



**Gallions Primary School- Public
Sector Equality Duty (PSED)**

Date: November 2018

The Public Sector Equality Duty (PSED) requires our school to publish information about our school and how we plan and act upon different characteristics of our school. This is called Equalities and here you will find information about how we ensure Gallions meets its specific equalities duties. The specific duties are what the school must do.

The Equality Act 2012 clearly states that the following groups must be taken into account. People identified in these groups are considered to have a protected characteristic.

At Gallions we must ensure that groups that have a protected characteristic are taken into account when publishing information.

Protected Characteristics:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy & Maternity
- Religion & Belief
- Sexual Orientation
- Transgender (Gender re- assignment)

(Although there are two other protected characteristics- Age & Marriage & Civil partnership; schools do not have a duty to publish this information)

The information that we publish and analyse must be clearly linked to our three aims (General Duties) of our PSED. The general duties are the things our school is aiming to achieve:

General Duties (1):

The three aims of the Public Sector Equalities 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 (2):

Publish information-

You will find here information about our school community (see specific duties section)

Action Plan- Equality Objectives (3):

Equality objectives- these will be clearly defined actions after careful thought and analysis

All the information and analysis will be from school improvement and development plans, evaluations and student data; we tend to use the information to improve the education for all groups in the school. We want to make sure we know which pupils are doing well and which ones are not so we can plan to improve.

A lot of this information is already being used by our school to develop and become better at making we are doing the best we can for our pupils. Some of the information may show us where we can improve. We will use the information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives. These will also be published here.

We hope this information is clear and easy to understand if there are any questions about anything in this Duty please contact Shazia Hussain (Head teacher) who will be able to help.

The duty will be published on our school website.

**Gallions Primary School: Specific Duty:
Equalities Information and Analysis (2)**

Section 1- School Population

This information relates to our school population. These are the groups of people we will plan services for. It is our duty to provide good access to educational opportunities and support our pupils to succeed and do well at school. We want to make sure that no one is at a disadvantage. We will use the following data and information to help us.

		Gallions	%
Gender	Girls	254	47%
	Boys	285	52%
Ethnicity			
	White/ British	50	9%
	Other White and European	100	18%
	Gypsy Roma/ Irish Traveller/ Other		
	Mixed Heritage	62	11%
	Black - Caribbean Heritage	9	1%
	Black- African Heritage	37	6%
	Black – Other	57	10%
	Asian- Indian	17	3%
	Asian – Pakistani	46	8%
	Asian – Bangladeshi	88	16%
	Asian - Any Other Asian Background	12	2%
	Chinese	5	1%
	Any other	56	10

	minority ethnic group		
Free School Meal Eligibility			
Free School Meal Eligibility	Not eligible	404	80%
	Eligible	96	19%
Religion/ Belief			
Religion/ Belief	Buddhist/ Taoist	5	1%
	Christian	171	31%
	Hindu	18	4%
	Jewish		

	Muslim	204	37%
	Sikh		
	Other	61	11%
	Refused		
	No religion	68	12%
Special Educational Need			
Special Educational Need	No Special Educational Need	444	82.4
	SEN Support	95	17.7%
	Education and Health Care Plan	0	0
Profile of need (% based on total number of pupils with Primary needs)			
Profile of need (% based on total number of pupils with Primary needs)	Communication and Interaction	44	38.2%
	Cognition and Learning	36	46.8%
	Social, Emotional and Mental Health Difficulties	11	11.7%
	Physical and Sensory	4	3.1%

Analysis and Comment:

- The school has many different ethnicities and spoken languages.
- The strongest language/ethnic background is other White Backgrounds (including Lithuanian and Eastern European backgrounds)
- The Bengali community is second strongest language/ ethnic background
- School held statistics on eligibility for Free School Meals are not a true indicator as most of our pupils automatically have free school meals via local and national schemes
- The pre-dominant faith in the school is Islam followed by Christianity. We have no pupils following the Sikhism of Judaism

Attendance:

	Gallions Primary School (since Sep 2018)	
	Number	%
Authorised	234 pupils	41.8
Unauthorised	110 pupils	19.6
Persistent Absence	59 pupils	10%

Analysis/Comment:

Comment: While overall the school has reduced the levels of unauthorised and persistent absence, levels continue to be above national levels. As a result, they remain a whole school priority
Development: Whole school incentives introduced to promote attendance with pupils/families Measures to tackle absence including: <ol style="list-style-type: none">1. Class based attendance books2. Parent attendance workshops/drop in sessions3. Issuing of penalty fines/support of Attendance Management Service4. Regular meeting with parents concerning support, targets, etc.5. 1st day absence calls

Section 2- Advance Equality of Opportunity between people (those that share a protected characteristic and those that do not)

At Gallions we want to provide good access to education, promoting achievement and attainment for everyone who attends our school. We use information (data) to help us do this.

Attainment Data

This is how our school compares at the end of Key Stage 1 in 2018

Y2 SATs Reading Exp	2018 Result	2018 National	Y2 SATs Writing	2018 Result	2018 National
	78%	75%		70%	69%
Y2 SATs Reading GD	2018 Result	2018 National	Writing GD	2018 Result	2018 National
	22%	25%		15%	15%

Y2 SATs Maths Exp	2018 Result	2018 National	Y2 SATs Reading/ Writing/ Maths Combined	2018 Result
	69%	76%		64%
Y2 SATs SPA GD	2018 Result	2018 National		
	15%	21%		

This is how our school compares at the end of Key Stage 2 in 2018

	Gallions 2018	2018 National		Gallions 2018	2018 National
Reading EXP	75% <i>(internal data)</i>	76%	Writing EXP	75% <i>(internal data)</i>	76%
Reading GD	17%		Writing GD	17%	
Maths EXP	87% <i>(internal data)</i>	75%	SPAG EXP	75% <i>(internal data)</i>	78%
Maths GD	35%		SPAG GD	28%	

Analysis/comments

3 areas school has developed this year: *Links are clearly set out between school policy and practice*

- Teaching staff have a clearer understanding and guidance about expected progress within each year group
- We have developed an enriched curriculum to engage all pupils (including boys and higher and lower attaining pupils)
- We have introduced initiatives to encourage/skill up parents to support children's learning (for example, Maths No Problem, P4C and Reading workshops)

3 areas we would like to improve:

- Ensure teaching are able to effectively differentiate for different learning styles – with a particular focus on ensuring out lowest and highest attaining pupils have the right access points
- Ensure pupil feedback informs next steps learns and is effective in securing progress
- Ensure the school is effectively using attainment data to closely track the progress of different groups

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<p>As a school with a Resource Provision, we have facilities to cater for children with Autism.</p> <p>Planning and teaching provision caters for pupils with a variety of needs including PMLD child and children with behaviour and emotional difficulties. This includes targeted group intervention (based on curriculum learning areas such as Gardening, Cooking, Art and Music)</p>
Participation :	<p>We have an inclusive curriculum, which caters for the needs of all pupils, through effective use of differentiation and scaffolding. Through our creative approach to learning (including music, art, dance, drama and P4C), we ensure all pupils are able to access the curriculum and make good progression.</p>
Admissions and Transfers	<p>We are inclusive school and and strive to meet the needs of all children in the communities we serve.</p> <p>At the point of joining the school, families are given a full induction including a tour of the school and an opportunity to meet specialist teaching staff who will support where a need is identified (for example, language, emotional or social).</p> <p>When a pupil leaves the school (whether at the of Key Stage 2 or mid-phase) we liase closely with their new setting to ensure all necessary support is in place.</p>