

Equalities Statement

Date of statement: 3.9.2018

Date of next statement: 3.9.2019

The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school. The Equality Act 2010 has 3 main '**General Duties**' which we must aim to achieve, these are:

1. To eliminate unlawful discrimination, harassment, victimisation, and other conduct prohibited by the Act.
2. To advance equality of opportunity between people.
3. To foster good relations between people who share a protected characteristic and those who do not.
4. The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community:
 - Age
 - Disability
 - Gender
 - Gender reassignment
 - Pregnancy and maternity
 - Race (ethnicity)
 - Religion and belief
 - Sexual orientation

We believe that equality at our school should permeate all aspects of school life and that it is the responsibility of every member of the school and wider community. Everyone within our school community should feel safe and secure, they should feel valued and of equal worth, these include:

- Children and young people
- All staff employed at the school
- Students on placement
- Staff from across other Trust Schools
- Parents/carers
- Governors

- Agency staff
- Contractors working at our school
- External agencies whose staff are working with our school, including Health, Social Care, Special Needs support and agencies such as the Department for Education, Ofsted and Challenge Partners colleagues.
- All visitors to the school

The **'Specific Duty'** for schools is to gather and publish information to show how we are complying with the Equalities Duty; how we remove or minimise disadvantage and take steps to meet different needs and encourage participating when it is proportionately low. We record and analyse the progress and attainment of all children, including vulnerable groups.

To help us in our work to advance equality of opportunity we have set ourselves some equality objectives determined by our scrutiny of information and data.

Our Principal/Head of School is responsible for the implementation of the Equality Act 2010 and the Governing Body is responsible for making sure that school policies and procedures comply with the Act. Staff and Governors are involved in the monitoring of our policies, procedures and practice to make sure our school continues to be an inclusive, accessible, safe and welcoming environment for all.

Current Profile of the School

At present there are a total of 397 children at the school.

Pupils on roll by Age and Gender

Age as at Sept 2018	Full-Time			Part-Time			ALL
	Boy	Girl	Total	Boy	Girl	Total	Total
10	33	29	62	0	0	0	62
9	30	25	55	0	0	0	55
8	20	23	43	0	0	0	43
7	25	31	56	0	0	0	56
6	22	28	50	0	0	0	50
5	31	23	54	0	0	0	54
4	23	21	44	0	0	0	44
3	13	20	33	0	0	0	33
2 or under	0	0	0	0	0	0	0

Ethnicity

48.43% of children are from other ethnic backgrounds other than White British.

Pupils on roll by Ethnic Group – aged 5 years and over	Number
Any other Asian background	16
Any other Black background	8
Any other ethnic group	3
Any other mixed background	2
Any other White background	17
Black - African	24
Black Caribbean	13
Chinese	2
Indian	10
Pakistani	17
Traveller of Irish heritage	4
White - British	165
White - Irish	1
White and Asian	3
White and Black African	7
White and Black Caribbean	28

First Language

20.3% of children have English as a second language.

Pupils on roll by their First Language – aged 5 years and over	Number
Akan/Twi-Fante	1
Arabic	8
Chinese	2
Czech	1
Dari Persian	2
English	255
Farsi/Persian (Any Other)	1
Hungarian	1
Italian	3

Malayalam	1
Marathi	1
Nepali	2
Panjabi	3
Persian/Farsi	1
Polish	8
Portuguese	1
Romanian	5
Shona	1
Spanish	6
Sundanese	2
Swahili (Any Other)	2
Tamil	2
Urdu	11

Special Educational Needs

Pupils on roll with SEN provision	Number
SEN Provision – Education, health and care plans	3
SEN Provision – Statemented	0
SEN Provision – SEN Support	35

Specific Groups

Pupils on roll by Specific Groups	Number
Service children	1
Children adopted from care (adoption, special guardianship or other child arrangement)	0
Free School Meals	121

End of Key Stage 2 - July 2018

		Pupils	Actual results			Pupil progress		
			Average Scaled Score (Re, Ma)	% Expected standard + (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard + (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
Summary	All Pupils ›	60	106.5	80% +	8%	+2.8 + ↓	+19% +	+5% +
Gender	Male ›	26	105.0	69%	0%	+1.3	+15%	-3%
	Female ›	34	107.5 +	88% +	15%	+4.1 +	+22% +	+12% +
Prior Attainment	Higher attainers ›	2	112.8	100%	50%	+2.6	+6%	+24%
	Middle attainers ›	40	108.7 +	93% +	10% +	+3.3 +	+17% +	+7% +
	Lower attainers ›	17	99.4	47% +	0%	+1.9	+27% +	-0%
Pupil Premium	FSM (in last 6 years) ›	41	104.7 +	73% +	2%	+1.9 + ↓	+18% +	+1%
	Not FSM (in last 6 years) ›	19	110.1 +	95% +	21%	+4.8 +	+21% +	+15% +
FSM	FSM ›	26	105.7 +	69% +	4%	+2.6 +	+15%	+2%
	Not FSM ›	34	107.0	88% +	12%	+3.1 +	+22% +	+8% +
FSM Ever	FSM (ever) ›	41	104.7 +	73% +	2%	+1.9 + ↓	+18% +	+1%
	Not FSM (ever) ›	19	110.1 +	95% +	21%	+4.8 +	+21% +	+15% +
SEN Group	SEN Support ›	13	98.0	31%	0%	-0.9	+1%	-1%
	EHC Plan ›	1	-	0%	0%	-	-1%	-0%
	No SEN ›	46	108.5 +	96% +	11%	+3.9 + ↓	+25% +	+7% +
EAL	First language not English ›	8	108.9	100%	13%	+6.1 +	+42% +	+10%
	First language English ›	52	106.1	77%	8%	+2.3 + ↓	+16% +	+5%
Mobility	Joined in Y5 or Y6 ›	3	99.7	67%	0%	-0.5	+26%	-1%
	Joined before Y5 ›	57	106.9 +	81% +	9%	+3.0 + ↓	+19% +	+6% +
Ethnicity	White ›	38	105.5	74%	8%	+2.6 +	+19% +	+6% +
	Black Caribbean ›	8	106.0	75%	0%	+1.0	-3%	-8%
	Black African ›	7	108.5	100%	14%	+3.3	+26%	+11%
	Indian ›	2	112.5	100%	50%	+7.7	+30%	+45%
	Pakistani ›	1	112.5	100%	0%	+5.8	+16%	-5%
	Other Asian ›	1	107.5	100%	0%	+0.8	+13%	-7%
	Any Other ›	2	107.8	100%	0%	+4.5	+39%	-1%
	Unknown ›	1	110.0	100%	0%	+9.5	+60%	-0%

Key Messages:

Almost all vulnerable groups are made more than national progress.

80% of all children achieved the expected standard, 16% above the National results.

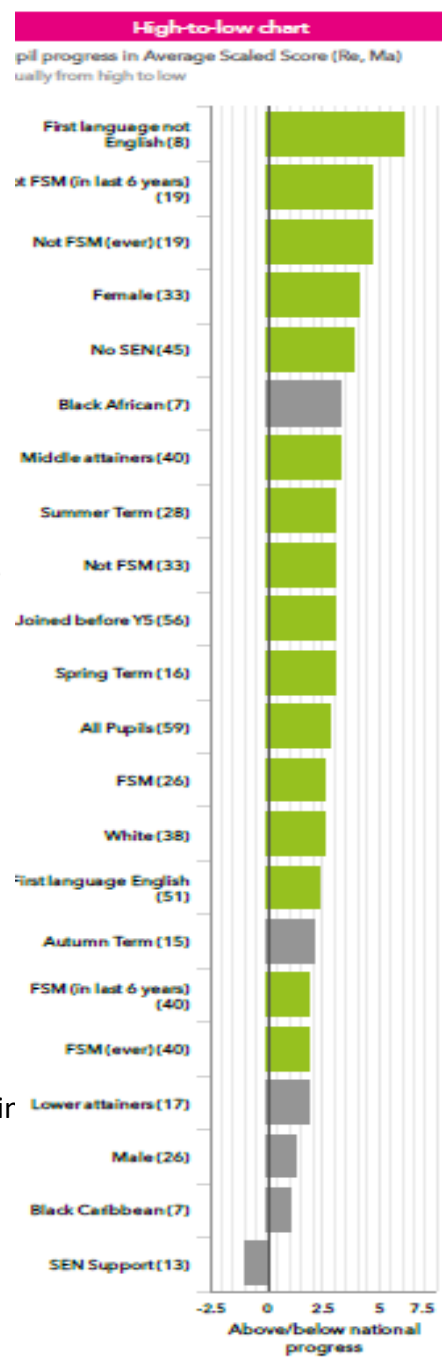
Pupil Premium (FSM6) and current FSM children attained significantly above national results.

EAL children made most progress across Reading, Writing and Maths combined.

FSM6 and Not FSM6 made relatively similar gains and were both above national progress.

Actions:

- Increase attainment for boys as in some areas of the curriculum boys do not attain as well as girls
- Increase number of SEND children have not reached Expected level by KS2
- Improve poor attendance below 90% for a few children due to various reasons



What we have put in place so far

- Refined the target setting system for SEND children, enabling them greater ownership over SMART targets using 'Steps to Success'. Increased provision school wide for specific needs.
- Post teaching interventions are integral to provision to teach to the 'gaps' in a child's learning on an individual and small group basis as well as 'pre-teach' children concepts they will be taught in the near future to give essential knowledge, re-connect learning and increase confidence.
- Y6 Booster groups after school, Easter School and Breakfast boosters for specific children.

- Introduced a more boy friendly learning environment that supports boys learning styles and enables a working wall approach to ensure they have models and clear success criteria.
- Attendance officer contacts parents when children are persistently late or absent from school to offer support and services, including frequent meetings to monitor improvement.
- Introduced a range of attendance strategies to promote outstanding attendance, including weekly and termly prizes for individuals and their families

Equality Objectives 2018-19

Our School Development Plan outlines our key whole school priorities, part of which are to ensure that we meeting the aims of the Equality Act 2010.