

Eastlea Primary School : Equality Information - gathered 2023/24



Age and sex:

- With the exception of Nursery (maximum 39) our pupil admission number for all other year groups is 30. We have some year groups which have fewer pupils – only 22 in Year 5 and 22 in Year 6 which reflect birth dips for those cohorts. Reception, Year 1, Year 2, Year 3 and Year 4 are 'full' or almost full with 30 pupils in each (and a waiting list for places in some cases).
- As at September 2024 we have slightly more boys than girls in the school (109/104). The gender balance difference is most noticeable in Y3 (22 girls, 8 boys), Y2 (18 boys, 10 girls) and Nursery (16 boys, 6 girls).

(Source: SIMS)

Disability

- The welfare and performance of any pupils with special needs linked to visual or hearing impairment and/or other medical issues would be monitored separately.
e.g. we have had visual / hearing impairment issues for some of our SEND pupils and these are supported via the Sensory Support team where required.
- The building meets accessibility requirements. An accessible disabled toilet is available and can be used by pupils. There is no lift to access the upstairs classrooms, so arrangements would be made to swap year groups to downstairs classrooms if the need arose.
- Plans are in place to support attendance of some pupils with additional needs.

(Sources: SIMS, SEND register, attendance registers)

Gender reassignment

- No data is collated by the school about gender reassignment for the pupil or staff population.

Race

- The vast majority of children in school are White British. As at September 2024 13 children are recorded as belonging to a group other than White British and 8 children have a first language which is not English.
- There are no significant patterns of underachievement of pupils from minority ethnic groups.
- The school has recently recorded and reported no racist incidents to the Local Authority.
- In previous years the small number of fixed term exclusions (now called suspensions) have all been of children from White British backgrounds.

(Sources: School Census, Annual Report to Governors re racist incidents, exclusion Form B evidence)

Religion or belief

- The vast majority of our pupils are non-religious – as defined by parents on the school's data collection forms.
- Provision is available for children whose parents/carers wish them to be absent from acts of Christian corporate worship on the grounds of belief.
- All pupils learn about beliefs other than Christianity.

(Sources: SIMS, anecdotal evidence, SACRE guidance)

Gender

- In previous years, the small number of children who have had fixed term exclusions (now called suspensions) have been male. Back in 2017-18 there was 1 girl and 2 boys.

(Sources: SIMS data, exclusion Form B evidence)

Sexual orientation

- No data about the sexual orientation of pupils or parents is collected or held by the school.

Marriage and civil partnership

- When information about changes in marital status or home circumstances is communicated to school, it is recorded in the data collection file as well as updated on SIMS and Parent Mail (text alert service for parents/carers). Any changes to contact details are updated in the same way.

- Confidential information shared by parents/carers/social workers or other outside agencies in respect of access to children or home circumstances is stored securely and shared only on a need to know basis.
- No data is collated by the school about parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

Pregnancy and maternity (and adoption)

- The school has flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting. These are evident in the leave of absence policy.

Free School Meals, Pupil Premium and Vulnerable groups

- In terms of levels of deprivation, the school remains above the national average.
- The number of our children who are eligible for Free School Meals or in receipt of Pupil Premium varies each term, but is above the national average.
- The performance and welfare of those pupils eligible for Pupil Premium is tracked as part of cohort analysis for vulnerable groups. A Pupil Premium Statement outlining key priorities is available.
- As at September 2024 we have 1 Child in Care on roll and 8 who are previously CIC and/or subject to a Special Guardianship Order (SGO). The performance and welfare of Children in Care as well as those with a social worker are tracked as part of cohort analysis for vulnerable groups as well as data analysis for the virtual school.

(Sources: SIMS)

Bullying

- Any instances of bullying would be noted by staff on CPOMS, or in the school care and concern files. Most of the issues of conflict in school relate to friendship / falling out or social media contacts out of school. Separate records will be kept of incidents which involve sexual harassment or sexual violence – see safeguarding/child protection policy.

Performance differentials by group

- Previous data shows that by the end of KS2 all pupils make expected progress including those who are disadvantaged, which is noted as a strength of the school. Results have been consistently above national average for both girls and boys. Boys can sometimes outperform girls in terms of school data – this is cohort dependent. SEND pupils perform well at Eastlea.
- The gaps in attainment for disadvantaged compared to national have historically been diminishing.

(Sources: school data)

School Equality objectives:

As a school we aim to:

- Monitor and track the progress of all children as we continue to recognise the impact of the 'lost learning' during COVID on confidence, social skills, emotional development and attitudes to learning. We strive to raise aspirations and intervene early if needs are identified.
- Ensure that all children, regardless of economic circumstances, access the range of extended learning opportunities on offer at Eastlea Primary school.
- Maintain our focus on developing the 'whole child' with a focus on mental health and wellbeing via our THRIVE approach and pastoral ethos.
- Further develop and improve the curriculum provision for all pupils, focusing on the development of Foundational skills and knowledge which provide the basis for future learning.

These objectives will be reviewed as part of the school's ongoing self-evaluation cycle and form part of the school improvement plan which is reviewed annually.

E Beeston,
October 2024