

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:

Early Years – Our Reception Class

	% Good level of development					
	2015			2016		
	No Pupils	School	National	No Pupils	School	National
All pupils	14	86	66	14	92	69
Girls	8	88	74	7	86	77
Boys	6	83	59	7	100	62
Disadvantaged	-	-	-	2	50	
Other	14	-	-	12	100	

Year 1 Phonics Screening Test

	No. Pupils 2016	Year 1 % Expected						Average Mark	
		2014		2015		2016		2016	
		School	National	School	National	School	National	School	National
All	16	90	74	92	77	100	81	38	34
Boys	5	83	70	100	73	100	77	38	33
Girls	10	100	78	86	81	100	84	38	35
Disad.	-	-	63	100	66	-	70	-	31
Other	15	90	78	92	80	100	83	38	35

Key Stage 1 Assessment – End of Year 2

No Pupils	16	%EXS	%GDS	%Pre KS1	%Found.	%WT
Reading	School	94	38	-	-	6
	National	74	24	2	5	19
Writing	School	75	38	0	0	25
	National	65	13	2	5	27
Maths	School	81	31	0	0	19
	National	73	18	2	4	21

Key Stage 1 – group analysis

	No pupils	Reading		Writing		Maths	
		School	National	School	National	School	National
All	16	94	74	75	65	81	73
Boys	9	100	70	67	59	78	72
Girls	7	86	78	86	73	86	74
Disad.	2	50	78	50	70	50	77
Other	14	100	78	79	70	86	77
No SEN	16	94	82	75	73	81	80
Support	-	-	74	-	65	-	73
EHC	-	-	74	-	65	-	73

Key Stage 2 Assessment – Progress and gap analysis of groups

	Reading			Writing			Maths		
	Progress score	Ave scaled score		Progress score	%EXS		Progress score	Ave scaled score	
	Sch	Sch	Nat	Sch	Sch	Nat	Sch	Sch	Nat
All	3.04	107.3	102.6	-3.24	64	74	1.11	106.1	103.0
Boys	2.43	104.8	101.8	-4.74	57	68	2.52	106.2	103.3
Girls	4.05	111.0	103.4	-0.26	75	81	-1.23	106.0	102.8
Dis	3.82	105.0	103.8	-9.65	0	79	-1.12	101.0	104.1
Other	2.78	107.9	103.8	-1.42	78	79	1.86	107.4	104.1
SEN Sup	-	-	102.6	-	-	74	-	-	103.1
EHC	-	-	102.6	-	-	74	-	-	103.0
EAL	-	-	102.6	-	-	74	-	-	103.0

OUR SCHOOL DATA – SIDDINGTON:

Early Years – Our Reception Class

	% Good level of development					
	No Pupils	2015		No Pupils	2016	
		School	National		School	National
All pupils	10	60	66	9	67	69
Girls	5	40	74	6	83	77
Boys	5	80	59	3	33	62
Disadvantaged	4	50	52	2	22	
Other	6	67	69	7	77	

Year 1 Phonics Screening Test

	No. Pupils 2016	Year 1 % Expected						Average Mark	
		2014		2015		2016		2016	
		School	National	School	National	School	National	School	National
All	15	88	74	73	77	73	81	30	34
Boys	7	100	70	67	73	86	77	32	33
Girls	8	75	78	80	81	63	84	28	35
Disad.	7	100	63	50	66	43	70	23	31
Other	8	86	78	78	80	100	83	37	35

Key Stage 1 Assessment – End of Year 2

No Pupils	13	%EXS	%GDS	%BLW	%Found	%WT
Reading	School	77	31	0	0	23
	National	74	24	2	5	19
Writing	School	85	23	0	0	15
	National	65	13	2	5	23
Maths	School	85	31	0	0	15
	National	73	18	2	4	21

Key Stage 1 – group analysis

	No pupils	Reading		Writing		Maths	
		School	National	School	National	School	National
All	13	77	74	85	65	85	73
Boys	7	86	70	86	59	86	72
Girls	6	67	78	83	73	83	74
Disad.	2	50	78	100	70	100	77
Other	11	82	78	82	70	82	77
No SEN	11	73	82	82	73	82	80
Support	2	100	74	100	65	100	73
EHC	-	-	74	-	65	-	73

Key Stage 2 Assessment – Progress and gap analysis of groups

		Reading			Writing			Maths		
		Progress score	Ave scaled score		Progress score	%EXS		Progress score	Ave scaled score	
		Sch	Sch	Nat	Sch	Sch	Nat	Sch	Sch	Nat
All	5	1.30	102.6	102.6	4.74	67	74	-1.05	101.0	103.8
Boys	3	0.95	99.0	101.8	2.17	50	68	-2.32	97.3	103.3
Girls	2	1.82	108.0	103.4	8.58	100	81	0.85	106.5	102.8
Dis	1	1.23	97.0	103.8	-3.21	0	79	-9.69	88.0	104.1
Other	4	1.32	104.0	103.8	6.72	80	79	1.11	104.3	104.1
SEN Sup	2	0.73	96.5	102.6	2.79	50	74	-3.69	94.0	103.0
EHC	-	-	-	102.6	-	-	74	-	-	103.0
EAL	-	-	-	102.6	-	-	74	-	-	103.0

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' 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;
- Using talk in our classrooms to create opportunities for EAL learners to learn from and practise 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 2017 SDP FOR SPECIFIC TASKS

Diminishing the difference for our more vulnerable learners: FOCUS AREAS 1 & 2 & 3 of our 2017 SDP

DISADVANTAGED PUPILS SIDDINGTON – (1 pupil) the maths progress score was -9.69 – scaled score school 88.0 National 104.1 this needs to be improved

DISADVANTAGED PUPILS KEMBLE – (2 pupils) the writing progress score was -9.65 – school % Expected standard (EXS) 0, National 79 – this needs to be improved

SEND PUPILS SIDDINGTON – KS2 (2 pupils) Reading School 96.5 National 102.6, Writing School 50 National 74, Maths School 94.0 National 103.0

We need to improve our outcomes for SEND children at Siddington.