

HOTSPUR PRIMARY SCHOOL

Equality Information and Objectives 2012-2013

Introduction

The Equality Act 2010 contains the Public Sector Equality Duty (PSED). This is sometimes referred to as the “general duty” and extends schools’ equality duties to all “protected characteristics” – race, disability, sex, age (only in relation to staff), religion or belief, sexual orientation, pregnancy and gender reassignment. This duty came into effect in April 2011 and there are three main elements. In carrying out their functions, schools have to have “due regard” to:

- Eliminating discrimination and conduct prohibited by the Equalities Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and those who do not share it
- Fostering good relations across all characteristics and between people who share a protected characteristic and those who do not share it.

“Due regard” means that decision makers in school must be aware of the duty when making a decision and must assess whether it will affect people with “protected characteristics”, should consider equality implications when they write policies and the duty must be integrated into the carrying out of all the school’s functions.

The school also recognises that other factors affect equality of opportunity, including financial income, housing, family structure, immigration status, etc, and our commitment to tackling discrimination and unfairness extends to these factors too.

The school adopted a Community Cohesion and Equalities Scheme in October 2009. This was accompanied by training for all staff and governors. The clear location, by the scheme, of Community Cohesion and Equalities in the raising standards and school improvement agenda, thereby making it central to the work of the school, has been helpful in ensuring careful analyses of the performance of specific groups

Equality Information

The Census data of January 2013 show that Hotspur Primary School has 402 pupils. Of the students aged 5 and over (at 31/08/12) the great majority have a White British background, with 24% coming from 15 other minority ethnic backgrounds. The number of boys exceeds girls by approximately 2.4%. The percentage of pupils who take free school meals is 32%. There are 2 pupils with a statement of special educational needs and 20% of children at school action and school action plus.

Raise On-Line data for 2012 suggests a broad picture:

Key Stage 1 - Attainment at the end of is significantly below the national average as it has been consistently for 4 years.

Attainment in reading and writing is broadly in line with the national average. Attainment in mathematics is significantly below which impacted on overall APS. (RAISE pg 28).

2012 shows improvements in all areas on 2011, with a positive 3 year trend in reading, perhaps as a result of increased focus on teaching of phonics (now in its third year).

Writing and maths at 2b+ are significantly below national (RAISE pg 22).

Improvements in these areas have been identified as a priority.

Key Stage 2 attainment shows a sustained upward trend over recent years in all areas with attainment in line or just above national average in 2012, the school having achieved its best ever overall APS for English and Maths at 28.5 (26.7 in 2008).

2 levels of progress was made by 91% of pupils in English and 87% in maths.

VA measures are in line with National averages.

The percentage of pupils making expected and greater progress compares favourably to national data for 2011 and 2012 suggesting **overall good achievement**.

The percentage of children making two levels of progress in English from L3 to L5 is below the national figure (67% compared to 84%) however conversion from L3 reading was 100% and in writing was 86% (one child not achieving two levels). Both of these are above the national average figures. (RAISE pg 63/65)

In addition, we have data across a range of characteristics for specific groups:

At Key Stage 1 in 2012 FSM performance (23 pupils) was below the national average APS in all subjects. This mirrors the pattern for non-FSM pupils.

APS differentials with National average for FSM pupils range from 0.1 below in reading to 1.0 below in writing. (RAISE pg 29).

The gap in writing in school is almost one year.

At Key Stage 2 in 2012 FSM performance (20 pupils) was above the national average APS in all subjects combined and separately in reading and mathematics. It was very close to the national APS in English and writing. (RAISE pg 51) but the gap in school overall is effectively one year, the gap at its widest (3.3 APS) in maths.

Value Added for the FSM group was 99.9 compared to national average of 99.7 (20/20 pupils had Key Stage 1 data) (RAISE pg 80)

- **Gender**

EYFS profile* indicates all girls scoring 6 points plus in all areas.

Scores for boys are above LA and National average in all areas.

The widest gap exists in writing (boys 81%).

At Key Stage 1 both boys and girls performed equally below the national average in all subjects.

The attainment of girls was higher than boys in reading and writing but effectively equal in maths. (RAISE pg 29).

It should be noted that this cohort is 66% boys. Senior leaders and governors are aware of the need for close monitoring through Y3 and beyond.

At Key Stage 2 the attainment of both boys and girls was above the national APS in all subjects combined and mathematics. Attainment in other subjects was very close to the national average.

Girls performed better overall, in English and writing.

Boys APS was higher in reading and maths. There were 22 boys and 23 girls in the cohort. (RAISE pg 50)

The boys VA score was 99.9 (national 100.0) and the girls score was 99.6 (national 99.9). There was no significant difference between boys and girls with national VA scores. (RAISE pg 80)

- **EAL**

At Key Stage 1 pupils with English as their second language attained well above national APS in all subjects combined, reading and writing and were in line in maths. (RAISE pg 29)

At Key Stage 2 the attainment of the EAL pupil was well above the national APS in all subjects. Overall VA for EAL pupils was 101.4 (above the national average of 100.8). (RAISE pg 80)

- **LAC**

There were no LAC children in the KS1 and KS2 cohorts.

Overall Attainment and Progress.

Year 1 Phonics screening is broadly in line with the national picture (RAISE pg 20).

Equality Objectives

Having referred to and analysed our equality information we have set ourselves the following objectives for 2012-13:-

Eliminating discrimination and conduct prohibited by the Equalities Act 2010

Ensure that all staff and the Governing Body are aware of current legislation surrounding diversity and equality and understands the school's responsibility in it.

Ensure all staff make consistent use of equality impact assessments.

Ensure that all human resources (HR) policies and practices reflect current legislation and best practice.

Ensure that the school's equality work takes account of the factors that may affect parents and families, as well as children within the school.

Ensure that we talk to children about their rights and responsibilities in relation to equality.

Advancing equality of opportunity between people who share a protected characteristic and those who do not share it

Aim for at least 100% of all vulnerable groups (pupils who share a characteristic historically correlated with lower achievement) to achieve Level 4 in both English and Maths at KS2.

Aim for at least 100% of all vulnerable groups to achieve Level 2 in both English and Maths at KS1.

Aim for all children, including SEND pupils, to make two levels of progress.

Through the Assertive Mentoring programme in KS2 and the constant monitoring of pupil progress and attainment, provide rapid and effective intervention as appropriate.

Develop, in partnership with specialist services and third sector organizations, drop-in advice clinics on a range of social and human services for members of the community as well as parents/families.

Collaborate with local organisations to widen opportunities (eg stables, theatre groups)

Carry out more targeted use of family learning with more vulnerable groups.

Continue the assemblies on the theme of aspirations by visitors with expertise in their respective fields eg actors, lecturers, police.

Monitor take-up of extra-curricular activities by vulnerable groups and develop policies and initiatives to improve access where take-up does is not representative of the school population.

Fostering good relations across all characteristics and between people who share a protected characteristic and those who do not share it.

Follow up the work on this year's 'No Outsiders' week and revisit the values underpinning the work through assemblies, school council and other relevant opportunities.

Ensure that children develop an understanding of all protected characteristics, and the discrimination and challenges that those with those characteristics may face in society.

Consult with parents, pupils and community groups on how to foster good relations, and develop a whole-school plan to support this work.