

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the young governors
- staff survey
- contact with parents representing pupils with particular protected characteristics

School Context Data

Basic characteristics by national curriculum year group

This is final data for 2016/2017.

Basic characteristics by national curriculum year group							
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM % ?	Minority ethnic group % ?	First language not English %	Special educational needs % ?
3	62	48	52	23	21	8	26
4	63	43	57	33	11	6	14
5	63	35	65	29	11	5	24
6	49	45	55	25	23	8	22

This is in school data March 2018

Basic Characteristics

Y3, Y4, Y5, Y6 - All Pupils (251 pupils)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y3	64	31 (48.4%) / 33 (51.6%)	17 (26.6%)	4 (6.3%)	10 (15.6%)	6 (9.4%)	13 (20.3%)	12 (18.8%)	0 (0%)	1 (1.6%)	0 (0%)
Y4	64	29 (45.3%) / 35 (54.7%)	21 (32.8%)	6 (9.4%)	12 (18.8%)	5 (7.8%)	16 (25.0%)	13 (20.3%)	0 (0%)	3 (4.7%)	1 (1.6%)
Y5	63	29 (46.0%) / 34 (54.0%)	21 (33.3%)	10 (15.9%)	5 (7.9%)	4 (6.3%)	10 (15.9%)	9 (14.3%)	0 (0%)	1 (1.6%)	1 (1.6%)
Y6	60	22 (36.7%) / 38 (63.3%)	23 (38.3%)	7 (11.7%)	6 (10.0%)	3 (5.0%)	11 (18.3%)	11 (18.3%)	0 (0%)	0 (0%)	0 (0%)
All	251	111 (44.2%) / 140 (55.8%)	82 (32.7%)	27 (10.8%)	33 (13.1%)	18 (7.2%)	50 (19.9%)	45 (17.9%)	0 (0%)	5 (2.0%)	2 (0.8%)

Basic characteristics trends

This is final data for 2016/2017.

Up to Key stage 2 basic characteristics trends						
Breakdown	2015		2016		2017	
	School	National	School	National	School	National
Male % ?	49.3	51.0	45.9	51.0	42.6	51.0
Female % ?	50.7	49.0	54.1	49.0	57.4	49.0
Ever 6 FSM % ?	24.7	26.0	28.8	25.2	27.4	24.3
Minority ethnic groups % ?	20.0	30.7	18.1	31.6	16.2	32.3
SEN with EHC plan % ?	1.3	1.4	1.3	1.3	3.0	1.3
SEN support % ?	34.1	13.0	21.4	12.1	18.6	12.2
Number on roll	223	269	229	275	237	279
English additional language % ?	10.3	19.5	7.4	20.1	6.8	20.7
Stability % ?	75.3	85.9	79.0	85.7	85.2	85.7
School deprivation indicator ?	0.14	0.24	0.14	0.21	0.14	0.21

School level absence

This data includes all absences reported during the autumn term 2016 and spring term 2017.

School level absence				
Breakdown	Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions	
	School %	National average %	School %	National average %
All pupils	2.8	4.0	3.8	8.7
Male ?	3.0	4.0	2.9	8.9
Female ?	2.7	3.9	4.4	8.5
Ever 6 FSM ?	3.7	5.4	9.2	15.6
Non-Ever 6 FSM ?	2.5	3.5	1.7	6.1
SEN with statement or EHC plan ?	4.0	6.7	16.7	19.7
SEN support ?	3.0	5.3	4.8	14.4
No SEN ?	2.8	3.7	3.1	7.3
English first language ?	2.9	3.9	4.0	8.5
English additional language ?	1.7	4.1	0.0	9.5

Key stage 2 reading, writing and maths combined attainment by pupil group

This is revised data for 2016/2017.

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher ?		Achieving at a higher standard ?	
		School %	National benchmark ?	School %	National benchmark ?
Male ?	22	64	57	5	7
Female ?	27	70	65	4	10
Disadvantaged ?	12	67	67	0	11
Other ?	37	68	67	5	11
Ever 6 FSM ?	12	67	67	0	11
Children looked after ?	0	N/A	61	N/A	9
SEN with statement or EHC plan ?	3	0	61	0	9
SEN support ?	8	13	61	0	9
No SEN ?	38	84	70	5	10
On roll in years 5 and 6 ?	48	67	63	4	9
English first language ?	45	64	61	2	9
English additional language ?	4	100	61	25	9
Prior attainment					
Low overall ?	2	0	7	0	0
Middle overall ?	32	56	56	0	1
High overall ?	12	100	95	17	26
Reading low ?	3	0	9	0	0
Reading middle ?	30	57	57	0	2
Reading high ?	13	100	94	15	27
Writing low ?	4	0	12	0	0
Writing middle ?	40	70	66	5	5
Writing high ?	2	100	97	0	39
Maths low ?	1	0	6	0	0
Maths middle ?	35	57	58	0	3
Maths high ?	10	100	95	20	31

Objectives

Equality Objectives

Appendix B

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

To narrow the gap between boys and girls in writing by the end of KS2

By the end of the 2017/18 school year, the percentage of boys in key stage 2 achieving the higher standard in writing will increase from 5 to 15 per cent.

By the end of the 2017/18 school year, the percentage of disadvantaged pupils in key stage 2 achieving the higher standard in writing will increase from 0 to 15 per cent.

Objective 2:

To promote cultural development and understanding through a rich range of experiences both in and beyond the school

By the end of the 2017/18 school year, 90% of Pupils are able to confidently discuss a range of cultures and beliefs as shown by the annual pupil survey.