

Ellingham C of E Primary School

Published Equality Information about the context of our school relating to the nine protected characteristics

This is our published data (Sept 2016) about our school population and differences of outcome for groups with protected characteristics.

The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.

Our school is a small rural primary school which attracts pupils from a wide geographical area.

Teaching and learning has a focus on engaging and responding to the needs of all pupils, and we do this by providing a very flexible curriculum. Fewer than 10 children are from BME backgrounds and speak a language other than English as their first language. There are no current trends in underachievement for these pupils.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps in attainment.

The school has data on its composition broken down by types of additional and special educational need and disability including Gifted and Talented.

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. Our SENDCo role is held by the Headteacher.

Provision plans are in place for all SEND pupils. Provision mapping enables us to illustrate and map the interventions a child has had, the expenditure of the targeted interventions, and their impact on attainment.

The school is an accessible building, with a ramp, accessible toilet and wheelchair accessible route. There is a current and recently updated accessibility plan. The number of SEND pupils we have is above the national average. Our school's approaches and inclusive ethos are appreciated by families who seek this flexibility. The SEND Information Report is available on the school web site.

The school has data about outcomes connected with ethnicity, gender and disability, and with proficiency in English.

Our small number of EAL pupils achieve in line with their peers. There has been no significant difference in the performance of boys and girls over a 3 year period.

The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

The objectives we set that relate to attainment and closing gaps for vulnerable groups of children are set within the school's improvement plan. Objectives relating to disadvantaged children eligible for Free School Meals are similarly given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for schools.

We record and report instances of discriminatory language or bullying should they occur, and set equality objectives accordingly when we identify a need to incorporate

anti-discriminatory practice into our teaching and learning. We are aware of the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and address this through learning.

Documentation and record-keeping

Our school has a statement of overarching policy which is published to the web site, and there are references in the school improvement plan to closing gaps and achieving equality of outcome for vulnerable learners.

There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings.

Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities

A senior member of staff has special responsibility for equalities matters.

A member of the governing body has a watching brief for equalities matters and SEND.

Staffing

The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying and incidents.

The school annually returns a report on the number of racist incidents to the Local Authority. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum

Focused attention is paid to the needs of specific groups of pupils, for example those who are registered as SEND, and there is extra or special provision for certain groups, as appropriate.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.

The school takes part in nationally recognised initiatives and award schemes that promote equality and challenge discrimination, for example: Anti-bullying school accreditation, Northumberland Healthy Schools enhanced accreditation, Show Racism the Red Card workshops, additional SEAL and Stonewall primary resources.

In curriculum materials in all subjects we consciously seek to promote positive images of disabled people; of different sexual orientations or gender identity; of both women and men in non-stereotypical roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act. We ensure that children interact with and experience role models from a range of cultures and generations, men and women as well as disabled people and principles of fair trade and sustainability.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

Part Two: objectives

Diminishing Differences

1. Objective: The school has a higher than average number of pupils with SEND, particularly higher needs. A number of pupils have one or a combination of several protected characteristics. Our objective is to ensure that all of our pupils make at least good progress from their different starting points.

What we will do: We use the EEF/Sutton Trust toolkit to help us define ways to use the Pupil Premium allocation and further additional funding to initiate a range of evidence-based interventions and targeted support which will be rigorously evaluated. A very flexible structure in school allows us to teach all of the children in small adult-led groups of 4-17 pupils where they are taught by stage rather than age in 'bases' for English and maths. House Teams with pupils aged 3-10 years (11 years from Sept 2016) permit us to deliver PSHE, shared reading, sports, social skills and external visits in a way that fosters good community relations and builds social capital between the children.

Expected evidence of impact:

- The school will annually review and define which interventions are our most effective in terms of cohort and identified need.
- Pupil wellbeing and happiness will be gauged and monitored together with our pupils' sense of being safe to learn and ready to learn.
- This information will be shared among the whole staff and governing body and published on the school web site
- The gap will narrow in line with national expectations for all of our disadvantaged pupils, relative to their starting points

Fostering cohesion and belonging

2. Objective: As we have converted to become a Primary School, keeping Year 5 pupils in Sept. 2016, then Year 6 in Sept. 2017, we wish to ensure that we anticipate the needs of these new groups of pupils and the impact on our wider community.

What we will do:

We will endeavour to embody principles of cohesion through:

- Working collaboratively with our Alnwick Partnership schools through this transition time
- Managing pupil and family expectations re provision in a small, rural Primary, as opposed to a Middle School, through consultation with stakeholders and effective communication.
- Providing CPD for staff as needed
- Encouraging and valuing greater community involvement and the intergenerational links which build a sense of community and shared heritage and aspirations for our area, by allowing for community access of our new, stand-alone Hall facility
- Adapting our curriculum to meet the needs of older pupils
- Extending the availability of after-school club provision

Expected evidence of impact:

- Positive links are maintained with our closing Middle Schools, such as shared sports events and performances
- Wider participation in after-school clubs by upper KS 2 pupils with protected characteristics
- Upper KS2 pupils are engaged and supported by our relevant curriculum offer
- Community use of the completed Hall allows older residents to have a better understanding of the children and their needs

These objectives replace the previous equality objectives set in April 2014.

Progress against the objectives will be reviewed annually, and they will remain our objectives until Sept 2018, when they are due to be refreshed.