

# **Broadwindsor CE VC Primary School**

**Oct 2020**

## **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 regarding Broadwindsor Primary School. Some groups are very small and therefore it is a challenge to make some judgements regarding equality:

#### **End of KS1(Yr2) Summer 2020**

**Gender: 9 boys and 4 girls.**

**Due to school closure teacher assessments were based on teacher assessments at the end of Spring term.**

In reading, 8/9 boys were at expected or above where as 4/4 girls were at expected or above. 6/9 boys were at expected or above in writing compared with 4/4/ girls. 8/9 boys were at expected or above in maths compared with 3/4 girls.

#### **SEN Pupils: 0 SEN SUPPORT Pupils**

0 pupils on the Special Needs register at SEN Support.

#### **Pupil Premium Pupils: 0**

There were 0 disadvantaged pupils in this cohort.

#### **End KS2 Test Results (Yr6)**

**Gender: 12 boys and 2 girls.**

Due to Covid-19 there were no SATs tests this year. However, teacher assessment showed the following:

100% of girls were at expected or better in maths, reading and writing.

75% of boys were at expected or better in reading, 58% of boys at expected or better in writing and 83% boys at expected or better in maths.

#### **Pupil Premium:**

There were 2 disadvantaged pupils in this cohort both have EHCP.

The school invested in Birmingham toolkit for 2019-2020 to track SEN pupils progress and set targets. Both pupils made good progress from their earlier attainment levels and made good progress on the toolkit. One of these pupils attained expected standard for end of KS2 in Maths after previously not making expected standard at Key stage 1.

#### **Special Educational Needs: 2 EHCP and 3 SEN Support**

Five pupils were on the SEND register.

2/5 pupils were at expected in reading, 1/5 pupils was at expected in writing

and 4/5 were at expected in maths by the end of Year 6.

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.
- In 2020-21 the school intends to carry out equality questionnaires to gain up to date information on the learning communities' views around equality.

**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.
- Disadvantage pupils have Pupil Premium money which is spent on 1-2-1 and small group work working with a Teacher or Teaching Assistant. See Pupil Premium report on Website
- Reading books are being evaluated to 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. School focusing on diversity within its curriculum priorities in 2020-21 on the school development plan.
- 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. School Council meet canvas pupils on causes that they think are important and allow the pupil body be active in change e.g. 'Taps for Schools' project providing hand washing facilities to reduce the spread of Covid-19.

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

E.g.

- In 2020-21 the school intends to carry out equality questionnaires to gain up to date information on the learning communities' views around equality.
- 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 (due to Covid-19 restrictions visitors have not been in school since February 2020).
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- In 2020-21 the school intends to carry out equality questionnaires to gain up to date information on the learning communities' views around equality.

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

| Date       | Who we consulted                    | Summary  | Action taken   |
|------------|-------------------------------------|--|--|
| June 2020  | Parent online survey using MS Forms | 45 responses from potential responses from 70 families | Responses considered in planning for SDP 2020-21                         |
| 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 | Gobs 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 |
|--------------|--|---|------------------------------|
| January 2020 | Annual information considered and reviewed | Improve boys writing, improve progress of reading, writing & maths of disadvantaged pupils, improve equality for all pupils at break and lunchtimes inc. those with SEN | Objectives agreed by FGB     |

## 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 (continue in 2020-21 due to school closure/covid-19).**

### 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 Summer 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 continued in 2019-20 reshaping quality first teaching. Teacher assessments in Summer 2020 showed encouraging signs with

improved reading and maths skills across the school. The work on developing the curriculum and teacher pedagogy will be continued in 20-21 due to disruption to the development plan with school closure from Covid-19. The 20/21 SDP focuses especially on writing pedagogy and the wider curriculum.

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. Again some of this work was disrupted due to school closure and will continue in 20/21 (see catch-up funding plan).

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 (continued in 20/21 due to school closure for much of the second half of 2020)**

Teaching approaches and planning of writing themes to appeal to all groups including using CLPE resources which the school recently invested in to immerse the writer across the curriculum Have been introduced. SDP planning reflects the need to continue to prioritise writing. SEP reports from Spring 2020 before school closure report on good progress in writing occurring and much improved writing emerging including writing at greater depth in

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).

Approaches continued in 20/21.

### **Equality objective 3:**

#### **To ensure there is equality for all pupils at break and lunchtimes including those with SEN (continued in 20/21 due to school closure for much of the second half of 2020).**

##### **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 supported all pupils to have a wider range of sporting opportunities by using our MUGA resource effectively and coordinated by the play supervisor. The supervisor (TA) oversees play and sports during these times to lead this objective and develop the Play Leaders role.

We are planning 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. This work is hoped to be done later in 2021 as restrictions of mixing pupils at play have seen children's playtime differing since September 2020 full re-opening.

We continue to have increased adult supervision 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.

For more information please contact: Philip Smith, Headteacher

Tel: 01308 868375 Email: office@broadwindsor.dorset.sch.uk

Member of Governing Body with responsibility for equality issues: Rev Jo Neary

Email: office@broadwindsor.dorset.sch.uk

### Information on pupils by protected characteristics:

| <b>Ethnicity and race – Pupils aged 5 yrs and over at 1.10.20 – Autumn 2020 Census</b> |             |              |              |                               |             |              |              |
|--|-------------|--------------|--------------|-------------------------------|-------------|--------------|--------------|
| <b>Asian or Asian British</b>  | <b>Boys</b> | <b>Girls</b> | <b>Total</b> | <b>Mixed</b>                  | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
| Bangladeshi heritage   |             |              |              | Other mixed heritage          |             |              |              |
| Indian heritage  |             |              |              | White and Asian               |             |              |              |
| Other Asian heritage   |             |              |              | White and Black African       |             |              |              |
| Pakistani heritage   |             |              |              | White and Black Caribbean     |             |              |              |
| <b>Black or Black British</b>  |             |              |              | <b>Any other Ethnic Group</b> |             |              |              |
| Black African heritage   |             |              |              | <b>White</b>                  |             |              |              |
| Caribbean heritage   |             |              |              | British Heritage              | 49          | 51           | 100          |
| Other heritage   |             |              |              | Irish heritage                |             |              |              |
| Chinese  |             |              |              | Traveller of Irish heritage   |             |              |              |
|  |             |              |              | Gypsy/Romany                  |             |              |              |
|  |             |              |              | Any other white background    |             |              |              |
| <b>Information withheld</b>  |             |              |              |                               |             |              |              |

| <b>Pupil Special Educational Needs (SEN) Provision - Autumn 2020 Census</b> |                         |  |
|---|-------------------------|--|
|   | <b>Number of pupils</b> | <b>Percentage (%) of school population</b> |
| No Special Education Need   | 87                      | 87%  |
| Special Needs Register  | 13                      | 13%  |
| Education and Health Care Plan (EHCP)                                       | 4                       | 4%   |

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 wish to provide further information on the following groups of pupils:

| <b>Religion and Belief</b> |    |                |    |
|----------------------------|----|----------------|----|
| Buddhist                   |    | Sikh           |    |
| Christian                  | 46 | No religion    | 20 |
| Hindu                      |    | Other religion |    |
| Jewish                     |    | Unknown        |    |
| Muslim                     |    | Refused        | 2  |

| <b>Gender</b> |            |
|---------------|------------|
| Male          | <b>49%</b> |
| Female        | 51%        |

| <b>Pupils with English as an additional language (EAL)</b>                 |             |              |              |  |
|--|-------------|--------------|--------------|--|
|  | <b>Boys</b> | <b>Girls</b> | <b>Total</b> | <b>Percentage of school population</b> |
| Number of pupils who speak English as an additional language               | 0           | 0            | 0            | 0                                      |
| Number of pupils who are at an early stage of English language acquisition | 0           | 0            | 0            | 0                                      |

| <b>Pupils from low income families</b>                    |             |              |              |  |
|---|-------------|--------------|--------------|--|
|   | <b>Boys</b> | <b>Girls</b> | <b>Total</b> | <b>Percentage of school population</b> |
| Number of pupils currently eligible for free school meals | 5           | 6            | 11           | 11%                                    |

| <b>Looked After Children</b> |
|------------------------------|
| <b>0</b>                     |

| <b>Young carers</b> |
|---------------------|
| <b>0</b>            |

| <b>Other vulnerable groups</b> |
|--------------------------------|
| <b>0</b>                       |