools, our focus is to provide equal access to education that meets the needs of individual and groups of children/pupils and to promote achievement and attainment for everyone. We use information (data) to help us do this.

Progress and Attainment across the Federation

School Development areas for 2016-2017 (as outlined in our School Evaluation Form – SEF)

- To continue to raise attainment across all phases of the Federation, so that children are meeting their termly targets, thus building on effective transition practices to and through EYFS, KS1 and KS2.
[Relates to SDP target 4: *Ensure children are ready for the next stage in their learning.*]
- To promote pedagogical awareness and encourage teachers' self-reflection to raise the quality of teaching and learning in lessons.
[Relates to SDP target 3: *Ensure high quality teaching meets the needs of individual/groups of children, enabling accelerated progress*]
- To raise expectations in all year groups to ensure the curriculum is challenging and rigorous for all (particularly more able pupils).
[Relates to SDP target 3: *Ensure high quality teaching meets the needs of individual/groups of children, enabling accelerated progress*]
- To diminish the difference in attainment between boys and girls across the schools.
[Relates to SDP target 1: *Raise attainment in Reading, with a specific focus on boys within EYFS, and more able pupils in KS1 & KS2.*]
- To raise attainment in Reading, with a specific focus on boys within EYFS, more able pupils in KS1 and KS2 and specifically girls at the end of KS2.
[Relates to SDP target 3: *Ensure high quality teaching meets the needs of individual/groups of children, enabling accelerated progress*]
- To raise numeracy attainment across the schools.
[Relates to SDP target 2: *Develop the teaching of Maths by embedding reasoning and mastery techniques into classroom practice.*]

Additionally, outside the scope of the current SDP, we have chosen to include the following new targets:

- To further develop innovation and creativity in our curriculum through IT development.
- To raise the standard of attainment across Years 3 and 4.
- To continue to diminish the differences in attainment between vulnerable groups and mid-phase admissions.
- To continue to improve attendance in EYFS.

Below are the tables outlining attainment and performance against national outcomes for **Altmore Infant School**.

Early Years Foundation Stage Profile 2016

| | | Percentage of pupils achieving at least expected in | | | | | | | | | | | | | | | |
|--------------------------|-----|--|---------------|-----|----------|-----------------|---------|-----|---------|--------------------|---------|-----|---------------------------|-----|-----|----|----|
| | | Communication and language | | | | Literacy | | | | Mathematics | | | | | | | |
| | | Listening and attention | Understanding | | Speaking | | Reading | | Writing | | Numbers | | Shape, space and measures | | | | |
| | | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | | |
| All Pupils | 144 | 70 | 69 | | | | | | | | | | | | | | |
| Gender | | | | | | | | | | | | | | | | | |
| Male | 72 | 60 | 62 | | | | | | | | | | | | | | |
| Female | 72 | 81 | 77 | | | | | | | | | | | | | | |
| Free School Meals | | | | | | | | | | | | | | | | | |
| FSM | 65 | 69 | 55 | | | | | | | | | | | | | | |
| Non FSM | 79 | 71 | 72 | 93 | 86 | 88 | 86 | 89 | 85 | 79 | 77 | 72 | 73 | 80 | 79 | 80 | 82 |
| | | | | 90 | 82 | 85 | 82 | 85 | 81 | 74 | 72 | 64 | 66 | 74 | 75 | 74 | 78 |
| | | | | 96 | 91 | 92 | 90 | 93 | 90 | 85 | 83 | 81 | 80 | 86 | 83 | 86 | 86 |
| | | | | 98 | 78 | 91 | 78 | 92 | 77 | 77 | 63 | 69 | 58 | 80 | 66 | 80 | 70 |
| | | | | 89 | 88 | 86 | 87 | 86 | 87 | 81 | 80 | 75 | 75 | 80 | 81 | 80 | 84 |

| | | Percentage of pupils achieving at least expected in | | | | | | | | | | | | | | | | | | | | |
|--------------------------|-----|--|-----|----------------------|-----|---|-----|---------------------------------|-----|----------------------|-----|--------------------------------|-----|-----------|-----|-----------------------------------|-----|---|-----|-------------------|-----|--|
| | | Physical development | | | | Personal, social and emotional development | | | | | | Understanding the world | | | | Expressive arts and design | | | | | | |
| | | Moving and handling | | Health and self-care | | Self-confidence and self-awareness | | Managing feelings and behaviour | | Making relationships | | People and communities | | The world | | Technology | | Exploring and using media and materials | | Being imaginative | | |
| | | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | |
| All Pupils | 144 | 95 | 90 | 94 | 92 | 94 | 89 | 97 | 88 | 97 | 90 | 92 | 86 | 91 | 86 | 97 | 92 | 95 | 89 | 93 | 88 | |
| Gender | | | | | | | | | | | | | | | | | | | | | | |
| Male | 72 | 92 | 85 | 90 | 89 | 92 | 86 | 94 | 83 | 94 | 86 | 89 | 82 | 89 | 82 | 96 | 91 | 92 | 83 | 90 | 83 | |
| Female | 72 | 99 | 94 | 97 | 95 | 97 | 93 | 100 | 93 | 100 | 94 | 94 | 90 | 93 | 89 | 97 | 94 | 99 | 94 | 96 | 93 | |
| Free School Meals | | | | | | | | | | | | | | | | | | | | | | |
| FSM | 65 | 98 | 83 | 98 | 85 | 98 | 82 | 100 | 80 | 100 | 83 | 97 | 77 | 95 | 77 | 98 | 87 | 100 | 81 | 97 | 80 | |
| Non FSM | 79 | 92 | 91 | 90 | 93 | 91 | 90 | 95 | 89 | 95 | 91 | 87 | 87 | 87 | 87 | 95 | 93 | 91 | 90 | 90 | 90 | |

Year 1 phonics percentages attaining expected standard 2016

This report shows the percentage of pupils meeting the expected standard and the average mark attained in the year one phonics screening check for each pupil group alongside the national value for the same pupil group.

| | Phonics Screening Check | | | | Average mark | | |
|---|-------------------------|-------------|------------------------------------|----------|--------------|--------|----------|
| | Cohort | Number A/D* | Number achieving expected standard | % School | % National | School | National |
| All Pupils | 146 | 3 | 127 | 87 | 81 | 35 | 34 |
| Gender | | | | | | | |
| Male | 73 | 2 | 61 | 84 | 77 | 35 | 33 |
| Female | 73 | 1 | 66 | 90 | 84 | 36 | 35 |
| Free School Meals* | | | | | | | |
| FSM | 73 | 2 | 63 | 86 | 70 | 36 | 31 |
| Non FSM | 73 | 1 | 64 | 88 | 83 | 35 | 35 |
| Children Looked After | | | | | | | |
| CLA | 0 | 0 | 0 | 0 | 61 | - | 30 |
| Not CLA | 146 | 3 | 127 | 87 | 81 | 35 | 34 |
| Disadvantaged pupils | | | | | | | |
| Disadvantaged pupils | 73 | 2 | 63 | 86 | 70 | 36 | 31 |
| Other pupils | 73 | 1 | 64 | 88 | 83 | 35 | 35 |
| English as a First Language | | | | | | | |
| English or believed to be English | 11 | 2 | 8 | 73 | 81 | 36 | 34 |
| Other than English or believed to be other than English | 135 | 1 | 119 | 88 | 80 | 35 | 34 |
| Unclassified | 0 | 0 | 0 | 0 | 41 | - | 25 |
| Special Educational Needs | | | | | | | |
| No SEN | 132 | 0 | 121 | 92 | 86 | 36 | 35 |
| SEN support | 14 | 3 | 6 | 43 | 46 | 29 | 25 |
| SEN with statement or EHC plan | 0 | 0 | 0 | 0 | 18 | - | 19 |
| Ethnicity Group | | | | | | | |
| White | | | | | | | |
| British | 4 | 1 | 3 | 75 | 81 | 37 | 34 |
| Irish | 0 | 0 | 0 | 0 | 81 | - | 34 |
| Traveller of Irish Heritage | 0 | 0 | 0 | 0 | 41 | - | 24 |
| Gypsy/Roma | 0 | 0 | 0 | 0 | 37 | - | 23 |
| Any Other White Background | 10 | 1 | 5 | 50 | 78 | 27 | 33 |
| Mixed | | | | | | | |
| White and Black Caribbean | 0 | 0 | 0 | 0 | 78 | - | 33 |
| White and Black African | 1 | 0 | 1 | 100 | 82 | 34 | 34 |
| White and Asian | 0 | 0 | 0 | 0 | 85 | - | 35 |
| Any other Mixed Background | 2 | 0 | 2 | 100 | 83 | 35 | 35 |
| Asian or Asian British | | | | | | | |
| Indian | 36 | 0 | 33 | 92 | 89 | 36 | 36 |
| Pakistani | 34 | 0 | 33 | 97 | 81 | 36 | 34 |
| Bangladeshi | 19 | 0 | 15 | 79 | 82 | 34 | 34 |
| Any other Asian Background | 32 | 0 | 31 | 97 | 85 | 38 | 35 |
| Black or Black British | | | | | | | |
| Black Caribbean | 0 | 0 | 0 | 0 | 79 | - | 33 |
| Black African | 5 | 0 | 2 | 40 | 84 | 28 | 35 |
| Any Other Black Background | 0 | 0 | 0 | 0 | 80 | - | 34 |
| Chinese | 0 | 0 | 0 | 0 | 88 | - | 36 |
| Any Other Ethnic Group | 3 | 1 | 2 | 67 | 79 | 38 | 34 |
| Unclassified - Refused | 0 | 0 | 0 | 0 | 81 | - | 34 |
| Unclassified - Information Not Obtained | 0 | 0 | 0 | 0 | 47 | - | 27 |
| Term Of Birth | | | | | | | |
| Autumn | 49 | 1 | 44 | 90 | 86 | 36 | 35 |
| Spring | 43 | 1 | 37 | 86 | 81 | 36 | 34 |
| Summer | 54 | 1 | 46 | 85 | 75 | 35 | 33 |

* A in total marks indicates that a pupil was absent for the test

* D in total marks indicates that a pupil did not take the test

KS1 reading teacher assessment 2016

| | National Cohort comparator type | | At least expected standard in reading | | | | Below expected standard in reading | | | | | |
|-------------------------------------|---------------------------------|------------|---------------------------------------|-----------|---------------|-----------|------------------------------------|----------|-------------|----------|-----------------|-----------|
| | | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
| | | | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % |
| all pupils | 145 | all | 85 | 74 | 21 | 24 | 3 | 2 | 0 | 5 | 12 | 19 |
| male | 69 | same | 78 | 70 | 26 | 20 | 4 | 3 | 0 | 6 | 16 | 21 |
| female | 76 | same | 91 | 78 | 16 | 27 | 1 | 1 | 0 | 4 | 8 | 16 |
| disadvantaged | 97 | non | 87 | 78 | 21 | 27 | 1 | 2 | 0 | 4 | 12 | 16 |
| other | 48 | same | 81 | 78 | 21 | 27 | 6 | 2 | 0 | 4 | 10 | 16 |
| Free School Meals | 97 | non | 87 | 78 | 21 | 27 | 1 | 2 | 0 | 4 | 12 | 16 |
| Children Looked After | 0 | non | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| SEN with statement or EHC plan | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| SEN support | 19 | all | 53 | 74 | 11 | 24 | 21 | 2 | 0 | 5 | 26 | 19 |
| no SEN | 126 | same | 90 | 82 | 22 | 27 | 0 | 0 | 0 | 2 | 10 | 15 |
| English first language | 11 | all | 91 | 74 | 18 | 24 | 0 | 2 | 0 | 5 | 9 | 19 |
| English additional language | 131 | all | 85 | 74 | 21 | 24 | 3 | 2 | 0 | 5 | 11 | 19 |
| autumn birth | 43 | same | 91 | 80 | 21 | 31 | 2 | 2 | 0 | 3 | 7 | 14 |
| spring birth | 40 | same | 85 | 74 | 18 | 23 | 0 | 2 | 0 | 5 | 15 | 18 |
| summer birth | 62 | same | 81 | 68 | 23 | 17 | 5 | 3 | 0 | 7 | 13 | 23 |
| Early Years Foundation Stage | | | | | | | | | | | | |
| good level of development - yes | 86 | same | 99 | 93 | 34 | 37 | 0 | 0 | 0 | 0 | 1 | 7 |
| good level of development - no | 50 | same | 68 | 48 | 2 | 5 | 8 | 5 | 0 | 11 | 24 | 36 |
| reading emerging | 31 | same | 52 | 36 | 0 | 2 | 13 | 7 | 0 | 15 | 35 | 41 |
| reading expected | 73 | same | 97 | 85 | 10 | 20 | 0 | 0 | 0 | 1 | 3 | 13 |
| reading exceeding | 32 | same | 100 | 99 | 72 | 65 | 0 | 0 | 0 | 0 | 0 | 1 |
| writing emerging | 43 | same | 65 | 42 | 0 | 3 | 9 | 6 | 0 | 13 | 26 | 39 |
| writing expected | 76 | same | 97 | 90 | 18 | 26 | 0 | 0 | 0 | 1 | 3 | 10 |
| writing exceeding | 17 | same | 100 | 99 | 94 | 71 | 0 | 0 | 0 | 0 | 0 | 1 |
| mathematics emerging | 29 | same | 48 | 38 | 0 | 2 | 14 | 7 | 0 | 14 | 38 | 40 |
| mathematics expected | 95 | same | 98 | 88 | 22 | 26 | 0 | 0 | 0 | 1 | 2 | 11 |
| mathematics exceeding | 12 | same | 100 | 99 | 75 | 67 | 0 | 0 | 0 | 0 | 0 | 1 |

| Ethnic group | National Cohort comparator type | | At least expected standard in reading | | | | Below expected standard in reading | | | | | |
|-------------------------------|---------------------------------|------------|---------------------------------------|-----------|---------------|-----------|------------------------------------|----------|-------------|----------|-----------------|-----------|
| | | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
| | | | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % |
| all pupils | 145 | all | 85 | 74 | 21 | 24 | 3 | 2 | 0 | 5 | 12 | 19 |
| White | 16 | all | 75 | 74 | 6 | 24 | 0 | 2 | 0 | 5 | 25 | 19 |
| British | 2 | all | 100 | 74 | 50 | 24 | 0 | 2 | 0 | 5 | 0 | 19 |
| Irish | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Traveller | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Gypsy/Roma | 1 | all | 100 | 74 | 0 | 24 | 0 | 2 | 0 | 5 | 0 | 19 |
| any other White background | 13 | all | 69 | 74 | 0 | 24 | 0 | 2 | 0 | 5 | 31 | 19 |
| Mixed | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| White & Black Caribbean | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| White & Black African | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| White & Asian | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| any other mixed background | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Asian or Asian British | 115 | all | 88 | 74 | 23 | 24 | 3 | 2 | 0 | 5 | 9 | 19 |
| Indian | 31 | all | 90 | 74 | 29 | 24 | 6 | 2 | 0 | 5 | 3 | 19 |
| Pakistani | 33 | all | 91 | 74 | 21 | 24 | 3 | 2 | 0 | 5 | 6 | 19 |
| Bangladeshi | 19 | all | 74 | 74 | 21 | 24 | 5 | 2 | 0 | 5 | 21 | 19 |
| any other Asian background | 32 | all | 91 | 74 | 22 | 24 | 0 | 2 | 0 | 5 | 9 | 19 |
| Black or Black British | 8 | all | 75 | 74 | 0 | 24 | 0 | 2 | 0 | 5 | 25 | 19 |
| Black Caribbean | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Black African | 8 | all | 75 | 74 | 0 | 24 | 0 | 2 | 0 | 5 | 25 | 19 |
| any other Black background | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| Chinese | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| any other ethnic group | 5 | all | 80 | 74 | 40 | 24 | 0 | 2 | 0 | 5 | 20 | 19 |
| unclassified - refused | 0 | all | - | 74 | - | 24 | - | 2 | - | 5 | - | 19 |
| unclassified - not obtained | 1 | all | 0 | 74 | 0 | 24 | 0 | 2 | 0 | 5 | 0 | 19 |

KS1 writing teacher assessment 2016

| | National Cohort comparator type | At least expected standard in writing | | | | Below expected standard in writing | | | | | |
|-------------------------------------|---------------------------------|---------------------------------------|-----------|---------------|-----------|------------------------------------|----------|-------------|----------|-----------------|-----------|
| | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
| | | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % |
| all pupils | 145 all | 87 | 65 | 15 | 13 | 3 | 2 | 0 | 5 | 10 | 27 |
| male | 69 same | 81 | 59 | 17 | 10 | 4 | 3 | 0 | 7 | 13 | 31 |
| female | 76 same | 92 | 73 | 13 | 17 | 1 | 1 | 0 | 4 | 7 | 22 |
| disadvantaged | 97 non | 91 | 70 | 15 | 15 | 1 | 2 | 0 | 4 | 8 | 24 |
| other | 48 same | 79 | 70 | 15 | 15 | 6 | 2 | 0 | 4 | 13 | 24 |
| Free School Meals | 97 non | 91 | 70 | 15 | 15 | 1 | 2 | 0 | 4 | 8 | 24 |
| Children Looked After | 0 non | - | 66 | - | 13 | - | 2 | - | 5 | - | 27 |
| SEN with statement or EHC plan | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| SEN support | 19 all | 53 | 65 | 5 | 13 | 21 | 2 | 0 | 5 | 26 | 27 |
| no SEN | 126 same | 92 | 73 | 17 | 15 | 0 | 0 | 0 | 2 | 7 | 24 |
| English first language | 11 all | 82 | 65 | 9 | 13 | 0 | 2 | 0 | 5 | 18 | 27 |
| English additional language | 131 all | 89 | 65 | 16 | 13 | 3 | 2 | 0 | 5 | 8 | 27 |
| autumn birth | 43 same | 91 | 73 | 12 | 19 | 2 | 2 | 0 | 4 | 7 | 21 |
| spring birth | 40 same | 90 | 66 | 15 | 13 | 0 | 2 | 0 | 5 | 10 | 27 |
| summer birth | 62 same | 82 | 58 | 18 | 8 | 5 | 3 | 0 | 7 | 11 | 32 |
| Early Years Foundation Stage | | | | | | | | | | | |
| good level of development - yes | 86 same | 99 | 86 | 24 | 21 | 0 | 0 | 0 | 0 | 1 | 13 |
| good level of development - no | 50 same | 72 | 36 | 2 | 2 | 8 | 5 | 0 | 11 | 20 | 47 |
| reading emerging | 31 same | 55 | 25 | 0 | 1 | 13 | 8 | 0 | 15 | 32 | 51 |
| reading expected | 73 same | 99 | 75 | 8 | 9 | 0 | 0 | 0 | 1 | 1 | 23 |
| reading exceeding | 32 same | 100 | 97 | 50 | 43 | 0 | 0 | 0 | 0 | 0 | 3 |
| writing emerging | 43 same | 67 | 30 | 0 | 1 | 9 | 6 | 0 | 13 | 23 | 50 |
| writing expected | 76 same | 99 | 82 | 14 | 13 | 0 | 0 | 0 | 1 | 1 | 18 |
| writing exceeding | 17 same | 100 | 98 | 65 | 52 | 0 | 0 | 0 | 0 | 0 | 2 |
| mathematics emerging | 29 same | 52 | 28 | 0 | 1 | 14 | 7 | 0 | 14 | 34 | 50 |
| mathematics expected | 95 same | 99 | 79 | 20 | 14 | 0 | 0 | 0 | 1 | 1 | 20 |
| mathematics exceeding | 12 same | 100 | 96 | 25 | 46 | 0 | 0 | 0 | 0 | 0 | 3 |

| Ethnic group | National Cohort comparator type | At least expected standard in writing | | | | Below expected standard in writing | | | | | |
|-------------------------------|---------------------------------|---------------------------------------|-----------|---------------|-----------|------------------------------------|----------|-------------|----------|-----------------|-----------|
| | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
| | | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % |
| all pupils | 145 all | 87 | 65 | 15 | 13 | 3 | 2 | 0 | 5 | 10 | 27 |
| White | 16 all | 81 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 19 | 27 |
| British | 2 all | 100 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 0 | 27 |
| Irish | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Traveller | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Gypsy/Roma | 1 all | 100 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 0 | 27 |
| any other White background | 13 all | 77 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 23 | 27 |
| Mixed | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| White & Black Caribbean | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| White & Black African | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| White & Asian | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| any other mixed background | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Asian or Asian British | 115 all | 89 | 65 | 17 | 13 | 3 | 2 | 0 | 5 | 8 | 27 |
| Indian | 31 all | 90 | 65 | 23 | 13 | 6 | 2 | 0 | 5 | 3 | 27 |
| Pakistani | 33 all | 91 | 65 | 12 | 13 | 3 | 2 | 0 | 5 | 6 | 27 |
| Bangladeshi | 19 all | 79 | 65 | 5 | 13 | 5 | 2 | 0 | 5 | 16 | 27 |
| any other Asian background | 32 all | 91 | 65 | 25 | 13 | 0 | 2 | 0 | 5 | 9 | 27 |
| Black or Black British | 8 all | 75 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 25 | 27 |
| Black Caribbean | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Black African | 8 all | 75 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 25 | 27 |
| any other Black background | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| Chinese | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| any other ethnic group | 5 all | 100 | 65 | 40 | 13 | 0 | 2 | 0 | 5 | 0 | 27 |
| unclassified - refused | 0 all | - | 65 | - | 13 | - | 2 | - | 5 | - | 27 |
| unclassified - not obtained | 1 all | 0 | 65 | 0 | 13 | 0 | 2 | 0 | 5 | 0 | 27 |

KS1 mathematics teacher assessment 2016

| | National Cohort comparator type | At least expected standard in mathematics | | | | Below expected standard in mathematics | | | | | |
|-------------------------------------|---------------------------------|---|-----------|---------------|-----------|--|----------|-------------|----------|-----------------|-----------|
| | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
| | | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % |
| all pupils | 145 all | 86 | 73 | 22 | 18 | 3 | 2 | 0 | 4 | 10 | 21 |
| male | 69 same | 80 | 72 | 30 | 20 | 4 | 3 | 0 | 5 | 14 | 20 |
| female | 76 same | 92 | 74 | 14 | 16 | 1 | 1 | 0 | 4 | 7 | 21 |
| disadvantaged | 97 non | 90 | 77 | 21 | 20 | 1 | 2 | 0 | 3 | 9 | 18 |
| other | 48 same | 79 | 77 | 25 | 20 | 6 | 2 | 0 | 3 | 13 | 18 |
| Free School Meals | 97 non | 90 | 77 | 21 | 20 | 1 | 2 | 0 | 3 | 9 | 18 |
| Children Looked After | 0 non | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| SEN with statement or EHC plan | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| SEN support | 19 all | 47 | 73 | 11 | 18 | 21 | 2 | 0 | 4 | 32 | 21 |
| no SEN | 126 same | 92 | 80 | 24 | 20 | 0 | 0 | 0 | 2 | 7 | 17 |
| English first language | 11 all | 73 | 73 | 18 | 18 | 0 | 2 | 0 | 4 | 27 | 21 |
| English additional language | 131 all | 89 | 73 | 23 | 18 | 3 | 2 | 0 | 4 | 8 | 21 |
| autumn birth | 43 same | 93 | 80 | 30 | 25 | 2 | 2 | 0 | 3 | 5 | 15 |
| spring birth | 40 same | 88 | 73 | 18 | 17 | 0 | 2 | 0 | 4 | 13 | 20 |
| summer birth | 62 same | 81 | 65 | 19 | 12 | 5 | 3 | 0 | 6 | 13 | 26 |
| Early Years Foundation Stage | | | | | | | | | | | |
| good level of development - yes | 86 same | 98 | 91 | 35 | 27 | 0 | 0 | 0 | 0 | 2 | 9 |
| good level of development - no | 50 same | 72 | 47 | 4 | 4 | 8 | 5 | 0 | 10 | 20 | 38 |
| reading emerging | 31 same | 58 | 36 | 0 | 2 | 13 | 7 | 0 | 14 | 29 | 42 |
| reading expected | 73 same | 96 | 82 | 12 | 15 | 0 | 0 | 0 | 1 | 4 | 16 |
| reading exceeding | 32 same | 100 | 98 | 72 | 49 | 0 | 0 | 0 | 0 | 0 | 2 |
| writing emerging | 43 same | 70 | 41 | 0 | 2 | 9 | 5 | 0 | 12 | 21 | 41 |
| writing expected | 76 same | 96 | 87 | 21 | 19 | 0 | 0 | 0 | 1 | 4 | 12 |
| writing exceeding | 17 same | 100 | 99 | 94 | 55 | 0 | 0 | 0 | 0 | 0 | 1 |
| mathematics emerging | 29 same | 52 | 36 | 0 | 2 | 14 | 6 | 0 | 13 | 34 | 44 |
| mathematics expected | 95 same | 98 | 86 | 23 | 18 | 0 | 0 | 0 | 1 | 2 | 13 |
| mathematics exceeding | 12 same | 100 | 99 | 83 | 59 | 0 | 0 | 0 | 0 | 0 | 1 |

| Ethnic group | National Cohort comparator type | At least expected standard in mathematics | | | | Below expected standard in mathematics | | | | | |
|-------------------------------|---------------------------------|---|-----------|---------------|-----------|--|----------|-------------|----------|-----------------|-----------|
| | | Expected standard + | | Greater depth | | Below pre-KS1 | | Foundations | | Working towards | |
| | | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % | Sch % | Nat % |
| all pupils | 145 all | 86 | 73 | 22 | 18 | 3 | 2 | 0 | 4 | 10 | 21 |
| White | 16 all | 75 | 73 | 6 | 18 | 0 | 2 | 0 | 4 | 25 | 21 |
| British | 2 all | 50 | 73 | 50 | 18 | 0 | 2 | 0 | 4 | 50 | 21 |
| Irish | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Traveller | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Gypsy/Roma | 1 all | 100 | 73 | 0 | 18 | 0 | 2 | 0 | 4 | 0 | 21 |
| any other White background | 13 all | 77 | 73 | 0 | 18 | 0 | 2 | 0 | 4 | 23 | 21 |
| Mixed | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| White & Black Caribbean | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| White & Black African | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| White & Asian | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| any other mixed background | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Asian or Asian British | 115 all | 89 | 73 | 24 | 18 | 3 | 2 | 0 | 4 | 8 | 21 |
| Indian | 31 all | 90 | 73 | 35 | 18 | 6 | 2 | 0 | 4 | 3 | 21 |
| Pakistani | 33 all | 91 | 73 | 18 | 18 | 3 | 2 | 0 | 4 | 6 | 21 |
| Bangladeshi | 19 all | 79 | 73 | 21 | 18 | 5 | 2 | 0 | 4 | 16 | 21 |
| any other Asian background | 32 all | 91 | 73 | 22 | 18 | 0 | 2 | 0 | 4 | 9 | 21 |
| Black or Black British | 8 all | 75 | 73 | 0 | 18 | 0 | 2 | 0 | 4 | 25 | 21 |
| Black Caribbean | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Black African | 8 all | 75 | 73 | 0 | 18 | 0 | 2 | 0 | 4 | 25 | 21 |
| any other Black background | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| Chinese | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| any other ethnic group | 5 all | 100 | 73 | 60 | 18 | 0 | 2 | 0 | 4 | 0 | 21 |
| unclassified - refused | 0 all | - | 73 | - | 18 | - | 2 | - | 4 | - | 21 |
| unclassified - not obtained | 1 all | 0 | 73 | 0 | 18 | 0 | 2 | 0 | 4 | 0 | 21 |

Below is a table outlining attainment and performance against national outcomes for **Lathom Junior School**

KS2 reading, writing and mathematics 2016

| | Cohort | National comparator type | Expected standard + | | High standard | |
|--------------------------------|------------|--------------------------|---------------------|-----------|---------------|----------|
| | | | Sch % | Nat % | Sch % | Nat % |
| all pupils | 119 | all | 61 | 53 | 5 | 5 |
| male | 51 | same | 61 | 50 | 4 | 5 |
| female | 68 | same | 62 | 57 | 6 | 6 |
| disadvantaged | 77 | non | 60 | 60 | 6 | 7 |
| other | 42 | same | 64 | 60 | 2 | 7 |
| Free School Meals | 77 | non | 60 | 60 | 6 | 7 |
| Children Looked After | 0 | non | - | 54 | - | 5 |
| SEN with statement or EHC plan | 1 | all | 0 | 53 | 0 | 5 |
| SEN support | 13 | all | 38 | 53 | 0 | 5 |
| no SEN | 105 | same | 65 | 62 | 6 | 6 |
| on roll in years 5 & 6 | 107 | same | 63 | 55 | 6 | 6 |
| English first language | 7 | all | 57 | 53 | 0 | 5 |
| English additional language | 111 | all | 61 | 53 | 5 | 5 |
| Prior attainment | | | | | | |
| overall low | 14 | same | 7 | 6 | 0 | 0 |
| overall middle | 62 | same | 55 | 47 | 0 | 1 |
| overall high | 34 | same | 97 | 91 | 18 | 17 |
| reading low | 20 | same | 15 | 7 | 0 | 0 |
| reading middle | 63 | same | 62 | 48 | 3 | 1 |
| reading high | 27 | same | 96 | 91 | 15 | 18 |
| writing low | 21 | same | 14 | 10 | 0 | 0 |
| writing middle | 72 | same | 67 | 57 | 3 | 3 |
| writing high | 17 | same | 100 | 95 | 24 | 27 |
| mathematics low | 9 | same | 0 | 5 | 0 | 0 |
| mathematics middle | 76 | same | 57 | 49 | 3 | 2 |
| mathematics high | 25 | same | 100 | 91 | 16 | 21 |

| Ethnic group | Cohort | National comparator type | Expected standard + | | High standard | |
|-------------------------------|--------|--------------------------|---------------------|-------|---------------|-------|
| | | | Sch % | Nat % | Sch % | Nat % |
| White | 11 | all | 55 | 53 | 0 | 5 |
| British | 0 | all | - | 53 | - | 5 |
| Irish | 0 | all | - | 53 | - | 5 |
| Traveller | 0 | all | - | 53 | - | 5 |
| Gypsy/Roma | 0 | all | - | 53 | - | 5 |
| any other White background | 11 | all | 55 | 53 | 0 | 5 |
| Mixed | 2 | all | 50 | 53 | 0 | 5 |
| White & Black Caribbean | 0 | all | - | 53 | - | 5 |
| White & Black African | 0 | all | - | 53 | - | 5 |
| White & Asian | 0 | all | - | 53 | - | 5 |
| any other mixed background | 2 | all | 50 | 53 | 0 | 5 |
| Asian or Asian British | 92 | all | 64 | 53 | 7 | 5 |
| Indian | 18 | all | 94 | 53 | 11 | 5 |
| Pakistani | 26 | all | 54 | 53 | 4 | 5 |
| Bangladeshi | 18 | all | 39 | 53 | 0 | 5 |
| any other Asian background | 30 | all | 70 | 53 | 10 | 5 |
| Black or Black British | 11 | all | 55 | 53 | 0 | 5 |
| Black Caribbean | 1 | all | 100 | 53 | 0 | 5 |
| Black African | 8 | all | 50 | 53 | 0 | 5 |
| any other Black background | 2 | all | 50 | 53 | 0 | 5 |
| Chinese | 0 | all | - | 53 | - | 5 |
| any other ethnic group | 2 | all | 0 | 53 | 0 | 5 |
| unclassified - refused | 0 | all | - | 53 | - | 5 |
| unclassified - not obtained | 1 | all | 100 | 53 | 0 | 5 |

Analysis/comments:

Areas that have developed this year:

- Developing pupil voice through teacher focus groups, within the direct lesson structure, focussing on content and pupils' evaluation of the new curriculum.
- Using enhanced assessment and lesson evaluations as a means of informing planning of learning.
- An increased focus on planning that drives improving standards in Reading and Writing.
- Enhanced opportunities for cross-curricular Reading and Writing.
- Greater variety of After School Clubs that target participation of specifically identified groups.

Areas we would like to improve next year:

- Further enhance delivery of the new curriculum, by ensuring we continue to offer maximum engagement and enjoyment through a considered, child-centred review approach.
- Continue to offer needs-based staff CPD, enhancing the programme further.
- To deliver Mathematics interventions determined by tracking and data analysis.

Promoting Opportunities for Our School Community:

| | Some examples of steps the schools have taken: |
|--------------------------|--|
| Teaching and Learning: | <ul style="list-style-type: none"> • Individual Inclusion plans for specific SEN Support + pupils • Bespoke training for staff supported by specialist advisory staff to meet the needs of those children with high levels of need. • Involvement of outside providers: <i>Creative Futures, Rhythm Connections</i>, ECAM musicians and Performing artists. • Extended services: <i>Early Help</i> services linked to our Children's Centre. • Addressing the theme of Stereotypes through Assemblies, SRE, PSHCE, P4C, etc. • Enterprise Week • Bike-ability, Balance-bike training • Carnival • Residential visits to Debden, Fairplay House, etc. • Links with NSPCC • Residential visit to Arvon for Yr 6 more able writers • Links with the Shakespeare Globe Theatre • Resilience Project work • Global Diversity embedded in curriculum - International Links |
| Admissions and Transfer: | <ul style="list-style-type: none"> • EYFS admissions: eligibility criteria profiling for vulnerable two-year-olds, collaborative working with our Health Visitor colleagues; attendance at Children's Centre pre-school activity sessions; Home visits prior to admission for all Nursery and new to school Year R children. • Pre-admission interviews with all parents prior to their children starting school. • Links with previous schools prior to start date, to ensure any additional needs/provision are in place. • Joint home visits by the Inclusion and Early Years teams for those new children identified as having additional/SEND. • Scheduled individualised/personalised transition programmes for those children with high levels of need, throughout our provision, as well as specifically, for Year 2 and Year 6 (as children are moving physically to new schools). |
| Participation: | <ul style="list-style-type: none"> • To continue to improve boys writing across the Federation. • To continue to enhance provision for GDS pupils. |
| Student progress: | <ul style="list-style-type: none"> • To continue to ensure year-on-year progress for all pupils at the end of each year and Key Stage. |

| | |
|----------------------------------|---|
| Flexible curriculum arrangements | <ul style="list-style-type: none"> Individual Inclusion programmes for pupils with high levels of need and the development of appropriate <i>Learning Zones</i>. |
|----------------------------------|---|

Section 3 Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved others in developing equalities at our schools.

| | Some of the steps the Schools have taken: |
|------------------|---|
| School Council: | <ul style="list-style-type: none"> Meetings at least once per half term, led by the PSHCE co-ordinator and Learning Mentors. Members of the school council prioritised the following areas for development: 'Safety while the Expansion programme takes place' and 'Road safety in our immediate locality'. A questionnaire to elicit the views of parents and children was commissioned by the Children's Centre Family Outreach worker. |
| Pupil voice: | <ul style="list-style-type: none"> Whole school questionnaires. Pupil Interviews undertaken by/with Subject Leaders and Managers. PASS Test - Pupils Attitude towards School and Self. Class Council – each class has a lead and deputy representative. The rep, attends school council meetings. Class council meets twice per half term. |
| Parents/Carers: | <ul style="list-style-type: none"> Questionnaires and surveys at Parents meetings. Parent View surveys completed. |
| Staff: | <ul style="list-style-type: none"> Ofsted Staff Surveys completed. Investors in People Award (Gold) accreditation. |
| Local community: | <ul style="list-style-type: none"> Planning Consultation Meetings regarding the School Expansion Project for both Althmore and Lathom schools. Regular and longstanding successful community lettings programme: <ul style="list-style-type: none"> - St John's Ambulance • The Women's Guild • Self-defence • Classical Asian Dance Access to the CC extended Services, including Roma Support |

| | |
|--------------------------------|--|
| Governors: | <ul style="list-style-type: none"> • Regular detailed Headteacher's Reports. • Regular updated Subject Leader Reports. |
| Satisfaction with our service: | <ul style="list-style-type: none"> • Clear and published complaints policy. |

- **Workforce – staffing and training**

Annual production of a workforce census enables us to:

| Area of focus | Significant information that we can address for following year |
|---|--|
| Promote opportunity | <ul style="list-style-type: none"> • Identifies 'gaps' in our staffing profil, that potentially could be filled by recruiting the local workforce. |
| Foster good relations | <ul style="list-style-type: none"> • CPD and access to appropriate training for all staff, irrespective of their position within the organisation. • Access to training through the CC core offer for members of our community and for volunteers, e.g. accredited SMART Level 2 and Level 3 training; 15Billion Organisation, as well as work experience provision. |
| Develop the organisation's skill-base in an equitable way | <ul style="list-style-type: none"> • All staff have an equal opportunity and responsibility to identify and manage their own professional development. |