



Gainsborough Primary School Public Sector Equality Duty

Welcome to Equalities at Gainsborough Primary School. You will find here information about how the school ensures it meets its specific Equalities Duties.

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 within the framework of the Equality Act 2010 considered to have a protected characteristic.

Protected Characteristics taken into account by our School are:

- disability
- sex
- race
- pregnancy and maternity
- religion and belief
- sexual orientation
- transgender

We also acknowledge the two other protected characteristics

- age
- marriage and civil partnership

The information we publish and analyse is linked to the three aims of the Public Sector Equality Duty, these are called the General Duties. The General Duties 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.

All of the information and analysis will be from school information and analysis will be to form 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 sure that we know which pupils are doing well and less well so we can plan to improve the learning of everyone.

If you have any ideas that you think will help us or have had any problems such as being discriminated against or witnessing unfairness- inequality please contact us and let us know your experiences. If you want to be part of Equalities at our school please contact us and let us know.

You will find information on the school website in the Special Educational Needs section.

If you are interested in helping us to develop Equalities or you think there is something that can be improved please contact Penny Bullen - Inclusion Manager or Caroline Cawtherley - SENCo.

Gainsborough School Equalities Information and Analysis

Section 1

This is our school population. 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 and support our pupils to attain well. 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.

		School Data	National Data
		%	%
Gender	Girls	43.7	49.0
	Boys	56.3	51.0
Ethnicity	White British	10	70.4
	Irish	0	0.3
	Gypsy Roma/ Irish Traveller/ Other	0.3	0.3
	Other white background	15.4	5.1
	White and Black Caribbean	1.6	1.4
	White and Black African	2.3	0.6
	White and Asian	1.6	1.1
	Any other mixed background	5.1	1.8
	Asian- Indian	1.9	2.7
	Asian- Pakistani	3.5	4.1
	Asian- Bangladeshi	19	1.7
	Any other Asian background	5.1	1.7
	Caribbean	7.4	1.3
	African	18.3	3.5
	Any other black background	1.9	0.7
	Chinese	0	0.4
	Any other ethnic group	6.1	1.6
	Parent/ pupil preferred not to say	0	0.5
Ethnicity not known	0.3	0.5	
Free School Meals Eligibility	Eligible	45.8	26
	Not eligible	54.2	74
Religion/ Belief	Buddhist/ Taoist	1	
	Christian	33	
	Hindu	2	
	Muslim	24	
	Other	23.3	
	Refused question	0.2	
	No religion	0.5	
Special Educational Needs	No Special Educational Need	83.7	85.6
	SEN Support	15.6	13
	Statement	0.7	1.4

Profile of Need National Data is as of January 2015	Specific Learning Difficulty	3.2	10.5
	Moderate learning difficulty	11	24.6
	Severe Learning Difficulty	1.6	0.9
	Profound and Multiple Learning Difficulty	1.6	0.3
	Social, Emotional, Mental Health (SEMH)	23	15.6
	Speech, Language and Communication Difficulty	23	27.7
	Hearing Impairment	1.6	1.7
	Visual Impairment	0	1
	Multisensory impairment	0	0.2
	Physical Disability	3.2	3
	Autistic Spectrum disorder	34	6.5
	Other difficulty/ disability	3.2	4.4

Analysis/ Comments

School Comparison

- Our pupils with Autism is a population group that is increasing in size as we now have pupils in the Resource Provision in each year group in the school and because the school has a good reputation locally for working with children with Autism. We have a higher than national average of children with SEMH.
- Over the last year there has been a significant increase in pupils from Eastern Europe particularly from Lithuania and Romanian and the number of pupils who speak Portuguese either from Brazil or Portuguese speaking countries in Africa.

Comparisons to National Data

- Our school reflects our local community; with the exception of Asian Indian and Pakistani and Chinese our school has a higher proportion of pupils from Ethnic Minority groups than the national average.
- Our teachers work hard to ensure that pupils who come to our school with little or no English plan activities, which help them to learn English quickly.
- We have a specific EAL team to work with children who have English as an additional language, particularly those who have recently arrived into the U.K with no or little English.
- We have more children than the national average with Autism. This is because we have a Resource Provision for Autism and our reputation within the local community is constantly improving with parents/services recommending us.
- The percentage of children with a statement/EHC Plan is lower than the national average due to the borough using different methods to support children with a high level of need and ensure that they receive the correct support in schools. The school has Children who receive high needs block funding.
- The percentage of pupils receiving Free School Meals is significantly

higher than the national average.

Attendance

	Gainsborough	National
Authorised	2.1%	3.5 %
Unauthorised	1.6 %	1.1 %
Persistent Absence	11%	3.6 %

Analysis/ comments

Comment

- Attendance over the years has improved and is now more in line with the national averages.
- The percentage of persistent absentees is higher than the national average, however our authorised absentee percentage is much lower than the national average.
- We know that we need to improve on our persistent absentees percentage because we know that the greater the amount of time children spend in school the more they learn. We have an attendance officer who monitors attendance daily and an attendance leader. They call or text parents/ carers on the first day that a child is absent to find out what the problem is. The school also buys into the attendance management service that provide advice and support and specific support for pupils and their families with persistent absence.
- We do not authorise families to take their children on holiday during term time, as they miss out on their learning. Despite this a minority of families choose to take holidays during term. The school issues Penalty Notices where holiday is taken in term time.
- During this academic year three of our children with persistent poor attendance have moved out of the borough and are finding it difficult to get into school. We are supporting the families in finding a closer school for their children.

Two of our children with persistent poor attendance were admitted into hospital for an operation and since then their attendance has improved.

Two other children with persistence poor attendance were out of the country due to family emergencies, since they have been back their attendance has improved significantly.

Taking this into consideration our percentage for persistent absence would be 8% for this academic year, which is closer to the national average.

Development

- We also have an attendance league with the class with the best attendance in each key stage receiving the cup for the week. Children with good attendance also receive special certificates.
- We encourage our parents to come into school as much as they can so

we can share with them how we are teaching children in different subjects and also to reinforce how important it is that children attend school as much as possible.

- Our Learning Mentor, who also leads on attendance, has recently taken on a number of the duties previously carried out by the Education Welfare Officers. Along with the attendance officer, they have had significant success in keeping absence to a minimum, we are committed to reducing this further.

Section 2. Advance Equality of opportunity between those who share a protected characteristic and those who do not

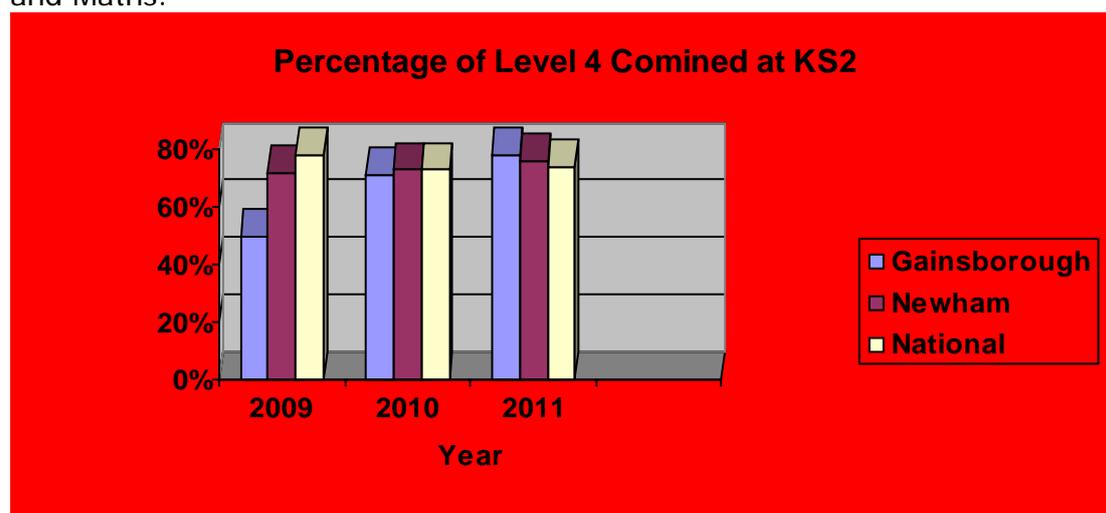
The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

		School Data - Eng and Maths combined L4+ pupil numbers	School Data - Eng and Maths combined L4+	National Data L4+
		Number of children	%	%
Gender	Girls	21	90	77
	Boys	30	81	83
Ethnicity	White British	5	100	81
	Irish	0	0	85
	Gypsy Roma/ Irish Traveller/ Other	0	0	72
	Other white background	8	63	73
	White and Black Caribbean	0	0	77
	White and Black African	3	100	81
	White and Asian	1	100	85
	Any other mixed background	2	100	82
	Asian- Indian	0	0	87
	Asian- Pakistani	3	100	77
	Asian- Bangladeshi	9	78	83
	Any other Asian background	4	100	84
	Caribbean	2	100	75
	African	11	91	81
	Any other black background	1	100	77
	Chinese	0	0	88
Any other ethnic group	2	50	76	
Parent/ pupil preferred not to say	0	0	81	
Ethnicity not known	0	0	52	
Free School Meals Eligibility	Eligible	35	89	70
	Not eligible	16	81	84

Special Educational Needs	No Special Educational Need	41	98	90
	SEN Support	8	50	43
	Statement	2	0	16

Attainment Data

This is how our school compares at the end of Year 6 (Key Stage 2) in English and Maths.



Analysis/ Comments

Things we have developed this year:

- We have given the children more opportunities for real-life experiences to support them in their learning.
- As a number of our children start Nursery with poor speech and language skills we have bought the WellComm assessment and programme to ensure we target these children appropriately and provide extra support in the areas that they need. These building blocks are vital for all children to interact with their peers and to access the curriculum.
- We have a lead TA to run Speech and Language groups across school with 32% of there time spent in EYFS as there is a high level of need within this year group.
- We have implemented Matheletics, which supports children in their maths, they can do this both at home and school. Teachers target specific work for them to do on the computer.
- Interventions run by trained staff are much tighter to ensure progress is measured and that class teachers and SENCo are involved, this will also support in ensuring children are transferring skills from the intervention to the classroom.

Things we are going to develop next year

- Quality first teaching which is at least good in every class.
- Teacher's understanding and implementation of the 2014 National Curriculum- specifically assessment.
- The year one curriculum to ensure that children learn well independently and through experiences.
- Reading across the whole school.

Promoting Opportunities for Our School Community:

Examples	Steps the School has taken
Teaching and Learning	<ul style="list-style-type: none"> ○ We are an inclusive school, which means that every member of staff is committed to the education of all pupils on our roll. For more information see our Inclusion Policy ○ We have two teachers who have an enhanced understanding of specific learning difficulties (dyslexia) who have attended the postgraduate diploma course. ○ We work closely with our local secondary schools with our pupils accessing P.E, ICT and Music. ○ Music is integral to our curriculum. In year 3 and 4 children are taught African Drumming and pupils in year 5 and 6 all take part in the Every Child a Musician programme. ○ All Year 5 children learn chess from a specialist teacher ○ Smaller teaching groups for phonics in KS1
Admissions and transfer	<ul style="list-style-type: none"> ○ We are frequently asked by the local authority to admit children to our school who are Autistic and not making as much progress as they could. We consider every request very seriously and when it is not counterproductive to the education of our other pupils we take them. ○ We have a large number of mid- phase admissions to our school. Our Learning Mentors welcome every new child to our school on their first day, they also run mid phase admission groups and follow up 1:1 with each child, each class has a Welcome Book to welcome new pupils to the class. For more information about this please see our mid phase admissions policy. ○ We know that a number of our children find leaving primary school difficult. We work closely with our local secondary schools to ensure that our more vulnerable pupils (e.g. those with a special educational need or only beginning to learn English) are able to go for extra visits to help them feel

	<p>secure when they leave us. We also ensure there are smooth transitions within our school, between key stage and year group.</p>
Participation	<ul style="list-style-type: none"> ○ A range of clubs targeted at particular pupils Homework Club that supports children who struggle with completing homework. At lunch times pupils can attend Lego Club, which supports their speech and language development and gives them an alternative to the playground for those who find it difficult. ○ We are invited to take part in the London Taxi driver days out, these days out give are more vulnerable pupils different experiences. ○ The school regularly collects money for charity, particularly in response to disasters around the world. ○ Both of our year 6 pupils (one who is part of our autism provision and one other who has a high level of need) took a full and active part in our residential visit.
Student Progress	<ul style="list-style-type: none"> ○ The Head Teacher holds termly pupil progress meetings with teachers. Teachers now highlight where children are not progressing or attaining as well as we'd like, making a judgement about whether pupils are on track to meet their end of year group expectations. Teachers then write provision map to state how they will ensure that specific pupils do begin to make progress. ○ The Deputy Head also meets termly with the resource provision staff to ensure that our pupils with the highest level of SEN are monitored closely. This is done through using P scales and CASPA. ○ The data shows an upward trend of all pupils in all areas of their learning and all pupils with a high level of need make better progress than those nationally across the curriculum.
Flexible curriculum arrangements	<ul style="list-style-type: none"> ○ Our pupils who receive 1:1 support have a personalised curriculum which covers all aspects of their learning written for them by one of the Resource Provision Teachers ○ Our pupils with Dyslexia also receive 1:1 literacy support. ○ We have a mentor/ qualified counsellor who supports our pupils who may have an emotional barrier to their learning ○ Our pupils with physical needs and may have long periods of absence from school are provided with work to do at home or can access support from the Tunmarsh Centre's home tutoring service.

	<ul style="list-style-type: none"> ○ The school follows the SCERTS philosophy for our pupils with autism- this means the provision they access develops their communication and teaches them how to regulate their emotions.
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Analysis/ comments –

Areas developed this year:

- There is now a member of the senior management team who is responsible for the school's extended provision. As a result the school has a popular breakfast and Monday- Friday club.
- We now have a teacher and a full time experienced teaching assistant for EAL/ New arrivals.
- Implementation of the 2014 primary curriculum

Areas we would like to improve on:

- Parents training on SCERTS for the parents of our children with autism so they support their children at home.
- Teaching and Learning of reading.
- Use of language in EYFS

Section 3. Foster good relations between those who share a protected characteristic and those who do not

Area	Steps the school has taken
Social and emotional wellbeing	<ul style="list-style-type: none"> ○ Mentoring ○ Social and Emotional Aspects of Learning is an integral part of the curriculum ○ Circle Time ensures that classes develop good relationships with their peers ○ Children have feelings boxes and books
Student voice	<ul style="list-style-type: none"> ○ School council ○ Pupil surveys ○ Pupils views included in lesson observations
Positive Imagery	<ul style="list-style-type: none"> ○ Positive images of people with disabilities displayed around the school ○ Members of staff reflect the local community ○ Previous members of staff have disabilities ○ Celebration of World Autism Day
Community Links	<ul style="list-style-type: none"> ○ We link closely with our local secondary schools and children's centres ○ We link with local groups who support parents
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> ○ Our R.E curriculum includes visits to a variety of places of worship ○ We hold a yearly International Day.
Removing Barriers	<ul style="list-style-type: none"> ○ We have a flexible approach to the curriculum,

and Reasonable Adjustments	<p>ensuring that any adjustments are made so that all pupils are included</p> <ul style="list-style-type: none"> ○ We have power assisted doors supplied to many of the main doors in the building
Links with wider communities	<ul style="list-style-type: none"> ○ We allow other schools to rent our soft play room ○ Our pupils also access resources at our local secondary schools
Partnerships with parents	<ul style="list-style-type: none"> ○ We have a keyworker system so that every parent and child with severe special needs has a key worker ○ We have a dedicated Child Protection and Safeguarding lead that also works with out vulnerable families. ○ We also run courses for parents such as Triple P, ESOL, Read Write Inc.

Analysis/ Comments – not sure what to put here....

<p>Things we have developed this year:</p> <ul style="list-style-type: none"> ○ CPD for all staff on a variety of safeguarding issues ○ Learning mentor and Safeguarding lead completing Level 3 and 5 training respectively.
<p>Things we are going to develop next year:</p> <ul style="list-style-type: none"> ○ Create closer links with the Muslim community ○ Develop the R.E curriculum further ○ Ensure that topics selected are culturally relevant to pupils and driven by their interests

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

Area	Steps the school has taken
Exclusion Data	<ul style="list-style-type: none"> ○ We work closely with parents to ensure that exclusions are kept to minimum. ○
Victimisation and Discrimination	<ul style="list-style-type: none"> ○ Our school has an ethos where every individual is supported and cared for, this is also an integral part of our curriculum and is addressed at whole school level through assemblies and by classes during circle time. ○ Children understand that bullying and discrimination are not acceptable.
Monitoring of incidents	<ul style="list-style-type: none"> ○ We monitor all incidents through class incident books and the Time Out book at lunchtime; this allows us to track patterns of behaviour carefully to identify where children may need

	<p>support.</p> <ul style="list-style-type: none"> ○ The Head teacher keeps a log of any racist incidents.
Anti Bullying and Harassment	<ul style="list-style-type: none"> ○ Our Anti Bullying was judged to be outstanding by the local authority behaviour team. ○ We hold a Anti bullying week yearly ○ We have an E Safety event yearly.
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> ○ As part of our commitment to safeguarding pupils the head teacher leads yearly training. ○ It is also part of the induction procedure for new staff. ○ We also have professional development for all members of staff ○ We have a strong whistle blowing policy

Analysis/ Comments – not sure about this section either

<p>Things we have developed this year:</p> <ul style="list-style-type: none"> ○ Lunchtime behaviour has improved and fewer children need Time Out from the playground. ○ We offer a greater variety of activities at lunch and play times. ○ Jigsaw activities are supporting the PHSE curriculum well.
<p>Things we are going to develop next year:</p> <ul style="list-style-type: none"> ○ Develop E-safety further with parents and children ○ Develop pupil resilience

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

Area	Steps the school has taken
School council	<ul style="list-style-type: none"> ○ School council provide fortnightly feedback from their classes about things they would like to improve or change
Pupil Voice	<ul style="list-style-type: none"> ○ Pupils views are sought as part of our observation schedule for teachers ○ Pupil surveys
Parents/ Carers/ Guardians	<ul style="list-style-type: none"> ○ Parent survey
Staff	<ul style="list-style-type: none"> ○ Staff survey to take place in Spring Term
Local Community	<ul style="list-style-type: none"> ○ School has open door policy for community feedback.
Governors	<ul style="list-style-type: none"> ○ Inclusion Governor to give feedback during governor visit. ○ Governing body to provide feedback on Equalities duty

Satisfaction with our service	<ul style="list-style-type: none"> ○ Feedback from identified groups.
Workforce- staffing and training	<ul style="list-style-type: none"> ○ Results will be analysed during

We produce a workforce census annually. Data from the workforce census will be scrutinised by the school leadership team and governors. To be completed during Term 4.

This information was ratified by the governors on 24.11.15
Our school information will be reviewed on June 2016