

Broadwindsor CE VC Primary School

April 2022

Equality information and Objectives

Broadwindsor School is a happy village school with high expectations of its pupils and staff. We believe that all children, regardless of disability, age, gender, ethnicity, attainment or background have the right to a full and broad curriculum and that their social, emotional and moral needs should be taken carefully into account.

In order to turn that aspiration into a reality, we need to understand our pupils, their characteristics which make them unique and the individual needs they may have.

The purpose of this document is to set out information about our pupils which helps to inform our Equality Policy, our Equality Objectives, and the way in which we respond to our pupils' diverse needs.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 104

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.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability
Ethnicity and Race
Gender
Religion and Belief

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, we remain vigilant of issues which may affect our pupils in relation to gender identity, sexual orientation and reassignment of gender. We are also aware that maternity and pregnancy is also a protected characteristic.

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 gather further information on the following groups of pupils:

Pupils on free school meals
Pupils with Special Educational Needs (SEN)
Pupils with English as an additional language
Pupils with a Traveller heritage
Pupils from low income households
Young carers
Looked after children
Other vulnerable groups

Part 2: How we have due regard for equality

The information provided here helps to inform the way in which we ensure equality of opportunity in everything that we do in the school.

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

We have analysed data regarding Broadwindsor Primary School. Some groups are very small and therefore it is a challenge to make some judgements regarding equality:

End of KS1 Teacher Assessments (Yr2) Summer 2021

Gender: 6 boys and 7 girls.

Teacher assessments

In reading, 5/6 boys were at expected or above and 5/7 girls were at expected or above. 4/6 boys were at expected or above in writing and 5/7 girls were at expected or above. 5/6 boys were at expected or above in maths and 5/7 girls were at expected or above.

SEN Pupils: 1 SEN SUPPORT

1 pupil on the Special Needs register at SEN Support. This pupil was expected in maths but working towards expected in reading and writing.

Pupil Premium Pupils:

There were 3 disadvantaged pupils in this cohort. 3/3 pupils were at expected in reading and maths. 2/3 pupils were at expected in writing

End KS2 Test Results (Yr6) Summer 2021

Gender: 6 boys and 9 girls.

Due to continued Covid-19 disruptions there were no SATs tests this year.

However, teacher assessment showed the following:

Reading: 12/15 pupils at expected with 5/15 pupils at Greater depth. 100% of boys were at the expected standard. Previously at Key Stage 1 only 2/6 boys were at the expected standard. 67% of girls were at the expected standard at Key stage 2 whereas at Key stage 1, 56% of girls were at the expected standard.

Writing: 9/15 pupils were at expected standard with 3/15 pupils at greater depth. 3/6 of boys were at the expected at Key Stage 2 and 6/9 girls were expected. At Key Stage 1, 8/9 girls were expected at Key Stage 1 and 3/6 boys were at expected or above.

Maths: 11/15 pupils at expected with 4/15 pupils at greater depth. 4/6 of boys were at the expected at Key Stage 2 and 7/9 girls were expected. At Key Stage 1, 6/9 girls were expected at Key Stage 1 and 5/6 boys were expected or above.

Pupil Premium:

There were 2 disadvantaged pupils in this cohort.

Both of these pupils were expected standard in reading, writing and maths at the end of Key stage 2. One of these pupils made accelerated progress in reading from their previous working towards expected reading attainment at Key Stage 1.

Special Educational Needs: 1 EHCP and 4 SEN Support

Five pupils were on the SEND register.

4/5 pupils were at least expected in reading, 1/5 pupils was at least expected in writing and 4/5 were at expected in maths by the end of Year 6. Most accelerated progress in this group has been made in reading as only 1/5 SEND pupils was at expected at end of Key Stage 1.

We are committed to working to ensure an inclusive culture and equality of opportunity all our staff, children and parents.

We also need to meet our duties under the Equality Act 2010 and therefore we have to have due regard to the need to:

Eliminate unlawful discrimination. We do this by:

E.g.

- School surveying parents around in Equality and Diversity in recent Equality Parent Questionnaire (March 2022) to gain up to date information on learning communities' views.
- Promoting Diversity awareness as a priority on School Improvement Plan 2021-2022.
- Adoption of the single equality policy by the Governing Body which was reviewed at the end of the autumn term 2021
- Our anti-bullying policy ensures all children feel safe at school and addresses prejudice related bullying. This includes clear messages of reporting and how school responds and monitors incidents.
- We have increased Playground Leaders training and the range of equipment available for the children. More of our teaching assistant team are involved at break times to lead the development of our playground leaders at lunchtimes and break times. We are looking to extend role of playground leaders to support well-being too.
- Carrying out parental and pupil surveys. Pupils show how high levels of respect for other children and adults alike. Pupil Voice verifies this that pupils know who to speak to if worried, 95% agree (March 21). Pupils actively engage in making learning and wider school environment a happy, positive and safe place to be (100% of pupils agree that they are safe and cared for at school- March 21).

Advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted interventions
- We strive to ensure participation of all staff, parents and pupils in school development through parents meetings, surveys, the PTA, and our Pupil Voice. Ensuring participation of all parents is a priority as this has been harder over the last two years with Covid restrictions.
- Disadvantaged pupils have Pupil Premium money which is spent on 1-2-1 and small group work working with a Teacher or Teaching Assistant. See Pupil Premium report on Website
- Reading books and Curriculum resources are being evaluated to reflect equality issues and the wider society that we live in. We are currently fundraising for improved library stock to reflect this and ensure stock is appealing to different groups. School to focus on diversity within its curriculum priorities in 2021-22 on the school development plan and beyond.
- Speakers and visitors come to school who talk and work with the children about different religions and cultures in the world.

Foster good relations and community cohesion by:

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- Constantly strive to ensure that equality and diversity are embedded in the curriculum and we often focus on these key areas in Collective Worship. Recent example of this is assemblies looking at raising awareness of pupils learning needs such as ASC and hearing loss.
- School linking projects with projects abroad. Refugee week in Summer 2022 is planned.
- PHSE curriculum recently updated with SCARF resources from Life Education supports this. We continue to develop this area and the school continues to have yearly visits from Life Education Worker.
- We actively participate in national events like Anti Bullying Week and Safer Internet Day. Parents are appreciative of receiving E-safety information which is circulated to all families and taught to the children. School continues to deliver activities in this area through the Safer Schools Community team and our ICT teacher.
- During 2017/18 we set up an ECO Club and gained our Silver award in Summer 2019. Eco- Committee made of Key stage 2 pupils begins its work again in Summer 2022.
- We also regularly join in with the following charities Poppy Day, Red Nose Day, Sports Relief and Children In Need. School Council meetings canvas pupils on causes that they think are important and allow the pupil body to be active in change e.g. 'Taps for Schools' project providing hand washing facilities to reduce the spread of Covid-19.

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

E.g.

- March 2022 has carried out Equality questionnaires to gain up to date information on the learning communities' views around equality and diversity. From this and other information new equality objectives are set.
- SENCO and SEN Governor meet regularly to monitor the progress of SEN pupils. Monitoring reports clearly show SEN pupils making good progress from their starting points.
- Pupils continue to raise charitable donations for the annual Poppy Appeal, despite difficulties during Covid-19. Cake Sale to raise funds for people in Ukraine.
- Other charities are well supported such as Children in Need, Mary's Meals and Tap Twinning.
- High take up of extra-curricular activities which appeal to all our pupils. We will continue to monitor the clubs on offer and ensure they are equally appealing to and attended by girls and boys.
- Ensure equality at playtimes through Play Leaders and School Council members having a say in the equipment available each day for children to play with. Pupil surveys show that high proportions of pupils enjoy playtimes.

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

E.g.

- Questionnaire to parents. In March 2022 carried out equality questionnaires to gain up to date information on the learning communities' views around equality. The information coming out of this survey was discussed with named governor and governing body. The information helped inform new equality targets included in this document.
- Questionnaire to pupils
- Interviewing pupils during learning walks/monitoring. In Dec 2021, pupil premium pupils were interviewed around their learning including home-learning.
- Staff meetings
- Governor meetings
- Parental consultations
- School Council
- Eco Group
- Engage wider community through monthly Village News, volunteers running clubs e.g. Chess Club, Church Club, volunteers listening to readers, volunteers helping with gardening (due to Covid-19 restrictions visitors have not restricted from coming into school since February 2020). This is beginning to widen out again in Summer 2022 as we welcome volunteers back in to our school.

Record of consultation and engagement (optional)

Date	Who we consulted	Summary	Action taken
March 2022	Paper Equality Questionnaire sent out to all parents	8 responses	Responses considered at FGB and help shape new equality targets.
Summer 2021	Parent online survey using Forms	51 responses from potential 70 families	Responses considered at Gobs meeting July 2021
June 2020	Parent online survey using MS Forms	45 responses from potential responses from 70 families	Responses considered in planning for SDP 2020-21
June 2019	Parental Questionnaire	43 forms returned out of 101 forms sent to 71 families	Suggestions considered in formulation of School

			Development Plan 2019/20
June 2018	Parental Questionnaire	43 forms returned out of 100 forms sent to 69 families	Acknowledgement of suggestions put forward
May 2017	Parents questionnaire	45 forms returned out of 80 sent out=56%.	No action taken
April 2016	Govs Meeting	Discussed equality info.	No action taken

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
January 2020	Annual information considered and reviewed	Improve boys writing, improve progress of reading, writing & maths of disadvantaged pupils, improve equality for all pupils at break and lunchtimes inc. those with SEN	Objectives agreed by FGB

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Set out below are our Equality Objectives (April 2022)

We will regularly review the progress we are making to meet our equality objectives and this reported in this document annually.

Equality objective 1:

Monitor and analyse pupil learning and achievement across protected groups such as race, disadvantaged, gender and disability and act on any trends or patterns in the data or other information that require additional support for pupils' learning.

Equality objective 2:

Engage all parents/carers (including those parents with SEND and disadvantaged pupils) actively in their children's learning.

Equality objective 3:

Promote pupils understanding of identity, diversity, community and equality and develop a culturally inclusive curriculum which celebrates difference.

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact: Philip Smith, Headteacher

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Member of Governing Body with responsibility for equality issues: Alison Hall

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Information on pupils by protected characteristics:

Ethnicity and race – Autumn 2021 Census							
Asian or Asian British	Boys	Girls	Total	Mixed	Boys	Girls	Total
Bangladeshi heritage				Other mixed heritage			
Indian heritage				White and Asian			
Other Asian heritage				White and Black African			
Pakistani heritage				White and Black Caribbean			
Black or Black British				Any other Ethnic Group			
Black African heritage				White			
Caribbean heritage				British Heritage	51	51	102
Other heritage				Irish heritage			
Chinese				Traveller of Irish heritage			
				Gypsy/Romany			

	Any other white background			
Information withheld		1		

Pupil Special Educational Needs (SEN) Provision - Autumn 2021 Census		
	Number of pupils	Percentage (%) of school population
No Special Education Need	89	86%
Special Needs Register	14	14%
Education and Health Care Plan (EHCP)	5	5%

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:

Religion and Belief			
Buddhist		Sikh	
Christian	41	No religion	24
Hindu		Other religion	
Jewish		Unknown	33
Muslim		Refused	4

Gender	
Male	50%
Female	50%

Pupils with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	0	0	0	0
Number of pupils who are at an early stage of English language acquisition	0	0	0	0

Pupils from low income families				
	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	4	7	11	11%

Looked After Children
0

Young carers
0

Other vulnerable groups
0