Portway – Equalities Information and Analysis

Academic year 2017/2018

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 the January School Census return. 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.

		Portway %	National %
Gender	Girls	54.3	49
	Boys	45.6	51
FSM		19.6	26
WHITE	British	3.7	70.4
	Irish	0.0	0.3
	Traveller of Irish heritage	0.0	0.1
	Romany or Gypsy	0.0	0.3
	Any other white background	1.8	5.1
MIXED	White and Black Caribbean	2.7	1.4
	White and Black African	0.8	0.6
	White and Asian	0.8	1.1
	Any other mixed background	5.8	1.8
ASIAN OR ASIAN BRITISH	Indian	3.7	2.7
	Pakistani	5.6	4.1

	Bangladeshi	18.7	1.7
	Any other Asian background	2.2	1.7
BLACK OR BLACK BRITISH	Caribbean	5.3	1.3
	African	0.0	3.5
	Any other black background	6.7	0.7
CHINESE		0.1	0.4
Any other ethnic group		2.5	1.6
FIRST LANGUAGE	English	50.5	82.5
	Other	49.4	17.3
SEN	SEN Support	6.7	13.0
	SEN Statement or EHC Plan	0.3	1.4
% stability			85.9
School deprivation indicator			0.24

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 and Black British. The majority all pupils speak English as an additional language (62.8%). This is significantly higher than in most schools (19.5% 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 3.7%.

In the school year 2015/16, our overall absence rate was 6.1%. Persistent absences were a key factor.

In the school year 2014/15, our overall absence rate was 3.6%. 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 (2016/2017):
- Continued links with Attendance Management Support Officer for Early Years Foundation Stage (EYFS) and punctuality, EYFS leader and family support worker to increase the number of absence particularly in the nursery setting.
- Continue links with school nurse to monitor and liaise with other health professionals to provide support for parents whose children have high levels of absence due to ill health.
- Focus on attendance in all classrooms.

Areas that the school will improve this year (2017/2018):
- Improve attendance rates by identifying and tracking trends, particularly of vulnerable groups of pupils.
- Continue to reduce PA in order to be inline or above national attendance.
- Pupils understand how their education quips them with the behaviours and attitudes necessary for success in 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 (2015/2016) – children who finished Key Stage 2 in summer 2016: combined average point scores across the national curriculum core subjects – reading, writing and maths

Note that any score that is > 0.6 above the national average is deemed 'above national average'. For every group that we analyse, this is indeed the case.

Group	No. of pupils and %
Overall	89 39%
Girls	46 39%
Boys	43 40%
Bangladeshi	27 44%
Black British	21 29%
FSM	51 35%
Non FSM	38 45%
EAL	58 38%
Non - EAL	31 42%

No SEN	78 45%
SEN Support	11 0%

Analysis/comments:

Areas that the school will improve this year (2017/2018):

With reference to the School Development Plan (SDP) our key areas are:

- To ensure that, at all levels across the school, 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 foster high quality mathematical teaching to prepare pupils for h next stage of their education
- To ensure that pupil behaviour, development and welfare supports achievement; also ensure that attendance data and statutory documentation is maintained,
- 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. · Link between targets and professional development from monitoring and feedback. · CPD – whole school and for individuals and groups based on appraisal 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 (gardening) 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. · Family liaison and support workers offering guidance. · Weekly 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 (2016/2017):
- Brilliant Club
- Debate Mate competitions
- Further development of the new curriculum
- Offering a wider range of parent classes

Areas that the school will improve next year (2017/2018):
- Further improve offer and uptake of parent classes.
- Increase educational visits to fully complement the wider curriculum.

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) · Pupil surveys and pupil conferences
Student Voice:	· Pupil Parliament · Head prefects · Debate Mate
Positive Imagery:	· Display policy · Variety of books available · Staff are role models of the 5C's

Community Links:	· Triple P parenting classes · Fundraising · Performing at community events · Tollgate Teaching Alliance · Maths Hub links
Cultural ideas, Religion and Belief	· Religious and cultural diversity · Place of Worship Week · Celebration Assemblies (Eid, Divali etc)
Removing Barriers and Reasonable Adjustments:	· Pupils with ASD, pupils with medical needs.
Partnerships with Parents/Carers/Guardians:	· Triple P parenting classes · Art Exhibition · Parent Assemblies · Learner Conferences · Starting school (applying for a place in Reception) · Sports Day · Homework · Library

Analysis/comments:

Areas that the school has developed this year (2016/2017):
- Developed Pupil Parliament to promote student voice in school affairs.
- Provided learning opportunities for children in the areas of Road Safety, E-Safety and SRE Education.

Areas that the school will improve next year (2017/2018):
· To develop responsibility of Pupil parliament to support school development.
· To continue commitment to Anti-bullying education.
· To promote British Values in the School Curriculum.

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.
Monitoring of incidents:	· All incidents are recorded and monitored.
Anti-bullying and Harassment:	· Anti-bullying drama workshops.

Analysis/comments:

Areas that the school has developed this year (2016/2017):

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· To continued commitment to Anti-bullying education.
· Maintained links with agencies to ensure that the needs of all our students are being met.
 Developing friendships by positive play supported and supervised by staff.
   Focusing on positive IT skills use as highlighted in the curriculum. Make children aware of the dangers that exist on social networks/chatrooms etc.

Areas that the school will improve next year (2017/2018):

For pupils to have an understanding of the different kinds of bullying, discrimination, harassment.
To develop understanding of restorative justice with staff and pupils.

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 boy and girl · 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

This information was ratified by Governors in……………….
Our school information will be reviewed in……………..