Grange Primary School
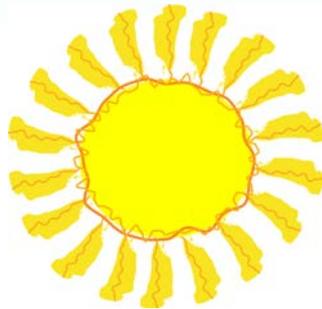
Public Sector Equality Duty
at
Grange Primary School
2016-2018

Public Sector Equality Duty at Grange Primary School

Welcome to Equalities at Grange Primary School. You will find here information about how the school ensures it meets its Specific Equalities Duties.

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender Realignment

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve)

General Duties
The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

To publish information
- **You will find here information about our school community**
- **Equality Objectives – Actions we will take after careful thought.**

All the information and analysis will be from school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to make sure we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making sure we are doing well for all our students. Some of the information may show us that we could be doing better. We will use information that tells us what we could be doing better to plan for the future and include these actions in our Equalities Objectives that you will also find published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact the headteacher.

You will find all the information on the school website in the policies section and a copy is available on request from the school office. The availability of the information will be publicised through letters to parents and the termly newsletters.

The person you need to contact if you are interested in helping us with our equalities, or you can see something that can be improved, is the headteacher.

We would like to hear from you.

Grange Primary School Equalities Information and Analysis

Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school. We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		Grange Primary School	
		Number	%
Gender	Girls	121	49%
	Boys	124	51%
Ethnicity (Based on school census – January 2012 – Children aged 5 at 31/08/11)	White British	26	16%
	Other White and European	23	13%
	Gypsy Roma/ Irish Traveller/ Other	0	0%
	Mixed Heritage	11	6%
	Black - Caribbean Heritage	12	7%
	Black- African Heritage	23	13%
	Black - Other	10	6%
	Asian - Indian	1	0.5%
	Asian - Pakistani	5	3%
	Asian - Bangladeshi	43	25%
	Asian - Any Other Asian Background	4	2%
	Chinese	2	1%
	Any other minority ethnic group	12	7%
Free School Meal Eligibility	Not Eligible	158	77%
	Eligible	48	23%
Religion/Belief	Buddhist/Taoist	3	1%
	Christian	71	29%
	Hindu	5	2%
	Jewish	1	0.5%
	Muslim	101	41%
	Sikh	0	0%
	Other	24	10%
	Refused	4	1.5%
	No Religion	36	15%
Special Educational Need	No Special Educational Needs	222	89%
	SEN support	23	11%
	Education, health and care plan	3	1%
	Pupils who receive top up funding	9	4%
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	6	26%
	Behaviour, Emotional & Social Difficulties	3	13%
	Hearing Impairment	0	0%
	Moderate Learning Difficulty	2	9%
	Visual Impairment	0	0%
	Multisensory Impairment	0	0%

	Physical impairment	0	0%
	Profound & Multiple Learning Difficulty	0	0%
	Speech Language & Communication Need	5	22%
	Specific Learning Difficulty	3	13%
	Severe Learning Difficulty	0	0%
	Other Difficulty/Disability	4	17%

Analysis of the school population:

Grange Primary School is a smaller than average size school situated in the Canning Town and Poplar ward of Plaistow in the London Borough of Newham. The majority of pupils come from the homes in our community which are made up of council property, housing association accommodation and some owner occupied houses. Some of the houses provide temporary accommodation. Many homes are overcrowded. Levels of unemployment are high. Large percentage of single parent families. This is reflected in the number of children who are receiving free school meals (32.5%). This is much higher than the National average of 19.2%. As all the children in the Borough of Newham are entitled to receive free school meals, many families do not apply and this is not a true reflection of the number of families eligible – it should be higher.

The school serves a diverse ethnic community with 80.8% of pupils representing pupils from a variety of ethnic groups, as compared to the National average of 26.7%.

Many children come from homes where English is not the first language (58.9%) - this is higher than the National average. The majority of these pupils are at stages 1 and 2, the early stages of learning English when they enter the school.

23.5% of pupils are identified as having special educational needs -higher than the National Average.

Levels of mobility have meant an increase in mid phase admissions. Many pupils admitted are often working at a lower level to their age group, they have often recently arrived in the country and have little English. The % stability last year was 80.2% as compared to the National average of 85%.

The school has a School Deprivation Indicator of 0.58 (The National average is 0.23)

Attendance (2014/15)

Term 2014/15	No. of pupil sessions	No. of authorised absences	No. of unauthorised absences	% sessions missed due to authorised absence	% sessions missed due to unauthorised absence	Overall percentage attendance
Autumn 2014	24776	728	403	2.9%	1.6%	95.5%
Spring 2015	17961	566	201	3.1%	1.1%	95.9%
Summer 2015	21268	768	496	3.6%	2.3%	94.1%

The attendance for 2014/15: 95.1%

Comment:

Our school target is 95%. Each year we are working hard as a school to meet this target.
Attendance has improved over the years but is still affected by:
- Children away from school for authorised reasons eg sickness, hospital appointments, dentist, religious holidays, attendance at court, clinic appointments, funerals etc.
- Children away from school for unauthorised reasons eg going to the airport, a relative visiting, parent unwell, holidays etc.

Development:

We monitor the attendance of all children throughout the school. Where a child's attendance drops below 90%, they are then monitored on a weekly basis. If poor attendance continues, the following support will be offered to the family involved:
- Letters informing parents of their child's attendance.
- Meetings with Mr Holland, the Learning Mentor.
- A home visit by Mr Holland, the Learning Mentor and Mrs Apps, the Family Support Worker.
- Persistent absenteeism could involve court action and fines

Good attendance is celebrated through:
- Weekly celebration assembly where good attendance and punctuality are celebrated.
- The winning class are awarded a certificate which is displayed in the classroom.
- Termly 100% attendance certificates
- Yearly 100% vouchers and certificates

Section 2. Advance Equality of Opportunity Between people who share a protected characteristic and people who do not.

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.
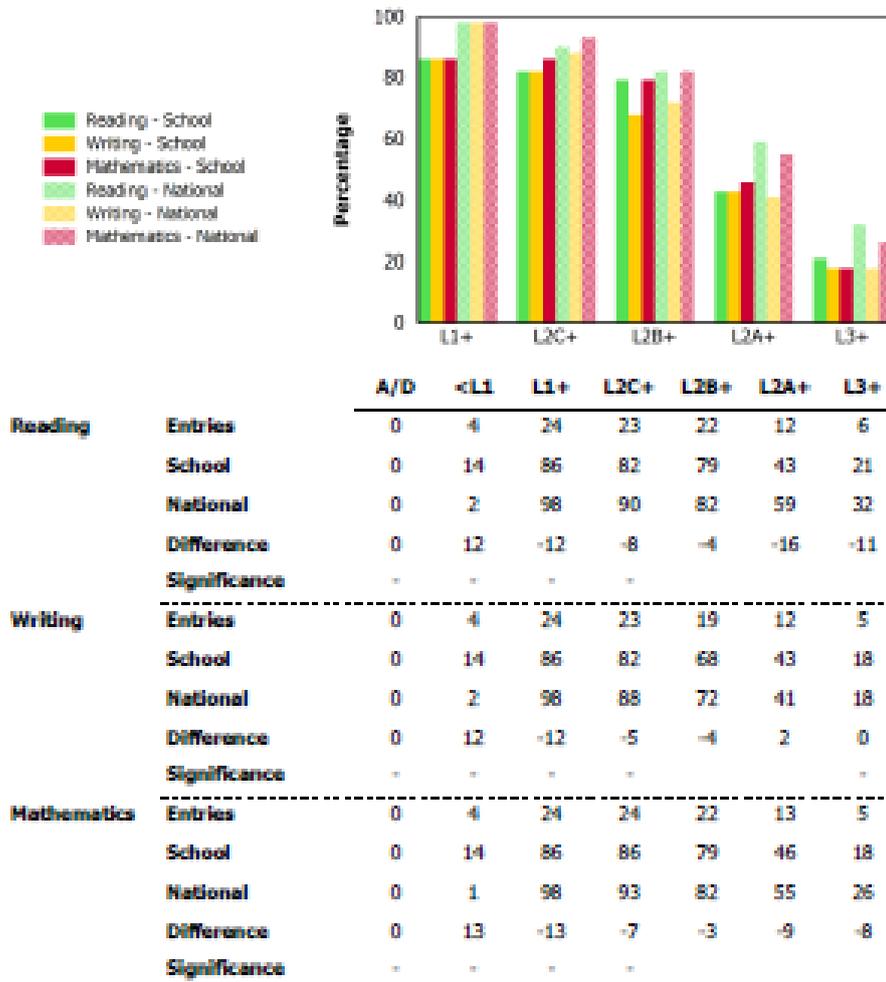
Attainment and Progress Data

This is how the school compares at the end of Key Stage 1. This shows the attainment of the children (How well our children do)

Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2015 (KS1.3)

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 1. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution

		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	4	24	23	22	12	6
	School	0	14	86	82	79	43	21
	National	0	2	98	90	82	59	32
	Difference	0	12	-12	-8	-4	-16	-11
	Significance	-	-	-	-			
Writing	Entries	0	4	24	23	19	12	5
	School	0	14	86	82	68	43	18
	National	0	2	98	88	72	41	18
	Difference	0	12	-12	-5	-4	2	0
	Significance	-	-	-	-			-
Mathematics	Entries	0	4	24	24	22	13	5
	School	0	14	86	86	79	46	18
	National	0	1	98	93	82	55	26
	Difference	0	13	-13	-7	-3	-9	-8
	Significance	-	-	-	-			

This is how the school compares at the end of Key Stage 2: This shows the attainment of the children (How well our children do)

Table 4.3.1: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2015 (KS2.3)

The table below show the cumulative distribution of the levels achieved by the school for Key Stage 2. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

		A/T	<L3	L3+	L4+	L4B+	L5+	L6
Mathematics	Entries	0	1	30	28	26	13	4
	School%	0	3	97	90	84	42	13
	National%	0	4	96	87	77	41	9
	Difference%	0	-1	1	3	7	1	4
	Significance	-	-	-	-			-
Reading	Entries	0	1	30	29	26	12	0
	School%	0	3	97	94	84	39	0
	National%	0	5	95	89	80	48	0
	Difference%	0	-2	2	5	4	-9	0
	Significance	-	-	-	-			-
Writing (TA)	Entries	0	1	30	28	-	11	0
(Writing TA is reported as a level)	School%	0	3	97	90	-	35	0
	National%	0	3	96	87	-	36	2
	Difference%	0	0	0	4	-	0	-2
	Significance	-	-	-	-	-		-
English Grammar,	Entries	0	1	30	29	27	25	3
Punctuation and	School%	0	3	97	94	87	81	10
Spelling (EGPS)	National%	0	5	96	80	73	55	4
	Difference%	0	-1	2	14	14	25	6
	Significance	-	-	-		**Sig+**		-

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2). These charts show how well all different groups are doing in our school:

Progress Measures Value Added

Table 5.1.2: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - ethnic backgrounds (KS12.VAEth)

This report indicates significance relative to both the national mean of 100 and the national mean for each ethnic group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	3	0	0	0	3	0	2	0	2	0	0	11	0	1	4	1	1	1	0	0
School Score	99.0	-	-	-	101.6	-	100.2	-	101.2	-	-	102.1	-	99.0	100.5	100.2	105.2	98.5	-	-
95% confidence interval	2.9	-	-	-	2.9	-	3.6	-	3.6	-	-	1.5	-	5.1	2.6	5.1	5.1	5.1	-	-
Group national mean	99.8	100.4	99.7	99.6	101.0	99.7	100.1	100.3	100.3	100.7	100.1	100.6	101.0	99.7	100.5	100.2	101.6	100.9	100.1	99.5
Significance from national average for group		-			-		-		-			-		-	-	-	-	-		
Significance from overall national average		-	-	-	-		-		-		-	**Sig+**	-				**Sig+**	-	-	-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library.

Progress Measures Value Added

Table 5.1.3: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - pupil characteristics (KS12.VAGrp)

This report indicates significance relative to both the national mean of 100 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	Disadvantaged pupils	Other pupils	Low	Middle	High	On-roll throughout Yrs 5&6	First Language : English	First Language : Other	First Language : Unclassified	No SEN	SEN support	SEN with statement or EHC plan
Cohort for VA	29	13	16	15	14	0	29	15	14	3	24	2	26	7	22	0	26	3	0
School Score	101.0	101.4	100.9	100.3	102.0	-	101.1	100.3	102.0	101.9	100.9	102.4	101.4	99.8	101.5	-	101.2	100.1	-
95% confidence interval	0.8	1.4	1.3	1.3	1.4	-	0.9	1.3	1.4	2.9	1.0	3.6	1.0	1.9	1.1	-	1.0	2.9	-
Group national mean	100.0	100.1	99.8	99.8	100.1	99.7	100.0	99.8	100.1	100.2	100.0	99.8	100.0	99.8	100.7	99.2	100.1	99.3	97.9
Significance from national average for group	Sig+				Sig+	-	Sig+		Sig+				Sig+			-	Sig+		-
Significance from overall national average	Sig+				Sig+	-	Sig+	Sig+					Sig+		Sig+	-	Sig+		-

The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage.
Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18).
High attaining are those above Level 2 at Key Stage 1 (APS≥18).

Comments:

3 areas school has developed:

- Links are clearly set out between school policy and practice and are clearly set out in our School Development Plan and in our School Self Evaluation. The School Development Plan is reviewed annually in the light of school priorities.
- Assessments are collected half termly and attainment and progress are discussed at least termly at pupil progress meetings involving SLT and class teachers.
- The Senior Leadership Team use data to identify groups that may be underachieving so that strategies can be implemented to support the children and raise attainment.

3 areas we would like to improve next year:

- Continue to raise attainment in English for the following groups: White British, boys and Pupil Premium.
- Continue to raise attainment in Mathematics for the following groups: White British, boys and Pupil Premium.
- Continue to raise attainment for boys following the whole school training 2015/16.

Promoting Opportunities for Our School Community:

	Steps the School has Taken
Teaching and Learning:	• Developed teaching and learning to ensure that in the main it is

	good or better and has the following strengths: Challenging, good subject knowledge, good questioning, good pace and appropriately pitched lessons.
Admissions and Transfer:	• Systems in place to ensure children welcomed to the school and this is followed up by monitoring by the Leaning Mentor to ensure they settle in happily. • Gradual transition, if possible, for SEN children from previous school to Grange. • Links within school to ensure that as children move throughout the school, teachers provide the assessments and information to support their next steps in their learning. • Links with other schools to ensure children are supported through their transition to a new school.
Participation :	• Non gender traditional subjects • A broad, balanced and engaging curriculum. • High needs funded SEN pupils have access to additional resources to develop key life skills eg soft play, swimming, horse riding and a life skills programme. • A variety of educational visits to support the units of work enriching children's experiences.
Student progress:	• Rigorous tracking processes in place, tracking individuals, groups and classes to ensure that support is given appropriately to ensure good progress for all children. • Half termly Pupil Progress Meetings are held to discuss the progress that the children are making and strategies are identified to support children who have made little or no progress. • Where appropriate, children are taken to High Needs Funding Panal to access additional resources.
Flexible curriculum arrangements	• Accessibility Plan making reasonable adjustments so that all children can access the curriculum. • Pro-active risk assessments.

Comments:

3 areas school has developed: • Rigorous tracking by SLT in place supported by the use of Target Tracker.   • Termly provision maps that identify children who need additional support and interventions are planned to meet these needs. The provision map is reviewed termly by SLT.   • Intervention groups are planned and pitched to meet the needs of all children.   • Developed teaching and learning to ensure that in the main it is good or better and has the following strengths: Challenging, good subject knowledge, good questioning, good pace and appropriately pitched lessons.
3   areas we would like to improve: • Embedding of the new Primary Curriculum linked to IPC : purposeful links across the curriculum to provide a more motivating and creative curriculum that promotes pupils resilience and independence.

- Ensuring that all children can talk confidently about what they need to do next to achieve the next level.
- Continue to develop assessment criteria in line with the new curriculum for all subject areas.

Section 3. Foster Good Relations between people who share a protected characteristic and people who do not

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken:
Social and Emotional Wellbeing:	- Buddy systems - Regular well-being meetings - Welcome 'induction' meetings with our Learning Mentor. - Interpreters involved where appropriate.
Student Voice:	- School council promotion - Opportunities for all children to 'voice' their views eg comment boards in the hall/class, comment boxes. - Pupil questionnaires - Focus group/committee for clubs – discusses the success/areas of improvement for various clubs, meets termly. - Children can request clubs.
Positive Imagery:	- Staff reflect the ethnicity of the school population. - The school is accessible: Ramped, bilingual signs - Language of the term.
Community Links:	- Links to Families First and other agencies. - Home visits before the children start in the nursery. - Programme of pre-school visits before children start in the nursery. - High Needs funded pupils visit the local community.
Cultural ideas, Religion and Belief	- Promote and celebrate a range of religious festivals and celebrations including special lunches - Whole school involvement in 'Visit a Place of Worship Week' - Whole school curriculum activities eg cultural diversity week, black history month. - Work with Faith in Schools. - Collective Acts of Worship.
Removing Barriers and Reasonable Adjustments:	- Our learning mentor and family support worker work with families. - Grange Interchange (Parents of children with special needs) meets regularly - Regular Parents Group meetings.
Links with wider communities	- Breadth of experiences developed through curriculum enrichment activities: Visits eg museums and visitors to school eg storytellers, Artis, singing, music lessons. - Curriculum enrichment eg mathematics, English and science weeks, DT/arts days

	- Curriculum enrichment activities with the secondary school eg DT, ICT, English, PE, mathematics and science - Links to schools in Newham: Use of their sensory and soft play rooms, transition activities in preparation for going to secondary school, sporting activities and network meetings, art project, SWNG. - National links: Links to Maldon (trips to Fairplay House and the barge) - International links through IPC. We have been awarded an International Award in 2013. - Links with local providers: Leisure Centre, religious buildings and community links - Curriculum activities that develop community links eg citizenship week, cultural diversity week, work week. - Charity links eg Sports Relief, Children in Need, McMillan Cancer Research, British Heart Foundation - Contribute to National awareness days eg Autism, Global Development Delay. - Work with the school nurse.
Partnerships with Parents:	- Workshops for parents: RML phonics, MMS, IPC entry and exit points and e-safety - Regular curriculum activities that involve parents eg mathematics/literacy/science weeks. - Transition programme to prepare children for starting in the nursery including parent and toddler group, messy play, toddler gym, toddler cooking - Social involvement eg EYFS social days, open days, whole school picnic, sports day. - Sharing and celebrating achievements with parents eg G and T presentations, texts about good work, parents evenings, punctuality and attendance, class assemblies and end od term concerts. - Charity links: Coffee mornings - Arranging events for families eg visits to local venues with the Family Support Worker in the holidays. - Invitations to events eg cheerleading competitions, choir concerts etc. - Parent workshops eg Triple P, learning English.

Comments:

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3 areas school has developed:

- Relationship with other schools: This includes working with local schools to share resources eg soft play area and developing resources with our local secondary school to extend pupils' learning as well as being part of the South West Newham Group partnership.
- Embedding the new curriculum with purposeful links between our topics, the wider community and international links.
- Regular workshops with parents to raise attainment and progress in literacy and mathematics.

3 things we would like to improve:

- Continue to develop and promote the children's home languages throughout the school.
- Improve the opportunities for pupil voice across the school.
- Develop opportunities to improve parent voice across the school.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

Examples	Steps the School has Taken:
Exclusions Data:	- No permanent exclusions. - In 2014/15: 3 fixed term exclusion of 1 day for behaviour that was deemed dangerous both to themself, other children and adults.
Victimisation and Discrimination:	Regular well-being meetings involving the inclusion team and SLT.
Monitoring of incidents:	- Regular well-being meetings involving the inclusion team and SLT. - ECM files regularly monitored by SLT.
Anti Bullying and Harassment:	- Anti- bullying policy in place and reviewed annually. - Bullying incidents dealt with swiftly. - Participation in anti-bullying week. - Ant racist incidents dealt with swiftly by following the policy. - Regular monitoring of behaviour files.
Training and awareness raising about discrimination and bullying issues	- Use of outside agencies to support individuals/ groups/ classes eg Conflict and Change. Behaviour Support Services (BSS), Educational Psychologist (EP) - School based INSET - Ethos to promote British values.

Comments:

3 things school has developed:

- The use of well being meetings and the 'step down' process, including any relevant outside agencies to ensure the safety of all children.
- Whole school training to develop awareness of situations where families and children may be victimised eg prevent, FGM and general safeguarding practices.
- All SLT involved in dinnertime management.

3 things we would like to improve:

- Continue to promote British values, ensuring respect and tolerance throughout the school.
- Ensure accurate records are kept for all behaviour incidents, including at break and lunchtimes.
- Analysis of behaviour records to identify possible trends.

Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved people in developing equalities at our school.

	Steps the school has taken:
School Council:	• Regular meetings. • School Council involved in interviewing new staff. • Involved in the development of the school environment.
Pupil voice:	• Pupils have the opportunity to voice their opinions through – School council, playleaders, communication boards, clubs committee, pupil questionnaires • Discussions with the learning mentor.
Parents/Carers /Guardians:	• Grange Interchange – Parents of children with Special needs meet regularly. • Parents evenings/meetings termly. • Questionnaires. • Parent governors. • Regular opportunities for parents to come into school. • Regular parents group. • Learning Mentor and SLT in the playground every morning. • Positive ethos that encourages parents to discuss their thoughts and concerns freely. • Termly IEP meetings. • Annual review meetings.
Staff:	• Weekly whole staff briefings. • Weekly staff meetings • Staff questionnaires. • Staff training. • Subject leaders: Action plans, position statements, end of year reports, input to SDP.. • Consultation meetings eg performance management, WIGT teaching and learning audits, PPM's and staff meetings.
Local community:	• Promoting the involvement of families with outside agencies eg they are invited to come in to events such as parents evening. • Networking with other schools. • Linking agencies to support specific needs of individual families eg Families First. • School nurse available for meetings with parents/ staff weekly.
Governors:	• Regular school visits by governors • Regular termly governing body meetings • Regular half termly committee meetings. • Links to classes/subject leaders. • Subject leaders feedback to governors annually.

	• Annual 'Away' day
	• SDP day
	• Termly reports including data analysis

Workforce – staffing and training

- We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.
- We follow the Local Authority's HR policies

This information was ratified by the governors in June 2016

Our school information will be reviewed in April 2018.