



Public Sector Equality Duty at Manor Primary School

Welcome to Equalities at Manor Primary School. You will find here information about how the 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.

Protected Characteristics – school must take into account when publishing information

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

There are also 2 other protected characteristics that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

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

Publish information

- **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 Kate McGee (Headteacher) or Kathryn Spence (Inclusion Manager)

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:

Kate McGee (Headteacher) or Kathryn Spence (Inclusion Manager)

Manor Primary School Equalities Information and Analysis

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.

		Manor Primary School		National Data
		Number	%	%
Gender	Girls	186	48.5%	49%
	Boys	197	51.4%	51%
Ethnicity	White British	22	5.7%	59%
	White and Asian	1	0.2%	0.6%
	White and Black African	1	0.2%	0.6%
	White and Black Caribbean	9	2.3%	2%
	White Eastern European	46	12%	3.5%
	White Other	4	1%	
	Gypsy Roma/ Irish Traveler/ Other	1	0.2%	0.8%
	Turkish/ Turkish Cypriot	6	1.5%	
	Black - Caribbean Heritage	11	2.8%	2.1%
	Black Nigerian	13	3.3%	2%
	Black - Somali	40	10.4%	
	Other Black African	36	9.3%	2%
	Black - Other	14	3.6%	0.9%
	Afghan	1	0.2%	
	Sri Lankan Tamil	2	0.5%	
	Latin South/Central America	3	0.7%	
	Asian - Indian	10	2.6%	0.8%
	Asian - Pakistani	22	5.7%	1.2%
	Asian - Bangladeshi	82	21.4%	0.5%
	Asian - Any Other Asian Background	4	1%	0.7%
Chinese	2	0.5%	0.2%	
Filipino	5	1.3%		
Any other minority ethnic group	13	3.3%	19%	
First Language	First Language believed to be English	95	24.8%	90%
	First Language believed to not be English	288	75.1%	8.6 %
	Unclassified	0	0%	1.4%
	Akan	4	1.0%	
	Bengali	77	20.1%	
	Albainian	2	0.5%	
	Amharic	3	0.7%	
	Bulgarian	4	1.0%	
	Caribbean Creole French	1	0.2%	
	Chinese (Cantonese)	1	0.2%	
	Czech	1	0.2%	
	Dutch/Flamish	4	1.0%	

	Edo/Bini	1	0.2%	
	Arabic	11	2.8%	
	English	95	24.8%	
	Farsi/Persian (Any Other)	1	0.2%	
	Filipino	1	0.2%	
	French	3	0.7%	
	Gujarati	5	1.3%	
	Hausa	3	0.7%	
	Hungarian	1	0.2%	
	Latvian	3	0.7%	
	Lingala	7	1.8%	
	Lithuanian	8	2.0%	
	Luo	1	0.2%	
	Malayalam	1	0.2%	
	Napoli	1	0.2%	
	Other	1	0.2%	
	Panjabi	1	0.2%	
	Pashto	2	0.5%	
	Polish	10	2.6%	
	Portuguese	18	4.6%	
	Romanian	21	5.4%	
	Romany	1	0.2%	
	Russian	3	0.7%	
	Somali	30	8.3%	
	Spanish	6	1.5%	
	Swahili	2	0.5%	
	Tamil	2	0.5%	
	Turkish	6	1.5%	
	Urdu	14	3.6%	
	Vietnamese	1	0.2%	
	Yomba	16	4.1%	
Free School Meal Eligibility	Not Eligible	182	47.5%	73.4%
	Eligible	201	52.5%	26.6%
Religion/Belief	Buddhist/Taoist	2	0.5%	
	Christian	141	36.8%	
	Hindu	7	1.8%	
	Jewish	1	0.2%	
	Muslim	192	50.1%	
	Sikh	0	0%	
	Other	19	4.9%	
	Refused	0	0%	
	No Religion	26	6.7%	
Special Educational Need	No Special Educational Needs	322	84%	79.5%
	SEN support	44	11.8%	18.5%
	ERF	11	2.8%	
	EHC Plan	2	0.5%	2.0%
Profile of Need	Cognitive Learning (CL)	14	36%	
	Mild Learning Difficulties (MLD)	6	1.5%	
	Profound and Medical Learning Difficulties (PMLD)	2	0.5%	

(% based on total number of pupils with Primary Needs)	Severe Learning Difficulties (SLD)	5	1.3%	
	Specific Learning Difficulties (SpLD)	1	0.2%	
	Communication and Interaction (CI)	20	5.2%	
	Speech, Language or Communication Needs (SLCN)	11	2.8%	
	Autistic Spectrum Disorder (ASD)	9	2.3%	
	Sensory and/or Physical Needs (SPN)	3	0.7 %	
	Visual Impairment (VI)	0	0%	
	Hearing Impairment (HI)	3	0.7%	
	Multi-Sensory Impairment (MSI)	0	0%	
	Physical Disability (PD)			
	Social, Emotional and Mental Health Difficulties (SEMHD)	7	1.8%	
	Behaviour, Emotional and Social Difficulties	7	1.8%	

School information correct as of February 2015

National data on pupil statistics is available at the following website: <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2014>

Analysis/comments:

Analysis of the school population:

Our school population represents the ethnically diverse community that we serve. Our largest group of pupils are 'Bangladeshi',. Our second largest group is 'White Eastern European'. Our third largest group, 'Black Somali'. 'White British' children continue to make up a significant proportion of the school population. It is also worth noting that children of 'any other mixed heritage' make up a significant amount of the children.

The diversity of ethnicity in school population is reflected in the number of first languages spoken in the school. In total there are 42 languages used. The most commonly spoken language is English, followed by Bengali and Somali. To reflect this, the school has a comprehensive EAL register that tracks the progress of children and any interventions they receive.

At 47.5% our free school meal eligibility is significantly above the national number. This reflects location of the school and community that we serve. At this time every child in Newham receives a free school meal regardless of any means test, this means the schools figure could be lower than the reality as parents have little incentive to fill in the forms for free school meals.

Just over 50% of our school population consider themselves to Muslim, with a further 36.8% considering themselves to be Christian. The rest of the population are made up by a mixture of other religions with a further 6.7% considering themselves to have no religion.

Within the school there are 84% of children who have no special educational needs, this is slightly higher than the national figure of 79.5%. In light of the SEN Green paper the school is committed to tackling the subject of over identification and will look to see if a greater number of children at school action should come off the SEN register with a greater focus on their needs being met as part of standard teaching practice. At present we have only 2 children with a

EHC Plan however it is worth noting that Newham is an inclusive authority that seldom write EHC Plan, believing that it is able to meet the needs of children with complex special needs through its 'exceptional resource funding'. One of our children on a EHC Plan is currently at Eleanor Smith which is a behavioral unit full time. We also have a child who attends the school 2 days a week as part of a 'managed move' At present there are 11 children with this funding. In another local authority these children would probably have been put on a EHC Plan. A look at the profile of needs shows that we have significantly larger numbers of children with Autistic Spectrum Disorder, Moderate Learning Difficulties and Severe Learning Difficulties than occur nationally.

Attendance

	School	National
Overall absence: percentage	4.3%	5.3%
Unauthorised absence: percentage	2.0%	0.7%
Persistent absence: 15% +	2.8% ³	3.0%

National information is available at the following website: <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2014>

A n a l y s i s / c o m m e n t s :

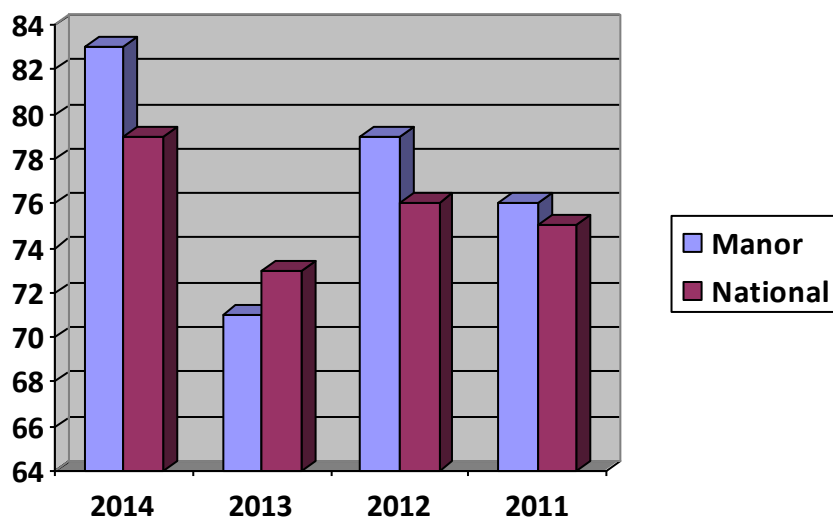
C o m m e n t : As a school we continue to monitor attendance. We have assemblies and prizes to praise attendance. Our Child Welfare and Inclusion Officer will conduct home visits, and send letters. We take parents to court in the case of persistent absence. A contributing factor to our absence levels is the transitory nature of the population we serve. We also experience large number of children that come to our school while waiting for a place in another school. It is often the case that these families are reluctant to bring their children to our school due to distances involved in travelling. No leave is given unless it is for exceptional circumstances. Development:
We will continue to work with the Early Intervention Team, to tackle absence.

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.

Attainment Data

This is how our school compares at the end of Year 6 (Key Stage 2)



This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

	Key Stage 2 Outcomes for Different Groups in Our School	No.	Eng/Maths School- L4+ combined	National L4+ combined
Gender	Girls	18	83%	82%
	Boys	23	78%	76%
Ethnicity	White British	2	100%	79%
	Any other white background	5	60%	71%
	White and Black Caribbean	3	100%	75%
	Black - Caribbean Heritage	2	100	73
	Black- African Heritage	14	79	78
	Black - Other	3	100	86
	Asian - Indian	3	100	86
	Asian - Pakistani	1	100	75
	Asian - Bangladeshi	6	50	80
	Asian - Any Other Asian Background	1	100	83
Special Educational Need	No Special Educational Needs	34	85%	90%
	School Action	0	0%	47%
	School Action Plus	7	57%	36%
	Statement	0	0%	15%
Free School Meal Eligibility	Not Eligible	10	60%	83%
	Eligible	31	87%	67%

All information from RAISEonline 2014 Summary Report

Analysis/comments: It is clear that both our boys and girls are performing slightly above the national level.

One of the most telling things that jumps out from the ethnicity data is its lack of validity. The small numbers of children involved means it is easy for percentages to be distorted. It is clear that the majority of the groups outperformed the national level. Our Bangladeshi and Any Other White Background were below the national average.

The data indicates that children at School Action Plus group outperformed others nationally. The children who are entitled to a free school meal outperformed the national level and also the children in school are not eligible for free school meals,

Areas we would like to improve:

1. As a school we are committed to continuing to improve attainment & progress. We strive for effective use of assessment data to set challenging targets for individuals, groups and classes. We want all children to be making expected progress or better. We are also looking for improved consistency across phase groups and key stages in judgements made and work levelled.
2. As a school we continue to improve Quality of teaching and learning. We are further developing effective use of 'Assessment for Learning' to move on children's learning. We Aim to have a greater proportion of outstanding teaching. Finally we want children using their targets to move their learning forward.
3. We wish to build on our current inclusive practice. We will develop expertise to provide in-class support for SEN pupils. Improve children's ability to work independently in class. Improve provision for More Able Pupils. Finally we will Improve quality of differentiation in planning and teaching.
4. Another area we are looking to further develop Numeracy. In this area we will improve the quality of the children's using and applying skills. Improve Speaking & Listening opportunities in maths. We also would like to broaden practical and problem solving opportunities in maths and improve progression in calculation strategies in maths using the 2014 curriculum.
5. In English we would like to improve the standard of writing, providing rich and cross curricular writing opportunities. We are also improving and embedding the teaching and learning of grammar. Be more consistent in teaching of phonics across EYFS and KS1. Develop effective use of reading and texts in cross-curricular units. Using p4c we hope that the children's speaking and listening skills will be improved.
6. We are also implementing the new 2014 curriculum. We are refining cross-curricular units to maximise opportunities for pupil progress. Make sure computing is fully embedded and being used by children in lessons. Broaden the range of Speaking & Listening opportunities across all curriculum areas. We will ensure all curriculum units have a real context and provide meaningful opportunities.

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<p>As a part of our creative curriculum a large number of educational visits to a range of different places. These visits enrich classroom learning and help to add greater understanding and context to knowledge and skills gained in the classroom. We are actively involved in a range of community projects. We actively take part in community events such as the Newham carnival. We have links with a school in India where our Open Futures co-ordinator have had the opportunity to visit that school and have hosted teachers from that school. We have implemented into our curriculum Open Futures; Ask It (p4c), Cook It, Grow It and Film It</p>
Admissions and Transfer:	<p>We have a Child Welfare and Inclusion Officer that co-ordinates new admissions. The Child Welfare and Inclusion Officer along with our nursery staff will visit the homes of new admissions. For Mid-phase admissions a tour and admission interview is held conducted by the Child Welfare and Inclusion Officer. Information is then passed to the class teacher before the child starts; this allows them to prepare a buddy and all the resources needed to allow for a successful admission. Where there are SEND children known the Inclusion Manager will attend the admission meeting. Also on the website we have the School Information Report which details the provision for SEND children.</p> <p>When a child leave us mid-phase we pass on school records and when necessary we will liaise with a future school to outline any special needs a child has.</p> <p>When pupils transfer to secondary school, we again pass on records. Year 6 teachers meet with secondary teachers to discuss individual</p>
Flexible curriculum arrangements & Participation :	<p>We are developing and implementing the 2014 curriculum.</p>
Student progress:	<p>Over the last four years the progress that children have made has increased year on year in KS2 SATS. We have gone from being below both national and local authority averages to surpassing the both.</p> <p>Teacher assessments are submitted termly and are followed by pupil progress meetings with the Headteacher. These are then followed by a meeting with the Inclusion Manager. This allows teachers to monitor and then discuss progress, reflecting on things that have gone well while identifying targets for children not progressing.</p> <p>For children that are unable to access national curriculum levels we use P scales to monitor progress and set targets.</p>

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.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	Buddy systems and welcome packs for new admission. We teach jigsaw across the school which covers citizenship. We also have a counsellor for the children who comes into school once a week.
Student Voice:	School council play an active part in the school. They run the school tuck shop each week. They are currently rewriting the school learning plan.
Positive Imagery:	We pride ourselves on providing a learning environment that reflects positive imagery of all elements of a school community and beyond. We have extensive pictures of school and community events.
Community Links:	We have developed a range of community links. We are actively involved in a range of community projects. We actively take part in community events such as the Newham carnival and send children to various sporting events. We have community breakfasts and we hold a world food day.
Cultural ideas, Religion and Belief	Through RE the children are exposed to faiths and beliefs found in our community. This is supported by visits to local places of worship. Throughout the year we also hold various special assemblies to celebrate cultural and religious events.
Removing Barriers and Reasonable Adjustments:	<p>We promote Inclusive practice and look to remove barriers to learning for all children while make reasonable adjustments when needed. Our successful application for an Inclusion Quality mark is an example to how successful we have been in doing this.</p> <p>We currently have 12 children for whom we provide 1:1 teaching assistants. The purpose of doing this is to remove their barriers to learning. This is in part funded through the local Authorities Exceptional Resource Funding, however this is further topped up from the school budget.</p>
Links with wider communities	We have links with an Indian school and have the opportunity to visit the school. Each year we hold a Unicef day where the school council raise money for a global issue. Once a year we hold a World Food Day where the parents bring in food from their culture for others to taste.

Partnerships with Parents:	Over the past four years we have developed good partnerships with parents. Members of the Senior leadership team are available at the start and end of the day and parents are always welcome to meet teachers. We have a good uptake at parents evenings. Every year we hold an open day at school where the parents are invited into school to attend lessons with their children.
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Analysis/comments:

Things we would like to improve:

1. Using the Inclusion Development Programme to further develop inclusive practice in the classroom. This will support the delivery of a quality differentiated curriculum that meets the individual needs of all children.
2. To further develop our relationships with parents and the local community by hosting a range of events that appeals to the broad spectrum of our school community.

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

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	The Inclusion Manager hosts a meeting every half-term to discuss children at risk. SLT discuss the vulnerable children and use an Educational Psychologist and/or the resilience project to help minimize the risk of exclusions and prepare the year 6 children for secondary school.
Victimization and Discrimination:	We have a victimisation and harassment policy that takes staff through the process of how to report victimisation and discrimination.
Monitoring of incidents:	We monitor and log all racist incidents, and any incidents in which someone is hurt and needs medical attention.
Anti Bullying and Harassment:	We have a bullying and harassment policy that takes staff through the process of how to report and deal with bullying and harassment.
Training and awareness raising about discrimination and bullying issues	In producing and updating both the harassment and bullying policy staff are consulted and training issues that arise are dealt with.

Analysis/comments:

2 things we would like to improve:

1. To continue Children at risk meetings, bringing in a larger range of partners to work with to meet the needs of individual children, so that support can be individualised and targeted.
2. Make sure that staff are aware of both bullying and harassment policies and have been consulted regarding any up-dates.

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

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken
School Council:	The school council have been consulted regarding the equalities scheme. It is through the school council that pupil voice has impacted on the scheme.
Parents/Carers /Guardians:	The scheme will be published on the school web-site. It will also be displayed at parents evening with parents invited to comment.
Staff:	Staff have been given the opportunity to contribute on the scheme and comment on it prior to it being presented to the governors.
Local community:	The scheme will be published on the school web-site. It will also be displayed at parents' evening with parents invited to comment.
Governors:	The well-being committee are responsible for overseeing and ratifying the school equalities scheme.

Workforce – staffing and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

Area of focus	Significant information that we can address for following year
Promoting opportunity	Issues are addressed as and when they arise.
Fostering good relations	Issues are addressed as and when they arise.
Prohibiting harassment	Issues are addressed as and when they arise.

This information was ratified by the governors on

Our school information will be reviewed on

Signed

Manor Primary School Equality Objectives:

1. Advance Equality of Opportunity Between People who share a protected characteristic and those who do not as defined by Equality Act 2010

Date: February 2015

Objective	Current situation	Success criteria	Lead Person:	Links school policy or school development plan	Actioned by (date)
Analysis of assessment data to ensure that those with a protected characteristic have an equality of opportunity.	Termly pupil progress meeting with Head teacher, followed by meeting with Inclusion Manager.	Progress made by all children in the school.	Headteacher/Inclusion Manger	School Development plan sections, Teaching & Learning, Inclusion	Kate McGee & Kathryn Spence (Ongoing)
Develop expertise to provide a differentiated curriculum for all children in the classroom.	A series of INSET days based around the Inclusion Development Programme. Inclusion Manager working with a different Year group every half-term.	All members of the class able to access the curriculum in the classroom while making progress.	Inclusion Manger	School Development plan sections, Teaching & Learning, Inclusion	Kathryn Spence (Ongoing)
To make reasonable adjustments so that children are able to access the curriculum.	Reasonable adjustments are made as and when the need arise.	A log of reasonable adjustments made or when the school has deemed an adjustment to be	Inclusion Manger	School Development plan sections, Inclusion, SEND Information Report	Kathryn Spence (Ongoing)

Equality Objectives:**2. Foster Good Relations Between People who share a protected characteristic and those who do not as defined by Equality Act 2010****Date:** February 2015

Objective	Current situation	Success criteria	Lead Person:	Links school policy or school development plan	Actioned by (date)
Continue to welcome all people into the school with admission interviews, buddy systems and bi-lingual new admission packs.	Admission interviews and Buddy systems are in place. A bi-lingual admission pack is in development.	A comprehensive admission procedure that allows all new admissions to settle in school.	Inclusion Manager/ Learning Mentor	School Development plan sections, Inclusion, SEND Information Report	Kathryn Spence (Ongoing)
Encourage and support student voice.	School council meet regularly and make proposals. Students give tours of the school to visitors.	School council raise the concerns, hopes and aspirations of children. Children are confident talking about what happens in their school to visiting adults.	School Council lead staff member	School Development plan sections, Inclusion	Petra Collins & Catherine McGill
Provide a learning environment that reflects positive imagery of all elements of a school community and beyond.	We have extensive pictures of school and community events as well as images to support events such as the Olympic and Paralympics games and values.	Positive images and attitudes towards all sections of society.	Head Teacher	School Development plan sections, Inclusion	Kate McGee (Ongoing)

Develop a range of links from diverse communities.	We have developed a range of community links. We are actively involved in a range of community projects. We actively take part in community events such as the Newham carnival and send children to various sporting events.. We have established and developing links with schools in other parts of the world.	Established links with a range of communities around the world.	Coordinator responsible for International Links	Community Cohesion	Jabeen and Adrie (Ongoing)
Expose children to a range of Cultural ideas, Religions and Beliefs.	Through RE the children are exposed to faiths and beliefs found in our community. This is supported by visits to local places of worship. Throughout the year we also hold various special assemblies to celebrate cultural and religious events.	A portfolio of cultural and religious beliefs studies in the school.	RE coordinator	RE, Community Cohesion	Ade Fatomide (Ongoing)

Equality Objectives:					
3. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010					
Date: February 2015					
Objective	Current situation	Success criteria	Lead Person:	Links school policy or school development plan	Actioned by (date)
Monitor and act upon any incidents in which someone with a protected characteristic has been discriminated against.	All incidents are currently logged.	Incidents logged with action taken to prevent re-occurrence of incidents.	Headteacher	School Development plan sections, Inclusion	Kate McGee (Ongoing)
To provide a positive role model for children as to appropriate interactions between different groups.	All staff model appropriate behaviour when dealing with children, parents and staff.	All members of the school community demonstrating respect for others.	Headteacher	Community Cohesion	All staff (ongoing)