



WELCOME TO CLAPHAM TERRACE PRIMARY SCHOOL

Clapham Terrace Primary School have used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

STAGE 1: UNDERSTANDING OUR SCHOOL COMMUNITY – PUPILS

What is the school profile?

- How many children are on roll at the school?

220 Pupils

- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available:

Ethnic Categories							
White British	141	White & Black Caribbean	7	Indian	20	Any Other Black Background	1
Irish	0	White & Asian	1	Pakistani	0	Refugee	0
Any other white background	32	White & Black African	3	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	11	Any other Asian background	1	Any Other Ethnic Group	1
Gypsy/Roma	0	Chinese	0	Black Caribbean	1	Information Refused	2
White European	0	Any other Chinese background	0	Black African	0	Information Not Obtained	0

Disability Categories					
Not Collected	0	Needs Medication	0	Other Disability / Health Problem	0
No disability	0	Problems with Incontinence	0		
Problems with Mobility	0	Problems with Communication	0		
Problems with Hand Function	0	Problems with Hearing	0		
Problems with Personal Care	0	Problems with Vision	0		
Problems with Eating and Drinking	0	Problems with ASD / Aspergers			

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need		181
K – SEN Support		30
P – School Early Years Action		0
S – Statement		9

Gender	
Girls	104
Boys	116

Religion & Belief					
Anglican	0	Church of England	0	Sikh	6
Baptist	0	Hindu	13	No Religion	126
Buddhist	1	Jewish	0	Other Religion	4
Catholic	0	Methodist	0	Unknown	2
Christian	61	Muslim	6	Refused	1

STAGE 2: UNDERSTANDING THE INFORMATION GATHERED

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- **Admissions (see above tables)**

▪ **Attainment**

Codes

Code	Description	Code	Description
AIND	Indian	WBRI	White British
BAFR	Black African	BCRB	Black Caribbean
MOTH	Any other mixed background	MWAS	White / Asian
MWBC	White / Black Caribbean	WOTH	Any other white background
MWBA	White and Black African	AOTH	Other Asian
BOTH	Other Black	OOTH	Other Ethnic
REFU	Refused		

Key Stage 1 Attainment (APS – All Subjects)				
Ethnicity	COHORT	WBRI	WOTH	AIND
Reading	16.1	15.1	17.6	15.4
Writing	15.5	14.1	17.6	15.8
Maths	16.1	14.6	17.6	17.4
Disability	No children with disabilities in this cohort			

SEN	No SEN (24)	SA (6)	Statement
Reading	17.1	11.7	12.3
Writing	16.7	10.7	12.3
Maths	17.3	12.0	13.0
Gender	Male	Female	
Reading	15.4	17.2	
Writing	14.4	17.4	
Maths	15.6	17.0	
Religion	Data not available		

Key Stage 2 Attainment (APS – All Subjects)						
Ethnicity	COHORT	AIND (2)	MWAS (1)	MWBC (1)	WBRI	WOTH (2)
Reading	30.8	30.0	33.0	27.0	30.9	35.0
Writing	29.6	27	31.0	25.0	29.9	33.0
Maths	30.8	30.0	31.0	27.0	29.9	29.0
Disability	No children with disabilities in this cohort					

SEN	No SEN	SA+ (7)
Reading	33.3	26.4
Writing	31.7	25.3
Maths	33.3	25.9

Gender	Male	Female
Reading	31.6	30.5
Writing	29.8	29.4
Maths	32.8	29.0
Religion	Data not available	

▪ Attendance

Attendance from March 2015 – September 2015												
Ethnicity	AIND	MWBA	BCR B	MOTH	MWAS	MWBC	WBRI	WOTH	AOTH	BOTH	OOTH	REFU
	97.04%	95.38%	100%	97.8%	92.16%	96.87%	96.55%	95.08%	100%	96.49%	88.05%	
Disability	No children with disabilities in this cohort											
SEN	No SEN	SEN										
	97.57%	95.77%										
Gender	Male	Female										
	96.03%	96.39%										
<i>NB: Gender attendance does not include Nursery Children</i>												
Religion	Data not available											

- **Exclusions**

1 Exclusion for Period March 2015 – September 2015

- **Prejudice related incidents**

No data to report

Equality Objective: To maintain the attainment and progress rate of all children across all ethnic minorities

Why: Our schools data for Key Stage 2 didn't show any significant gaps between ethnic groups. The white British were the biggest group, the other ethnic groups scored in line or better in most cases with this group and against cohort.

How: Maintaining close tracking around all children's progress, address any issues on an individual basis.

Outcome: No significant gaps between ethnic groups.

Attendance

Equality Objective: To explore and understand the reasons for the absence and what support can be given to individual pupils with Special Educational Needs to begin to improve attendance rates.

Why: The schools attendance figures show that SEN Pupils on roll have higher absentee levels than that of their peers.

How: Engage with parents/carers and discuss attendance as part of IEP review meetings.
Analyse attendance data to identify individual children with high absence rates.
Analyse attendance data to identify trends in non attendance.
Employ the use of first day call back and texting to reduce absence.
Use positive reinforcement to reward good attendance of target group.
To work in partnership with ACE through the annual inspection process.

Outcome: To increase the attendance of children with SEN to a similar level of those without a SEN.