

## Public Sector Equality Duty Statement

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 and 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.

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 407 children at the school.

#### Pupils on roll by Age and Gender

Age as at Jan 2017	Full-Time		
	Boy	Girl	Total
10	39	22	61
9	36	24	60
8	34	26	60
7	28	31	59
6	28	26	54
5	26	34	60
4	32	21	53
Total	223	184	407

#### Ethnicity

8% of children are from other ethnic backgrounds other than White British.

Pupils on roll by Ethnic Group – aged 5 years and over	Number
Indian	3
Black – African	4
Black Caribbean	1
Any Other Mixed Background	2
White and Asian	10
White and Black African	1
White and Black Caribbean	7
Any Other Ethnic Group	1
White – British	371
Any Other White Background	5
Refused	2

#### First Language

Pupils on roll by their First Language – aged 5 years and over	Number
English	399
Finnish	1
Gujarati	1
Italian	1
Polish	2
Romanian	1

Shona	1
Tswana / Setswana	1

### Special Educational Needs

Pupils on roll with SEN provision	Number
SEN Provision – Education, health and care plans	0
SEN Provision – Statemented	0
SEN Provision – SEN Support	20

### Specific Groups

Pupils on roll by Specific Groups	Number
Service children	17
Children adopted from care (adoption, special guardianship or other child arrangement)	0
Free School Meals	37

### Progress and Attainment Analysis for 2015-16

Please go to: Important Information section then Statutory Information

### Progress and attainment by Characteristics

Reading	Scaled Score 100+	High Scaled Score (110+)	Average Score
<b>Boys</b>	<b>67</b>	<b>11</b>	<b>101.1</b>
<b>Girls</b>	<b>60</b>	<b>10</b>	<b>101.0</b>
<b>SEND Support</b>	<b>40</b>	<b>0</b>	<b>93.8</b>
<b>Disadvantaged</b>	<b>50</b>	<b>13</b>	<b>97.3</b>
<b>Writing</b>			
<b>Boys</b>	<b>70</b>	<b>7</b>	
<b>Girls</b>	<b>100</b>	<b>27</b>	
<b>SEND Support</b>	<b>20</b>	<b>0</b>	
<b>Disadvantaged</b>	<b>63</b>	<b>25</b>	
<b>Mathematics</b>			
<b>Boys</b>	<b>78</b>	<b>19</b>	<b>102.5</b>
<b>Girls</b>	<b>80</b>	<b>7</b>	<b>103.7</b>
<b>SEND Support</b>	<b>40</b>	<b>0</b>	<b>95.8</b>
<b>Disadvantaged</b>	<b>63</b>	<b>13</b>	<b>100.3</b>

### **Key issues for children with lower progress and/or attainment**

- White British Boys in Writing
- Increase the % of children who achieve more than expected progress.
- Poor attendance below 90% for a few children due to individual reasons
- Mobility – length of time in the school

### **What we have put in place so far**

- Introduced a more boy friendly learning environment and curriculum that supports boys learning styles
- A robust tracking system has been implemented and termly pupil progress meetings take place which identified children not on track to make good progress. Interventions are put into place for these children which are monitored for impact.
- Free Breakfast club place is offered to persistent absentees and referrals made to Early Help for support.
- Children new to the school in Y5 are carefully tracked and interventions put into place, if required.

### **Equality Objectives 2015-2016**

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