

AGATE MOMENTUM TRUST



Date of Review	January 2024
Date reviewed by Governors /trustees	31 January 2024
Cycle of review	4 Years

Public Sector Equality Duty at Scott Wilkie School

Compiled by HT - Farhathaza Quayum
Agreed by Governors/Trustees - January 2024

Welcome to Equalities at Scott Wilkie Primary School. You will find here information about how our school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve)

General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

You will find here [information](#) about our school community.

Equality Objective – Action Plan

- **Equality Objectives – Actions we will take after careful thought (analysis)**

All the information and analysis will be from school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to make sure we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making sure we are doing well for all our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find also published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact Farhathafza Quayum (Head Teacher).

You will find all the information on the school website. It is called Equalities.

The person you need to contact if you are interested in helping us with our equalities or you can see something that can be improved is Farhathafza Quayum 020 7474 4138. We would like to hear from you.

Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school, our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

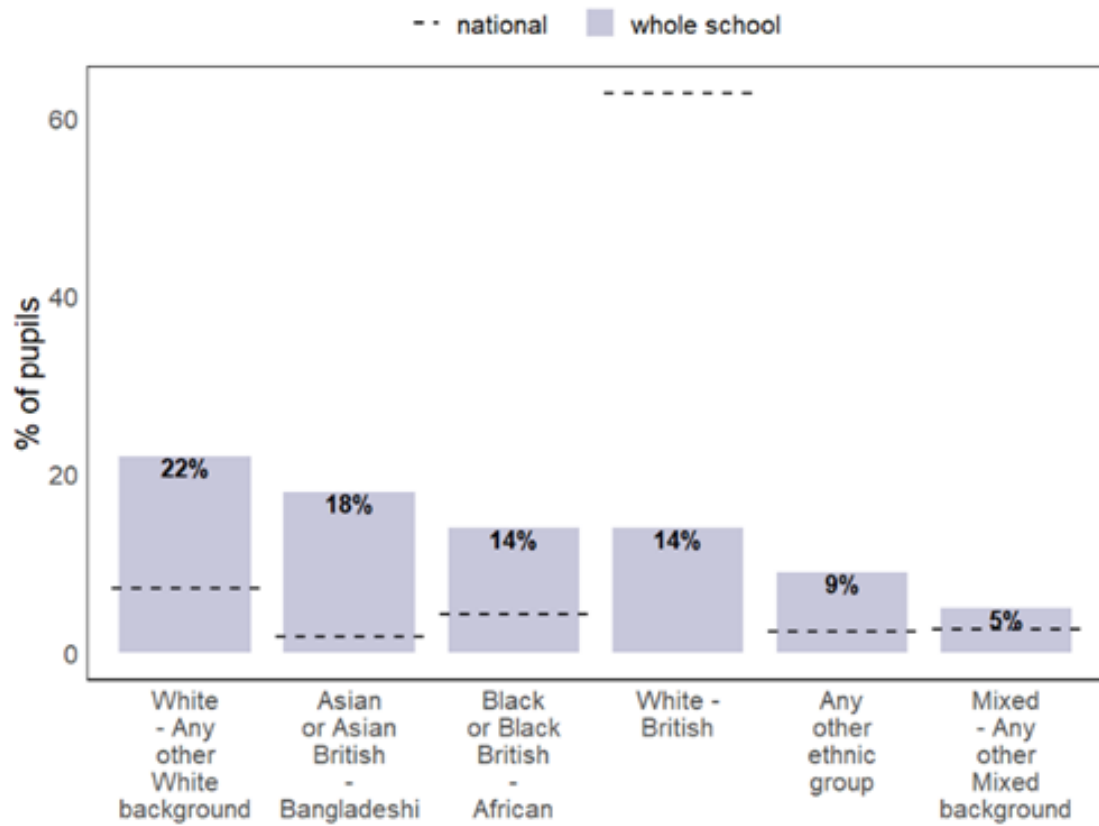
	2021	2022	2023
School number on roll	Above average 352	Above average 343	Above average 374
School % FSM	Well above average 53	Well above average 56	Well above average 60
School % SEND support	Below average 9	Well below average 7	Well below average 9
School % EHC plan	Below average 1.1	Above average 2.3	Close to average 2.4
School % EAL	Well above average 62	Well above average 62	Well above average 66
School % stability	Well below average 58	Well below average 59	Well below average 50
Pupil base deprivation	Above average	Above average	Above average
School location deprivation	Above average	Above average	Above average

Basic characteristics by national curriculum year group

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
6	61	54	46	67	82	66	11	0	11
5	51	51	49	65	86	65	10	4	6
4	34	59	41	65	85	65	15	3	12
3	38	53	47	63	86	66	8	5	3
2	43	58	42	63	86	67	21	2	19
1	53	47	53	60	91	62	8	4	4
Pre-compulsory	94	53	47	37	86	70	10	1	9

Ethnicity

Groups that represent 5% or more of the overall cohort



Ethnicity whole school

This school has 14 out of the 17 possible ethnic groups. Those with 5% or more are:

- 21%: White - Any other White background
- 17%: Black or Black British - African
- 16%: Asian or Asian British - Bangladeshi
- 15%: White - British
- 8%: Any other ethnic group
- 5%: Mixed - Any other Mixed background

Local area and school links

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

SEND characteristics

SEND primary need	SEND support (29)							Total
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Moderate Learning Difficulty	0	0	0	0	1	1	3	5
Social, Emotional and Mental Health	0	0	2	0	1	1	0	4
Speech, Language and Communication Needs	4	2	6	1	2	1	3	19
Autistic Spectrum Disorder	0	0	0	0	0	0	1	1
Year group totals	4	2	8	1	4	3	7	29

SEND primary need	EHC plan (8)							Total
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Profound & Multiple Learning Difficulty	0	0	0	1	0	0	0	1
Speech, Language and Communication Needs	0	2	0	1	0	0	0	3
Visual Impairment	0	0	0	0	0	1	0	1
Autistic Spectrum Disorder	0	0	1	0	1	0	0	2
Other Difficulty/Disability	0	0	0	0	0	1	0	1
Year group totals	0	2	1	2	1	2	0	8

Scott Wilkie

Year group	Social Mental and Emotional Health	Physical and Sensory	Communication and Interaction	Cognition and Learning	Total
N			2		2
R			6 ASD		6
1	1		4 ASD		5
2			4 ASD		4
3	2		7 (3 ASD)		9
4		1	2 (ASD)	2	5
5	1		6		7
6	1		2 (1 ASD)	2	5
Total	5	1	33	4	43

Religion/Belief

Our two main religions are Christianity and Islam.

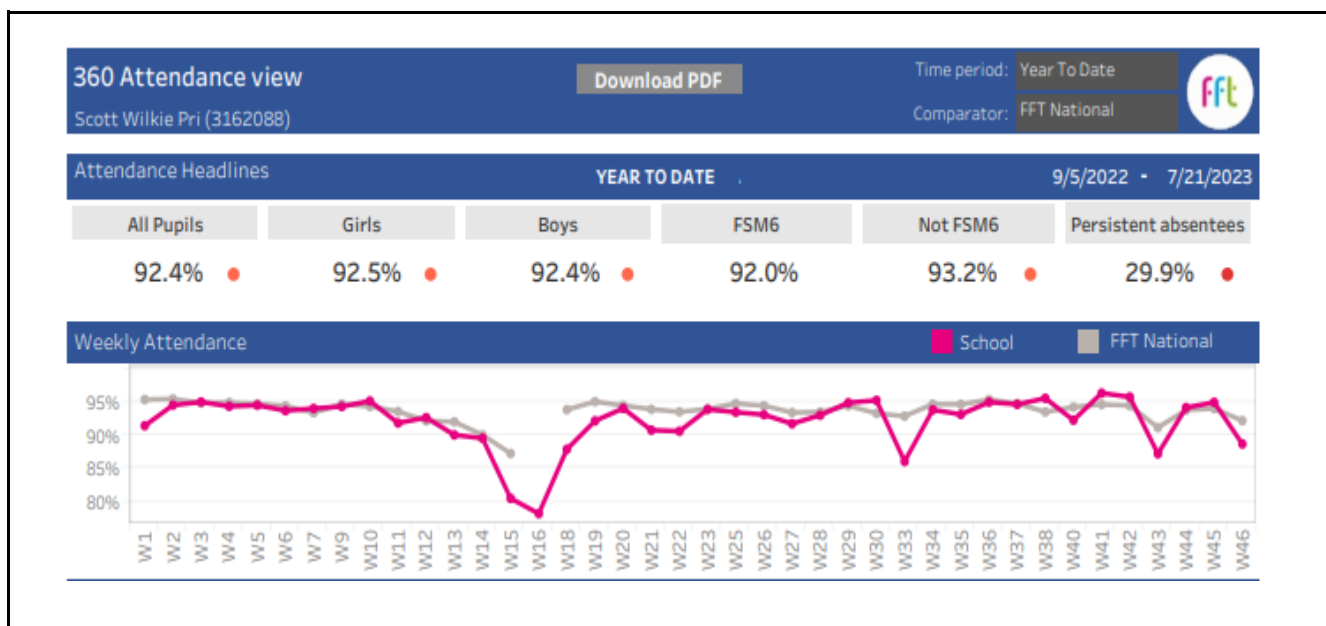
Analysis of the school population:

- Number on roll has steadily increased - above national
- In the last 3 years, male population has increased from 46.6% to 53.2%, meanwhile, female population has decreased - 53.4% to 46.8%
- The minority ethnic groups has stayed around 85% over last 3 years. Significantly higher (approx 50%) than national.
- Stability has decreased from 58% to 50%
- EVER6 FSM - Up from 53% to 60% - significantly higher than national.
- Basic characteristics of individual year groups:
 - Average 86% minority ethnic groups in each year group.
 - EAL between 60% and 70%
 - FSM per year group between 60% and 67%
 - Year 2 (current year 3) - Supported SEN is 19% and Year 4 (current year 5) 12%
- SW has 14 of the 17 possible ethnic groups.
- White British is a minority group - 15%

Areas to address:

- Target SEN support in Year 3 and Year 5

Attendance



Attendance breakdown			YEAR TO DATE							
			9/5/2022 - 7/21/2023							
All Pupils	Pupils		All	R	1	2	3	4	5	6
All Pupils	325	School	92.4%	91.9%	91.9%	91.0%	93.7%	92.6%	91.8%	93.9%
		FFT National	93.8%	92.5%	93.3%	93.9%	94.2%	94.2%	94.1%	94.0%
		Difference	-1.3%	-0.6%	-1.4%	-2.9%	-0.4%	-1.5%	-2.3%	-0.1%
Gender			All	R	1	2	3	4	5	6
Female	147	School	92.5%	92.4%	91.8%	93.7%	92.7%	92.2%	89.9%	94.9%
		FFT National	93.9%	92.7%	93.5%	94.1%	94.3%	94.3%	94.2%	94.2%
		Difference	-1.4%	-0.3%	-1.7%	-0.3%	-1.6%	-2.1%	-4.3%	+0.7%
Male	178	School	92.4%	91.5%	92.1%	88.9%	94.7%	92.9%	93.7%	93.0%
		FFT National	93.6%	92.3%	93.2%	93.8%	94.1%	94.0%	93.9%	93.8%
		Difference	-1.2%	-0.8%	-1.0%	-4.9%	+0.6%	-1.1%	-0.2%	-0.8%
FSM6			All	R	1	2	3	4	5	6
FSM6	197	School	92.0%	90.9%	92.2%	90.6%	93.2%	91.8%	91.7%	92.8%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+0.7%	+1.5%	+1.6%	-0.8%	+1.5%	+0.1%	0.0%	+1.3%
Not FSM6	128	School	93.2%	92.5%	91.6%	92.0%	94.7%	94.4%	92.0%	95.8%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	-1.5%	-0.8%	-2.7%	-2.9%	-0.5%	-0.8%	-3.1%	+0.8%
SEND			All	R	1	2	3	4	5	6
Support	31	School	90.0%	87.7%	89.0%	88.6%	87.2%	90.9%	93.3%	91.1%
		FFT National	91.9%	90.1%	91.5%	92.1%	92.4%	92.3%	92.2%	92.1%
		Difference	-1.9%	-2.5%	-2.5%	-3.5%	-5.2%	-1.5%	+1.1%	-1.0%
EHCP	8	School	89.5%	92.4%	93.3%	93.8%	89.8%	87.3%	82.0%	
		FFT National	89.1%	85.7%	87.8%	89.4%	90.0%	90.0%	90.0%	
		Difference	+0.4%	+6.8%	+5.5%	+4.4%	-0.2%	-2.8%	-7.9%	
Not SEND	286	School	92.8%	92.3%	92.0%	91.6%	94.1%	93.1%	92.0%	94.3%
		FFT National	94.3%	93.0%	93.8%	94.4%	94.7%	94.7%	94.6%	94.6%
		Difference	-1.4%	-0.7%	-1.8%	-2.8%	-0.5%	-1.6%	-2.6%	-0.3%

Analysis of attendance:

Weekly Attendance:

- W14 - W16 - significant dip in attendance compared to national - from 90% to below 80%
- W33 and W43 and W46 also show significant dip - around 90% to around 85%
- Is this due to upcoming holidays? Leaving early - returning late

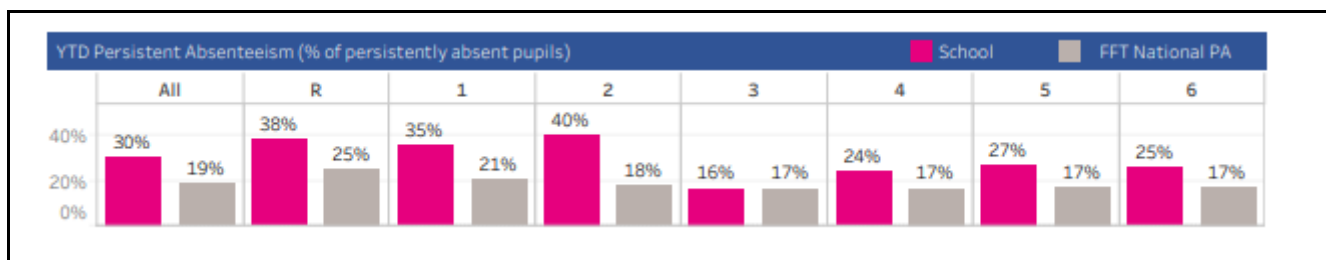
Attendance Breakdown

- All year groups consistent - around low 90%
- Year 2 - Boys (88.9%) lower than girls (93.7%)
- Year 5 - Girls (89.9%) lower than boys (93.75%)
- Year 2 and 5 indicate significant difference between boys and girls compared to national
- A small difference in attendance between FSM and Non-FSM in R, 2, 4, 6
- SEN - Reception to Year 4 below 90% attendance compared to non SEND - all above 90%
- EHCP - REC to Year 3 is higher than supported SEND, meanwhile Year 5 and 6 below Supported SEND.

Areas to develop:

- Attendance immediately around holiday periods - provide extra incentives
- Monitor boys in 2023-2024 - Year 3
- Monitor girls in 2023-2024 - Year 5

Persistent Absence



Analysis of Persistent Absence:

- All year groups above national for persistent absence
- Spotlight on Rec to Year 2 - Significantly higher

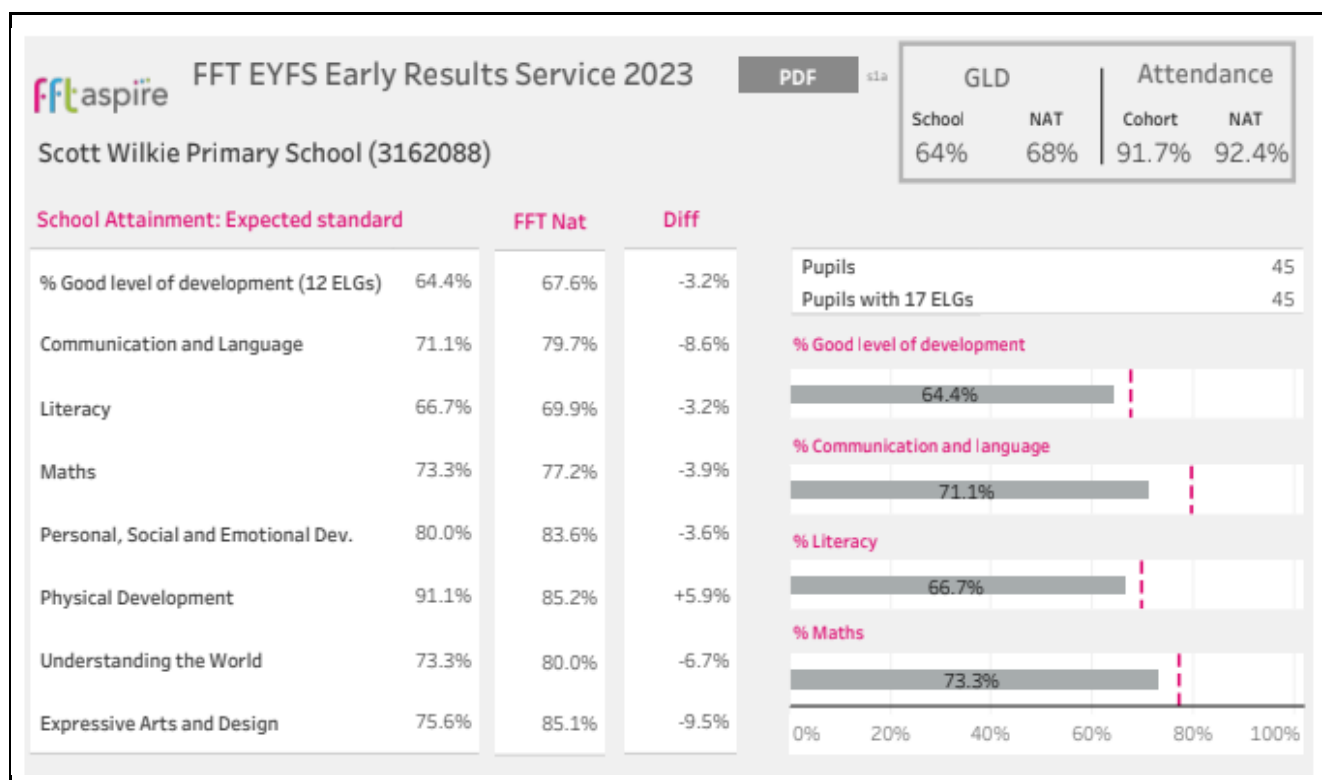
Areas to develop:

- Identify children in current Year 1 to 3 cohorts build relationships with parents - incentivise attendance

Section 2. Advance equality of opportunity between those who share a protected characteristic and those who do not

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

GLD - EYFS



Analysis of EYFS Outcomes (GLD)

- Largest discrepancies with national average are in Communication and Language (difference 8.6%) and Expressive Arts and Design (difference 9.5%)
- Physical development - 5.9% above national average.
- Below national average for GLD 64% (national 68%)
- Low entry points impacting scores

Areas to develop:

- Communication and Language and Expressive Arts (focusing on oracy, T4W, ACIs, NELI)
- Further develop relationships with families of low at entry children
- Cultural capital - continue to ensure rich experiences

	Pupils	GLD	Diff	LANG	Diff	LIT	Diff	MAT	Diff	Attendance
All Pupils	45	64.4%	-3.2%	71.1%	-8.6%	66.7%	-3.2%	73.3%	-3.9%	91.7%
Female	17	82.4%	+8.0%	88.2%	+2.9%	82.4%	+6.1%	82.4%	+2.2%	92.2%
Male	28	53.6%	-7.5%	60.7%	-13.7%	57.1%	-6.7%	67.9%	-6.4%	91.4%
EHCP	1	0.0%	-5.0%	0.0%	-10.1%	0.0%	-7.0%	0.0%	-16.2%	91.7%
Support	4	0.0%	-23.6%	0.0%	-37.9%	0.0%	-29.1%	25.0%	-18.3%	86.4%
Not SEND	40	72.5%	-2.1%	80.0%	-6.6%	75.0%	-1.5%	80.0%	-2.9%	92.3%
FSM6	15	60.0%	+6.9%	73.3%	+3.2%	66.7%	+11.4%	73.3%	+9.0%	89.8%
Not FSM6	30	66.7%	-4.7%	70.0%	-12.2%	66.7%	-7.0%	73.3%	-7.2%	92.7%
Autumn	18	77.8%	+1.8%	77.8%	-7.3%	77.8%	-0.4%	88.9%	+4.7%	91.6%
Spring	13	53.8%	-14.6%	69.2%	-11.2%	61.5%	-9.1%	69.2%	-8.8%	92.3%
Summer	14	57.1%	-0.9%	64.3%	-9.0%	57.1%	-3.5%	57.1%	-11.8%	91.1%

Analysis of EYFS Outcomes by groups

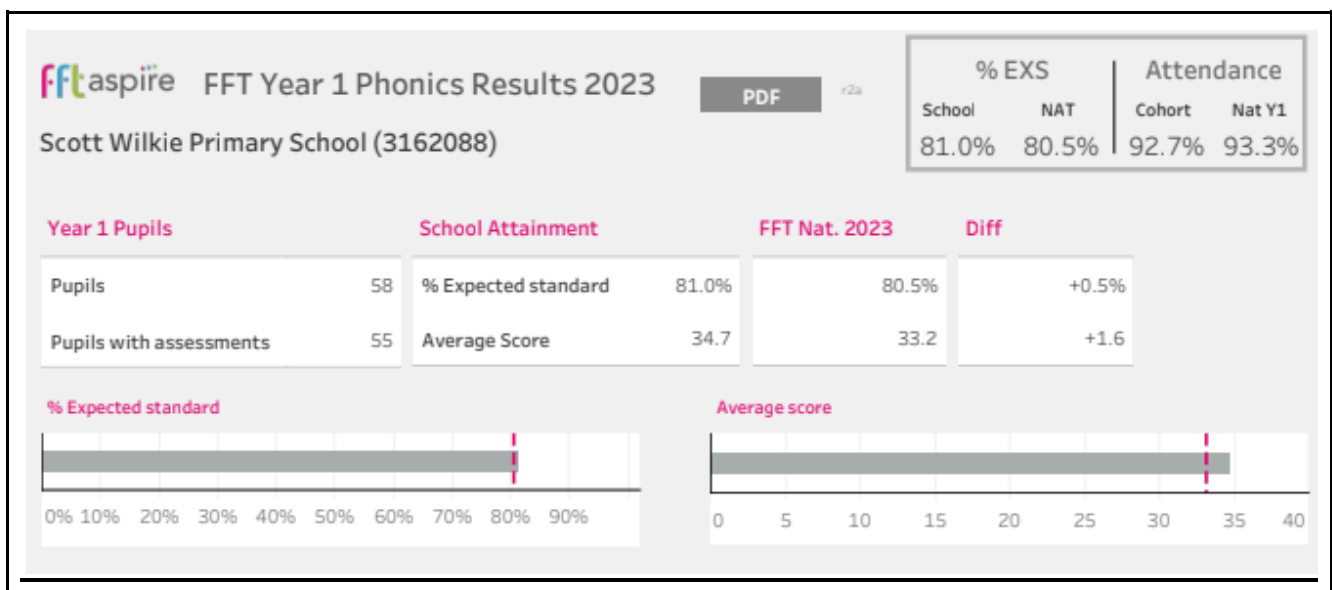
- Huge discrepancy between Male and Female GLD (female above national +8%, male below - 7.5%)
- Spring born children perform 14% below the national average in GLD
- FSM6 children performing higher than national average in all areas and not FSM6 performing worse than national average in all areas.

Areas to develop:

- Target communication amongst males in EYFS.

Attainment at KS1

Phonics - Y1



	Pupils	Expected Standard	Y1 National	Nat. Diff	Average Score	Y1 National	Nat. Diff	Attendance
All Pupils	58	81.0%	80.5%	+0.5%	34.7	33.2	+1.6	● 92.7%
Female	28	82.1%	83.8%	-1.7%	35.0	34.0	+1.1	● 92.1%
Male	30	80.0%	77.4%	● +2.6%	34.5	32.4	● +2.1	● 93.2%
EHCP	2	50.0%	27.3%	● +22.7%	38.0	19.5	● +18.5	● 93.2%
Support	2	100.0%	48.8%	● +51.2%	36.0	24.6	● +11.4	● 88.0%
Not SEND	54	81.5%	86.8%	● -5.3%	34.6	34.7	-0.1	● 92.8%
FSM6	36	77.8%	69.4%	● +8.4%	33.9	30.1	● +3.7	● 92.7%
Not FSM6	22	86.4%	84.1%	● +2.2%	36.1	34.2	+2.0	● 92.6%
Autumn	15	93.3%	85.5%	● +7.9%	37.7	34.5	● +3.2	● 92.8%
Spring	27	85.2%	80.7%	● +4.5%	34.9	33.2	+1.7	● 92.0%
Summer	16	62.5%	75.5%	● -13.0%	31.3	31.9	-0.6	● 93.6%

- Of the 58 year 1 pupils, 8 did not meet the **phonics expected standard** and 3 did not sit the test.
- There were 13 pupil(s) that were screened for phonics in Year 2 in 2023; 8 of those met the expected standard

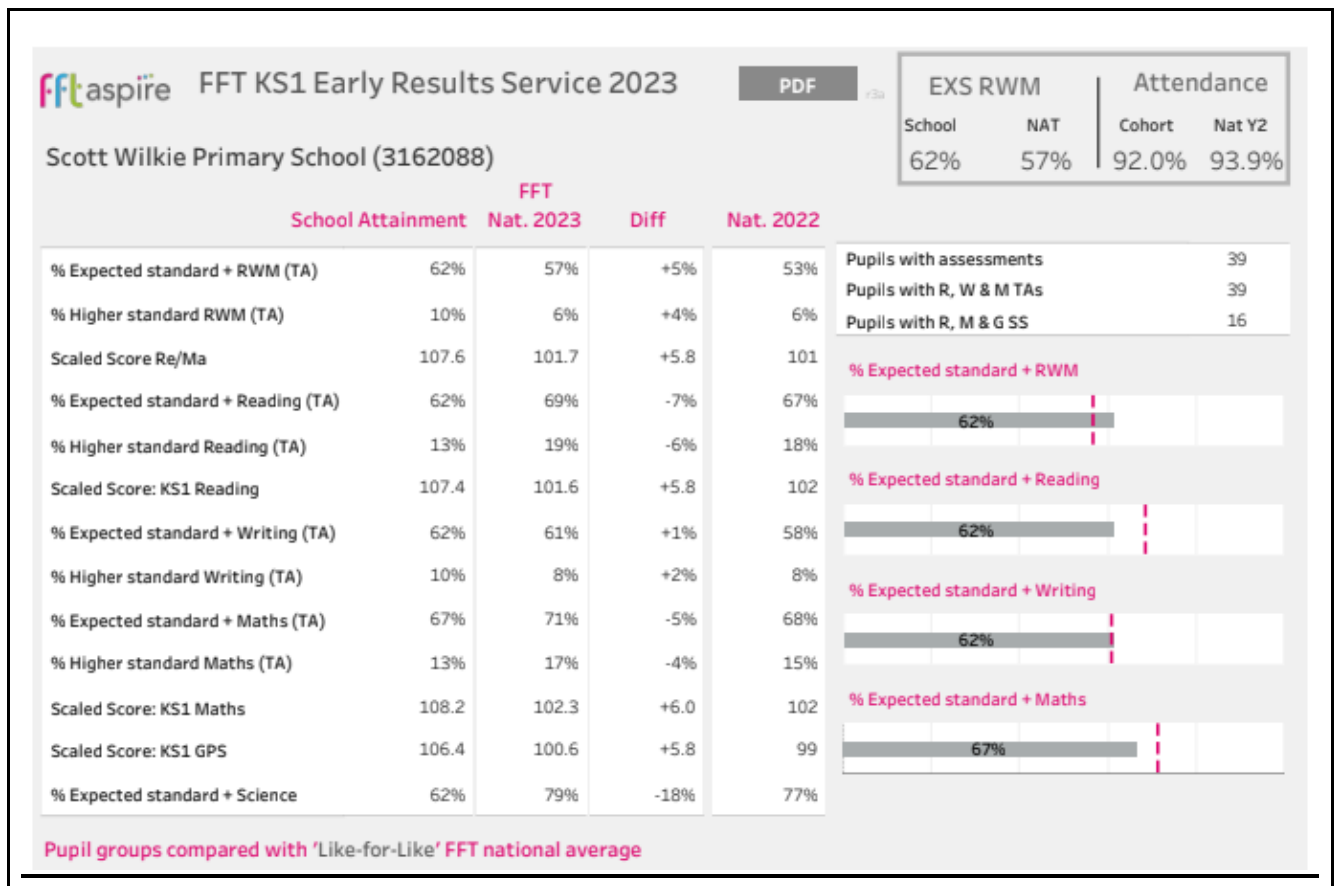
Analysis of Phonics Outcomes:

- Y1 phonics check - 81% - Above National (80.5%)
- Average score is also higher at 34.7 (National 33.2)
- Boys (80%) at expected lower than girls (82.1%)
- 2 EHCP children - 50% pass which is higher than National (27.3%)
- 2 SEN Support children - 100% pass (National 48.8%)
- Significant difference between attainment of FSM (77.8%) compared to Not-FSM (86.4%)
- Fewer Summer born children passed the PSC

Areas to develop:

- Target summer born children from early on to ensure success at phonics check

Teacher Assessment Y2



	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
All Pupils	39	107.6	● +5.8	107.4	● +5.8	108.2	● +6.0	● 92.0%
Female	17	107.0	● +5.2	107.7	● +5.4	107.3	● +5.6	● 93.5%
Male	22	108.2	● +6.5	107.2	● +6.3	109.3	● +6.4	● 90.9%
EHCP	1							● 93.1%
Support	8	106.1	● +10.8	105.7	● +10.8	107.3	● +10.9	● 91.0%
Not SEND	30	108.0	● +5.2	108.0	● +5.4	108.5	● +5.3	● 92.3%
FSM6	26	106.8	● +7.9	106.4	● +7.5	107.5	● +7.9	● 92.0%
Not FSM6	13	109.2	● +6.5	110.0	● +7.6	109.9	● +6.7	● 92.1%
Autumn	14	109.9	● +6.7	109.6	● +6.5	110.2	● +6.5	● 91.7%
Spring	13	106.2	● +4.4	106.1	● +4.5	107.0	● +4.7	● 92.0%
Summer	12	107.0	● +6.8	106.5	● +6.4	107.9	● +7.1	● 92.5%

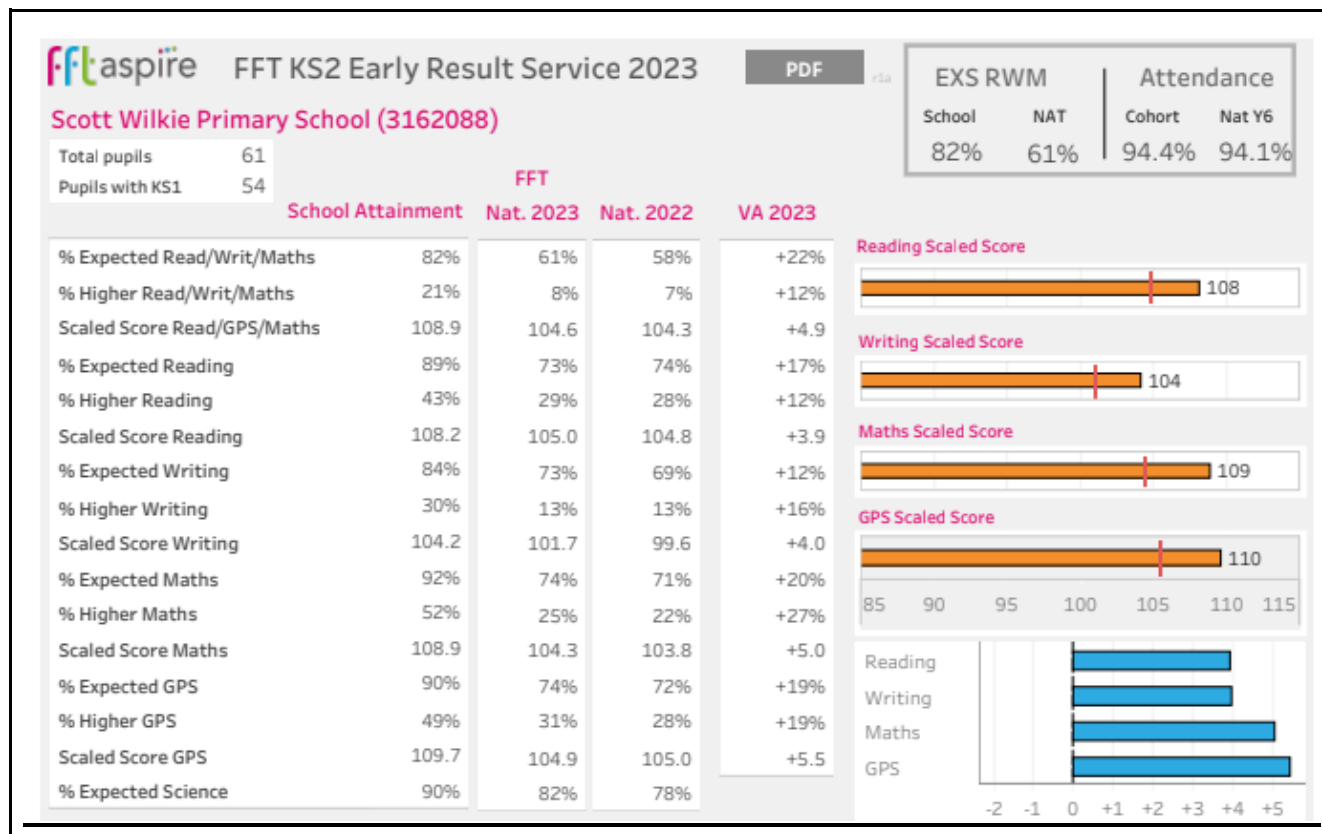
Analysis

- EXS RWM- 5% above the national average.
- Scaled scores above national average in every area which indicates a huge gap from top to bottom. Reading and Maths data below national average.

Areas to develop:

- Investigate reading in KS1

KS2 Outcomes



Analysis of KS2 Outcomes:

- Above national standards in all areas

Areas to develop:

- None - continue current practice

KS2 Outcomes by groups

Pupil groups										
	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
All Pupils	61	108.2	+3.9 ●	104.2	+4.0 ●	108.9	+5.0 ●	109.7	+5.5 ●	94% ●
Female	28	109.9	+4.4 ●	105.9	+4.3 ●	109.4	+5.8 ●	111.4	+6.1 ●	95% ●
Male	33	106.8	+3.6 ●	102.8	+3.7 ●	108.5	+4.5 ●	108.2	+4.9 ●	94% ●
Higher	13	112.1	+1.3	109.9	+3.7 ●	113.6	+3.2 ●	115.6	+4.0 ●	97% ●
Middle	27	108.0	+2.9	104.3	+2.7	109.4	+4.8 ●	109.6	+4.4 ●	94% ●
Lower	14	103.0	+8.4 ●	97.0	+6.8 ●	101.2	+7.3 ●	102.4	+8.9 ●	93% ●
FSM6	40	107.5	+3.7 ●	103.2	+3.4 ●	108.8	+5.4 ●	109.1	+5.5 ●	94% ●
Not FSM6	21	109.4	+4.4 ●	106.0	+5.2 ●	109.1	+4.3 ●	110.6	+5.3 ●	96% ●
Support	8	101.5	+1.0	96.5	+1.0	101.8	+2.2	103.0	+3.3 ●	92% ●
Not SEND	53	109.2	+4.4 ●	105.4	+4.5 ●	110.0	+5.6 ●	110.7	+5.8 ●	95% ●
Autumn	22	108.0	+2.1	105.0	+3.3 ●	109.1	+4.0 ●	110.0	+4.6 ●	94% ●
Spring	15	108.4	+3.8 ●	104.1	+3.4 ●	109.9	+5.5 ●	109.3	+4.5 ●	94% ●
Summer	24	108.2	+5.6 ●	103.5	+4.9 ●	108.0	+5.6 ●	109.6	+6.8 ●	95% ●

	2023 cohort/entries	Performance in 2023	2023 value	2023 nat value	1 year	4 year
Reading KS2 progress	54	Sig above national and 96th percentile	4.1	0.0	—	—
Writing KS2 progress	54	Sig above national and 97th percentile	4.1	0.0	—	—
Mathematics KS2 progress	54	Sig above national and 99th percentile	5.6	0.0	—	—
RWM KS2 expected standard %	61	Sig above national and 94th percentile	82	59	—	—
Reading KS2 expected standard %	61	Sig above national and 87th percentile	89	73	—	—
Writing KS2 expected standard %	61	Sig above national and 84th percentile	84	71	—	—
Mathematics KS2 expected standard %	61	Sig above national and 92nd percentile	92	73	—	—
Reading KS2 high standard %	61	Sig above national and 84th percentile	43	29	—	—
Writing KS2 greater depth %	61	Sig above national and 93rd percentile	30	13	—	↑
Mathematics KS2 high standard %	61	Sig above national and 98th percentile	52	24	—	—
EGPS KS2 expected standard %	61	Sig above national and 92nd percentile	90	72	—	—
EGPS KS2 high standard %	61	Sig above national and 90th percentile	49	30	—	—

Analysis of KS2 Outcomes by groups:

- Value added is significantly above national

Areas to develop:

- None - no areas of concern

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<ul style="list-style-type: none"> ● All teachers receive support with teaching and learning ● Lesson study ● Instructional coaching ● Embedding of Maths No Problem ● RWI / Just Imagine ● Involvement of outside companies e.g. History off the page, French lessons ● Parent/carer workshop ● Quality SEND provision ● Assemblies promote Diversity/ British Values ● Targeted CPD for individual members of staff ● Wider experiences - scholars programme, debate mate ● New to school catch up groups
Admissions and Transfer:	<ul style="list-style-type: none"> ● Pre-Nursery admissions – parents/carers encouraged to visit setting, home visits, meetings with parents/carers of all new admissions, settling in period - parent encouraged to stay if needed/supported with leaving if needed ● Transitions days ● Handover meetings take place between teachers ● Programme for mid-phase admissions - phonics assessment, considering any previous schooling, class buddies etc
Participation :	<ul style="list-style-type: none"> ● Walking bus & Breakfast club (vulnerable pupils targeted) ● After-school clubs ● Rainbow week/black history month/cultural week ● Places of worship visits for all year groups ● Residential visits – Fairplay House/camping ● Educational visits undertaken - all children attend ● All children are encouraged to adopt healthy & active lifestyles, barriers to attending PE are identified and addressed to ensure full participation ● School council ● School Fete (summer) ● Music/ performing arts ● Carnival ● School assemblies and Christmas performances ● Parent/carer volunteers
Student progress:	<ul style="list-style-type: none"> ● Annual school reports with pupils voice ● Parent/carer meetings/evenings ● SEN review meetings with parents/carers ● Termly Pupil Progress meetings identify pupils who are not making progress.

	<ul style="list-style-type: none"> ● Booster classes ● Robust tracking ● Analysis of data to inform planning ● SLT members present at planning sessions ● Effective provision for vulnerable groups ● Targeted support in class
Flexible curriculum arrangements SEN POLICY SEN Health Check	<ul style="list-style-type: none"> ● Individualised curriculum plans for pupils with high level of SEND ● Speech and language groups ● SLT support ● LCIS ● RWI 1:1 tutoring ● Use of additional, multi-sensory resources ● Outdoor curriculum focus ● Music SEND ● Horse riding ● Swimming

Analysis

Areas to develop:

- Reluctance of particular ethnic groups to participate in residential visits.

Section 3. Foster Good Relations Between those who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

(Ref: school prospectus, Self Evaluation Form, School improvement Plans)

Examples	Steps the School has Taken
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> ● Weekly singing assembly in each key stage ● Choir ● After School Clubs ● Jigsaw - PSHE programme embedded in the curriculum ● Philosophy for children ● A range of visitors representing different sectors within the local community ● Gardening club, extended play, snacks at playtime ● SEND children register with base classes ● Playground provision
Student Voice:	<ul style="list-style-type: none"> ● Philosophy for Children ● A focus on oracy in lessons - Voice 21 ● School council discuss issues raised by pupils ● Subject interviews, Pupil questionnaires ● Peer assessment ● Voting – head girl/boy ● Peer mediators, Y6 monitors, Y5 Play leaders, Y4 Sports equipment leaders, Class ambassadors, Eco Warriors, Table leaders ● Continue to interview and seek out the voice and needs of our SEND lowest 20% children
Positive Imagery:	<ul style="list-style-type: none"> ● Cultural diversity displays ● Positive and inspirational resources, especially within books.
Community Links:	<ul style="list-style-type: none"> ● Football league ● Mini Olympics ● Signposting ● Partnerships with other schools ● Sporting events ● Ascension church ● Young Voices
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> ● Assemblies ● Cultural Diversity Weeks, Carnival ● Modern Foreign Languages (MFL) ● Music provision ● Programme of visits to places of worship

	<ul style="list-style-type: none"> ● Places of Worship Week ● 'Faith in Schools' links with the local church ● Festivals and celebrations ● Promoting of British Values ● Charities e.g., Red Nose Day, Sport Relief ● RE Consultant support
Removing Barriers and making Reasonable Adjustments:	<ul style="list-style-type: none"> ● Awareness, understanding and providing for the needs of Vulnerable Children ● Hygiene room available ● Medical care plans ● List of children & risk assessments where this might be a barrier for children that have allergies ● Individual & group Interventions e.g. LEGS, ACI, Box clever, ELS,ECAT,1:1 RWI ● Implementation of teaching & learning strategies to ensure scaffolds are in place so that all children make good progress ● Safeguarding training throughout the year for all staff ● Robust Child Protection procedures ● Parent/carers Workshops ● Offering extended days & holiday school for our most vulnerable pupils. ● Using IT to communicate with students and parents ● Subsidising costs to support low-income families
Links with wider communities	<ul style="list-style-type: none"> ● Employee base and volunteers (Initial Teacher Training) ● Fundraising e.g., Children in Need, Comic Relief, Macmillan ● Citizenship Week with local agencies and schools (linked to aspirations)
Partnerships with Parents/carers:	<ul style="list-style-type: none"> ● Parent/carer workshops ● School ping ● Summer fete ● Coffee morning ● Regularly reviewed website with key information & news ● Performances to parents/carers ● Assemblies ● Parent governors ● SEN Forum ● Parental workshops in the Early Years. ● Creating parent room - safe space to talk.

Analysis

Areas to develop:

- Giving more notice to working parents about school events etc.
- Ensuring calls are made to parents to inform them of injuries, incidents.
- Sending good news stories

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

(Ref: school prospectus, Self-Evaluation Form, School Improvement Plan)

Exclusions												
This is data for the 2020/21 academic year.												
Breakdown	Permanent exclusions			Suspensions			Pupils with 1 or more suspensions			Pupils with 2 or more suspensions		
	No of Permanent Exclusions	School %	National %	No of Suspensions	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.01	0	0.00	0.99	0	0.00	0.52	0	0.00	0.21
Male	0	0.00	0.01	0	0.00	1.69	0	0.00	0.88	0	0.00	0.35
Female	0	0.00	0.00	0	0.00	0.27	0	0.00	0.15	0	0.00	0.05
Ever 6 FSM	0	0.00	0.02	0	0.00	2.46	0	0.00	1.27	0	0.00	0.53
Non-Ever 6 FSM	0	0.00	0.00	0	0.00	0.57	0	0.00	0.31	0	0.00	0.12
SEN EHCP	0	0.00	0.08	0	0.00	10.97	0	0.00	5.15	0	0.00	2.73
SEN support	0	0.00	0.04	0	0.00	4.37	0	0.00	2.20	0	0.00	0.95
No SEN	0	0.00	0.00	0	0.00	0.25	0	0.00	0.17	0	0.00	0.04
English first language	0	0.00	0.01	0	0.00	1.15	0	0.00	0.60	0	0.00	0.24
English additional language	0	0.00	0.00	0	0.00	0.38	0	0.00	0.25	0	0.00	0.06

Examples	Steps the School has Taken
Exclusions Data	<p>Suspensions & permanent exclusions</p> <p>Whole school</p> <ul style="list-style-type: none"> For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data. For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data. Across the whole school, there were no suspensions in 2020/21. There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
Victimisation and Discrimination	<ul style="list-style-type: none"> All forms of bullying are dealt with appropriately, logged and reported to governors/ trustees at every meeting. PHSCE curriculum and assemblies are used to teach morals Restorative conversations In the moment PSHCE lessons
Monitoring of incidents	<ul style="list-style-type: none"> All incidents are reported to trustees and dealt with appropriately. Serious incidents are investigated
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> Review of Behaviour Policy E-safety INSETS E-safety Charter in ICT curriculum Pupil Progress Reviews Awareness raising of issues re: LAC children

Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

(Ref: teachers' planning, school prospectus, Self-Evaluation Form, School Improvement Plan)

How we have involved people in developing equalities at our school

Examples	Steps the School has Taken
School Council:	<ul style="list-style-type: none"> ● Meets weekly, decides areas to work on to improve the school & fundraising for charities ● Promotes key community events throughout the academic year e.g., Remembrance Sunday
Pupil voice:	<p>87 surveys returned: Y5-Y6 (Note this survey is usually completed by Y3&4 - children completed the survey but results not saved).</p> <ul style="list-style-type: none"> ● 72% attend an additional club before or after school ● 100% reported they were happy at school ● 100% reported that they found their lessons interesting ● 100% reported that they are getting a good education ● 99% reported their teacher had high expectations of them. ● 99% reported they felt safe at school ● 96% felt safe in their community <p>www</p> <ul style="list-style-type: none"> ● good education/teach us well ● make sure that every child gets treated with the upmost respect and make sure the pupils feel safe in our school ● everything ● trips and events ● helpful after and before school clubs ● when something has happened teachers often solve it by talking and understanding ● loads of playground equipment ● keep us healthy and safe <p>ebi</p> <ul style="list-style-type: none"> ● the food (lunches) ● bins in playground/field ● football - white lines on field ● more trips and competition
Parents/Carers/ Guardians	<p>37 Surveys returned</p> <ul style="list-style-type: none"> ● 94% said their child is happy at school (the remaining 6% selected do not know) ● 97% said their child feels safe at this school ● 92% said they would recommend the school to another parent

	<p>www</p> <ul style="list-style-type: none"> ● The teachers care about the students and always pushing them to do their best. Very informative. Always listen to their students. ● Excellent teaching staff ● The school grounds are always kept beautifully, and teachers are always personally invested in the children's future. ● Celebrating diversity and culture, providing wholesome extracurricular activities covering a variety of different subject areas. ● Great sporting opportunities <p>ebi</p> <ul style="list-style-type: none"> ● Communication re: learning and progress e.g. Get online platform where parents can track their academic progress ● Communication – Day to day e.g. If your child needs to wear something in particular on a certain day ● Nothing ● menu
Staff:	<p><u>Staff</u></p> <ul style="list-style-type: none"> ● 30 surveys returned ● 93% reported that day to day management of the school was good or better ● 93% leadership/CPD training ● 100% feel children make good progress ● 93% feel that expectations of behaviour are high ● 100% feel that there is a good team ethos ● 93% feel that their voice is heard and their contributions are valued <p>www</p> <ul style="list-style-type: none"> ● collective agreement of placing the children at the heart of everything we do ● the atmosphere, support, leaders are very supportive in all areas ● teaching and learning and pupil progress ● behaviour management ● communication with all staff including part timers ● high standards and expectations for all pupils. <p>ebi</p> <ul style="list-style-type: none"> ● better communication about daily changes ● consistent, strong TAs ● support from school SaLT could be increased ● more staff for KS2 lunchtime ● providing more training to 1:1 adult
Local community:	<ul style="list-style-type: none"> ● Partnership with other schools ● Partnership with Hallsville

	<ul style="list-style-type: none"> ● Partnership with church
Governors:	<ul style="list-style-type: none"> ● Updated Headteacher's Report
Satisfaction with our service:	<ul style="list-style-type: none"> ● Very few complaints ● Clear Complaints Procedure

Workforce – staffing and training

Scott Wilkie Primary School has adapted the HR policies developed in Newham related to the Equality of Opportunity regarding Recruitment and Retention, Continuing Professional Development and the day to day management as Direct employer.

Area of focus	Significant information that we can address for following year
Promoting opportunity	<ul style="list-style-type: none"> ● To continue to increase volunteers from local community. ● Take on a trainee ● NPQ offer for staff ● National College
Fostering good relations	<ul style="list-style-type: none"> ● To open up training to all staff. ● To ensure all staff have a voice and they feel and know it is valued
Prohibiting harassment	<ul style="list-style-type: none"> ● To continue to promote British values

Agreed targets:

Section 1

- Attendance and White British
- Persistent absence
- SEND - Curriculum to match needs
- Participation on residential (On admissions form, to explore possibility of a shorter residential in Year 5, letters to parents)
- Ensure children who are not read to regularly at home receive 1-1 reading in school (reading volunteers)

Section 2

- Relationships SEND parents (workshops, SLT, parent voice)
- School council voice (pupil leadership team)

Section 3

- Support SEND children to build relationships with other children around the school (use Bexley quality first)