



JFS School

The Mall, Kenton, Harrow, Middlesex, HA3 9TE.

EQUALITY REVIEW

2018-19

In our most recent Ofsted (November 2016) the following comments about Equality were made about JFS School:

‘Leaders including governors have worked hard to create a culture of respect and openness’

‘Leaders hold an ambitious vision for their school and have high expectations of pupils’

‘Overall disadvantaged students do well, compared to other pupils nationally’

‘Leaders promote quality of opportunity and diversity with vigour. Inspectors observed a positive culture around the school. Pupils and staff say discriminatory behaviour is not tolerated’

‘A recent review of inclusive practice in the school resulted in a number of recommendations for improvements. Leaders have put many of this in place with consequently positive impact on disadvantaged pupils and pupils who have special educational needs and or disabilities.’

‘Information on current disadvantaged pupilsindicates that they are now making better progress than in previous years’.

‘There are seminars on topics such as diversity, racism and life skills. Pupils are prepared well for life in modern Britain.’

‘Governors ensure that the focus on and provision for the small group of disadvantaged pupils is developing well’

‘Teachers routinely challenge stereotypes. This is evident in displays around the school and in their interactions with pupils in the classroom.’

Since the last Ofsted inspection the school has focused on developing a more open culture to support equality:

There is a new and well established Visibility for Disability group that supports students with their own disabilities or those with siblings who have disabilities. There is an annual awareness week led by these students highlighting disability.

A successful Mental Health awareness week included discussion on LGBT+ issues as well as reducing the stigma of mental health.

The staff absence management policy now reflects equal provision for staff of different cultural backgrounds particularly with consideration towards time requested for family and communal events such as festivals or bereavement.

Our daily ‘Pause for Thought’ podcast is inclusive in nature with contributions from staff from all backgrounds enhancing student learning about different cultures and religions.

Students now study Islam as part of RS GCSE in addition to Judaism and there are more opportunities for interfaith learning.

Information about the Pupil Population

Part 1: Information about the pupil population

Number of pupils on roll at the school: 1987 - (15.07.19)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'.

Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

JFS students with a disability have their needs met through person centered planning with input from specialist outside agencies.

There are students at our school with different types of disabilities and these include:

- Hearing Impaired – 30 students
- Visual Impaired – 46 students
- Visual and Hearing Impaired – 1 student

The School receives extra support and advice from LA's, who come to school to meet with the students and give advice for staff how to support students in lessons.

In addition to this we have a language therapist in one day a week to work with students who have social communication difficulties particularly if they are hearing impaired.

The School's specific equality objectives, subject to annual review, are:

- To improve outcomes and progress for SEND students

FROM ASP	Cohort Summary			Cohort Summary		
	2016-2017 GCSE from ASP			2017-2018 GCSE from ASP		
	No of Students	A8	P8	No of Students	A8	P8
SEN Support	10	2.7	-1.02	8	4.54 (+1.84)	-0.42 (+0.58)
ECHP and Statement*	6	3.2	-0.86	6	3.28(+0.08)	0.31 (+0.45)

- To improve attendance of SEND students to above the national average (Year 7 to 11).

Students Special Education Needs (SEN) Provision	Number of students	Attendance Data		
		2016-17	2017-18	2018 - 19
No Special Education Need / I	1880	95.9%	93.6%	95%
SEN K	77	90%	88.3%	91.3%
ECHP	30	96.5%	92.2%	92.1%

- Ethnicity data is not collected
- To review and improve access for disabled students.

The School has reviewed the access facilities for our disabled students. We have been able to provide the following improvements:

- Installation of Evacuation Chairs to enable evacuation of those physically disabled and relevant training.
- Ramps installed into the All Weather Pitch (evacuation area) to ensure ease of access as well as installation of extra wide gates.
- Change of lift company and full sensors on the lifts to prevent the doors shutting early.

All these changes will give our disabled students a better experience whilst using the building. In addition, it will ensure that our students are able to leave the building quickly and safely in case of an emergency evacuation.

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Data under review				
Pupil with English as an additional language (EAL)	Boys	Girls	Total	Percentage (%) of School population
Number of pupils who speak English as an additional language	126	107	233	11%
Number of pupils who are at an early stage of English language acquisition	0	0	0	0%

Pupils from low income backgrounds (FSM)	Boys	Girls	Total	Percentage (%) of school population
Number of pupils eligible for free school meals	18	7	25	1%

Looked after children

We choose not to disclose information in this area.

Young carers

We choose not to disclose information in this area.

Other vulnerable groups

We choose not to disclose information in this area.

We are committed to working for the equality of men and women (See Swanlea page 14) (up to how we foster good relations)

We are committed to working for the equality of women and men.

Summary information

52% of the school cohort is boys and 48% are girls.

This information has been gathered from ASP (2018-19):

- Girls attained P8 of 1.29 in the English element compared to the boys who attained 0.70
- Girls attained P8 of 0.95 in the Maths element compared to the boys who attained 0.73
- Overall headline measure for both boys and girls were quite similar; boys attained 64.80 and girls 64.12.
- 79% boys achieved 5 and above in English and Maths and 72% girls achieved 5 and above in English and Maths.

How we advance equality of opportunity:

- We monitor the attainment of all our students by gender.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices and careers advice are avoided and challenge.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- We work in partnership with other organisations, including FE and HE institutions, to develop ways of tackling gender segregation in subject and career choice.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- Our approach to Relationship and Sex Education is conducted within the School's Ethos.
- Provide after school clubs all students.
- 67% of staff are female.
- 20% of the Senior leadership team are female.

Information about our Employees

As of June 2019, the school employs 208 staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff
- Technical staff
- Catering staff
- Facilities staff

Age	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	Over 80
Number	0	42	68	58	30	10	0	0
%	0	20.2	32.7	27.9	14.4	4.8	0	0

Disability	Number
Disabled	1
Not Disabled	207
Not Given/Known	

Ethnicity and Race – not collected

Gender	Total	% of All Staff
Female	131	63%
Males	77	37%