



Alwyn Infant School Equality Information & Objectives (public sector equality duty) Statement for Publication (Feb 2017)

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

It extended schools' equality duties to all protected characteristics: Race; Disability; Sex; Religion or belief; Age; Marriage and Civil Partnership; Sexual orientation; Pregnancy and maternity; Gender reassignment - and requires public bodies (including schools) in carrying out their functions, to have due regards to the need to:

- 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.

(In the context of an infant school, the Governors believe that certain protected characteristics refer particularly to staff, rather than to pupils. Nevertheless, in all areas, discrimination on these characteristics will not be tolerated and will be confronted and overcome.)

The Governors also believe that certain characteristics are inappropriate for detailed and specific discussion with pupils of infant school age but will nevertheless ensure that no opportunity is afforded for these characteristics to be exploited, criticised or adversely regarded.)

Here at Alwyn Infant School we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to protected characteristics and aim to provide a broad and balanced curriculum that meets the needs of all pupils promoting their spiritual, moral, social and cultural development. The school is committed to equality, reflecting on and valuing diversity.

We have two specific duties to perform in relation to the Equality Act of 2010:

- to publish information which shows we have due regard for inequalities as defined by the Act
- to publish at least one equality objective and report annually on its progress

Profile of the school population:

National comparisons taken from the most recent *Reporting and Analysis for Improvement through School self-Evaluation* (RAISE) data 2016. The information is based on the January (2016) School Census return:

Alwyn Infant School is a large infant school. There are currently 296 children on roll. (03.02.17)

The number of girls is 55.6% compared to the national figure of 49%

The number of pupils from ethnic minorities is 36.9% compared with 31.6% nationally.

The number of pupils with English as an additional language is 20.2% compared with 20.1% nationally.

The number of pupils with SEN (Special Educational Needs) is 14.8% and the national is 12.1%.

The number of pupils with an EHC (Education Health Care) plan is the same as the national percentage of 1.3%.

The number of pupils known to be eligible for free school meals is 9.8% compared to 25.2% nationally.

Performance in KS1 (2016 data)

The Alwyn data is from the 2016 RAISE report. This is the latest performance data whereby the school is able to benchmark itself against national figures. The figures are based on the January (2016) School Census return. The national data comes from 'National Pupil Database'.

99 Year 2 pupils were assessed and the subjects reported on are Reading, Writing, Maths and Science. Pupils can attain 'below expected standards', at the 'expected standard and above' and at 'greater depth'.

	Reading Expected Standard +		Writing Expected Standard +		Maths Expected Standard +		Science Expected Standard +	
	Alwyn	National	Alwyn	National	Alwyn	National	Alwyn	National
Boys	69%	70%	55%	59%	73%	72%	94%	79%
Girls	92%	78%	78%	73%	80%	74%	98%	84%

Our girls performed above the national average in all areas and also above our boys.

Our boys performed just below the national average in Reading & Writing and above in Maths and Science.

	Reading Expected Standard +		Writing Expected Standard +		Maths Expected Standard +		Science Expected Standard +	
	Alwyn	National	Alwyn	National	Alwyn	National	Alwyn	National
Free School Meals	56%	60%	11%	50%	44%	58%	100%	69%
SEN support	60%	30%	28%	20%	44%	30%	92%	46%
EAL	73%	70%	69%	64%	69%	72%	88%	77%

Our free school meals pupils performed less well than our other pupils in all subjects. They also performed less well than free school meal children nationally in Reading, Writing and Maths with the exception of Science, where they performed better.

The pupils with SEN support performed much better than the national average SEN children in all three subjects.

Our children with English as an additional language performed better than children nationally with English as an additional language in Reading, Writing & Science. They did not do as well in Maths.

	Reading Expected Standard +	Writing Expected Standard +	Maths Expected Standard +	Science Expected Standard +
Pakistani pupils	86%	71%	64%	100%
White British pupils	84%	68%	79%	100%

Our biggest ethnic group is White British children (64%) followed by Pakistani children (14%)

Our pupils in the Pakistani ethnic group performed better than our pupils in the White British ethnic group in Reading, Writing & Science. They did not do as well in Maths.

Equality Objectives:

As a result of pupil progress analysis we have set the following School Improvement Plan objectives and additional objectives to improve pupil performance of vulnerable groups:

- Narrow identified gender gaps
- Diminish the difference between the performance of free school meals children and non-free school meals children.
- Track the progress of our EAL pupils, especially in Maths.
- Track the progress of our pupils with Pakistani heritage, especially in Maths.

The Act states that we do not have to report information that may 'identify' individuals. Therefore no specific pupil/staff data is presented here because our numbers are such that individuals could be identified.

This information/document is available on our school website and will be updated annually.