



Public Sector Equality Duty

Data and Objectives for April 2020 to March 2021

Information and Data on meeting the Public Sector Equality Duty

In carrying out our functions, we are required to have due regard to the need to:

- **Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010:**

Please see the Equality Policy published on the school website.

- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it:**

These are the attainment percentages for boys and girls in the 2018/19 and 2017/18 cohorts compared to national figures: (no data available for 2019/20)

KS1 Reading Teacher Assessment

			At least expected standard			
			Expected standard +		Greater Depth	
2019	Cohort	National Comparator Type	Sch %	Nat %	Sch %	Nat %
All pupils	80	All	81	76	24	25
Male	44	Same	77	71	27	22
Female	36	Same	86	79	19	29

			At least expected standard			
			Expected standard +		Greater Depth	
2018	Cohort	National Comparator Type	Sch %	Nat %	Sch %	Nat %
All pupils	84	All	81	75	38	26
Male	36	Same	81	71	31	22
Female	48	Same	81	80	44	29

KS1 Writing Teacher Assessment

			At least expected standard			
			Expected standard +		Greater Depth	
2019	Cohort	National Comparator Type	Sch %	Nat %	Sch %	Nat %
All pupils	80	All	74	69	10	15
Male	44	Same	68	63	5	11
Female	36	Same	81	76	17	19

			At least expected standard			
			Expected standard +		Greater Depth	
2018	Cohort	National Comparator Type	Sch %	Nat %	Sch %	Nat %
All pupils	84	All	79	70	19	16
Male	36	Same	75	63	14	12
Female	48	Same	81	77	23	20

KS1 Mathematics Teacher Assessment

			At least expected standard			
			Expected standard +		Greater Depth	
2019	Cohort	National Comparator Type	Sch %	Nat %	Sch %	Nat %
All pupils	80	All	84	76	25	22
Male	44	Same	82	75	25	24
Female	36	Same	88	77	25	19

			At least expected standard			
			Expected standard +		Greater Depth	
2018	Cohort	National Comparator Type	Sch %	Nat %	Sch %	Nat %
All pupils	84	All	77	76	27	22
Male	36	Same	78	75	39	24
Female	48	Same	77	77	19	20

Extracts from Ofsted Report October 2019:

“There are a high proportion of pupils with special educational needs and/or disabilities (SEND) at school. The highly trained staff support pupils with SEND well. Pupils with SEND are fully included in all aspects of school life. Most pupils with SEND make strong progress.

All staff have high expectations of pupils and encourage them to ‘be the best they can’ in all areas of school life. By the end of Year 2, pupils are well prepared for their next school.

By the end of Year 2 most pupils achieve well in reading, writing and maths.”

Due to the small number of pupils in minority groups we have chosen not to publish related attainment data.

In our 2019 parents' survey:

- 92% of parents said their child made good progress
- 94% of parents said their child is taught well

In our 2018 parents' survey:

87% of parents responding considered that the school promotes equal opportunities (regardless of race, faith, gender, age or disability). 9% neither agreed or disagreed.

- **Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it:**

We have regular visits from JustDifferent, a disability awareness group, who help to create positive social attitudes towards disability and difference among children and young people through running stimulating, interactive and educational workshops.

We have established an area, known as the 'Beach Hut' which is used to give additional provision to children for whom English is an additional language (EAL). We use the "EAL Framework" which supports staff in making assessments of language acquisition for EAL children and identifying their next steps. We use Narrative Therapy or Robust Vocabulary Interventions to develop children's understanding of the English Language and to help them apply it. We can also make referrals to the Ethnic Minority and Traveller Achievement Service (EMTAS) for further support.

Extract for Ofsted Report October 2019:

"Pupils are given many opportunities to develop as caring, thoughtful individuals. For example, pupils visit places of worship to learn about differing religions. They learn about differences through regular visits by a disability group. They visit local restaurants to cook and taste food from different cultures. Every pupil in Years 1 and 2 represents the school in competitive sport during the year. Many pupils enjoy the wide range of after school clubs."

East Preston Infant School is a Rights Respecting School - all pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility. We have received Gold (Level 2) Rights Respecting School status.

Objectives for February 2021 to January 2022

1. We will publish the results of our parent's survey 2020, which will seek views on equality of opportunity and discrimination.
2. We will continue to work to close the gap between boys and girls attainment at the end of Key Stage 1 by further enhancing the curriculum.
3. We will monitor the increase in numbers of children for whom English is an additional language and consider the accessibility needs of the children and their carers.

**The Governing Body
February 2021**