

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 387 children at the school.

Pupils on roll by Age and Gender

Age as at Jan 2016	Full-Time			Part-Time			ALL
	Boy	Girl	Total	Boy	Girl	Total	Total
11	8	11	19	0	0	0	19
10	19	16	35	0	0	0	35
9	20	19	39	0	0	0	39
8	26	28	54	0	0	0	54
7	19	28	47	0	0	0	47
6	28	24	52	0	0	0	52
5	30	26	56	0	0	0	56
4	22	13	35	8	9	17	52
3	0	0	0	15	18	33	33

Ethnicity

39.07 % of children are from other ethnic backgrounds other than White British.

Pupils on roll by Ethnic Group – aged 5 years and over	Number
Albanian	1
Chinese	4
Black Ghanaian	1
Black Nigerian	1
Black Other	2
Black Caribbean	6
Black European	1
Bosnian-Herzegovinian	1
Indian	6
Iranian	1
Iraqi	4
Italian	1
Kurdish	3

Moroccan	1
Other Asian	1
Other Black African	12
Pakistani	5
Portuguese	1
White Irish	6
White Welsh	1
White and Other Asian	4
White and Black African	8
White and Black Caribbean	7
White and Indian	1
White and Pakistani	1
White Eastern European	27
White and Other Ethnic background	6
White European	3
Black and Other Ethnic background	2
White English	189

First Language

Pupils on roll by their First Language – aged 5 years and over	Number
Kurdish	6
Bosnian	1
Panjabi	6
Kannada	1
Russian	2
English	225
Slovak	5
Italian	2
Polish	14
Chinese	4
Arabic	2
Latvian	5
Urdu	2
German	1
Shona	1
Akan/Twi-Fante	3
French	3
Lithuanian	4
Lingala	3
Ga	1
Ndebele	2
Wolof	1
Czech	1
Persian/Farsi	2
Portuguese	3
Malayalam	1
Albanian/Shqip	1

Special Educational Needs

Pupils on roll with SEN provision	Number
SEN Provision – Education, health and care plans	0
SEN Provision – Statemented	3
SEN Provision – SEN Support	64

Specific Groups

Pupils on roll by Specific Groups	Number
Service children	0
Children adopted from care (adoption, special guardianship or other child arrangement)	4
Free School Meals Actual	123
Free School Meals Ever 6	176

Progress and Attainment Analysis for 2014-2015

Please go to: About Us section then Results

Progress and attainment by Characteristics

	Made expected or better progress	Achieved expected or better attainment
Gender	<p>Reading: expected progress 90% girls 90% boys*</p> <p>Reading: more than expected 38% of girls 55% of boys</p> <p>Writing: expected progress 100% girls 90% boys*</p> <p>Writing: more than expected 76% girls 20% boys</p> <p>Maths: expected progress 95% girls 91% boys*</p> <p>Maths: more than expected 48% girls 40% boys</p> <p><u>Note</u> - Boys is unvalidated. Validated will be +2% due to pupil who left before SATs being taken off roll)</p> <p>- One boy and one girl not included in the progress measure as not in the country for KS1</p>	<p>Reading: L4+ 82% girls 100% boys</p> <p>Reading: L5+ 32% girls 38% boys</p> <p>Writing: L4+ 91% girls 95% boys</p> <p>Writing: L5+ 50% girls 10% boys</p> <p>Maths: L4+ 86% girls 95% boys</p> <p>Maths: L5+ 23% girls 33% boys</p>
Ethnicity BME pupils	<p>Reading: expected progress 90%</p> <p>Reading: more than expected 50%</p> <p>Writing: expected progress 100%</p> <p>Writing: more than expected 75%</p> <p>Maths: expected progress 90%</p> <p>Maths: more than expected 20%</p> <p><u>Note</u> - Two children are not included in the measure as they were not in the country for KS1.</p>	<p>Reading: L4+ 92%</p> <p>Reading: L5+ 25%</p> <p>Writing: L4+ 100%</p> <p>Writing: L5+ 50%</p> <p>Maths: L4+ 83%</p> <p>Maths: L5+ 25%</p>

EAL pupils	<p>Reading: expected progress 88%* (100% with pupil off roll) Reading: more than expected 50%</p> <p>Writing: expected progress 100% Writing: more than expected 63%</p> <p>Maths: expected progress 100% Maths: more than expected 38%</p> <p><u>Note</u> - Two children are not included in the measure as they were not in the country for KS1.</p>	<p>Reading: L4+ 90% Reading: L5+ 20%</p> <p>Writing: L4+ 100% Writing: L5+ 50%</p> <p>Maths: L4+ 90% Maths: L5+ 30%</p>
SEND pupils	<p>Reading: expected progress 100% Reading: more than expected 47%</p> <p>Writing: expected progress 100% Writing: more than expected 40%</p> <p>Maths: expected progress 87% Maths: more than expected 47%</p>	<p>Reading: L4+ 81% Reading: L5+ 19%</p> <p>Writing: L4+ 75% Writing: L5+ 0%</p> <p>Maths: L4+ 75% Maths: L5+ 6%</p>

Key issues for children with lower progress and/or attainment

- Have an identified special educational need
- Child and family have English as an additional language (EAL)
- High levels of mobility. 50% of the cohort that had SATs in Wyndham were not Home Grown

What we have put in place so far

- All children are bought their own copy of the class text (one per half term, so six over the year) and are encouraged to share it at home too.
- Introduced a range of attendance strategies, (including a minibus to pick key children up) to promote outstanding attendance, with our 'Home-School Co-ordinator' being available for daily discussions with Parents.
- Welcome signs around school in all languages of families using the school.
- Employment of a specialist EAL Teacher. This is to support both parents and pupils.

- Consistent use of toolkits with symbols so children can develop Literacy skills across all areas of the Curriculum.
- A 'Buddy' system so all Year 6 children have a member of staff as their Buddy. Time is provided for the child and member of staff to work around targets.
- Positive Growth Mind-Set attitudes through effective role modelling and language articulation from all members of the schools community.

Equality Objectives 2015-2016

Our School Development Plan (SDP) outlines our key whole school priorities, part of which are to ensure that we meeting the aims of the Equality Act 2010.