Portway – Equalities Information and Analysis

For the academic year 2018/2019

Portway Primary School is part of the Leading Learning Trust

Portway Primary School Equalities Information and Analysis

Our Public Sector Equality Duty (described in the document of that name) requires us to publish information and analysis re equality at our school. The tables and analyses below provide this information, in an accessible format.

Section 1: who comes to our school?

This is our school population. This shows the key indicators for our school, together with national averages for maintained mainstream Primary schools. This information is based on current data held, captured on the 20th September 2018. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). 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.

Analysis/comments:

Analysis of the school population:
Portway is much larger than most primary schools nationally. Almost all pupils are from minority ethnic backgrounds. These groups are mainly Bangladeshi, white eastern european and black african. The majority of pupils speak English as an additional language (61.8%). This is significantly higher than in most schools (20.3% is the comparative figure nationally).

Comparisons to National data:
Raiseonline statistics indicate that the school is in the highest 20% of schools for:
- % of pupils from ethnic minority groups
- % of pupils whose first language is not English
- School deprivation index

Portway also has a higher than average proportion of:
- children supported by the pupil premium
- pupils eligible for FSM

Attendance

At Portway Primary School we believe that every child should achieve their very best in all aspects of their education. There is clear evidence that a child's school attendance has a direct effect on their learning. Children who are poor attendees, or who are consistently late for school, often do not achieve their full potential.

We know that young children can be susceptible to illness and understand that if they are unwell they may need time to recover (this is reflected in our school target for every child to have at least 96% attendance).

In the school year 2016/17, our overall absence rate was 5.4%.
In the school year 2015/16, our overall absence rate was 6.2%. Persistent absences were a key factor.
In the school year 2014/15, our overall attendance rate was 96.4%, which is above the national average figure of 96%, and above our own target. Within this overall figure, persistent absences were 2.4%, against a national figure of 2.1%.

Analysis/comments:

Areas that the school has developed last year (2017/2018): ● Improved attendance rates by identifying and tracking trends, particularly of vulnerable groups or and individual pupils. ● Specific tracking and monitoring has allowed us to continue to reduce PA
Areas that the school will improve this year (2018/2019): ● Ensure that those individuals that have had high rates of absence are swiftly rising to or above the national average. ● To ensure that all pupils are arriving punctually to schools, particularly within the period before they are marked as late. ● Pupils understand how their education equips them with behaviours and attitudes necessary for their next stage of curriculum.

Section 2: advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

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 about pupil progress (data) to help us do this.

Y6 (2016/2017) – children who finished Key Stage 2 in summer 2017: combined average point scores across the national curriculum core subjects – reading, writing and maths

Group	No. of pupils	percentage
Overall	77	58

Girls	42	62
Boys	35	54
FSM	41	51
Non FSM	36	67
EAL	43	51
Non - EAL	34	68
No SEN	68	66
SEN Support	9	0

Analysis/comments:

Areas that the school will improve this year (2018/2019):
With reference to the School Development Plan (SDP) our key areas are:

- To ensure that, middle leadership is clear, purposeful and impacts positively on raising standards across the school.
- Teaching and Learning to be 100% good or better with 50% outstanding.
- To ensure that pupil's behaviour and well-being supports achievement.
- To diminish the difference of key vulnerable groups.
- To ensure the effectiveness of the EYFS provision, quality of teaching and learning and improved standards.

Section 3 - promoting opportunities within our school community

Examples	**Steps the school has taken (case studies)**
Teaching and Learning:	· Rigorous monitoring programme of the quality of teaching and learning by the Senior Leadership Team. · CPD – whole school and for individuals and groups based on appraisals targets.

Admissions and Transfer:	· Referrals made to relevant agencies before children start school to ensure appropriate support is in place. · Close links and positive communication with secondary schools. · Mid phase procedures are clear. · Transition meetings for parents.
Participation:	· Non gender traditional subjects. · Enabling Enterprise projects within the curriculum. · Resources in place to ensure all children have the opportunity to achieve.
Student progress:	· Half termly Pupil Progress Meetings (PP & AMs) – analysis of data and progress of individual children. · Regular observations of teaching and non-teaching staff. · Learning Mentors offering pastoral care and guidance. · Weekly reading, writing, maths & achievement awards. · Termly targets setting at learner conferences.
Flexible curriculum arrangements	· Reasonable adjustments for children with complex needs. · Accessibility plan (reviewed annually). · Instrument lessons Every Child a Musician (ECaM). · Educational visits to enhance the curriculum. · Residential visits to develop independence. · Curriculum days or weeks.

Analysis/comments:

Areas that the school has developed this year (2017/2018): ● Participation in the Family Hub with a range of classes for families. ● Embedding assessment system to ensure that all staff are aware of and are supporting pupils' specific needs. ● Fully developed curriculum that is bespoke to the needs and interests of the pupils.	
Areas that the school will improve next year (2018/2019): ● Implement new procedures for new starters. Track and monitor progress and attainment of mobility. ● Middle leaders to present evidence/portfolios ● Implement Family Ambassadors ● Emphasis on staff taking ownership of their own professional Development	

Section 3: foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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:	● School Counsellor (Place2Be on site) ● Close links with outside agencies to support children and families –Children and Families Consultation Service (CFCS), Foundations for Learning (FFL), Behaviour Support Services (BSS) and Attendance Management Service (AMS) ● PSHCE reflection time ● Pupil surveys and pupil conferences ● Learning mentor support for targeted children
Student Voice:	● Pupil Parliament ● Head boy and girl ● Debate Mate

Positive Imagery:	- Display policy Variety of books available - Staff are role models of the 5C's
Community Links:	- Active Family Hub-visits from Department of Health and Denmark to see good practice. - Fundraising - Performing at community events-eg Carnival - Tollgate Teaching Alliance - Foundations for Learning - National Leader of Education and Specialist Leaders of Education
Cultural ideas, Religion and Belief	- Religious and cultural diversity - Place of Worship Visits - Celebration Assemblies (Eid, Diwali etc)
Removing Barriers and Reasonable Adjustments:	Pupils with ASD, wheelchair users, pupils with medical needs.
Partnerships with Parents/Carers/Guardians:	- Parent Hub - Parent classes including: yoga and fitness, English, gardening club, Maternity Mates, Positive parenting, Triple P, 'Money Matters' - Art Exhibition - Parent Assemblies/celebrations - Learner Conferences - Starting school (applying for a place in Reception) - Sports Day - Homework support - Library

Analysis/comments:

Areas that the school has developed this year (2017/2018):
- The structure that gives a voice to pupils.
- Initiation the ethos of wellbeing throughout the school for adults and children.
- Wider community links

Areas that the school will improve next year (2018/2019):
- To develop pupil voice so that it impacts on school improvement and development.
- To run a Pupil Parliament where pupils have a voice in school affairs.
- Subject leaders to create curriculum statements for their subjects.
- Building a whole school understanding of well-being with consistent use of language to be used across the school.

Section 4: eliminate unlawful discrimination, harassment and victimisation

Exclusions Data:	· Preventative – pastoral care, partnerships with parents and outside agencies.
Victimisation and Discrimination:	- Clear policies and procedures in place to record and address any issue of victimisation and discrimination. - Monitored termly and reported in governors' reports. - Awareness raising and promoting good relations. - Sensitive work with pupils and their families with FSW and FLO
Monitoring of incidents:	All incidents are recorded and monitored. Interventions take place to support through aspects such as restorative justice.
Anti-bullying and Harassment:	Anti-bullying drama workshops.

Analysis/comments:

Areas that the school has developed this year (2017/2018):
- Pupils having an understanding of the different kinds of bullying and how to deal with it.
- Restorative practice has taken place.

> **Areas that the school will improve next year (2018/2019):**
> - To embed positive behaviour practice ensuring that all pupils have a clear voice.
> - Use the work on wellbeing with all stakeholders to embed a mentally healthy school.

Section 5: participation, engagement and satisfaction with our equalities practices

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

Examples	Steps the school has taken (case studies)
Pupil Parliament:	· Meet weekly to discuss actions
Pupil voice:	· Class discussions with Pupil Parliament · Head prefects · Pupil conferences
Parents/Carers /Guardians:	· Involvement with school activities · Equalities policy, objectives and duties published on the school website
Staff:	· Staff professional development · Support and Supervision sessions with the HT
Local community:	· Involvement and engagement with school activities
Governors:	· Ratifying policies · Governor teaching and learning days in school
Satisfaction with our service:	· Parent, pupil and staff surveys · Pupil conferences with the HT and DHTs