

Public Sector Equality Duty at Drew Primary School

Welcome to Equalities at Drew Primary School. You will find here information about how our school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

- Disability
- Age
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve)

General Duties

The three aims of the Public Sector Equality Duty are:

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

Specific Duties

You will find here **information** about our school community.

Section 1. Who Comes to Our School?

This is our school population.

Number of pupils on roll	433
Number of full time equivalent pupils	
% pupils with SEN Statement or on School Action Plus	24%
% pupils with English not as first language	52.3%
% pupils eligible for free school meals	42%

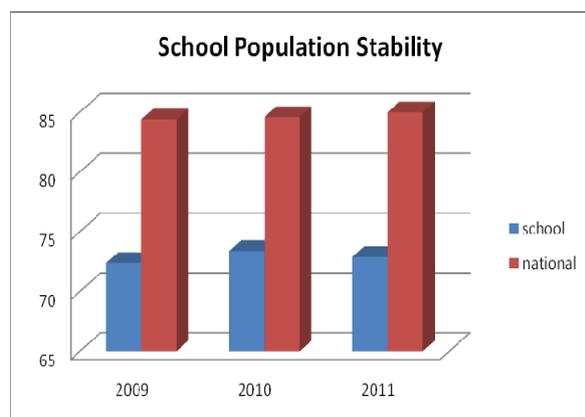
These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views

		Drew Primary School		National Data
			%	%
Gender	Girls		48.2	49.0
	Boys		51.8%	51.0
Ethnicity	White British		17%	7.8
	Other White and European		9%	3.8
	Gypsy Roma/ Irish Traveller/ Other		0	0.2
	Black - Caribbean Heritage/African Heritage		48%	1.4
	Asian - Indian		0.46%	2.5
	Asian - Pakistani		1.38%	3.7
	Asian - Bangladeshi		5.52%	1.5
	Asian - Any Other Asian Background		6%	1.4
	Filipino		.03%	
	Vietnamese		.06%	
	Any other minority ethnic group		.09%	1.4
Religion/Belief	Buddhist/Taoist			
	Christian		40%	
	Hindu		0.2	
	Jewish		0.2	
	Muslim		27	
	Sikh		0.4	
	Other		3.23	
	Refused			

	No Religion		11.5	
Special Educational Need	No Special Educational Needs		76%	
	School Action		14%	11.3
	School Action Plus		10%	8.0
	Statemented			
Profile of SEN Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder		1.3	
	Behaviour, Emotional & Social Difficulties		6.9	
	Hearing Impairment			
	Moderate Learning Difficulty		8.5	
	Visual Impairment			
	Multisensory Impairment			
	Physical impairment		1.6	
	Profound & Multiple Learning Difficulty			
	Speech Language & Communication Need		3.2	
	Specific Learning Difficulty		1.15	
	Severe Learning Difficulty		1.1	
	Other Difficulty/Disability			

School population stability

Year	School %	National %
2009	72.4%	84.4
2010	73.4%	84.6
2011	72.0 %	85.0

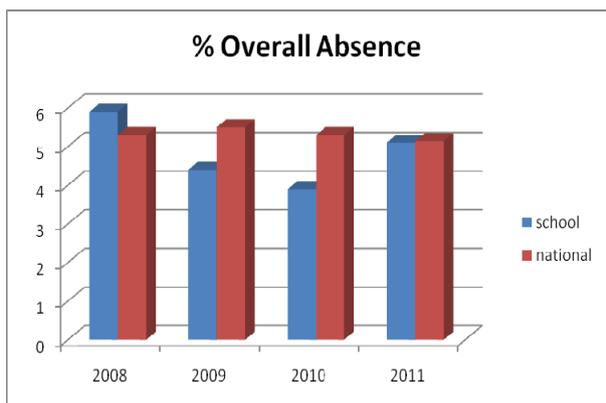
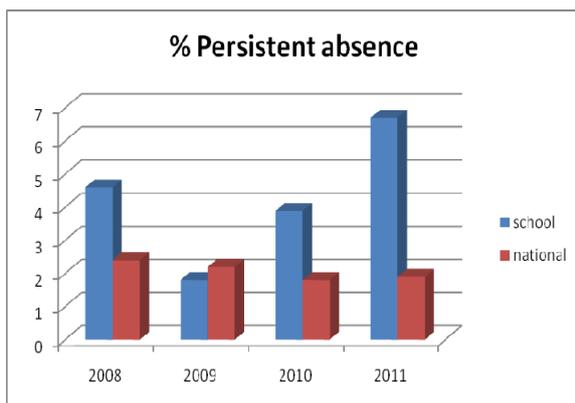


Analysis/comments of the school population:

- Boys outnumber girls in our school, unlike the national trend. However, numbers in classes are not always comparative even though school admissions aims to achieve a gender balance.
- Currently, our largest ethnic group is Black African, followed by Asian and Caribbean .These three groups account for 63 % of the total school population, compared to National figure of 14.4% for the same ethnic groups. The African community has been established in the catchment of the school for a few years now. Drew refugee numbers (16.4) are slightly larger than the local authority (17.3).
- Our significant religious groups: 40% Christian and 27% Muslim. Halal school dinners are provided alongside non-Halal options.
- The % of children with SEN is higher than the National statistics. We have no Statemented pupils as Newham does not use statementing in the same way as other local authorities; needs are addressed through other means, such as Exceptional Resource Funding, for children at School Action Plus with a high level of need.
- The three main areas of SEN for our pupils are: Moderate Learning Difficulties, Behaviour, Emotional & Social Difficulties (BESD); and Speech Language and Communication Needs (SpLD).
- Over the past three years, our school population consistently is slightly better in comparison to National data. This will inevitably impact on attainment. However, many children who originate from Eastern Europe enter school with little/no spoken English.

Attendance

Year	Absences	School%	National %
2008	Overall absence	5.9	5.3
	Persistent absence	4.6	2.4
2009	Overall absence	4.4	5.5
	Persistent absence	1.8	2.2
2010	Overall absence	3.9	5.3
	Persistent absence	3.89	1.8
2011	Overall absence	5.1	5.14
	Persistent absence	6.7	1.9



Analysis/comments:

Our overall absence has generally fluctuated over the last four years, although it remains slightly similar to National Statistics. Persistent figures are well above national and this is something we are working on.

What we do to address absences:

Attendance for all children, including Nursery pupils, is monitored on a daily and weekly basis. The Attendance officer investigates if a child's attendance falls below 90% by looking back at previous attendance figures. If there appears to be a regular pattern of absence, a letter is sent to the parent/carer to highlight the school's concern. If the absence becomes more persistent, the parent/ carer is asked to provide medical evidence for the absences. If the matter is not resolved, then the parent is invited into school so that we can work with the parent to address the issue. If necessary, the parent may require support in order to ensure that their child attends school. Referrals to external agencies may need to be made in order to support the family, such as the Early Intervention Team. The parents/guardian of pupils who are absent are phoned on the day.

Section 2. Advance Equality of Opportunity Between those who share a protected characteristic and those who do not.

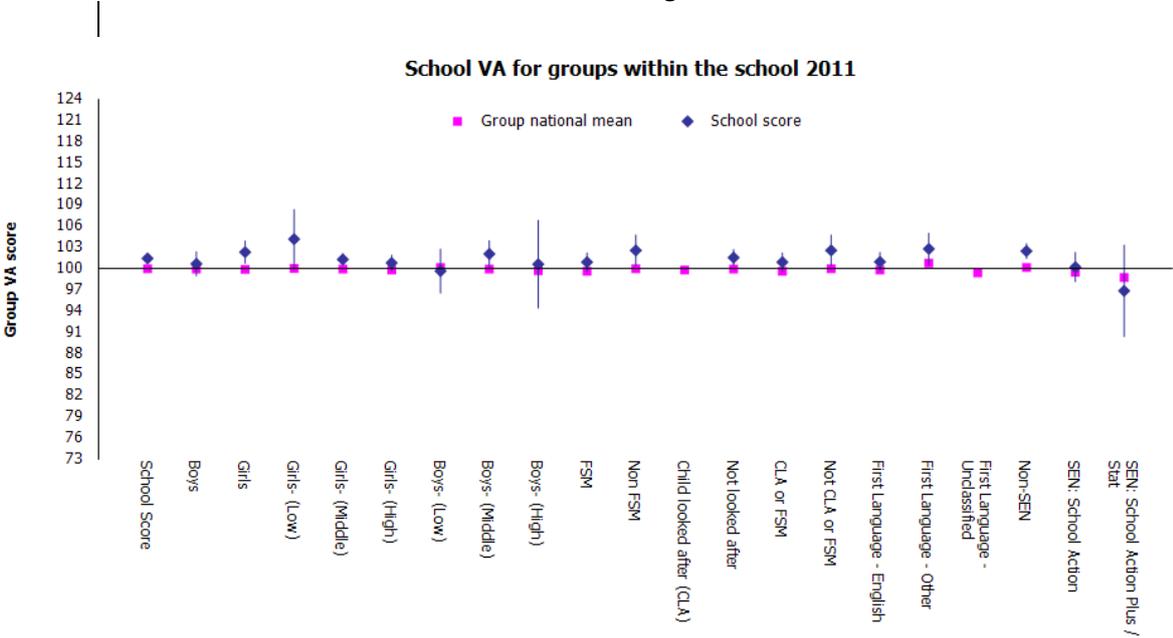
The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Progress & Attainment

This is how different groups in our School achieved at the end of Year 6 (Key Stage 2)

Key Stage 1 to Key Stage 2 value added: performance of groups within school
Overall value added (Ref: Raise Online)

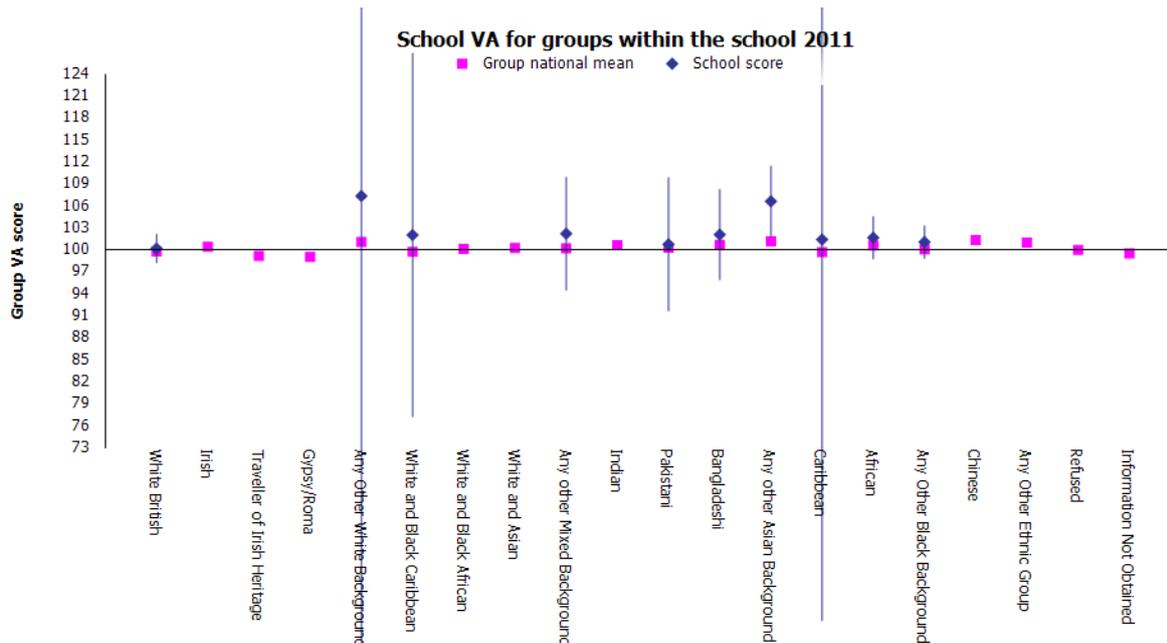
This report provides the overall value added score for particular groups within the school relative to both the national mean of 100 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown. This can also be seen on the graph (below) where confidence intervals do not cross the national average line.



Key Stage 1 to Key Stage 2 value added: performance of groups within school - ethnic backgrounds (Ref: RaiseOnline)

Overall value added

This report provides the overall value added score for particular ethnic groups within the school relative to both the national mean of 100 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.



Analysis/comments:

(Ref: RaiseOnline, Self Evaluation Form)

3 areas school has developed this year:

The following ethnic groups all had the highest Value Added Scores (ie. they made the most amount of progress between KS1 and KS2).

- Black African Pupils
- Other Black pupils
- Bangladeshi
- EAL

We support this by providing:

- Booster Groups
- After school clubs/lessons
- Intervention groups
- Pupil progress meetings
- 1-1 support

3 areas we would like to improve next year:

The following ethnic groups had Value Added Scores which are above the National average, but are lower than the groups identified above:

- White British
- English first language speakers (groups where language not specified)
- Boys

We will focus upon raising achievement in the following groups:

- White British
- English First Language speakers
- Boys

Promoting Opportunities for Our School Community:

(Ref: teachers' planning, school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans)

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<ul style="list-style-type: none"> • Inclusive plans for EAL, SEN, New Admissions • Appointment of an EAL teacher to work with bilingual pupils • Talking Partners intervention programme • Involvement of outside companies eg. artists, African drummers, • Language of the Month • Parents and toddlers • New to English parents workshop • Maths workshops for parents • Quiz evening • 1:1 support, differentiation • Addressing the theme of 'Stereotypes' through assemblies, • Springboard • APP • Booster classes • Opportunities for parents to see EMA & RWI
Admissions and Transfer:	<ul style="list-style-type: none"> • Pre-Nursery admissions – parents encouraged to attend Parent & toddler group • Nursery teachers have meetings with parents/carers of all new admissions • Nursery children visit the main school in the term leading up to Reception class • Programme for mid-phase admissions • Tracking of EMA mid-phase pupils • Yr 6 children participate in lessons at the local secondary school • SEN –secondary transfer • SENCO meetings with secondary counterparts to transfer information

Participation :	<ul style="list-style-type: none"> • Breakfast club (vulnerable pupils targeted) • Afterschool clubs, visits • Residential visits – Fairplay House • Olympic/Paralympic activities • Taxi Service to aid accessibility for pupils with SEN on visits • Asthma pumps/medication taken on visits • Regular trips week ,class visits undertaken (all children expected to attend) • PE, swimming in Year 3 • Sports Day • Coffee mornings • School council • School Fair • Every Child a Musician (ECAM) • Parent volunteers • Parents council group
Student progress:	<ul style="list-style-type: none"> • Annual school reports • Parents’ evening • Staff translating for parents as appropriate • SEN review meetings with parents • IEP monitoring meetings • Pupil Progress meetings • One to one tuition • Booster classes • Staff training SEN, Behaviour management, Literacy & Numeracy ; EAL
Flexible curriculum arrangements	<ul style="list-style-type: none"> • Creative curriculum • Team teaching/planning (EAL and class teacher) • Individualised curriculum plans for pupils with high level of SEN • Pre -teaching vocabulary groups(mid phase admission) • Speech and language groups • Wave 3 literacy 1-1 • Film club • Breakfast group • Use of additional, multi-sensory resources • Outdoor curriculum focus • Indian dancing • Special projects • Use of Sensory room

Analysis/comments:

(Ref: teachers' planning, school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans)

<p>3 areas school has developed this year:</p> <ul style="list-style-type: none">• A new to English parent workshop• Big Write – teaching & learning• More after school clubs• Support for English first language speakers & mid-phase admission pupils
<p>3 areas we would like to improve next year:</p> <ul style="list-style-type: none">• Providing a sensory therapeutic club/learning• Support for mid phase admission pupils• Support for refugee pupils and families

Section 3. Foster Good Relations Between those who share a protected characteristic and those who do not

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.

(Ref: school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans)

Examples	Steps the School has Taken
Social and Emotional Wellbeing:	<ul style="list-style-type: none">• Year group assemblies• Choir• Clubs• Social & emotional Aspects of Learning (SEAL) for year 6• Breakfast club• School counsel• Chill & chat lunchtime club• Booster classes for year• Mid-phase admission• Emotional support 1-1• Mid-phase admission support
Student Voice:	<ul style="list-style-type: none">• School council• Children help generate success criteria• Pupil questionnaire• Wellbeing measure

	<ul style="list-style-type: none"> • Peer assessment AFL • Every Child A Musician (ECAM) - children evaluate (60 questions) and attitude to life in general Yr 5 and yr 6 • Anti-bullying ambassadors
Positive Imagery:	<p><i>Displays:</i></p> <ul style="list-style-type: none"> • Language of month • Black History Month displays • Child centred displays (all work valued) • Launch of sensory room display • General displays (photographs of pupils) • Welcome displays • Refugee week • School council/anti-bullying notice board • Compliments displays in class
Community Links:	<ul style="list-style-type: none"> • City Airport • Tate and Lyle • Mini Olympics • Links with Royal Docks Community School • Links with Cumberland –Music & PE • Governors
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> • Assemblies • Black History Month • Language of month • Music lessons • Programme of visits to places of worship • Competitions • Refugee week
Removing Barriers and making Reasonable Adjustments:	<ul style="list-style-type: none"> • Use of Sensory room • Medical care plans • Individual & group Interventions e.g. Wave 3 • Differentiation in all lessons • Use of specialist equipment eg. lift
Links with wider communities	<ul style="list-style-type: none"> • Choir (Royal festival Hall) • Training college -NQTs • Fundraising e.g. Children in Need, Comic Relief, • Links with Primary school in Essex • Links with Diane Award Anti-bullying organisation
Partnerships with Parents:	<ul style="list-style-type: none"> • Maths and English Workshops • Summer fair • Clothes sale • Coffee morning • Visits to class: RWI, Big Write, Early Morning Activity

	<ul style="list-style-type: none"> • Newsletter • Performances to parents • Anti- Bullying Ambassadors (3 parents) • Parent governors • School Council
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Analysis/comments:

(Ref: School improvement Plans)

<p>3 areas school has developed this year:</p> <ul style="list-style-type: none"> • New to England classes • Sensory room • Quiz evening for parents • Parents visits-RWI,EMA
<p>3 things we would like to improve next year:</p> <ul style="list-style-type: none"> • Create more opportunities for parents/carers to volunteer • Develop school website • Visits to places of worship

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

(Ref: school prospectus, Self Evaluation Form, School Improvement Partner report)

Examples	Steps the School has Taken
Exclusions Data:	<p>Since Sept 2011 – no exclusions.</p> <ul style="list-style-type: none"> • Behaviour policy – reviewed and adapted • Use language of choice for unacceptable behaviour - dealt with before behaviour gets extreme • Behaviour club - daily
Victimisation and Discrimination:	<ul style="list-style-type: none"> • Since Sept 2011 - 3 incidents of racial abuse – spoke to children (talked through explanation that unacceptable) • SEAL curriculum and assemblies
Monitoring of incidents:	<ul style="list-style-type: none"> • Clear recording of incidents in book
Anti Bullying and Harassment:	<ul style="list-style-type: none"> • Awareness training in Assemblies and class • Anti-bullying ambassadors active • Assemblies: visit of Alex Holmes from Diane Award

	<ul style="list-style-type: none"> • Included in curriculum –Big write and e-safety • Incidents recorded on behaviour slips
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> • Review of Behaviour Policy • E-safety lessons for pupils • E-safety in ICT curriculum • Behaviour workshops for Parents / Carers • Pupil Progress Reviews • Code of conduct for all staff

Analysis/comments:

<p>3 things school has developed this year:</p> <ul style="list-style-type: none"> • Reviewed Behaviour policy and practice • Code of conduct for staff • Quiz evening • Anti bullying ambassadors • E-safety policy • Behaviour for Learning Policy focusing on rewarding positive behaviour
<p>3 things we would like to improve next year:</p> <ul style="list-style-type: none"> • Greater pupil voice • Anti-bullying ambassadors-parents & pupils • Clear procedures for dealing with equality issues: support for perpetrator, meeting with parents, SLT dealing with incidents.

Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

(Ref: teachers' planning, school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans, School Council minutes)

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

Examples	Steps the School has Taken
School Council:	<ul style="list-style-type: none"> • Meet at least twice per half term. Led by the Learning mentor

Pupil voice:	<ul style="list-style-type: none"> • Questionnaires • School council representative – each class has 2 representatives. The reps attend school council meetings. • Feedback from pupils on school curriculum-topics
Parents/Carers /Guardians:	Questionnaires (Autumn term)
Staff:	Staff meetings
Local community:	Discussion with City Airport Links with local schools –Maryland, St. Antony’s, Curwen, Cumberland, Royal Docks, Essex
Governors:	Updated Headteacher’s Report Draft Equality policy presented to Governors
Satisfaction with our service:	Very few complaints Clear Complaints Procedure

Workforce – staffing and training

Drew Primary School has adapted the HR policies developed in Newham related to the Equality of Opportunity regarding Recruitment and Retention, Continuing Professional Development and the day to day management as direct employer.

Area of focus	Significant information that we can address for following year
Promoting opportunity	Depending upon finances, more staff employed from the local community
Fostering good relations	Opportunity for training is open to all staff, regardless of position.
Prohibiting discrimination	All staff have an equal opportunity for their own professional development.

This information was ratified by the governors on: 12th June 2012

Our school information will be reviewed on: 12th June 2013

Signed : I. Scott

Equality Objectives – Action Plan

- **Equality Objectives – Actions we will take after careful thought (analysis)**

All the information and analysis will be from school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to make we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making we are doing well for all our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find also published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact: **Ivy Devonish-Scott.**

You will find all the information on the school website. It is called Equalities.

The person you need to contact if you are interested in helping us with our equalities or you can see something that can be improved is **Ivy Devonish-Scott.**

We would like to hear from you.