New City Primary School

Equality: Information and Analysis

March 2018

Equalities Information and Analysis

The Public Sector Equality Duty requires schools to publish information and analysis regarding equality at the school. The tables below show this information. Ethnic groups detailed below are the ones used in Government schools data. Please contact the school if you require any assistance in interpreting the data.

Section 1: Who comes to our school?

School context data:

Groups:		New City %	National %
Number on roll		692	279
Gender	Girls	50	49
	Boys	50	51
Pupil Premium		22	24
Ethnicity	Any other white background	15	-
	Mixed – any other mixed background	9	-
	Asian or Asian British Pakistani	20	-
	Asian or Asian British Bangladeshi	21	-
	Black or Black British African	12	-
	Other	24	-
First Language	English	24	79
	Other	76	21
SEN	SEN Support	10.7	12.2
	Statement or EHC plan	0.0	1.3
School Deprivation Indicator		0.3	0.2

Analysis/comment:

New City is much larger than most primary schools nationally. The school population is rich in diversity. Almost all pupils are from minority ethnic backgrounds. These main ethnic groups are Other, Asian or Asian British Bangladeshi and Asian or Asian British Pakistani. The majority (76%) of children speak English as an additional language. This is significantly higher than the national average. Our Pupil Premium has seen a decrease below national in the first of years falling by 5% from 2016. Our ratio of girls to boys are equal and near equal to that of national expectations. We have a number of SEN pupils who have been diagnosed with ASD and are currently awaiting a Statement/EHC plan in order to access funding.

Attendance						
Year	2015		2016		2017	
	School	National	School	National	School	National
% attendance	96.0	96.0	94.9	96.1	95.5	96
% Persistent absentees	Absent for 15% or more		Absent for 10% or more		Absent for 10% or more	
	2.8	2.7	13.0	8.8	12.0	8.7

Analysis/comment:

There was a decline in the attendance data over the last three years- markedly so in 2016. The school has addressed this through the reassignment of a member of staff with a specific role to target families where attendance is an issue as well as raising awareness of the importance of good attendance with new arrivals and established pupils. This member of staff worked together as part of the admissions team to address persistent absenteeism.

Attendance rewards are being used to celebrate good attendance including individual certificates and class rewards. The weekly school newsletter is regularly used to encourage and celebrate good attendance.

In addition, attendance is a focus of weekly safeguarding meetings where persistent absenteeism is explored to identify what barriers may be responsible. This has resulted in an increase 0.6 % for 2017 and is almost in line with national.

Section 2: Advance Equality of Opportunity Between those who share a protected characteristic and those who do not

The main thing we do as a school is to provide outstanding 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.

End of KS2 Pupil groups performance 2017			% KS2 Attainment - Expected Standard+ (Reading, writing and maths)	% KS2 Progress- Value Added
		No. of Pupils		
Cohort		81	75	+31
Gender	Girls	40	80	+33
	Boys	41	71	+29
Pupil Premium	Pupil Premium	31	74	+28
	Non-Pupil Premium	50	78	+34
Ethnicity	White	17	47	+49
	Black Caribbean	1	100	+21
	Black African	10	100	+45
	Indian	4	100	+39
	Pakistani	16	81	+32
	Bangladeshi	22	77	+25
	Any other	10	80	+12
	No ethnicity data	1	-	-
First Language	English	15	80	+22
	Other	65	75	+34
SEN	SEN support	14	43	+19
	No SEN	66	83	+34

Analysis/comment:

Progress indicators suggest a significant increase from 2016 within all groups. KS2 Progress in reading, writing and mathematics was significantly above average and in the highest 10% for 2017.

This has been achieved though:

- Improved Leadership and Management at all levels.
- Improve teaching and learning for all pupils especially groups and SEN/Pupil Premium, lowest attaining 20% and more able disadvantaged.
- Developing a highly effective assessment system that teachers can use to determine and track progress of all pupils
- Ensuring Governors challenge and take an active part in the development of the school to become outstanding.

Areas of development for 2017/18:

- To ensure consistency across the school to meet the needs of all pupils
- Develop greater depth in writing
- To embed assessment processes to ensure pupils are on track to aim to achieve 87%

Promoting opportunities for our school community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	Ongoing Staff training and induction programme Improvement in pupil resources Parent workshops Increase in provision for After School Clubs. Rigorous monitoring and assessment procedures Educational visits Links with Into University
Admissions and Transfer:	Admissions team and tracking procedures Parent coffee mornings Parent Mornings in EYFS Y6 Transition programme
Participation :	Non gender traditional subjects DTD focus groups Wave 3 and catch up programmes Music lessons Use of the Outreach centre
Student progress:	Learning Mentors PASS Survey Year 6 tuition, booster classes and Easter school Pupil progress meetings Half termly and annual reports.
Flexible curriculum arrangements	Homework clubs Reasonable adjustments for children with ASD and other SEN.

Analysis/Comments:

This has been achieved though:

- Improved Leadership and Management at all levels.
- Improve teaching and learning for all pupils especially groups and SEN/Pupil Premium, lowest attaining 20% and more able disadvantaged.
- Developing a highly effective assessment system that teachers can use to determine and track progress of all pupils
- Ensuring Governors challenge and take an active part in the development of the school to become outstanding.

Areas of development for 2017/18:

- To ensure consistency across the school to meet the needs of all pupils
- To further develop the curriculum to stimulate and develop pupil's depth of learning

- To develop robust assessment systems for SEND pupils
- To diminish the difference between Pupil Premium, lowest attaining 20%, newly arrived pupils and more able disadvantaged.

Section 3. Foster Good Relations Between those who share a protected characteristic and those 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 (Case Studies)
Social and Emotional Wellbeing:	Buddy systems/ Peer Mentors Planned PSHCE programme PASS survey
Student Voice:	School council promotion Peer Mentors Pupil conferences PASS survey
Positive Imagery:	Display policy Books 5Cs Star of the week Achievement certificates Reading awards Presentation/Handwriting Award Maths Timetable awards Learning Mentors Diversity of Staff to reflect the local community
Community Links:	Food donations at Harvest Fundraising days Into University visits Christmas Bizzarre Summer Fete Choir performing at events
Cultural ideas, Religion and Belief	Celebration Assemblies British Values workshop Assembly themes programme Planned RE scheme covering the diversity of the community – visits to various places of worship Culturally inclusive curriculum International Evenings
Removing Barriers and Reasonable Adjustments:	Personalised timetables for pupils with ASD and other SEN. Individual Educational Plans for pupils at School Action Plus. Personalised targets for all learners
Links with wider communities	International visitors
Partnerships with Parents/Carers:	Parent workshops and coffee mornings Outreach Centre activities After School events Active PTA Reading Logs

	Parents/Open evenings
	Parent assemblies and concerts
	Homework
	Parent access time

Analysis/Comments:

This has been achieved though:

- Improved Leadership and Management at all levels.
- Improve teaching and learning for all pupils especially groups and SEN/Pupil Premium, lowest attaining 20% and more able disadvantaged.
- Developing a highly effective assessment system that teachers can use to determine and track progress of all pupils
- Ensuring Governors challenge and take an active part in the development of the school to become outstanding.

Areas of development for 2017/18:

- To ensure consistency across the school to meet the needs of all pupils
- To accelerate all pupil progress
- To further develop the curriculum to stimulate and develop pupil's depth of learning

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

Examples	Steps the School has Taken
Exclusions Data:	Behaviour Policy Preventative – pastoral care, partnerships with parents and outside agencies.
Victimisation and Discrimination:	Clear policies and procedures in place to address any issue of victimisation and discrimination Awareness raising/promoting good relations.
Monitoring of incidents:	Continue use of the current systems in place. Monitoring of the system in place and Staff induction as to how it is used.
Anti-Bullying and Harassment:	Anti-bullying Policy Anti-bullying week, linked to the curriculum including on-line safety Anti-bullying role-play scenarios through planned PSHCE curriculum. Increase in Learning Mentors.

Analysis/Comments:

This has been achieved though:

- Improved Leadership and Management at all levels.
- Improve teaching and learning for all pupils especially groups and SEN/Pupil Premium, lowest attaining 20% and more able disadvantaged.
- Developing a highly effective assessment system that teachers can use to determine and track progress of all pupils
- Ensuring Governors challenge and take an active part in the development of the school to become outstanding.

Areas of development for 2017/18:

- To ensure consistency across the school to meet the needs of all pupils
- To further develop the curriculum to stimulate and develop pupil's depth of learning
- To develop sustainable leadership at all levels

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

We have been involved in developing equalities at our school.

Examples	Steps the School has Taken
School Council:	Meeting weekly to discuss actions Planned anti bullying activities Charity fund raising events
Pupil voice:	Class discussions with school council representatives School Council including class representatives voted in by the pupils. Peer Mentor application systems
Parents/Carers /Guardians:	Involvement with school activities and celebrations. Parent questionnaire Use of the school website Home/school agreements signed Parent governors
Staff:	Staff CPD – planned and linked to school priorities and staff evaluations.
Local community:	Involvement with school activities – Swimming, local coaches, local trampoline centre used to enhance curriculum for our ASD pupils Links to other schools Attending organised events. Educational visits Visits to local places of worship
Governors:	Ratifying policies. Visits to the school to support events and ensure termly meetings are held with their subject link leads. Full governing body meetings termly.
Satisfaction with our service:	Parent, pupil and staff questionnaires. Pupil Voice. PASS Survey

Sources referred to:
Inspection Data Summary Report
FFT Aspire
SDP 2016/17
SDP 2107/18