

## WELCOME TO CHAPEL STREET NURSERY SCHOOL

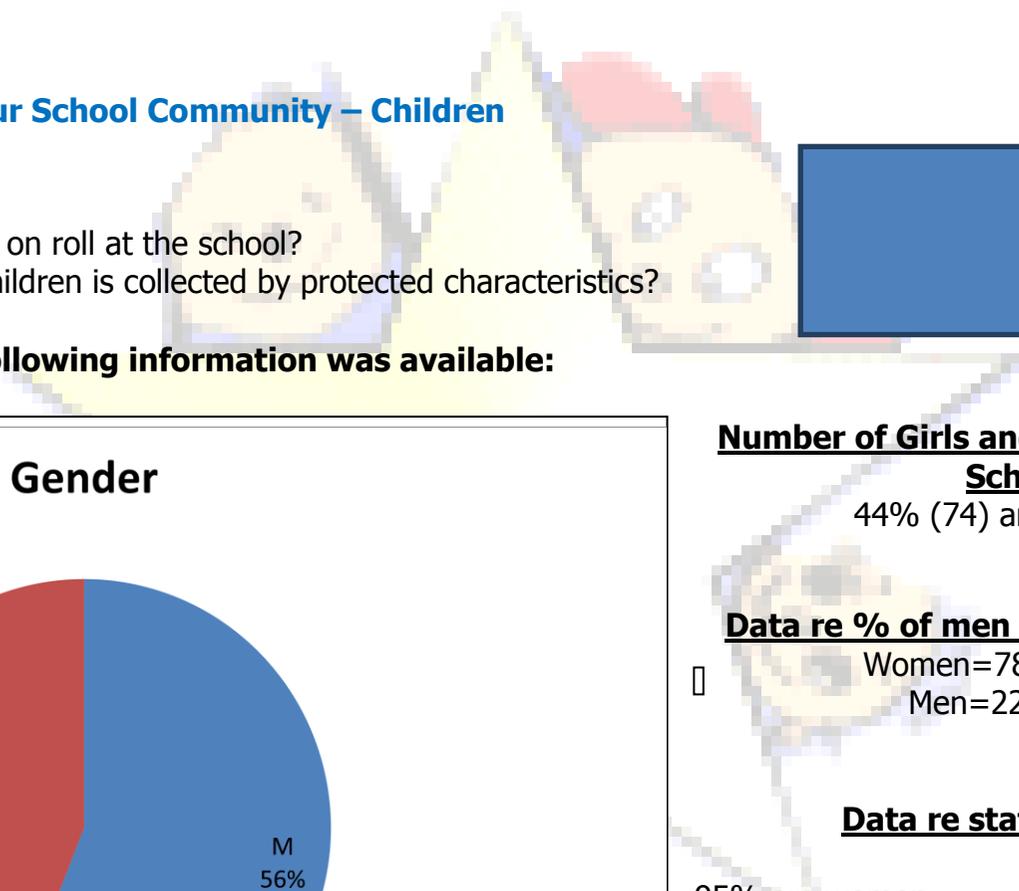
Chapel Street Nursery School has used the following process to assist in identifying some of the barriers to their children in accessing **educational provision**.

### Stage 1: Understanding Our School Community – Children

What is the school profile?

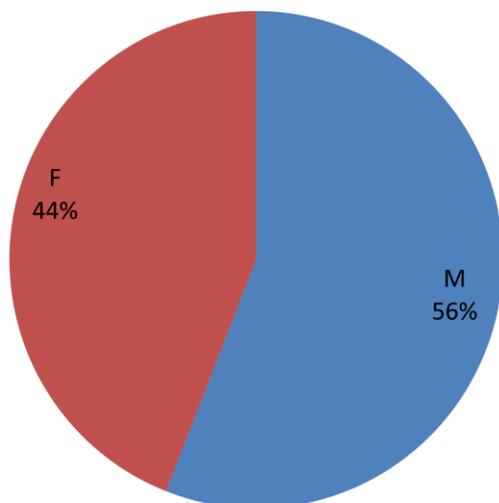
- How many children are on roll at the school?
- What information on children is collected by protected characteristics?

Using the SIMs data the following information was available:



## GENDER

### Gender



Equality data Autumn 2017

### Number of Girls and Boys at Chapel Street Nursery School as of Nov 17

44% (74) are girls, 56% (94) are boys

### Data re % of men and women on Governing Body

Women=78% of Governors are women

Men=22% of Governors are men

### Data re staffing of Nursery School .

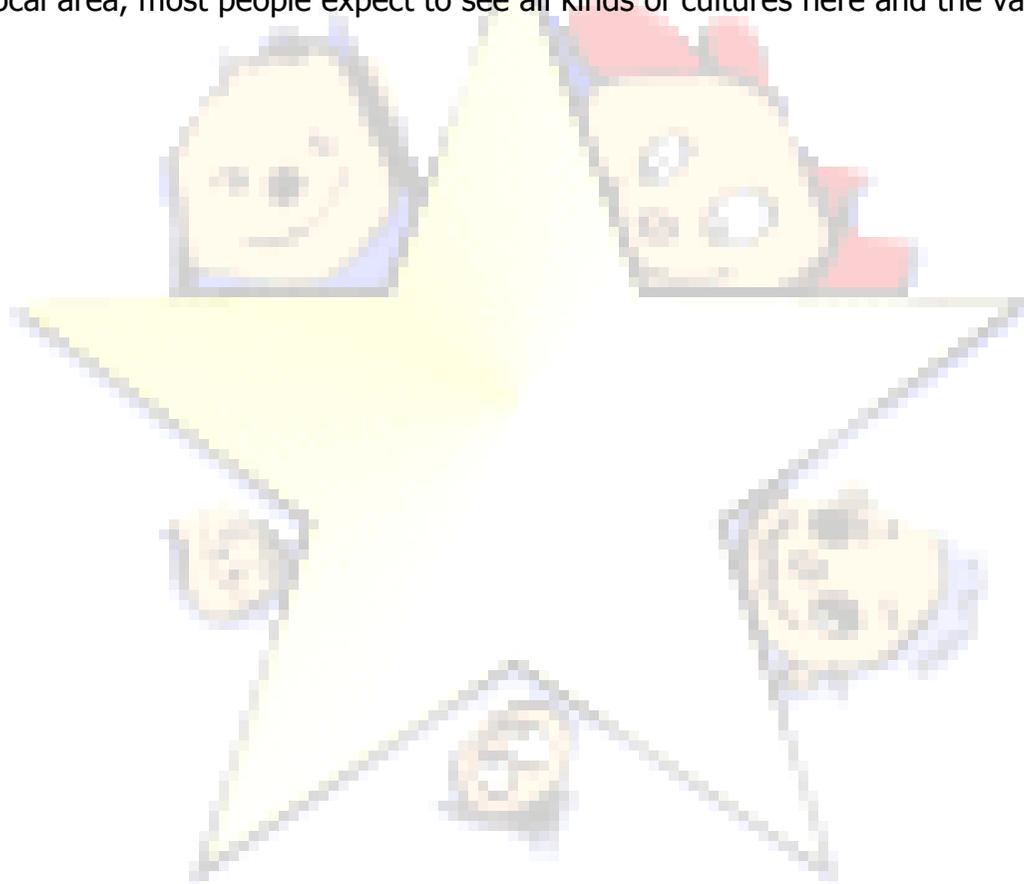
95% are women

5% are men

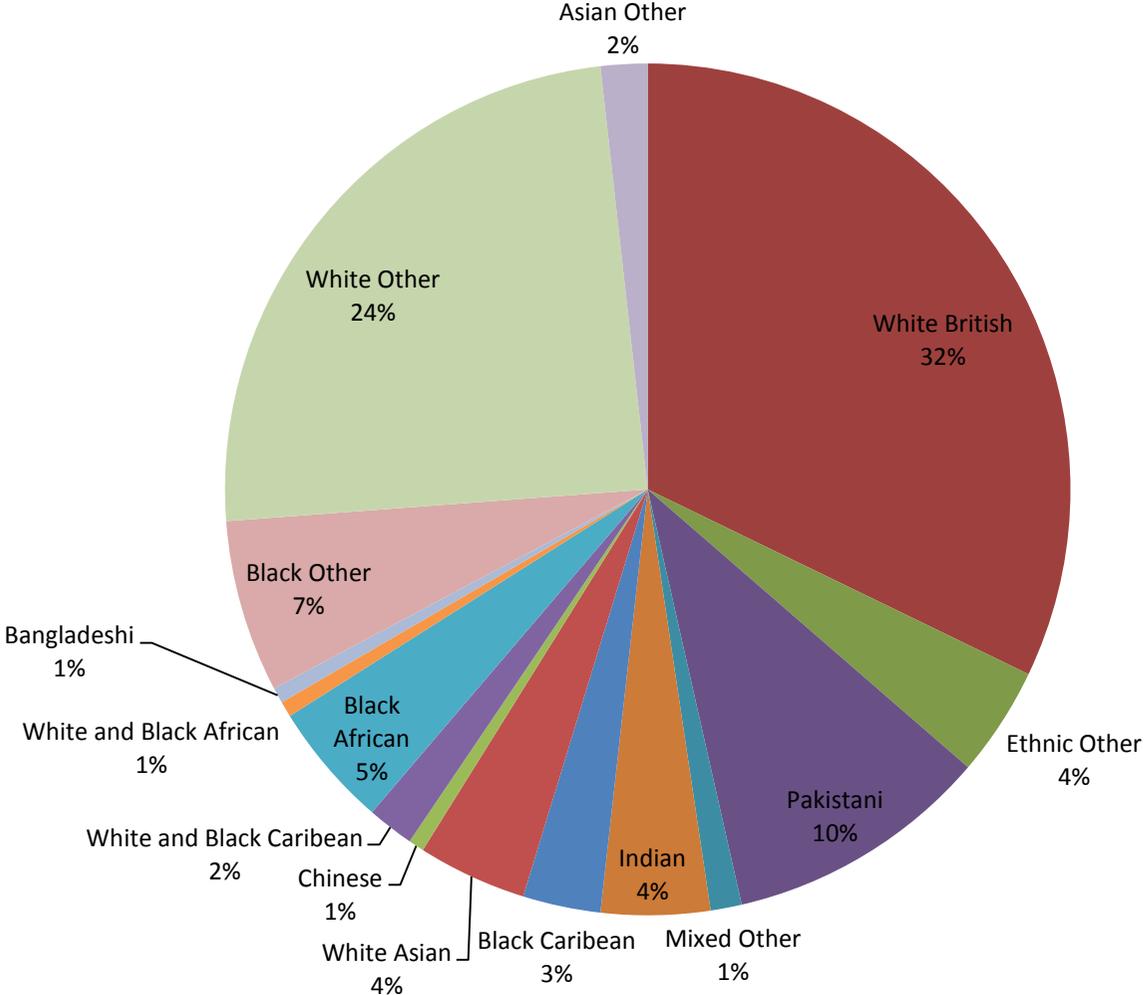
These figures reflect the norm in Early years education and care, where women make up most of the workforce.

### **Ethnic minority make up of children attending**

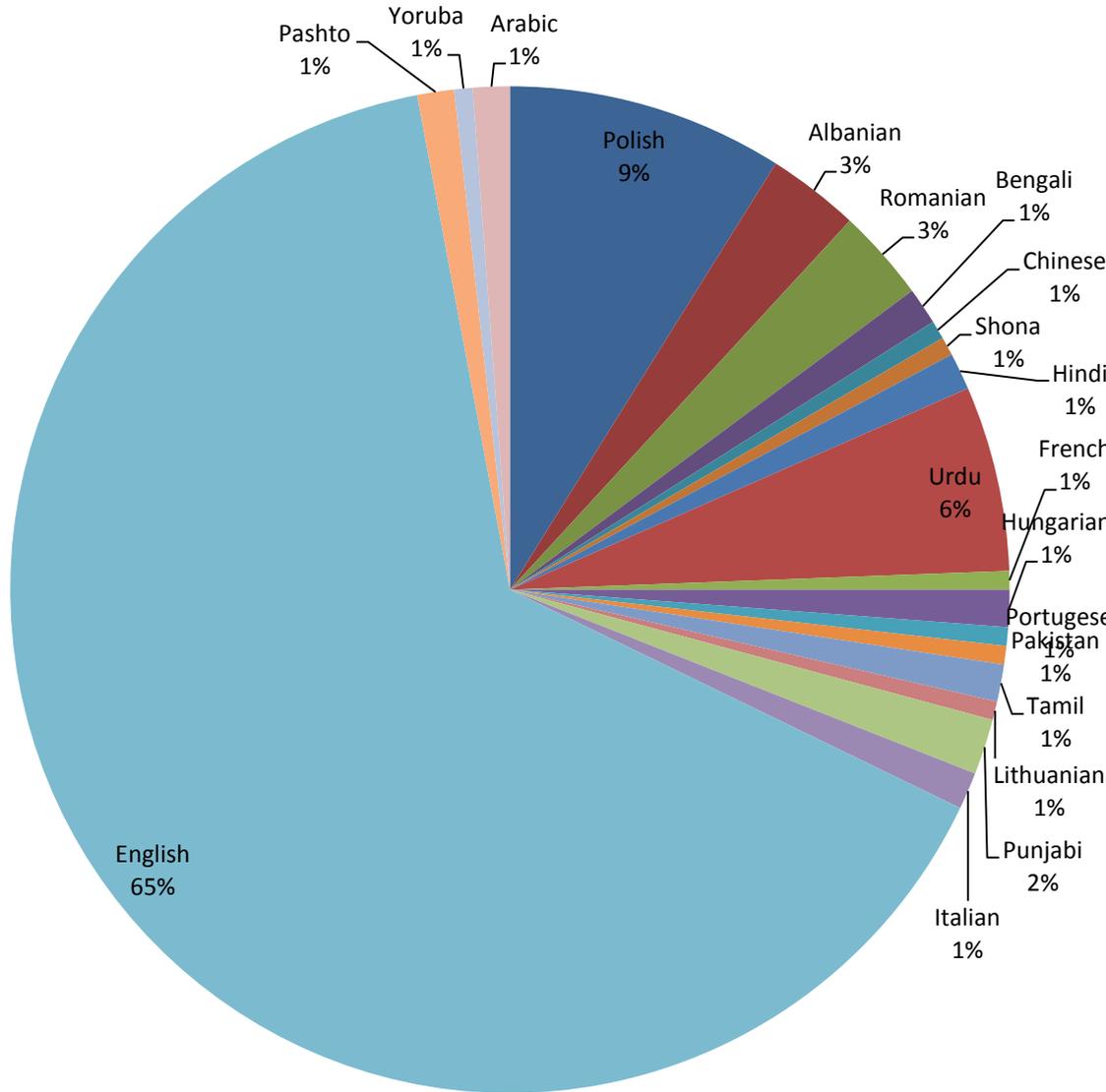
Our largest group of children are white British and the next highest group are white other. In the 24% of white other 37% speak Polish so this is the largest group after White British. The third highest group is Pakistani. Altogether the school has 19 different ethnic groups. Due to the diverse culture in our local area, most people expect to see all kinds of cultures here and the vast majority get along well together.



# Ethnicity



# HOME LANGUAGE



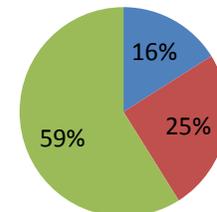
As can be seen on the left, we have 20 different languages spoken at Chapel St. The number of children whose home language is English has risen slightly this year from 63% to 65%. 9% of children speak Polish and 6% Urdu. We have staff who speak Urdu and Polish. Having so many languages brings its own challenges when children start with us, as it may be difficult to translate our handbook and contract into every language for the parents. It also makes it harder to settle the children in. Sometimes only 1 family will speak a particular language, which makes it hard for them as they can be isolated, particularly at first.

If there are 2 or more children who speak the same language, we will try and put them in the same class, to enable friendships to grow between the families.

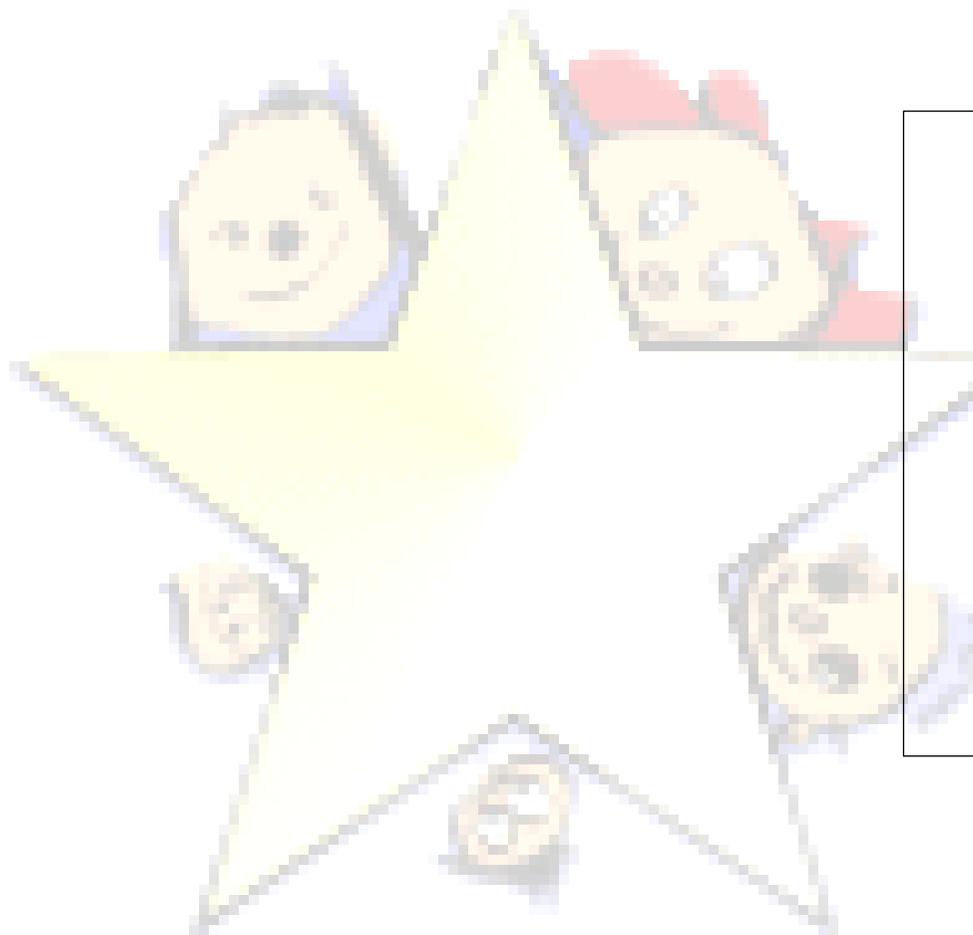
We have some staff who speak other languages and we use

## English Second Language

■ Over3 ■ Under 3 ■ Not

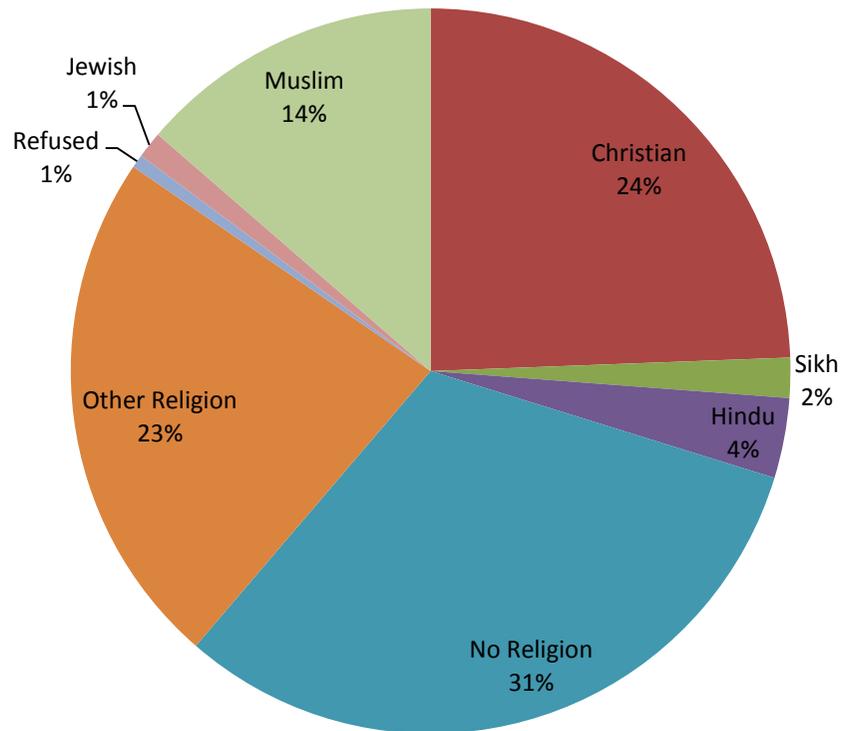


## Religious Beliefs



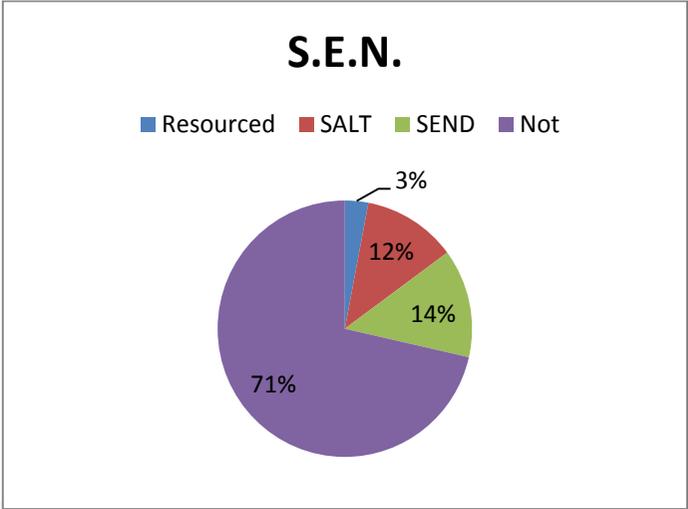
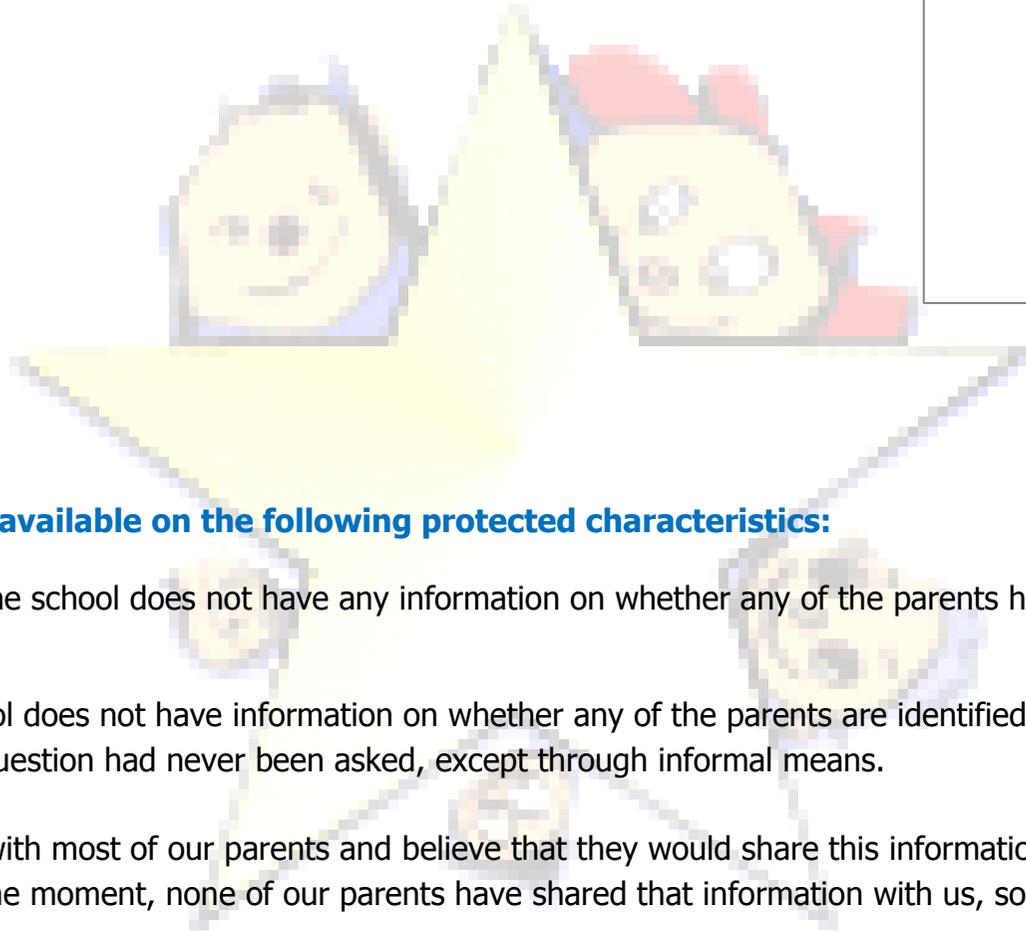
As can be seen, we have a mix of religious and non-religious beliefs. We celebrate festivals from many faiths throughout the year so that the children get to share the enjoyment of celebrations with all their friends.

## Religion



We are one of Luton's resourced nurseries and receive funding to support the needs of up to 16 part time children with severe and complex special needs. At the moment we have 3% of children on a resourced place but are waiting for several children to be awarded a resourced place. We also have children who have a lesser special need and in total are 29% of children charted here. As early intervention begins to have an impact, so our numbers of children with SEND under 3 is rising too. These special needs tend to be complex to get a diagnosis so early.

Staff are trained to be able to support the children with SEND and our special needs co-



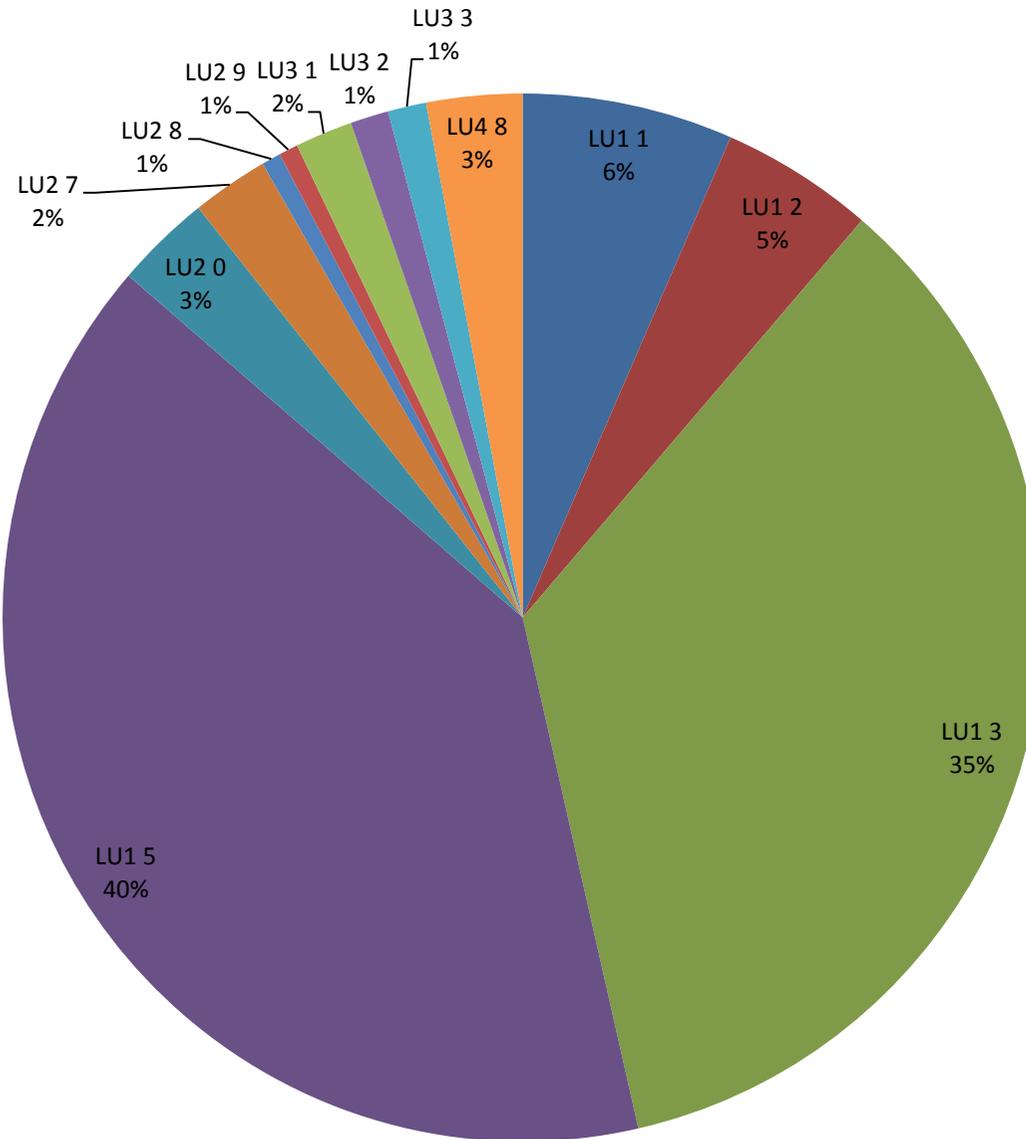
**Limited Information was available on the following protected characteristics:**

**Gender Reassignment** - The school does not have any information on whether any of the parents had reassigned their gender, except through informal means.

**Sexual Identity** - The school does not have information on whether any of the parents are identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked, except through informal means.

We have good relationships with most of our parents and believe that they would share this information if they were either LGBT or had reassigned their gender. At the moment, none of our parents have shared that information with us, so we believe there are none at present.

# Post Code



## Stage 2: 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 children and families in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions

### Attainment

#### Equality Objective: To raise the achievement of children who are entitled to the Early Years Pupil Premium

**Why:** Part of our remit is to do this work to support these children in whichever way will help them to achieve as well as all other children.

**How:** an individual approach will be taken to meet the needs of the children, but one of the best ways of helping the lowest achieving children is by developing their expressive and receptive language skills, so that they can express themselves, listen to others and decode what is being said.

**We will:** provide speech therapy for those who need it; support children's listening skills in "attention group" sessions; create a language rich environment with lots of stories, songs, rhymes and exciting activities; use puppets, dressing up and story sacks to support learning; record children's progress so we can provide relevant activities at a suitable level; support parents in helping their children by sending books home for them to share with their children; provide information sessions for them to learn how to support their children. Please see more detailed information of the use of the EYPP on our website.

**Outcome:** This work will have an impact on all children, including those who are entitled to the EYPP.

**Prejudice Related objective: being kind and thoughtful to each other**

**Equality Objective:** Using Values education and British Values to encourage children to see each other as equals.

**Why:** At this age, children are very accepting of each other, and play with a variety of children regardless of their age, colour, gender, individual needs. We need to encourage this and build upon it.

**How:** We have a Values education curriculum which covers British Values and personal, social and emotional development. During sessions, children will consider being kind; their differences and similarities; thinking about sharing and taking turns; raising their own and others self esteem and so on.

**Outcome:** To ensure that our positive attitude is imbued in the children, helping them to get on with other people throughout life.

**Additional Objectives: Grandparents days**

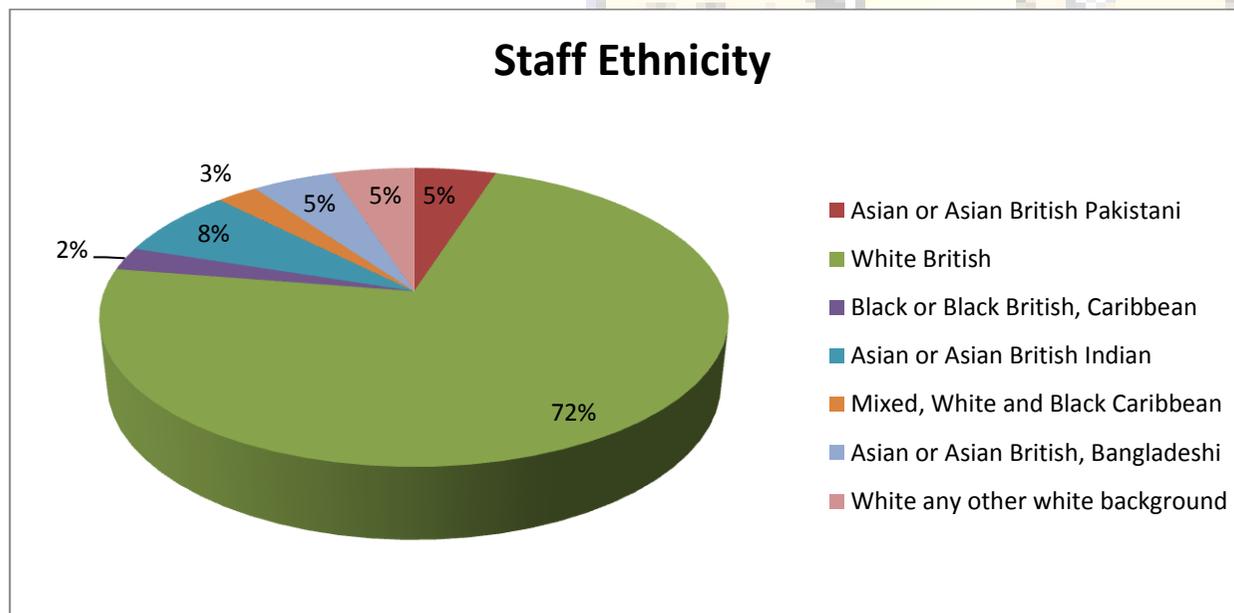
We want our children to have experience of being with people of all ages.

By running Grandparent days we can welcome the children's grandparents into our setting and show them the activities we do with their grandchildren. They may then be able to replicate these at home. It would also be a good opportunity to enlist them onto our volunteer list so that those children without Grandparents could share in the enjoyment of mixing with and relating to older people.

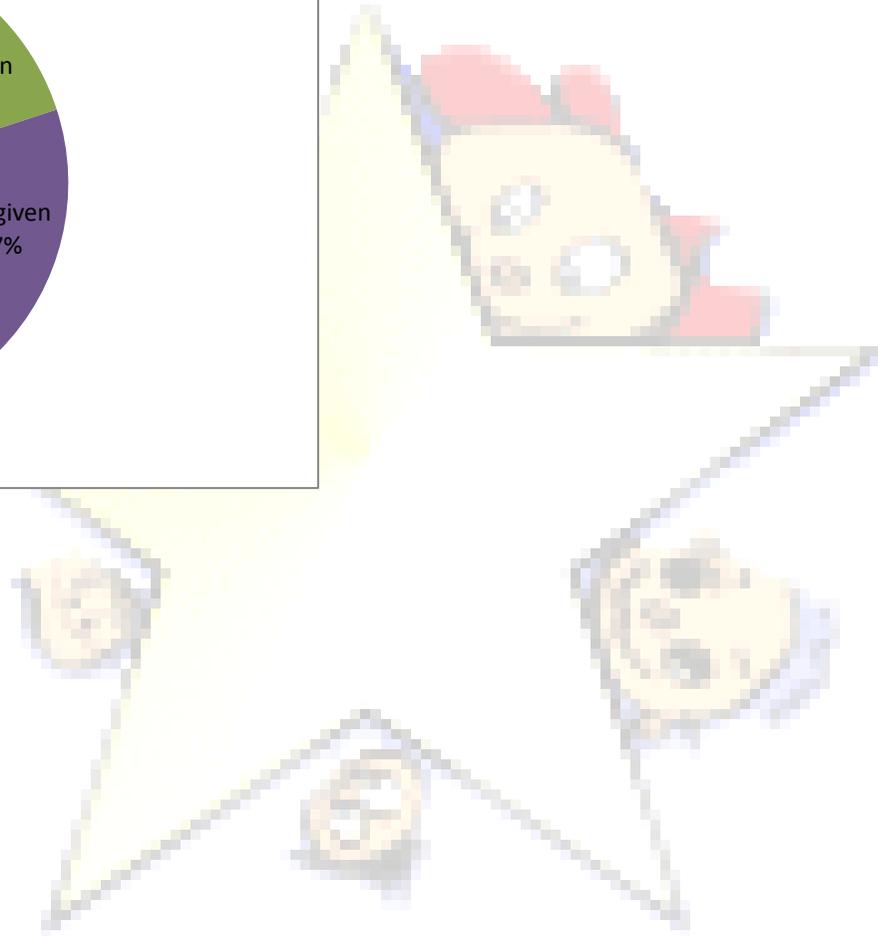
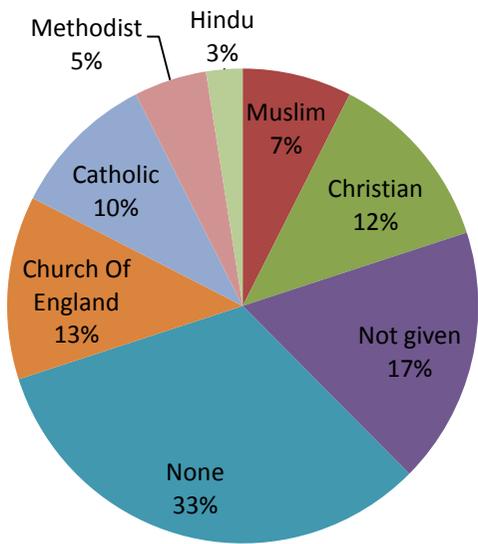
We will engage with our school community to ensure the objectives identified are the best ones for this year based on the data analysis. The equality objectives for our school are shared with staff and Governors.

## Employment-ethnicity data on staff

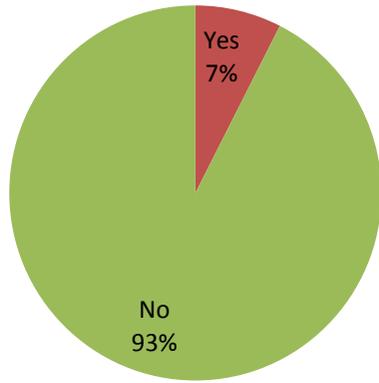
We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following data:



## Staff Religion



### Staff With Disabilities



### Languages Spoken By Staff

