



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 496 children at the school.

Pupils on roll by Age and Gender

Age as at Jan 2018	Full - Time			Part - Time			All Total
	Boy	Girl	Total	Boy	Girl	Total	
11	9	11	20	0	0	0	20
10	30	27	57	0	0	0	57
9	23	33	56	0	0	0	56
8	35	25	60	0	0	0	60
7	31	29	60	0	0	0	60
6	38	27	65	0	0	0	65
5	31	36	67	0	0	0	67
4	27	34	61	5	6	11	67
3	0	0	0	16	23	39	39
						Total on Roll	496

Ethnicity

Pupils on roll by Ethnic Group- aged 5 years and over	Number
Afghan	1
Chinese	8
Bangladeshi	1
Black Ghanaian	1
Black Other	11
Black Caribbean	4
Black European	1
Bosnian- Herzegovinian	2
Greek Cypriot	1
Indian	8
Iranian	0
Italian	1
Kurdish	6
Moroccan	1
Other Asian	6
Other Ethnic	8
Other Mixed	6
Pakistani	15
Portuguese	1
Sri Lankan	1
White Irish	1
White Welsh	1
White Other	16
White and Other Asian	8
White and Black African	4
White and Black Caribbean	11
White and Chinese	1
White and Indian	1
White and Pakistani	2
White Eastern European	20
White and Other Ethnic Background	6
White European	4
White English	306

First Language

Pupils on roll by their First Language- aged 5 years and over	Number
Greek	1
Kurdish	13
Bosnian	1
Russian	6
Spanish	1
English	366
Slovak	2
Italian	4
Polish	20
Other than English	1
Bengali	1
Lugandan	1
Romanian	3
Dutch	1
Hindi	1
Turkish	1
Tamil	1
Chinese	9
Arabic	2
Latvian	12
Urdu	8
German	1
Shona	6
Akan/Twir- Fante	2
French	5
Lithuanian	5
Lingala	5
Ga	1
Ndebele	3
Wolof	1
Czech	1
Persian/Farsi	1
Portuguese	1

Special Educational Needs

Pupils on roll with SEND Provision	Number
SEN Provision- Education, Health and Care Plans	9
SEN Provision- Statemented	0
SEN Provision- SEN Support	67

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	134
Free School Meals Ever 6	184

Achievement of Pupils

EYFS
Y1 & Y2
Phonics
Y2 SATs
Y6 SATs



Summary of EYFS, Phonics, Y2 & Y6 SATs Data Headlines July 2017

EYFS Good Level of Development 2017 Nat: 71%	Phonics Expected 2017 Nat: 81%	KSI Reading Expected 2017 Nat: 76%	KSI Writing Expected 2017 Nat: 68%	KSI Maths Expected 2017 Nat: 75%	KSI Combined (RWM) 2017s Nat: 64%	KS2 Reading/Writing/ Maths 2017 National: 61%	KS2 Reading 2017 National: 71%	KS2 Writing Expected 2017 National: 76%	KS2 SPAG Expected 2017 National: 77%	KS2 Maths Expected 2017 National: 75%
77%*	85%	80%	75%	83%	75%	74%	81%	84%	86%	88%

In line with national or above

Within 5% of national

Difference > 5% less than national

Throughout the year we have undertaken rigorous moderation and standardisation to ensure that staff were confident in judgements made regarding children's attainment.

Closing the Gap Analysis: Vulnerable Groups v Whole Cohort / Retake Group

PP	Reading	Writing	Maths	Combined	Non-PP	Reading	Writing	Maths	Combined
Exp+	81%	85%	88%	77%	Exp+	82%	82%	88%	71%
GD	12%	19%	19%	4%	GD	18%	24%	24%	6%
Nat PP	Reading	Writing	Maths	Combined	Nat Other	Reading	Writing	Maths	Combined
Exp+	59%	65%	63%	47%	Exp+	77%	81%	80%	67%
GD	14%	10%	13%	3.5%	GD	29%	21%	27%	11%
Boys	Reading	Writing	Maths	Combined	Girls	Reading	Writing	Maths	Combined
Exp+	90%	85%	95%	85%	Exp+	74%	83%	83%	65%
GD	20%	25%	35%	5%	GD	9%	17%	9%	4%
Nat Boys	Reading	Writing	Maths	Combined	Nat Girls	Reading	Writing	Maths	Combined
Exp+	68%	70%	74%	50%	Exp+	75%	82%	75%	57%
EAL	Reading	Writing	Maths	Combined	NonEAL	Reading	Writing	Maths	Combined
Exp+	60%	80%	100%	50%	Exp+	88%	85%	85%	82%
GD	0%	10%	10%	0%	GD	18%	24%	24%	6%
Nat EAL	Reading	Writing	Maths	Combined	Nat NonEAL	Reading	Writing	Maths	Combined
Exp+				57%	Exp+				62%

Key

Broadly In line	A difference of -5% to -15%	A difference of 16% or more
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