

Kemble Primary School & Siddington C of E Primary Schools



Equality Information & Objectives (Public Sector Equality Duty)

Introduction

Our schools are committed to providing a safe and nurturing learning environment for its diverse population of pupils. We recognise the link between poor educational attainment and reduced employment opportunities and lower earnings later in life, and are committed to promoting and developing equality of opportunity for all our pupils.

We appreciate that there are many groups of children and young people who may be vulnerable to underachievement, including children in care, young carers, bereaved children, children from service families and others.

The 2010 Equality Act sets down three main elements of duty for all public organisations which are to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share them
3. Foster good relations across all characteristics, and between people who share a characteristic and those who do not.

The act lists the following as being protected characteristics related to pupils.

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

OUR SCHOOL DATA – KEMBLE:

Performance summary Report

School: Kemble Primary School

Date: 1st December 2017

	School	Floor	Coasting	Below?
% EXS RWM	80%	65%	85%	No
Progress R	3.0	-5	-2.5	No
Progress W	-3.3	-7	-3.5	No
Progress M	1.1	-5	-2.5	No
Is school below floor? (below 65% and at least 1 progress floor in latest year)				No
Is school coasting? (below 85% and at least 1 coasting threshold for 3 years)				No

Context

	2015	2016	2017	Quintile 2017	Trend
%FSM	4%	8%	7%	Q4	-
%EAL	3%	3%	6%	Q3	-
%SEN Support	7.9%	6.5%	7.7%	Q4	-
% EHC	1.1%	0.0%	1.0%	Q3	-
Deprivation	0.1	0.1	0.1	Q5	-

Key Stage 2 Progress trends:

	Reading		Writing		Maths	
	Percentile	Trend	Percentile	Trend	Percentile	Trend
All pupils	15 th	↓↑	46 th	↓↑	31 st	↓↑
Low						
Middle	18 th	↓↑	62 nd	↓↑	40 th	↓↑
High	17 th	↓↑	23 rd	↓↑	18 th	↓↑
Disadvantaged	27 th	↓↑	57 th	↓↑	22 nd	↓↑

Green/red highlighting indicates where progress is significantly above/below average. Arrows indicate improving/declining trend in past 3 years. Grey indicates small group (<11).

Key Stage 2: FFT data

	Result (rank)	National	VA (rank)	Diff No. Pupils
% EXS RWM	80% (13 th) ↑	61%	50th	+1
% High RWM	20%	9%	-	+13
R+M Score	109.0 (5 th) ↑	104.1	21st	+2
R+G+M Score	109.9 ↑	104.6	-	+2.5
EGPS Score	113.3 ↑	106.0	-	+4.5

NB: Green/red indicate data that is significantly above average (both attainment and progress). Arrows indicate significant improvement/decline on previous year. Diff no. pupils indicates number above/below expected based on start point.

Key stage 2: IDSR data

		National	All pupils	Low	Middle	High	Disadvantaged
Reading	Progress	0	2.8	-	2.8	2.8	1.6
	% EXS	71%	100% (10)	-	100% (6)	100% (3)	100% (3)
	% High	25%	60% (10)	-	33% (6)	100% (3)	33% (3)
Writing	Progress	0	0.4	-	-0.6	2.5	-0.8

	% EXS	76%	80% (10)	-	67% (6)	100% (3)	67% (3)
	% GDS	18%	40% (10)	-	33% (6)	67% (3)	33% (3)
Maths	Progress	0	1.3	-	0.7	2.6	1.9
	% EXS	75%	100% (10)	-	100% (6)	100% (3)	100% (3)
	% High	23%	50% (10)	-	17% (6)	100% (3)	33% (3)
EGPS	% EXS	77%	100% (10)	-	100% (6)	100% (3)	100% (3)
	% High	31%	70% (10)	-	50% (6)	100% (3)	67% (3)

Colour coding indicates progress that is significantly above/below national and in top/bottom 10%; or shows attainment that is 2 or more pupils above/below national. Difference from national as a number of pupils is shown in brackets (no figure = 0 gap). Disadvantaged are compared against national for 'other' pupils. Grey indicates small group (<11).

Key Stage 1: FFT data

	Result (rank)	National	VA (rank)
% EXS RWM	75% (19 th)	64%	+3% (39 th)
% High RWM	19% (16 th)	11%	+8% (15 th)

NB: Green/red indicate data that is significantly above average (both attainment and progress). Arrows indicate significant improvement/decline on previous year. Diff no. pupils indicates number above/below expected based on start point.

Key stage 1: IDSR data

		National	All pupils	Emerging	Expected	Exceed.	Disadvantaged
Reading	% EXS	76%	88% (16)	100% (2)	89% (9)	100% (3)	-
	% High	25%	31% (16)	0% (2)	22% (9)	100% (3)	
Writing	% EXS	68%	81% (16)	100% (2)	80% (10)	100% (2)	
	% GDS	16%	25% (16)	0%	20% (10)	100% (2)	
Maths	% EXS	75%	94% (16)	0%	92% (12)	100% (2)	
	% High	21%	31% (16)	0%	25% (12)	100% (2)	

Colour coding indicates attainment that is 2 or more pupils above/below national. Difference from national as a number of pupils is shown in brackets (no figure = 0 gap). Disadvantaged are compared against national for 'other' pupils. Grey indicates small group (<11)

Key Summary Points

- Rising trend of disadvantaged pupil progress
- KS1 & KS2 generally above average attainment and progress rising
- Generally strong phonics results
- We need to continue with disadvantaged and all pupil progress
- We need to ensure our middle attainers achieve well

OUR SCHOOL DATA – SIDDINGTON:

Performance summary Report

School: Siddington CE Primary School

Date: 1st December 2017

	School	Floor	Coasting	Below?
% EXS RWM	30%	65%	85%	Yes
Progress R	6.6	-5	-2.5	No
Progress W	1.7	-7	-3.5	No
Progress M	5.8	-5	-2.5	No

Is school below floor? (below 65% and at least 1 progress floor in latest year)	No
Is school coasting? (below 85% and at least 1 coasting threshold for 3 years)	No

Context

	2015	2016	2017	Quintile 2017	Trend
%FSM	12%	18%	8%	Q3	-
%EAL	7%	10%	12%	Q2	↑
%SEN Support	13.5%	16.9%	18.1%	Q1	↑
% EHC	1.9%	1.4%	0.0%	Q5	-
Deprivation	0.1	0.1	0.1	Q3	-

Key Stage 2 Progress trends:

	Reading		Writing		Maths	
	Percentile	Trend	Percentile	Trend	Percentile	Trend
All pupils (7)	49 th	↓↑	2nd	↓↑	69 th	↓↑
Low (1)	30 th	↓↑	31 st	↓↑	44 th	↓↑
Middle (6)	55 th	↓↑	1 st	↓↑	71 st	↓↑
High (0)		↓↑		↓↑		↓↑
Disadvantaged	16 th	↓↑	17 th	↓↑	30 th	↓↑

Green/red highlighting indicates where progress is significantly above/below average. Arrows indicate improving/declining trend in past 3 years. Grey indicates small group (<11).

Key Stage 2: FFT data

	Result (rank)	National	VA (rank)	Diff No. Pupils
% EXS RWM	30% (96 th)	61%	56 th	-1
% High RWM	0%	9%	-	-1
R+M Score	97.5 ↓ (99 th)	104.1	60 th	-0.5
R+G+M Score	98.6 ↓	104.6	-	-1
EGPS Score	101.6	106.0	-	+1.6

NB: Green/red indicate data that is significantly above average (both attainment and progress). Arrows indicate significant improvement/decline on previous year. Diff no. pupils indicates number above/below expected based on start point.

Key stage 2: IDSR data

		National	All pupils	Low	Middle	High	Disadvantaged
Reading	Progress	0	0.3	3.0	-0.2	-	3.0
	% EXS	71%	50% (10)	0 (1)	67% (6)	-	0 (1)
	% High	25%	-	-	-	-	-
Writing	Progress	0	5.5	2.6	6.0	-	2.6
	% EXS	76%	50% (10)	0 (1)	83% (6)	-	1.1
	% GDS	18%	30% (10)	-	50% (6)	-	0 (1)
Maths	Progress	0	-1.3	1.1	-1.6	-	1.1 (1)
	% EXS	75%	40% (10)	0 (1)	67% (6)	-	0
	% High	23%	63% (10)	0	17% (6)	-	0
EGPS	% EXS	77%	60% (10)	0	83% (6)	-	0
	% High	31%	10% (10)	-	17% (6)	-	0

Colour coding indicates progress that is significantly above/below national and in top/bottom 10%; or shows attainment that is 2 or more pupils above/below national. Difference from national as a number of pupils is shown in brackets (no figure = 0 gap). Disadvantaged are compared against national for 'other' pupils.

Key Stage 1: FFT data

	Result (rank)	National	VA (rank)
% EXS RWM	60% (66 th)	64%	+5% (34 th)
% High RWM	20% (12 th)	11%	+14% (5 th)

NB: Green/red indicate data that is significantly above average (both attainment and progress). Arrows indicate significant improvement/decline on previous year. Diff no. pupils indicates number above/below expected based on start point.

Key stage 1: IDSR data

		National	All pupils	Emerging	Expected	Exceed.	Disadvantaged
Reading	% EXS	76%	73% (15)	0% (0)	100% (10)	100% (1)	43% (7)
	% High	25%	40% (15)	0% (0)	50% (10)	100% (1)	14% (7)
Writing	% EXS	68%	60% (15)	29% (7)	86% (7)	100% (1)	29% (7)
	% GDS	16%	27% (15)	0% (7)	43% (7)	100% (1)	14% (7)
Maths	% EXS	75%	73% (15)	20% (5)	100% (10)	-	43% (7)
	% High	21%	27% (15)	0% (5)	40% (10)	-	0% (7)

Colour coding indicates attainment that is 2 or more pupils above/below national. Difference from national as a number of pupils is shown in brackets (no figure = 0 gap). Disadvantaged are compared against national for 'other' pupils.

Summary

Attainment at KS2 is below average (floor), but progress is good and rising. Disadvantaged children are doing better each year. The school is ranked in the top 5% of schools nationally for progress in reading, writing and maths combined. Our middle attainers were in the top 1% in the country for writing progress.

KS1 results are broadly in with average overall and from start points, with 'emerging' pupils doing particularly well in writing at KS1. We had more children than national figures achieving the higher standard in all subjects.

Phonics is improving year on year and is above national average.

GENERAL ACTIONS IN BOTH SCHOOLS

SEND - Our School – what we are doing?

The progress of all groups of children, but especially those with SEND, is monitored very carefully. The needs of these children are analysed and programmes tailored to their needs are set up with the support of teaching assistants. These programmes and appropriate targets are formalised in plans which are shared with pupils and their parents / carers.

Pupil progress is tracked every 6 weeks and if teachers feel that progress is not being made interventions are changed or outside help is sought.

Religion & Belief - Our School – what are we doing?

At the moment schools are not required to collect data on Religion and Belief and therefore there is no monitoring information available. At our schools we teach children about a range of different religions and teach children about how children are brought up with different views and values – children also look at shared values. We have a robust Personal Health Social Cultural Education (PHSCE) teaching scheme. Respect and compassion are two of our main values that are taught to children through worship and assembly times, class lesson times and through our RE scheme. Each year we celebrate 'One World Week' or similar, which allows children from different parts of the world to teach their friends about their country, religion and cultural diversity.

This school takes incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to religion and belief.

English as and Additional Language (EAL) - Our School – what are we doing?

We have a clear strategy to ensure that pupils learning English as an Additional Language (EAL) are supported while they learn English. We will continue to work closely with parents/carers to encourage pupils to use their first language as much as possible, as it is recognised that this is a vital factor in helping these pupils to achieve their full academic potential.

We see having children and families from different cultures and speaking diverse languages as part of our community as something that benefits all. We recognise that being able to speak more than one language is a valuable skill, and we help our learners of EAL to feel proud of their abilities.

We support learners of EAL so they can both develop their English and learn the curriculum alongside our English first language learners. For example:

- Using bilingual books and other resources / we tailor our Read Write Inc lessons;
- Working closely with parents/carers so learning at home and school reinforce each other;
- Tracking the progress of our EAL learners carefully, so we can celebrate their successes and target their needs;
- Allowing learners to use all their languages for learning;
- Sit EAL pupils without English next to confident communicators;
- Using talk in our classrooms to create opportunities for EAL learners to learn from and practice with other pupils;
- Teaching the language of the curriculum alongside the content

SEXUAL ORIENTATION & GENDER REASSIGNMENT - Our School – what are we doing?

Bullying, in whatever form it takes, has no place in our school, and staff work to ensure that all pupils learn in an atmosphere free from harassment and antagonism. In particular, all prejudice-related discrimination is expressly forbidden within our school.

We demonstrate and champion the Christian context of treating everyone with respect.

We take incidents of prejudice-related bullying seriously and are committed to working closely with parents/carers to create a school environment where homophobia has no place, and a culture of respect and understanding for all is paramount. We constantly work towards eliminating the use of prejudice-related derogatory terms. This includes inappropriate use of the term 'gay'.

Gender identity

We have established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to gender identity. Where appropriate, the school will work with Mermaids, a charitable organisation providing support and information for children and their families/carers who are coping with gender identity issues.

**SPECIFIC ACTIONS IN BOTH SCHOOLS – FOCUS AREAS
SEE OUR 'School Development Plan' FOR SPECIFIC TASKS**