



The Trent-Rylands Federation

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School



Equality Objectives

January 2023- December 2026

Beeston Rylands Junior School Equality Information 23/24

Gender –Number of pupils

<u>Boys</u>	85 boys
<u>Girls</u>	100 girls

FSM and PP Number of pupils

FSM	37
PP	43
Ever 6 PP no longer FSM	1 (included in PP figure above)
Post LAC PP	5 (included in PP figure above)

Class / year group size

Staff	Classroom	Year 6		Year 5		Year 4		Year 3		
		girls	boys	girls	boys	girls	boys	girls	boys	
SO/SB	Oak	18	13							31
KH	Willow	12	6	5	7					30
RA	Sycamore			10	16					26
JH	Pine					19	14			33
JP/SJ	Birch					7	11	9	6	33
KB/KM	Ash							20	12	32
		30	19	15	23	26	25	29	18	185
		49		38		51		47		

Ethnic Groups Yr 3 – Yr 6 Number of pupils

Any Other Asian Background – Asian or Asian Britain	9	White British	120	Any other Ethnic Group	2
White and Asian	3	Any Other White Background	24		
Any other Asian Background	1	Chinese	12		
Any Other Mixed Background – mixed Dual Back ground		White and Black Caribbean	4		
Black African	8	Any other mixed Group	2		

First Language Yr 3 – Yr 6 - Number of pupils

English	135	Lithuanian	3	Arabic	1
Chinese	11	Panjabi	3	Bulgarian	1
Hungarian	7	Spanish	2	Chinese	1
Malayalam	5	Tamil	2	Greek	1
Slovak	4	Akan (Twi/Asante)	1	Igbo	1
Indonesian	1	Russian	1	Ukrainian	1

Religion - Number of pupils

No Religion	85	Christian	73
Hindu	4	Muslim	2
Sikh	1	Jewish	1
Not given	1		

Special Educational Needs

STAGE	NUMBERS	%
No specific SEND	159	86%
SEND support	26	14%
EHCP	0	0%

SEND type for pupils with SEND support

Communication and Interaction	7
Cognition and Learning	13
Social, Emotional and mental Health	1
Sensory and Physical	2
Speech / language and communication	3

Ethnic Group of Permanent Staff employed by School Yr 3 – Yr 6

White British	25	Any Other White Background	1
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Equality Objectives

January 2023- December 2026

	Objective	Why	How	Intended Impact
1	To narrow the in school gap for attainment for pupils in receipt of FSM6 and other pupils in school	The gap between the achievement of our pupils in receipt of pupil premium and other pupils is still large in some year groups.	Pupil Premium and Catch up plan Targeting of parents in EYFS. PEEPS . Phonic workshops Targeted tutoring	The gap between FSM6 and other pupils in all subjects is reduced. Assessment shows that children are making good or accelerated progress across the schools, in order to catch up. Children and families are supported . FSM6 children will have access to all opportunities in school.
2	To ensure that we are improving the poor attendance of FSM6 pupils and SEN pupils so that fewer become persistent Absentees .	There are a small number of pupils within school, that are often late for school, or have regular absence from school.	Strict monitoring. Meeting with parents and pupils to work together on this. Referrals to Early Help . Referrals to enforcement. Training for staff.	The attendance for these pupils is improved so that data from these groups is in line with other groups .
3	To ensure that our EAL children make good progress and attain well.	The school community is changing. 30 % of our children in Nursery are EAL. In KS1 21 % of	Monitor the school community. Work with children and parents to develop ideas and activities.	Curriculum development can be evidenced.

	<p>To ensure that the families are well supported when they join our school.</p>	<p>children in main school are EAL.</p> <p>In KS2 26% of children are EAL.</p>	<p>Evaluate the curriculum to ensure that it reflects our changing curriculum.</p> <p>Develop staff training.</p> <p>Review our resources , including key texts.</p> <p>Ensure that our curriculum is inclusive and learning is scaffolded to ensure access.</p> <p>Focus on vocabulary and language groups.</p>	<p>Children will attain well and make good progress.</p> <p>Attainment gap between these pupils and other groups is less .</p>
4	<p>To promote British Values in order to ensure that there is mutual respect , acceptance of others faiths and beliefs .</p> <p>To ensure children understand the values of tolerance and equality and that they show this in their behaviour.</p>	<p>The RHSE curriculum is robust and deals with equality – we want to build upon this and ensure that children are able to discuss this area using appropriate vocabulary.</p> <p>We want children to grow up in to fair, respectful and tolerant citizens.</p>	<p>Continue to review the RHSE curriculum .</p> <p>Develop and embed the curriculum drivers of Community, responsibility and possibilities.</p> <p>Develop thorough assembly plans that educate and also are reflective of ongoing developments</p> <p>Ensure that children know appropriate vocabulary and what is appropriate but on line and in school.</p> <p>Ensure that children know the protected characteristics ensure that books and resources are reflective of all groups in society.</p>	<p>Curriculum developments can be evidenced.</p> <p>The assembly plan is explicit and reflective of British Values, the protected characteristics , families and diversity.</p> <p>Children attain well and make good progress.</p> <p>Floor books show evidence of discussion.</p> <p>Children feel safe in school and the values of tolerance and respect can be evidenced.</p>

			<p>Ensure that any prejudice is challenged by staff and children.</p> <p>Staff training and policy updates.</p> <p>Pupil Voice</p> <p>Being safe in school campaigns</p> <p>Anti-bullying week</p>	<p>Teachers feel confident with using correct terminology and also to tackle discrimination.</p>
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