

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the young governors
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local special school

School Context Data

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
3	63	41.3 / 58.7	25.4	21.0	12.7	30.2	0
4	58	44.8 / 55.2	20.7	21.4	6.9	37.9	2
5	56	57.1 / 42.9	21.4	23.2	16.1	30.4	0
6	46	56.5 / 43.5	32.6	13.0	4.3	45.7	1

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2013	2014	2015		20th percentile	40th percentile	60th percentile	80th percentile	
Number on roll									
School	220	217	223						
National	257	263	269	4	137	210	270	405	1,218
% girls									
School	49.1	46.5	50.7						
National	49.0	49.0	49.0	0.0	46.1	48.2	49.9	51.9	100.0
% of pupils known to be eligible for free school meals (FSM)*									
School	25.5	21.2	24.7						
National	26.7	26.6	26.0	0.0	9.3	15.5	24.8	39.7	89.4
% of pupils from minority ethnic groups									
School	20.5	20.2	20.0						
National	28.7	29.7	30.7	0.0	5.0	9.1	17.0	41.0	100.0
% of pupils first language not / believed not to be English									
School	15.5	12.9	10.3						
National	18.1	18.8	19.5	0.0	1.1	3.3	8.0	23.7	100.0
% of pupils with SEN support									
School	-	-	34.1						
National	-	-	13.0	0.0	7.5	10.4	13.6	18.2	72.9
% of pupils with an SEN statement or EHC plan									
School	-	-	1.3						
National	-	-	1.4	0.0	0.3	0.8	1.3	2.1	25.0
% stability									
School	71.8	69.6	75.3						
National	85.8	85.9	85.9	27.9	79.2	84.5	88.4	92.3	100.0
School deprivation indicator									
School	0.14	0.14	0.14						
National	0.24	0.24	0.24	0.01	0.10	0.14	0.21	0.33	0.79

Percentage of pupils attaining or surpassing each level in 2015 in Key Stage 2 for all national curriculum subjects by pupil type

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	44	75	80		44	82	87		44	93	89	-	44	80	87		44	64	80	Sig-
Gender																				
Male	25	80	77		25	88	87	-	25	96	87	-	25	80	83	-	25	60	76	
Female	19	68	83	-	19	74	87	-	19	89	91	-	19	79	91	-	19	68	84	-
Free School Meals*																				
FSM	16	69	70	-	16	75	80	-	16	88	83	-	16	75	79	-	16	56	71	-
Non FSM	28	79	84	-	28	86	90	-	28	96	92	-	28	82	90	-	28	68	84	-
Children Looked After																				
CLA	1	100	53	-	1	100	65	-	1	100	71	-	1	100	63	-	1	100	56	-
Not CLA	43	74	80		43	81	87		43	93	89	-	43	79	87		43	63	80	Sig-
Disadvantaged pupils																				
Disadvantaged pupils	16	69	70	-	16	75	80	-	16	88	83	-	16	75	79	-	16	56	71	-
Other pupils	28	79	85	-	28	86	90	-	28	96	92	-	28	82	90	-	28	68	84	-
Prior Attainment																				
Low	9	22	33	-	9	44	53	-	9	67	58	-	9	22	47	-	9	22	34	-
Middle	22	86	88	-	22	91	93	-	22	100	95	-	22	95	95	-	22	68	87	-
High	11	100	99	-	11	100	100	-	11	100	100	-	11	100	100	-	11	91	100	-

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
Non-mobile pupils																				
Pupils on roll throughout years 5 & 6	35	77	81		35	83	88	-	35	94	90	-	35	80	88	-	35	66	81	Sig-
English as a First Language																				
English or believed to be English	42	76	81		42	83	87		42	95	90	-	42	81	88		42	64	80	Sig-
Other than English or believed to be other	2	50	77	-	2	50	86	-	2	50	84	-	2	50	83	-	2	50	80	-
Unclassified	0	0	43	-	0	0	54	-	0	0	54	-	0	0	49	-	0	0	47	-
Special Educational Needs																				
No SEN	25	92	90	-	25	96	94	-	25	100	95	-	25	96	95	-	25	88	89	-
SEN support	19	53	43		19	63	64		19	84	68		19	58	57		19	32	45	
SEN with statement or EHC plan	0	0	16	-	0	0	26	-	0	0	30	-	0	0	21	-	0	0	20	-
Ethnicity Group																				
White																				
British	38	74	81		38	82	87	-	38	95	90	-	38	79	88	-	38	61	80	Sig-
Irish	0	0	85	-	0	0	90	-	0	0	92	-	0	0	90	-	0	0	83	-

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
Traveller of Irish Heritage	0	0	43	-	0	0	59	-	0	0	62	-	0	0	52	-	0	0	42	-
Gypsy/Roma	0	0	29	-	0	0	45	-	0	0	44	-	0	0	39	-	0	0	31	-
Any other White background	1	100	73	-	1	100	84	-	1	100	81	-	1	100	79	-	1	100	75	-
Mixed																				
White & Black Caribbean	0	0	77	-	0	0	84	-	0	0	88	-	0	0	86	-	0	0	77	-
White & Black African	1	100	81	-	1	100	87	-	1	100	90	-	1	100	88	-	1	100	83	-
White & Asian	0	0	85	-	0	0	90	-	0	0	92	-	0	0	91	-	0	0	86	-
Any other mixed background	1	100	82	-	1	100	88	-	1	100	90	-	1	100	88	-	1	100	83	-
Asian or Asian British																				
Indian	0	0	87	-	0	0	92	-	0	0	92	-	0	0	92	-	0	0	90	-
Pakistani	0	0	77	-	0	0	85	-	0	0	85	-	0	0	85	-	0	0	82	-
Bangladeshi	0	0	83	-	0	0	89	-	0	0	90	-	0	0	89	-	0	0	87	-
Any other Asian background	2	50	84	-	2	50	91	-	2	50	89	-	2	50	89	-	2	50	88	-
Black or Black British																				
Black Caribbean	0	0	75	-	0	0	82	-	0	0	88	-	0	0	85	-	0	0	79	-
Black African	0	0	81	-	0	0	86	-	0	0	89	-	0	0	88	-	0	0	85	-
Any other Black background	0	0	77	-	0	0	83	-	0	0	87	-	0	0	85	-	0	0	80	-

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
Chinese	0	0	88	-	0	0	96	-	0	0	91	-	0	0	91	-	0	0	90	-
Any other ethnic group	1	100	76	-	1	100	86	-	1	100	83	-	1	100	82	-	1	100	79	-
Unclassified - Refused	0	0	81	-	0	0	87	-	0	0	90	-	0	0	88	-	0	0	83	-
Unclassified - Information not obtained	0	0	52	-	0	0	62	-	0	0	63	-	0	0	58	-	0	0	55	-

Objectives

Equality Objectives

Appendix B

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

To narrow the gap between boys and girls in writing by the end of KS2

Objective 2:

To promote cultural development and understanding through a rich range of experiences both in and beyond the school