

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

Basic characteristics by National Curriculum year group

Bordon Junior School (8502021)

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

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	44.4 / 55.6	36.5	12.7	6.3	9.5	1
4	61	37.7 / 62.3	27.9	11.7	4.9	26.2	-
5	53	43.4 / 56.6	24.5	26.9	9.4	28.3	2
6	52	59.6 / 40.4	25	23.1	9.6	28.8	-

Basic characteristics of your school

Bordon Junior School (8502021)

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.

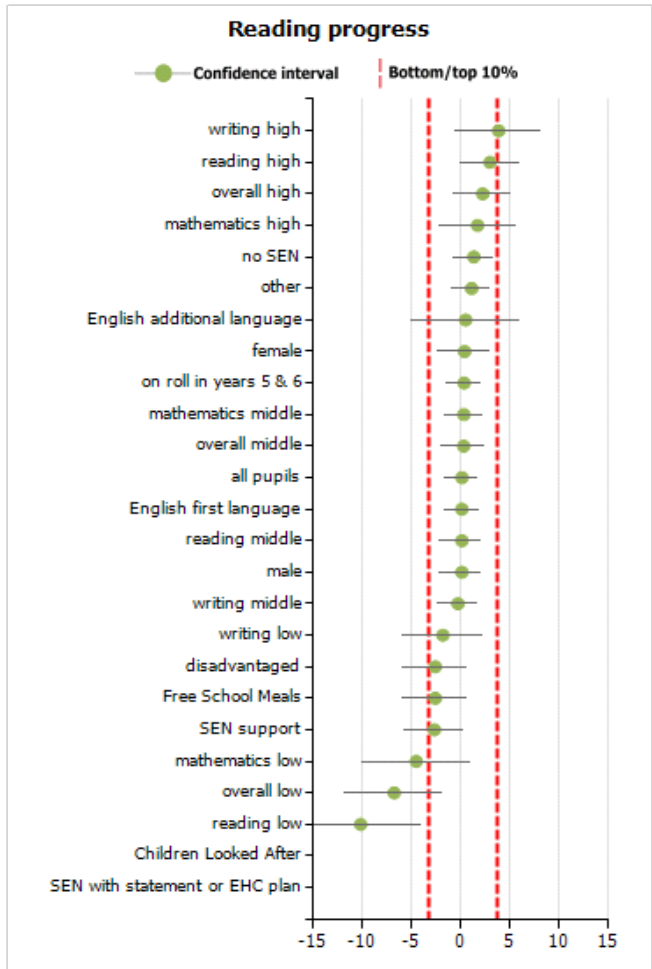
	2014	2015	2016	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	217	223	229				
National	263	269	275	4	140	212	278
							413
							1,387
% girls							
School	46.5	50.7	54.1				
National	49.0	49.0	49.0	0.0	46.2	48.2	49.9
							51.9
							100.0
% of pupils known to be eligible for free school meals (FSM)*							
School	21.2	24.7	28.8				
National	26.6	26.0	25.2	0.0	9.0	15.2	23.9
							38.3
							85.9
% of pupils from minority ethnic groups							
School	20.2	20.0	18.1				
National	29.7	30.7	31.6	0.0	5.3	9.8	18.0
							43.0
							100.0
% of pupils first language not / believed not to be English							
School	12.9	10.3	7.4				
National	18.8	19.5	20.1	0.0	1.2	3.6	8.6
							25.3
							100.0
% of pupils with SEN support							
School	-	34.1	21.4				
National	-	13.0	12.1	0.0	6.8	9.7	12.6
							17.0
							100.0
% of pupils with an SEN statement or EHC plan							
School	-	1.3	1.3				
National	-	1.4	1.3	0.0	0.3	0.8	1.2
							2.0
							23.8
% stability							
School	69.6	75.3	79.0				
National	85.9	85.9	85.7	27.6	79.0	84.4	88.3
							92.2
							100.0
School deprivation indicator							
School	0.14	0.14	0.14				
National	0.24	0.24	0.21	0.02	0.09	0.14	0.20
							0.29
							0.69

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	2.4	3.9	4.6	8.8
Gender				
Male	2.3	4.0	3.6	9.0
Female	2.5	3.9	5.4	8.6
Free School Meals*				
FSM	2.7	5.2	5.9	15.1
Non FSM	2.3	3.4	4.0	6.2
English as a First Language				
English or believed to be English	2.5	3.9	5.0	8.5
Other than English or believed to be other than English	1.5	4.2	0.0	9.9
Unclassified	-	4.2	-	11.3
Special Educational Needs				
No SEN	2.1	3.7	2.7	7.5
SEN support	3.5	5.2	9.8	14.2
SEN with statement or EHC plan	4.2	6.4	25.0	19.1
Ethnic Group				
White				
British	2.4	3.8	4.6	8.1
Irish	-	4.7	-	12.8
Traveller of Irish Heritage	-	16.6	-	59.0
Gypsy/Roma	11.8	11.0	66.7	41.3
Any Other White Background	0.6	4.6	0.0	11.2
Mixed				
White and Black Caribbean	5.2	4.7	0.0	12.9
White and Black African	2.1	3.9	0.0	9.1
White and Asian	0.9	4.0	0.0	8.9
Any other Mixed Background	2.7	4.3	0.0	10.3
Asian or Asian British				
Indian	-	3.7	-	7.8
Pakistani	-	4.9	-	11.8
Bangladeshi	0.8	4.9	0.0	11.8
Any other Asian Background	2.0	3.7	0.0	7.6
Black or Black British				
Black Caribbean	-	4.1	-	10.8
Black African	1.0	2.6	0.0	4.6
Any Other Black Background	-	3.3	-	7.6
Chinese	0.8	2.6	0.0	4.3
Any Other Ethnic Group	0.7	4.2	0.0	9.5
Unclassified - Refused	0.4	4.2	0.0	10.0
Unclassified - Information Not Obtained	1.6	4.9	0.0	16.3

Key Stage 2 reading test 2016

Bordon Junior School (8502021)

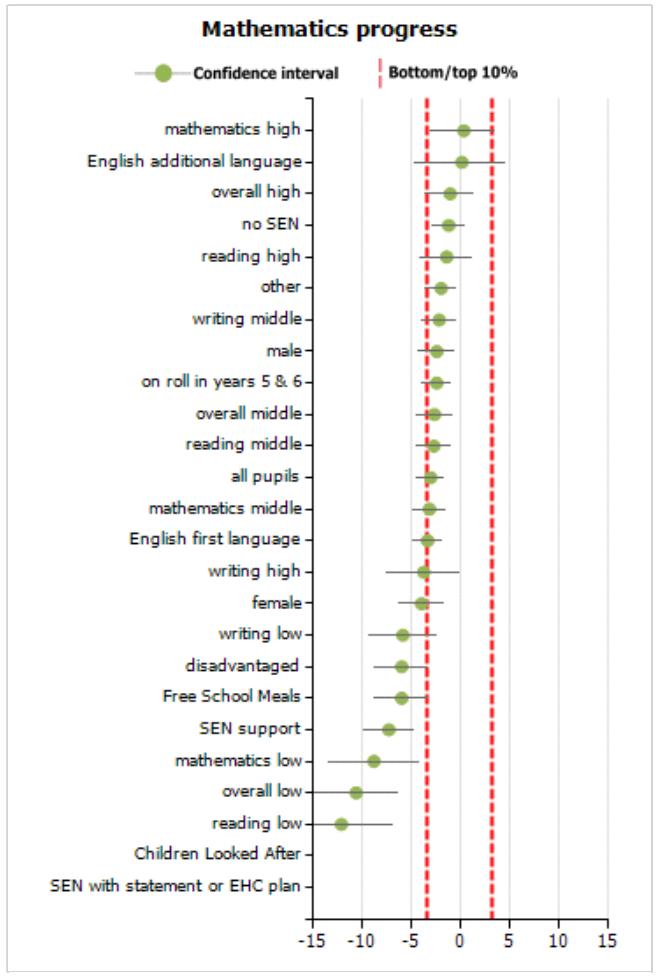
	Reading		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch	Nat	Sch	Nat	Sch	Nat
all pupils	53	0.20	53	all	64	66	23	19	103.6	102.6
male	32	0.02	32	same	66	62	16	16	102.6	101.8
female	21	0.47	21	same	62	70	33	22	105.0	103.4
disadvantaged	14	-2.51	14	non	36	72	14	23	98.7	103.8
other	39	1.18	39	same	74	72	26	23	105.3	103.8
Free School Meals	14	-2.51	14	non	36	72	14	23	98.7	103.8
Children Looked After	0	-	0	non	-	66	-	19	-	102.6
SEN with statement or EHC plan	0	-	0	all	-	66	-	19	-	102.6
SEN support	16	-2.59	16	all	31	66	6	19	97.1	102.6
no SEN	37	1.41	37	same	78	74	30	22	106.1	103.8
on roll in years 5 & 6	45	0.42	45	same	67	67	22	19	103.8	102.8
English first language	48	0.16	48	all	63	66	23	19	103.4	102.6
English additional language	5	0.58	5	all	80	66	20	19	105.4	102.6
Prior attainment										
overall low	6	-6.68	6	same	0	17	0	1	89.8	93.0
overall middle	30	0.38	30	same	60	64	7	10	101.4	101.2
overall high	17	2.31	17	same	94	95	59	46	110.8	109.1
reading low	4	-10.08	4	same	0	18	0	1	85.5	93.2
reading middle	33	0.07	33	same	55	64	6	9	100.9	101.2
reading high	16	3.04	16	same	100	97	63	49	111.4	109.6
writing low	9	-1.74	9	same	33	23	11	2	96.3	94.4
writing middle	36	-0.14	36	same	64	72	14	16	102.9	102.8
writing high	8	3.93	8	same	100	98	75	58	113.3	110.8
mathematics low	5	-4.44	5	same	0	15	0	1	89.8	92.8
mathematics middle	38	0.39	38	same	66	65	13	13	103.2	101.7
mathematics high	10	1.79	10	same	90	95	70	48	110.7	109.2



Key Stage 2 mathematics test 2016

Bordon Junior School (8502021)

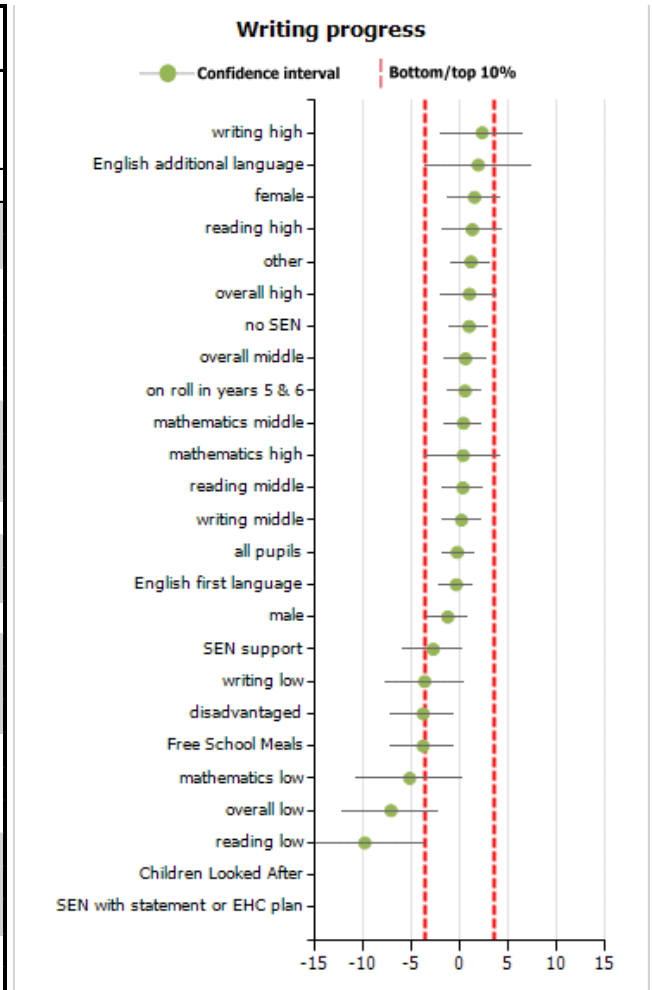
	Mathematics		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch	Nat	Sch	Nat	Sch	Nat
all pupils	53	-2.97	53	all	57	70	11	17	101.2	103.0
male	32	-2.35	32	same	56	70	13	18	101.6	103.3
female	21	-3.91	21	same	57	70	10	15	100.7	102.8
disadvantaged	14	-5.92	14	non	36	76	0	20	97.5	104.1
other	39	-1.91	39	same	64	76	15	20	102.4	104.1
Free School Meals	14	-5.92	14	non	36	75	0	20	97.5	104.0
Children Looked After	0	-	0	non	-	70	-	17	-	103.1
SEN with statement or EHC plan	0	-	0	all	-	70	-	17	-	103.0
SEN support	16	-7.21	16	all	13	70	0	17	94.2	103.0
no SEN	37	-1.13	37	same	76	78	16	19	103.6	104.1
on roll in years 5 & 6	45	-2.36	45	same	62	71	13	17	101.8	103.2
English first language	48	-3.28	48	all	54	70	10	17	100.8	103.0
English additional language	5	0.02	5	all	80	70	20	17	105.0	103.0
Prior attainment										
overall low	6	-10.53	6	same	0	19	0	1	89.0	94.5
overall middle	30	-2.58	30	same	50	68	0	7	99.1	101.8
overall high	17	-0.99	17	same	88	97	35	43	107.1	108.7
reading low	4	-12.03	4	same	0	26	0	1	91.0	95.6
reading middle	33	-2.65	33	same	52	69	0	10	98.8	102.1
reading high	16	-1.35	16	same	81	94	38	40	106.7	108.1
writing low	9	-5.79	9	same	22	29	0	1	95.7	96.2
writing middle	36	-2.11	36	same	61	75	11	14	101.3	103.3
writing high	8	-3.68	8	same	75	97	25	49	105.0	109.3
mathematics low	5	-8.73	5	same	0	14	0	0	89.0	93.4
mathematics middle	38	-3.09	38	same	53	69	3	8	100.1	102.0
mathematics high	10	0.39	10	same	100	98	50	51	108.9	109.7



Key Stage 2 writing teacher assessment 2016

Bordon Junior School (8502021)

	Writing progress		National		Writing attainment			
	Cohort	Score	Cohort	comparator type	Expected standard +		Greater depth	
					School %	National %	School %	National %
all pupils	53	-0.09	53	all	77	74	15	15
male	32	-1.18	32	same	69	68	6	11
female	21	1.57	21	same	90	81	29	19
disadvantaged	14	-3.73	14	non	50	79	0	18
other	39	1.22	39	same	87	79	21	18
Free School Meals	14	-3.73	14	non	50	78	0	18
Children Looked After	0	-	0	non	-	74	-	15
SEN with statement or EHC plan	0	-	0	all	-	74	-	15
SEN support	16	-2.68	16	all	44	74	0	15
no SEN	37	1.03	37	same	92	84	22	17
on roll in years 5 & 6	45	0.6	45	same	84	75	18	15
English first language	48	-0.3	48	all	75	74	15	15
English additional language	5	1.96	5	all	100	74	20	15
Prior attainment								
overall low	6	-7.04	6	same	0	20	0	0
overall middle	30	0.65	30	same	80	76	3	6
overall high	17	1.05	17	same	100	97	41	39
reading low	4	-9.75	4	same	0	21	0	0
reading middle	33	0.38	33	same	76	77	3	7
reading high	16	1.35	16	same	100	98	44	40
writing low	9	-3.56	9	same	22	25	0	0
writing middle	36	0.23	36	same	86	82	8	11
writing high	8	2.37	8	same	100	99	63	54
mathematics low	5	-5.12	5	same	0	19	0	0
mathematics middle	38	0.44	38	same	84	76	8	9
mathematics high	10	0.4	10	same	90	97	50	40



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