

Eastlea Primary School : Equality Information - gathered 2019/20



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 considerably fewer pupils – only 19 in Reception, 18 in Year 1, 16 in Year 3 and 20 in Year 6 which reflect birth dips for those cohorts. Reception and Year 4 are 'full' with 30 pupils in each (and a waiting list for places).
- As at September 2020 we have more girls than boys in the school (111/78). The gender balance difference is most noticeable in Nursery (23 girls/10 boys), Y3 (14 girls, 2 boys) and Y5 (15 girls, 8 boys).

(Source: SIMS)

Disability

- No pupils are registered with physical disabilities, although we do have a child who had surgery for hip/leg problems; and visual impairment is an issue for some of our SEND pupils.
- 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.
- No pupils have long term health issues which have had an impact on attendance.
- The performance and welfare of pupils with special needs linked to visual or hearing impairment and/or other medical issues are tracked separately.

(Sources: SIMS, SEN 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 2020 5 children are recorded as belonging to a group other than White British and 2 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 consistently recorded and reported no racist incidents to the Local Authority.
- In recent years the small number of fixed term exclusions 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)

Sex

- In recent years, most of the children who have had fixed term exclusions have been male although in 2013-14 and 2015-16 there was a 50:50 split (1 girl and 1 boy).

(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 and is within the top 40% of schools (school deprivation indicator)
- The number of our children who are eligible for Free School Meals or in receipt of Pupil Premium varies each term, but recent analysis shows that we are in the top 20% for percentage of pupils eligible for FSM at any time during the past 6 years
- The performance and welfare of those pupils eligible for Pupil Premium is tracked separately as part of cohort analysis for vulnerable groups.
- As at September 2020 we have 3 Looked After children on roll and 6 who are previously LAC 5 subject to a Special Guardianship Order (SGO) and 1 with a Child Arrangements Order (CAO). The performance and welfare of Children in Care are tracked separately as part of cohort analysis for vulnerable groups as well as data analysis for the virtual school.

(Sources: ASP data, SIMS)

Bullying

- Any instances of bullying would be noted by staff in class based records CPOMS, or the school care and concern files. Most of the issues of conflict in school relate to friendship and games. No separate data is recorded about the prevalence of, for example identity based bullying, homophobic language or gender based bullying.

Performance differentials by group *[based on previous data as national assessments in 2019/2020 put on hold due to Covid]*

- 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 have often outperformed 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: ASP data)

School objectives:

As a school we aim to:

- Monitor and track the progress made by identified vulnerable groups so that patterns can be identified and tackled if they emerge
- Ensure that all children, regardless of economic circumstances, access the range of extended learning opportunities on offer at Eastlea Primary school

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,
September 2020*