

Parsons Down Partnership of Schools



Equality Information and Objectives Statement

Contents

Our commitment to equalities and community cohesion

- Part 1: Information about the pupil population
- Part 2: How we have due regard for equality
- Part 3: Our Equality objectives

Updated: September 2016

Revised: March 2017

Updated: September 2017

Updated: November 2017

Updated: September 2018

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Parsons Down Partnership of Schools:

- We want to make sure that our school is a safe and secure place for everyone
- We try to ensure that everyone is treated fairly and respectfully
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

For more information please contact:

Ms Laura Street (Inclusion Co-ordinator)

Tel: 01635 866700

Email: lstreet@pdp.w-berks.sch.uk

Miss Rosemary Lilley (Member of governing body with responsibility for equality issues)

Email: rlilley@pdp.w-berks.sch.uk

Part 1: Information about the pupil population

Number of pupils on roll at the school: **Parsons Down Infant School - 169**
Parsons Down Junior School - 293

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities: **Parsons Down Infant School – 4 pupils**
Parsons Down Junior School – 16 pupils

There are pupils at our school with different types of disabilities and these include:

- Hearing impairment
- Vision impairment
- Severe developmental delay
- ASD
- ADHD
- Attachment Disorder
- DCD – Developmental Co-ordination Disorder/ Dyspraxia
- Dyslexia

Ethnicity – Parsons Down Infant School

Main Categories	Micro Categories	TOTAL
White British	English	151
White Other	Gypsy / Roma Irish Albanian Serbian/Yugoslavian Traveller of Irish heritage White Eastern European White European White Western European Other White	5 1 4
Turkish	Turkish Turkish Cypriot	
Kurdish	Kurdish	
Bangladeshi	Bangladeshi	
Other Asian & Chinese	African Asian	

White Other	Gypsy / Roma Irish Albanian Serbian/Yugoslavian Traveller of Irish heritage White Eastern European White European White Western European Other White	1 9 3 4
Turkish	Turkish Turkish Cypriot	
Kurdish	Kurdish	
Bangladeshi	Bangladeshi	
Other Asian & Chinese	African Asian Indian Kashmiri Nepali Pakistani: Mirpuri Pakistani: Other Sri Lankan Sinhalese Sri Lankan Tamil Chinese Hong Kong Chinese Malaysian Chinese	
Black Caribbean	Black Caribbean	
Somali	Somali	
Other Black African	Ghanaian Nigerian Sierra Leonian Sudanese Other Black African	2
Black Other	Black European Black North American Black Other	
White & Black Caribbean	White & Black Caribbean	6
Mixed Ethnicity	White & Black African White & Asian White & Chinese White & Other Asian & Chinese Asian & Black Asian & Other Black and Chinese Black & Other Chinese & Other Other	2 1
Other	Other Arab Other Egyptian Filipino Iranian Iraqi Japanese Korean Latin/South/Central	

	America Lebanese Malay Morrocan Polynesian Portuguese Thai Vietnamese Yemini Any Other Ethnic Group	1
Unknown	Unknown/Refused to say	

Religion and belief – Parsons Down Infant School

Buddhist	1	Sikh	
Christian	85	No religion	82
Hindu	1	Other religion	
Jewish		Unknown	
Muslim			

Religion and belief – Parsons Down Junior School

Buddhist		Sikh	
Christian	163	No religion	109
Hindu		Other religion	2
Jewish		Unknown	16
Muslim	3		

Part 2: Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households – Parsons Down Infant School

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	6	6	12	7.1%
Number of pupils on roll who have been eligible for free school meals in the last six years (Pupil Premium applies to this group)	8	7	15	8.9%

from September 2012)				
----------------------	--	--	--	--

Pupils from low income households – Parsons Down Junior School

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	14	12	26	8.9%
Number of pupils on roll who have been eligible for free school meals in the last six years (Pupil Premium applies to this group from September 2012)	28	19	47	16%

Pupils with Special Educational Needs (SEN) – Parsons Down Infant School

	Number of pupils	Percentage (%) of school population
No Special Education Need	158	92%
SEN Support	14	8%
Education and Health Care Plan (EHC)	2	1.2%

Pupil with Special Educational Needs (SEN) - Parsons Down Junior School

	Number of pupils	Percentage (%) of school population
No Special Education Need	261	88.7%
SEN Support	35	10%
Education and Health Care Plan (EHC)	4	1.4%

Pupils with English as an additional language (EAL) – Parsons Down Infant School

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	5	5	10	5.9%

Pupils with English as an additional language (EAL) – Parsons Down Junior School

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	9	3	12	4.1%

Looked after children in PDP

4

Young carers

Other vulnerable groups

Part 3: How we have due regard for equality

This information aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to providing equality of all our pupils. To meet our duty to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act, the following policies and procedures are in place:

- Parsons Down Partnership core framework
- Record-keeping linked to protected characteristics
- Related policies, such as anti-bullying, behaviour management
- Accessibility plan for the disabled
- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment
- Relevant staff and governor training or meetings
- Complaints procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct

Disability

Summary information:

Children in our school are always treated equally, providing equality of opportunity wherever possible but also giving due regard to health and safety matters and parental wishes in potentially hazardous situations. Relations between disabled pupils and others are very positive with no evidence of discrimination or harassment. Disabled pupils receive appropriate levels of support, including regular visits from outside agencies.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Our Inclusion Co-ordinator strives to ensure that individual needs are met within and outside the classroom, including review meetings with support staff. Any barriers to learning are overcome and to monitor access to all opportunities. Regular formal and informal discussions take place to monitor progress, including regular contact with parents.

Foster good relations and community cohesion by:

..constantly reinforcing the culture, ethos and expectations of the school to ensure each child receives their full entitlement to education in a safe, secure and supportive environment. This is demonstrated through the positive actions outlined in school policies for Behaviour and Anti-bullying, Single Equality Policy. These are available in the School Office; they are also on the school website.

Part 4: Ethnicity and race (including EAL learners)

Summary information:

Children in our school are always treated equally, providing equality of opportunity wherever possible but also giving due regard to health and safety matters and parental wishes in potentially hazardous situations. Relations between pupils from ethnic minority groups and others are very positive with very few incidences of discrimination or harassment. Racist incidents are immediately challenged and discussed and recorded appropriately. EAL pupils receive support, including regular visits from outside agencies.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

...monitoring the attainment and progress of all our pupils by ethnicity, setting targets to improve their attainment and progress, identifying and addressing barriers to their participation, developing particular initiatives, involving parents, carers and families and interventions to improve outcomes for particular groups.

The school work with West Berks for support and advice as required.

Foster good relations and community cohesion by:

Our community has few ethnic minority families making it even more important that children understand and appreciate the rich cultures in society at large.

A strong programme of Personal Social Health Education promotes understanding and respect for others alongside our work on promoting British Values.

Gender

Summary information:

At all times, our school curriculum offers equal opportunities to boys and girls. Mixed teams compete in competitive sports and after school clubs are open to all. We have specific teams who work to reduce gender discrimination and work hard to narrow the learning gap between girls and boys.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

...continuing to offer a broad and balanced curriculum, including a strong programme for PSHE challenging stereotypes and discrimination.

Foster good relations and community cohesion by:

... providing opportunities for all.

Part 5: Religion and belief

Summary information:

School is committed to maintain equality of opportunity in all we do, regardless of religion, belief or non-belief. The range of faiths in our school is small, however, we are proud of our mixed community and enjoy sharing the rich diversity it offers.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

...ensuring we deliver our commitment to respect all faiths.

Foster good relations and community cohesion by:

...working in partnership with our local churches and leaders of other faiths to foster knowledge and understanding of how people choose to lead their lives. Ensure our PSHE curriculum enables children to listen and respect the views of others.

What has been the impact of our activities? What do we plan to do next?

In the last strategic equality statement low attaining readers were identified as a vulnerable group. **The impact of this work has been:**

Raised awareness.

Improved tracking systems, using Salford reading tests 3x a year to measure impact.

Revamped reading record across the Partnership to encourage reading at home. This is now monitored weekly and children who are not reading at home are given opportunities to read with an adult in school.

A librarian works across the partnership and children now have better access to high quality texts.

Letters and Sounds - Phonics manager appointed at KS1 to support delivery in phonics.

In addition to this;

A challenging RE curriculum identifies opportunities to learn about other faiths and cultures.

Assemblies and SEAL work promotes British Values.

Continue to work with outside agencies to support children with disabilities: ASD advisor, behaviour support team, Sensory consortium.

Adaptions have been made to trips to ensure all children can attend even those with complex medical needs and a range of disabilities.

Nb Part 6 identifies what we plan to do in 2017-18

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To ensure 80-85% of pupils have met the key stage expectations and narrow the gap between the performance of boys and girls by 10% in RWM outcomes.

Progress we are making on this objective:

September 2017 review;

- GiG (Gender investigation improvement groups set up in KS1 and KS2)
- Pupil interviews and consultation about how we learn best.

September 2018 review;

- Current year 1,2, 4 and 5 Boys perform within 10% of girls.
- Appoint Boy Champions in school Autumn 2018 to make greater progress towards the target.

Equality Objective 2:

To enable pupils with auditory and visual memory difficulties equal access to the curriculum.

Progress we are making on this objective:

September 2017 review;

- Staff to work with EP on memory difficulties 7.11.2017
- Specific identification of children to take place from 7.11.2017
- InCo to suggest resources for use.

September 2018 review;

- Access for all children who need visual timetables.

Equality objective 3:

Ensure children eligible for PPG grant have access to learning opportunities to enable them to catch up and make progress in line with their peers.

Progress we are making on this objective:

September 2017 review;

- PPG improvement group set up 2017-2018
- Specific teacher resource identified for pupils at KS1 to receive catch up phonics in year 1 and year 2.

September 2018 review;

- PPG children learn as well as Non-PPG in Phonics at KS1. PPG results at KS1 show a significant proportion of PPG without SEND achieve EXS in Reading, Writing and Mathematics. PPG children at KS2 out perform Non-PPG in Reading, Writing and Mathematics combined.
- Focus on progress of more able PPG pupils to increase the percentage of children attaining greater depth in Reading, Writing and Mathematics.

Part 7: Future areas for development:

Autumn Term 2018

Address SLCN (Speech, Language Communication Needs) of children in EYFS and beyond.

- Make accessible to parents and teach children ECAT – (every child a talker) strategies.