

Selwyn – Equalities Information and Analysis

This document is for the academic
year 2018/2019

Date reviewed:	September 2018
Reviewed by:	Leadership team
Next review planned for:	September 2019
Policy ratified by Executive Head teacher (as per Scheme of Delegation):	October 2018



Leading
Learning Trust

Selwyn Primary School is part of the Leading Learning Trust

Selwyn Primary School Equalities Information and Analysis

Our Public Sector Equality Duty (described in the document of that name) requires us to publish information and analysis re equality at our school. The tables and analyses below provide this information, in an accessible format.

Section 1: who comes to our school?

This is our school population. This shows the key indicators for our school, together with national averages for maintained mainstream Primary schools. This information is based on **current data held, captured September 2018**. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views

OTHER PUPIL RELATED INFORMATION		Sept 2018	
		NO	%
EAL	New to English	*	
	Early Acquisition	*	
	Developing Competence	*	
	Competent	*	
	Fluent	*	
SEN	Pupils on SEN register	69	15
	Deaf / Hearing impaired pupils on roll	28	6
Pupil Premium	Pupils eligible for Pupil Premium	95	21
More able	Pupils on G&T Register	18	4
Largest Ethnicity Groups	INDIAN	88	19
	BANGLADESHI	126	28
	PAKISTANI	87	19
	BLACK AFRICAN	40	9

Analysis/comments:

Analysis of the school population:

Selwyn is a larger than most primary schools nationally. Almost all pupils are from minority ethnic backgrounds. These groups are mainly Indian, Bangladeshi, Pakistani

and Black African. The majority of pupils speak English as an additional language.

Comparisons to National data:

ASP statistics indicate that the school is in the highest 20% of schools for:

- % of pupils from ethnic minority groups
- % of pupils whose first language is not English
- School deprivation index

Selwyn also has a higher than average proportion of:

- children supported by the pupil premium
- pupils eligible for FSM

Attendance

At Selwyn Primary School we believe that every child should achieve their very best in all aspects of their education. There is clear evidence that a child’s school attendance has a direct effect on their learning. Children who are poor attendees, or who are consistently late for school, often do not achieve their full potential.

We know that young children can be susceptible to illness and understand that if they are unwell they may need time to recover (this is reflected in our school target for every child to have at least 97% attendance).

Analysis/comments:

Areas that the school developed last year (2017/2018):
<ul style="list-style-type: none"> • Continue to improve SEND attendance. • Continue to improve Pupil Premium attendance. • Earliest intervention - parent surgeries to be held at an earlier stage to prevent further absences. • Reasons for absence to be challenged further when continuous minor ailment notes are provided as evidence. • <u>EVIDENCE</u> <p>Attendance has improved to 96.48%, last year 95.7%. PA’s have dropped significantly compared to 2016-17, from 10.8% to 5.45%.</p>
Areas that the school will improve this year (2018/2019):
<ul style="list-style-type: none"> • Continue to implement robust and consistent attendance management procedures. • Continue a zero tolerance approach to term time leave in light of new HT in post. • Strengthen procedures to reduce poor punctuality for all children.

Section 2: advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information about pupil progress (data) to help us do this.

Y6 (2016/2017) – children who finished Key Stage 2 in summer 2017: combined average point scores across the national curriculum core subjects – reading, writing and maths

Group	No. of pupils	percentage
Overall	55	-
Girls	26	92%
Boys	29	83%
FSM	27	74%
Non FSM	28	100%
EAL	46	87%
Non - EAL	9	89%
No SEN	49	98%
SEN Support	6	0%

Analysis/comments:

Areas that the school will improve this year (2018/2019):

With reference to the School Development Plan (SDP) our key areas are:

- **Diminish the difference:** To enhance school tracking and accountability systems that ensure a greater proportion of middle attainers achieve greater depth outcomes and make excellent progress over time.
- **Inclusion:**
 - A** - To implement a stimulating, engaging provision for those children working significantly below their peers that results in excellent educational, social and emotional progress.
 - B** - To set and deliver high outcomes for those children working on an adapted curriculum to their peers so that they meet or exceed their end of year targets.
 - C** - To set and deliver high outcomes for those children working at a lower level than their peers so that they meet or exceed age related expectations by July 2019.
- **Maths:** To develop independent learning behaviours through choice and challenge in lessons using a three-step journey.
- **Reading into writing:** To ensure that language acquisition gained in reading lessons impacts positively upon the composition and effect of children's independent written outcomes.

Section 3 - promoting opportunities within our school community

Examples	Steps the school has taken (case studies)
Teaching and Learning:	<ul style="list-style-type: none"> - Rigorous monitoring programme of the quality of teaching and learning by the Leadership Team. - CPD – whole school and for individuals and groups based on appraisals targets.
Admissions and Transfer:	<ul style="list-style-type: none"> - Referrals made to relevant agencies before children start school to ensure appropriate support is in place. - Close links and positive communication with secondary schools. - Mid phase procedures are clear. - Transition meetings for parents.
Participation:	<ul style="list-style-type: none"> - Non gender traditional subjects. - Resources in place to ensure all children have the opportunity to achieve.

Student progress:	<ul style="list-style-type: none"> - Half termly Pupil Progress Meetings (PP & AMs) – analysis of data and progress of individual children. - Regular observations of teaching and non-teaching staff. - Learning Mentors offering pastoral care and guidance. - Weekly reading, writing, maths & achievement awards. - Termly targets setting at learner conferences.
Flexible curriculum arrangements	<ul style="list-style-type: none"> - Reasonable adjustments for children with complex needs. - Accessibility plan (reviewed annually). - Instrument lessons Every Child a Musician (ECaM). - Educational visits to enhance the curriculum. - Residential visits to develop independence. - Curriculum days or weeks.

Analysis/comments:

<p>Areas that the school has developed this year (2017/2018):</p> <ul style="list-style-type: none"> ● Development of a wider range of outside speakers at coffee mornings/afternoon tea (including parent classes). ● Embedding assessment system to ensure that all staff are aware of and are supporting pupils’ specific needs. ● Fully developed curriculum that is bespoke to the needs and interests of the pupils.
<p>Areas that the school will improve next year (2018/2019):</p> <ul style="list-style-type: none"> ● Implement new procedures for new starters. Track and monitor progress and attainment of mobility. ● Bespoke professional development.

Section 3: foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the school has taken (case studies)
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> ● School Counsellor (Place2Be on site) ● Close links with outside agencies to support children and families –Children and Families Consultation Service (CFCS), Behaviour Support Services (BSS) and Attendance Management Service (AMS) ● PSHE reflection time ● Pupil surveys and pupil conferences ● Learning mentor support for targeted children
Student Voice:	<ul style="list-style-type: none"> ● School council ● Head boy and girl ● Debate Mate
Positive Imagery:	<ul style="list-style-type: none"> ● Display policy ● Variety of books available ● Staff are role models of the 5C's
Community Links:	<ul style="list-style-type: none"> ● Fundraising ● Tollgate Teaching Alliance ● National Leader of Education and Specialist Leaders of Education
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> ● Religious and cultural diversity ● Place of Worship Visits ● Celebration Assemblies (Eid, Diwali etc)
Removing Barriers and Reasonable Adjustments:	<ul style="list-style-type: none"> ● Pupils with ASD, wheelchair users, pupils with medical needs.
Partnerships with Parents/Carers/Guardians:	<ul style="list-style-type: none"> ● Coffee mornings/Afternoon Tea (including parenting classes) ● Art Exhibition ● Parent Assemblies/celebrations ● Learner Conferences ● Starting school (applying for a place in Reception) ● Sports Day ● Homework support ● Library

Analysis/comments:

<p>Areas that the school has developed this year (2017/2018):</p> <ul style="list-style-type: none"> • Increased pupil voice opportunities • Wider community links
<p>Areas that the school will improve next year (2018/2019):</p> <ul style="list-style-type: none"> • To develop pupil voice so that it impacts on school improvement and development. • To run a School Council where pupils have a voice in school affairs. • Building a whole school understanding of well-being with consistent use of language to be used across the school.

Section 4: eliminate unlawful discrimination, harassment and victimisation

Exclusions Data:	<ul style="list-style-type: none"> • Preventative – pastoral care, partnerships with parents and outside agencies.
Victimisation and Discrimination:	<ul style="list-style-type: none"> • Clear policies and procedures in place to record and address any issue of victimisation and discrimination. • Monitored termly and reported in governors' reports. • Awareness raising and promoting good relations. • Sensitive work with pupils and their families with FSW and LM
Monitoring of incidents:	<ul style="list-style-type: none"> • All incidents are recorded and monitored. Interventions take place to support through aspects such as restorative justice.
Anti-bullying and Harassment:	<ul style="list-style-type: none"> • Anti-bullying drama workshops.

Analysis/comments:

<p>Areas that the school has developed this year (2017/2018):</p> <ul style="list-style-type: none"> • Pupils having an understanding of the different kinds of bullying and how to deal with it. • Restorative practice has taken place.

Areas that the school will improve next year (2018/2019):

- To embed positive behaviour practice ensuring that all pupils have a voice.
- Use the work on wellbeing with all stakeholders to embed a mentally healthy school.

Section 5: participation, engagement and satisfaction with our equalities practices

How we have involved people in developing equalities at our school?

Examples	Steps the school has taken (case studies)
School Council:	<ul style="list-style-type: none"> · Meet weekly to discuss actions
Pupil voice:	<ul style="list-style-type: none"> · School council · Head boy and girl · Pupil conferences
Parents/Carers /Guardians:	<ul style="list-style-type: none"> · Involvement with school activities · Equalities policy, objectives and duties published on the school website
Staff:	<ul style="list-style-type: none"> · Staff professional development · Support and Supervision sessions with the HT
Local community:	<ul style="list-style-type: none"> · Involvement and engagement with school activities
Governors:	<ul style="list-style-type: none"> · Ratifying policies · Governor teaching and learning days in school
Satisfaction with our service:	<ul style="list-style-type: none"> · Parent, pupil and staff surveys · Pupil conferences with the HT and DHTs