

Walnut Tree Walk Primary School

Raising the Game Anti-Racist Informed Practice Plan (ARIPP) May 2021

Reading KS2					
	2016	2017	2018	2019	2020 TA
Whole Cohort	69%	69%	76%	86%	77%
White British	55% (8)	78% (9)	67% (12)	63% (8)	100% (1)
White Other	100% (1)	83% (6)	67% (3)	100% (3)	86% (7)
Black African	33% (3)	64% (11)	88% (8)	100% (10)	40% (5)
White/Black Afr	100% (3)	75% (4)	67% (3)	100% (4)	75% (4)
White/ Black Car	N/A	33% (3)	N/A	N/A	0% (1)
Black Caribbean		50% (4)	60% (5)	N/A	N/A

Writing KS2					
	2016	2017	2018	2019	2020 TA
Whole Cohort	75%	80%	84%	86%	77%
White British	75%	67%	75%	63%	100%
White Other	100%	67%	100%	100%	86%
Black African	67%	91%	100%	90%	40%
White/Black Afr	100%	75%	67%	100%	75%
White/ Black Car	N/A	100%	N/A	N/A	0%
Black Caribbean		75%	60%	N/A	N/A

Maths KS2					
	2016	2017	2018	2019	2020 TA
Whole Cohort	63%	87%	84%	82%	77%
White British	63%	89%	83%	63%	100%
White Other	100%	83%	100%	100%	71%
Black African	67%	82%	75%	90%	40%
White/Black Afr	100%	100%	100%	100%	100%
White/ Black Car	N/A	100%	N/A	N/A	0%
Black Caribbean		75%	80%	N/A	N/A

Objective	Action	Monitoring	Evaluation	Resources
To focus on Black, as well as specifically Black Caribbean, attainment and commit to a set of anti-racist values across	<ul style="list-style-type: none"> Headteacher to attend the Raising the Game Y3 Virtual Launch (22.10.20) Identify Raising the Game/ Racial Justice champions and key staff 	Headteacher and Governors to be informed of focus and key aims of programme	SLT to review that the objectives of the programme each term Raising the Game/ Racial Justice leads meet with key staff to review and evaluate assessment data, recorded	Staff Meeting time

Objective	Action	Monitoring	Evaluation	Resources
leadership team and school staff	to undertake aspects of the support		outcomes, parental engagement etc	
Establish current data set for Black, as well as specifically Black Caribbean, pupils – establish baseline to inform success of programme	<ul style="list-style-type: none"> Analyse performance of Black, as well as specifically Black Caribbean, cohorts' three-year trend across key assessment points Analysis of current school data Closely monitor progress and attainment in reading (SDP) Closely monitor Black and Black Caribbean pupils working at Greater Depth 	SLT and Raising the Game Lead Assessment data analysis Workbook scrutiny – are pupils on track, are expectations/outcomes consistent for all pupils within same ability?	SLT to ascertain performance of key group. Through pupil progress meetings ensure that performance of group is a focus with key expectations and actions Ensure that programmes on offer are well matched to the needs of cohort Head teacher to brief governors on progress of Black Caribbean cohort	Lambeth School Profile booklets In year tracking data
To actively learn about and engage in anti-racist practice, and develop 'critical friend' network to support raising achievement of Black Caribbean pupils	<ul style="list-style-type: none"> Assistant Head to attend termly virtual train the trainer anti-racist sessions 	AH to feedback to SLT/Raising the Game leads to inform next steps	Action plan is reviewed regularly in light of new learning/awareness	2.5 hours each term
Continue to engage Black Caribbean parents and carers in their child's learning and school community	<ul style="list-style-type: none"> Engage with The Rt. Hon Stuart Lawrence's virtual parental roadshow sessions. Raising the Game champions to attend final 2x Parent 	Leadership team to gather feedback from staff and parents on the engagement of parents in their child's learning.	Headteacher to provide termly updates on parental engagement	Ensure staff are released for training and parent engagement events Usage of various digital tools and platforms to engage with parents

Objective	Action	Monitoring	Evaluation	Resources
	<p>Engagement Network sessions in November to ensure positive attitudes to school</p> <ul style="list-style-type: none"> • Engagement in learning activities, including any remote provision. • Students are prepared for positive transitions to secondary school • Develop PTFA to ensure that it represents diversity of school community and thus inclusion of Black Caribbean community. • Class teachers to keep a register of parental engagement at Parents evenings and workshops. • Class teachers to be proactive at supporting parents to receive information about their child's learning i.e. arranging alternative times for appointments, setting up alternative modes of communication e.g. email, Google Meet etc. 			
<p>To further raise the aspirations of Black Caribbean students</p>	<ul style="list-style-type: none"> • Engage with Virtual <i>Aim High</i> sessions • Ensure speakers/guests who come to school 	<p>Pupils to feedback to fellow students, teachers, and parents about their learning</p>	<p>Students complete evaluations (Lambeth) Raising the Game leads gain feedback from pupils</p>	<p>Class teachers to ensure <i>Aim High</i> videos are shown to pupils</p>

Objective	Action	Monitoring	Evaluation	Resources
	physically/virtually are representative of school and Lambeth communities <ul style="list-style-type: none"> • Reflect and celebrate Black Caribbean culture, history and heritage 			
To ensure that behaviour policy is working effectively for Black Caribbean pupils and exclusions are low	<ul style="list-style-type: none"> • Monitor exclusions – internal (class to class) as well as fixed term • Inclusion team meet regularly to identify individuals requiring support • Engagement with the Fair Access Panel (where applicable) • Design, where necessary, and allocate support to identified pupils • Meet with parents/carers to ensure that they are aware and agree with the support put in place and establish their roles within this • Engagement with termly anti-racist train the trainer virtual sessions 		Governing body to monitor behaviour/exclusions and attendance with particular reference to BCRB students. Governing body to review policies when presented	
To ensure high attendance and engagement of Black Caribbean, both physically and virtually	<ul style="list-style-type: none"> • Analysis of attendance information • Analysis of digital accessibility of Black Caribbean pupils and 	Hold attendance meetings to ascertain barriers/challenges and offer support where needed	Triangulation of attendance, progress, and attainment data to measure impact of poor attendance on learning	Protected time for DHT to lead meetings

Objective	Action	Monitoring	Evaluation	Resources
	<p>providing equipment where necessary (especially during periods of lockdown/remote learning)</p>			
<p>To ensure curriculum reflects diverse school community, and in particular, Black Caribbean culture, history and success</p>	<ul style="list-style-type: none"> Review and update curriculum to ensure it is diverse and representative of the school community Ensure Black History is embedded in all terms, all year groups and all topics Ensure reading books as well as class texts feature diverse characters, cultures and authors Ensure displays around the school include celebration of successful Black people across a full range of subject areas Make full use of the inclusive primary curriculum materials (available via LSP website) Work to ensure assessment processes avoid racial bias 	<p>Pupil outcomes through assessment data</p> <p>Pupil voice through evaluation</p> <p>Staff views</p> <p>Parent questionnaire</p>	<p>Feedback from monitoring and pupil/staff voice to be collated. SLT to identify strengths and develop areas to inform reviews</p>	<p>Release for staff where appropriate</p>