

Newton Regis C of E (VC) Primary School

We have used the following process to assist us in identifying some of the barriers to our pupils in accessing **education provision**.

STAGE 1: UNDERSTANDING OUR SCHOOL COMMUNITY – PUPILS

What is the school profile?

- How many children are on roll at the school?

104 Pupils in total

- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available:

Ethnic Categories			
White British 95	White & Black Caribbean 1	Indian 3	Any Other Black Background 3
Irish	White & Asian	Pakistani	Refugee
Any other white background 1	White & Black African	Bangladeshi	Asylum Seeker
Traveller of Irish Heritage	Any Other Mixed Background 1	Any other Asian background	Any Other Ethnic Group
Gypsy/Roma 1	Chinese	Black Caribbean	Information Refused
White European	Any other Chinese background	Black African	Information Not Obtained

Disability Categories	
Not Collected	104
No disability	
Problems with Mobility	
Problems with Hearing	
Problems with Vision	
Needs Medication	
Other Disability / Health Problem	

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need		
School Action		4
School Action Plus		13
Statemented		1

Gender	
Girls	52
Boys	52

Religion & Belief			
Anglican	Church of England	Sikh	3
Baptist	Hindu	No Religion	19
Buddhist	Jewish	Other Religion	5
Catholic	1	Methodist	6
Christian	70	Muslim	

UNDERSTANDING THE INFORMATION GATHERED

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents

We used our analysis of the above information to set the following objectives:



EQUALITY OBJECTIVES: 2012 – 2014

Newton Regis CofE (VC) Primary School						
Equality Strand :	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Success Indicators:
Race, sex, disability	Monitor and analyse achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	ESL, girls, boys, pupils with BESD	We will ensure that our data collection and monitoring systems are robust. We will work with our SENCo and AVSS to identify strategies to improve attainment of groups where necessary.	Senior Leadership Team, SENCo, AVSS, Governors	Jan 2012 - Sept 2014	Analysis of teacher trackers and annual data demonstrates that the gap is narrowing for equality groups.
Race / Religion or Belief	Improved understanding of the wider community and the diversity within it	Whole school	In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship (on a two year rolling programme) as part of our curriculum. We will also continue to celebrate different religious festivals throughout the year.	Headteacher / all teaching staff	Jan 2012 – July 2014	Ongoing increased awareness of different communities. Evidenced through annotations on teachers planning, pupil questionnaires and feedback.
Race / Disability / Sexual Orientation	Improved understanding of differences and similarities	Whole school (emphasis on upper Key Stage 2)	<p>We will arrange for upper KS2 children to take part in Active Learning Workshops to promote Equality and Diversity</p> <p>We will ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Also that the curriculum promotes role models and heroes that children positively identify with, and which reflect diversity of race, gender and disability.</p> <p>We will introduce a range of books that show different family make ups.</p> <p>Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia.</p> <p>The curriculum will avoid stereotyping of groups and raise awareness, particularly through PSHE And SRE.</p>	<p>Headteacher to commission workshops</p> <p>All teaching staff and TAs</p> <p>Headteacher All staff</p>	Jan 2012 – July 2014	<p>Ongoing increased awareness of differences and similarities.</p> <p>More diversity reflected in school displays across all year groups.</p> <p>Evidenced through feedback from learning walks and environment audits.</p>

