

Portway Equalities Information and Analysis: 2015/2016



**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 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	56.2	49
	Boys	43.8	51
FSM		39.5	26
WHITE	British	6.1	70.4
	Irish	0	0.3
	Traveller of Irish heritage	0	0.1
	Romany or Gypsy	0	0.3
	Any other white background	0	5.1
MIXED	White and Black Caribbean	1.4	1.4
	White and Black African	0.7	0.6
	White and Asian	0.7	1.1
	Any other mixed background	7.3	1.8
ASIAN OR ASIAN BRITISH	Indian	2.7	2.7
	Pakistani	3.9	4.1
	Bangladeshi	22.5	1.7



		Portway %	National %
	Any other Asian background	1.7	1.7
BLACK OR BLACK BRITISH	Caribbean	6.8	1.3
	African	15.2	3.5
	Any other black background	6.8	0.7
CHINESE		0.9	0.4
Any other ethnic group		5.3	1.6
FIRST LANGUAGE	English	37.2	82.5
	Other	62.8	17.3
SEN	SEN Support	13.4	13.0
	SEN Statement or EHC Plan	0	1.4
% stability		74.7	85.9
School deprivation indicator		0.50	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 2015/16, our overall absence rate was 93.9%. Persistent absences were a key factor.

In the school year 2014/15, our overall absence 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 (2015/2016):

- Improved punctuality with the introduction of late slips.
- Links with Attendance Management Support Officer.

Areas that the school will improve this 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.



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 (2014/2015) – children who finished Key Stage 2 in summer 2015: 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	Our school: average APS score across reading, writing and maths	National: average APS score across reading, writing and maths
Overall	88	29.9	28.7
Girls	50	30.3	28.9
Boys	38	29.4	28.5
Bangladeshi	23	29.9	28.7
Black British	29	29.5	27.9
FSM	22	28.8	27
Non FSM	66	30.3	29.4
EAL	52	29.2	28.3
Non - EAL	36	30.9	28.8
No SEN	75	30.6	30
SEN Support	13	25.7	25

Analysis/comments:



Areas that the school will improve this year (2015/2016):

With reference to the School Improvement Plan (SIP) our key areas are:

- ensure quality first teaching across the school leads to outstanding outcomes for all groups of learners;
- close the attainment gap between different groups of learners;
- ensure that there is appropriate challenge for those children working above band related expectations, and
- provide an exceptional learning environment where all children in the Early Years have consistent opportunities to apply concepts that underpin strong mathematical foundations.

Promoting opportunities within our school community

Examples	Steps the school has taken (case studies)
Teaching and Learning:	<ul style="list-style-type: none">• Rigorous monitoring programme of the quality of teaching and learning by the Senior Leadership Team.• Monitoring of differentiation within planning.• CPD – whole school and for individuals and groups based on appraisals targets.
Admissions and Transfer:	<ul style="list-style-type: none">• Home visits before entry by EYFS team to ensure smooth transition.• 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• Half termly Pupil Progress Meetings (PP&AMs) – analysis of data and progress of



Examples	Steps the school has taken (case studies)
	individual children. <ul style="list-style-type: none"> • Regular observations of teaching and non-teaching staff. • Learning Mentors offering pastoral care and guidance. • Weekly reading, writing & achievement awards. • Termly targets setting at learner conferences.
Flexible curriculum arrangements	<ul style="list-style-type: none"> • 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:

<p>Areas that the school has developed this year (2014/2015):</p> <ul style="list-style-type: none"> • Brilliant Club • Residential farm visit • Debate Mate competitions • Anti-bullying workshops
<p>Areas that the school will improve next year (2015/2016):</p> <ul style="list-style-type: none"> • Further development of the new curriculum • Offering a wider range of parent classes

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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Pupil Parliament • Head boy and girl • Debate Mate
Positive Imagery:	<ul style="list-style-type: none"> • Display policy • Variety of books available • Staff are role models of the 5C's
Community Links:	<ul style="list-style-type: none"> • Triple P parenting classes • Fundraising • Performing at community events • Tollgate Teaching Alliance • Foundations for Learning • National Leader of Education and Specialist Leaders of Education
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> • Religious and cultural diversity • Place of Worship Week • Celebration Assemblies (Eid, Divali etc)
Removing Barriers and Reasonable Adjustments:	<ul style="list-style-type: none"> • Pupils with ASD, wheelchair users, pupils with medical needs.
Partnerships with Parents/Carers/Guardians:	<ul style="list-style-type: none"> • Triple P parenting classes • Art Exhibition • Parent Assemblies • Learner Conferences • Starting school (applying for a place in

Examples	Steps the school has taken (case studies)
	Reception) <ul style="list-style-type: none"> • Sports Day • Homework • Parent and toddler group • Library

Analysis/comments:

<p>Areas that the school has developed this year (2014/2015):</p> <ul style="list-style-type: none"> • Set up a Pupil Parliament to promote student voice. • Provided learning opportunities for children in the areas of Road Safety, E-Safety and SRE Education.
<p>Areas that the school will improve next year (2015/2016):</p> <ul style="list-style-type: none"> • To run a Pupil Parliament where pupils have a voice in school affairs. • 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:	<ul style="list-style-type: none"> • Preventative – pastoral care, partnerships with parents and outside agencies.
Victimisation and Discrimination:	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • All incidents are recorded and monitored.

incidents:	
Anti-bullying and Harassment:	<ul style="list-style-type: none"> • Anti-bullying drama workshops.

Analysis/comments:

<p>Areas that the school has developed this year (2014/2015):</p> <ul style="list-style-type: none"> • Links with other agencies such as CEOP. • Ways in which to deliver multimedia safety other than through the curriculum - for example, drama. • A clear procedure of how to deal with multimedia safety issues and sharing of this information with parents / carers. • The monitoring of the protected characteristics.
<p>Areas that the school will improve next year (2015/2016):</p> <ul style="list-style-type: none"> • To continue commitment to Anti-bullying education. • Maintain links with agencies to ensure that the needs of all our students are being met. Focus on building resilience in our students. Help them to develop friendship by positive play supported and supervised by staff. Focusing on positive ICT skills use as highlighted in the curriculum. Make children aware of the dangers that exist on social networks/chatrooms etc.

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:	<ul style="list-style-type: none"> • Meet weekly to discuss actions
Pupil voice:	<ul style="list-style-type: none"> • Class discussions with Pupil Parliament • Head boy and girl • Pupil conferences
Parents/Carers /Guardians:	<ul style="list-style-type: none"> • Involvement with school activities • Equalities policy, objectives and duties published on the school website



Examples	Steps the school has taken (case studies)
Staff:	<ul style="list-style-type: none"> • Staff professional development • Support and Supervision sessions with the HT
Local community:	<ul style="list-style-type: none"> • Involvement and engagement with school activities
Governors:	<ul style="list-style-type: none"> • Ratifying policies • Governor teaching and learning days in school
Satisfaction with our service:	<ul style="list-style-type: none"> • Parent, pupil and staff surveys • Pupil conferences with the HT and DHTs

This information was ratified by Governors in February 2016.

Our school information will be reviewed in November 2016.

