

# **Broadwindsor CE VC Primary School**

**NOV 2019**

## **Equality information**

### **Part 1: Information about the pupil population**

Number of pupils on roll at the school: 100

#### **Information on pupils by protected characteristics**

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability  
Ethnicity and Race  
Gender  
Religion and Belief

#### **Sensitive information on some pupils with protected characteristics**

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school, we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

#### **Information on other groups of pupils**

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals  
Pupils with Special Educational Needs (SEN)  
Pupils with English as an additional language  
Pupils with a Traveller heritage  
Pupils from low income households  
Young carers  
Looked after children  
Other vulnerable groups

## **Part 2: How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

### **Disability, Ethnicity and Race, Gender, Religion and Belief**

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

We have analysed data from the Local authority regarding Broadwindsor Primary School. Some groups are very small and therefore it is a challenge to make some judgements regarding equality:

#### **Attendance of Pupil Groups:**

Overall attendance for the academic year 2018-19 was 96.9%. Girls attendance 97.5% and Boys attendance 96.5% SEN 96.7% Pupil Premium 96.6%.

#### **End of Foundation stage Summer 2019**

##### **Gender: 4 boys and 7 girls.**

75% of boys attained the Good Level of Development and 86% of Girls. Both of these figures are above Dorset levels.

Early Learning goals (ELG) 100% of all pupils attained

Communication and Language, Physical Development and Expressive arts and design ELGs. 75% boys and 86% girls attained the Literacy ELGS. 75% boys and 100% girls attained the Maths, Understanding of World and PSED - please note this only 1 boy not achieving these ELGS.

#### **End of KS1(Yr2) Summer**

##### **Gender: 9 boys and 6 girls.**

Percentages show girls performed better than boys at expected level and greater depth in writing, reading and maths with the gender gap being greatest in writing. 44% of boys achieved the expected standard for reading, writing and maths combined compared with 83% of girls (It must be remembered that with such small numbers large percentages represent one child).

##### **SEN Pupils: 3 SEN SUPPORT Pupils**

3 pupils on the Special Needs register at SEN Support. All three pupils did not achieve the expected standard in reading, writing and maths.

**Pupil Premium Pupils: 2**

There were 2 disadvantaged pupils in this cohort – one of which joined within Year 2. One of these pupils attained the expected standard in reading and neither pupils attained the expected standard in writing and maths

**Ethnic Groups:**

There were 0 pupils from a different ethnic group in this cohort.

**End KS2 Test Results (Yr6)****Gender: 8 boys and 9 girls.**

Boys performed better than girls at the expected levels in reading whilst girls performed better writing, maths and SPAG.

However progress rates from Key stage 1 to the end of Year 6 show the following:

Reading: Boys -2.23 Girls -4.03

Writing: Boys -3.67 Girls -1.70

Maths: Boys -3.01 Girls -3.65

Therefore in progress terms, boys are performing better than girls in reading and maths. Boys are performing less well than girls in reading.

**Pupil Premium:**

There were 6 disadvantaged pupils in this cohort. Their progress in reading, writing and maths was better than non-disadvantaged pupils although these progress rates are below Dorset levels

Reading: Disadvantaged -2.58 Non-disadvantaged -3.38

Writing: Disadvantaged -2.21 Non-disadvantaged -2.90

Maths: Disadvantaged -2.38 Non-disadvantaged -3.76

**Special Educational Needs: 2 EHCP and 1 SEN Support**

Three pupils were on the SEND register. Only two of these pupils had progress data (1 SEN support and 1 EHCP)

The school is looking to improve ways it tracks SEN pupils as many of them are making small steps progress which require more specific tracking. The school has invested in Birmingham toolkit for 2019-2020 to track these pupils.

We are committed to working for the equality of all our staff, children and parents. To meet our duties under the Equality Act 2010 we have due regard to the need to:

**Eliminate unlawful discrimination by:**

E.g.

- Adoption of the single equality policy by Governing Body
- Our anti bullying policy ensures all children feel safe at school and addresses prejudice related bullying
- Report, respond to and monitor racist incidents.
- We have increased Playground Leaders training and the range

of equipment available for the children. We have also employed a PE and Sports TA to lead the development of our playground leaders.

- Carrying out parental and pupil surveys

#### **Advance equality of opportunity by:**

E.g.

- Use the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Ensuring participation of all parents and pupils in school development.
- FSM group have Pupil Premium money which is spent on small group work working with a Teacher and Teaching Assistants to work with particular small groups of children
- Reading books reflect equality issues and wider society that we live in. We are currently fundraising for improved library stock to reflect this and ensure stock is appealing to different groups including boys.
- Speakers and visitors come to school who talk and work with the children about different religions and cultures in the world.

#### **Foster good relations and community cohesion by:**

E.g.

- We constantly strive to ensure that equality and diversity are embedded in the curriculum and we often focus on these key areas in assemblies.
- School linking projects with projects abroad
- PHSE curriculum recently updated with SCARF resources from Life Education supports this. We continue to develop this area and the school continues to have yearly visits from Life Education.
- We actively participate in national events like Anti Bullying Week and Safer Internet Day. Parents are appreciative of receiving E-safety information which is circulated to all families and taught to the children. School continues to deliver activities in this area and involved the Safer Schools Community team in 2018/19 again.
- During 2017/18 we have set up an ECO Club and gained our Silver award in Summer 2019

- We work annually with UNICEF on Day for Change.
- We also regularly join in with the following charities Poppy Day, Red Nose Day, Sports Relief and Children In Need

### **What has been the impact of our activities? What do we plan to do next?**

E.g.

- In previous years as reported in this document, children on SEN Register monitored over last ten years perform on average exactly same nationally as a Y6 pupil would not on SEN register, therefore SEN children attain and progress well over time.
- Gained certificate from Royal British Legion 2014 for outstanding amount of money raised by our children. This continues and November 2018 the school again raised the most in the local area.
- Charities are well supported including more money raised for Red Nose Day than ever before and similar pattern for Children in Need.
- High take up of extra-curricular activities which appeal to all our pupils. We will continue to monitor the clubs on offer and ensure they are equally appealing to and attended by girls and boys.
- Ensure equality at playtimes through Play Leaders and School Council members having a say in the equipment available each day for children to play with.

## **Part 3: Consultation and engagement**

We aim to engage and consult with pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

E.g.

- Questionnaire to parents
- Questionnaire to pupils
- Interviewing pupils during learning walks/monitoring
- Staff meetings
- Gobs meetings
- Parental consultations

- School Council
- Eco Group
- A named governor who is responsible for the equality agenda in school.
- Engage wider community through monthly Village News, volunteers running clubs e.g. Chess Club, Church Club, volunteers listening to readers

#### Record of consultation and engagement (optional)

Date	Who we consulted	Summary	Action taken
June 2019	Parental Questionnaire	43 forms returned out of 101 forms sent to 71 families	Suggestions considered in formulation of School Development Plan 2019/20
June 2018	Parental Questionnaire	43 forms returned out of 100 forms sent to 69 families	Acknowledgement of suggestions put forward
May 2017	Parents questionnaire	45 forms returned out of 80 sent out=56%.	No action taken
April 2016	Govs Meeting	Discussed equality info.	No action taken

## Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
November 2017	Policy adopted September 2017 to be reviewed 2021		

## **Part 5: Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1:**

**Improve progress of reading and writing, mathematics skills of disadvantaged pupils. Develop teacher pedagogy in reading and mathematics especially outlined in subject action plans in order that all pupils including disadvantaged make good progress.**

#### **Progress we are making on this objective:**

Revised 'Pupil Premium Strategy' identified this as a barrier and support planned and implemented (see strategy on website). Progress rates at KS2 of disadvantaged pupils was better than non-disadvantaged pupils in all three areas in 2019. Use of small group work to support improving writing skills through developing effective feedback led to better writing progress by disadvantaged pupils at Key stage 2 in 2018-19. However, the school recognises progress of all pupils including disadvantaged pupils needs to improve if our pupils are going to be equipped for their next stage of education. An ambitious SDP focused around developing teacher pedagogy will continue in 2019-20 and reshape quality first teaching. Small group tuition aimed at those that require rapid progress to support pupils making expectation in reading, writing, maths at the end of Key stage 1 and 2 is planned. Year 5 and 6 pupils will be taught in separate groups to allow smaller teaching groups in Maths in lead up to Key Stage 2 assessment. Timely intervention -Keep up sessions for all pupils including PP children to support literacy skills. ICT resources and books to support accelerated reader will further support disadvantaged pupils.

### **Equality objective 2:**

#### **To improve boys writing progress at Key stage 1 and Key stage 2**

A group of Y2 boys did not meet the ELG at writing and therefore they are being targeted to make rapid progress by the end of Year 2. Progress of pupils at Key stage 2 in 2018-19 improved from the previous year. However boys average progress at KS2 was below girls' progress. All pupils including this identified group using FFT targets to increase challenge and half-termly pupil progress will track progress of these pupils. Boy friendly teaching approaches and planning of writing themes to appeal to this group including using CLPE resources which the school recently invested in to immerse the writer across the curriculum.

Timely intervention and writing conferences -Keep up sessions to support literacy skills and regular opportunities to discuss targets and progress against them (post-it note targets).

**Equality objective 3:**

**To ensure there is equality for all pupils at break and lunchtimes including those with SEN.**

**Progress we are making on this objective:**

Staff have discussed this issue and put actions in to place, for example making sure football does not dominate the playground and dividing the space up for certain activities to take place. In 2019-20 we need to support all pupils to have a wider range of sporting opportunities by using our MUGA resource effectively. In 2018-19, play leaders have organised activities for younger pupils and this needs to be extended to more groups within the school. We are now going to ask the Play Leaders and School Council to suggest further ways of making playtimes more 'inclusive' including suggesting appropriate equipment to have out each day and altering this to maintain interest. We continue to have a TA to oversee play and sports during these times to lead this objective and develop the Play Leaders role. We have also increased adult supervision and have further increased this at lunchtime to support vulnerable pupils especially with SEN to access and enjoy unstructured times.

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

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