



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

Updated: November 2020

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 is at a disadvantage. We will use the following data and information to help us.

November 2020		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

Free School Meal Eligibility	Not eligible	404	80%	
	Eligible	96	19%	
Religion/ Belief				
	Buddhist/ Taoist	5	1%	2 0.42%
	Christian	171	31%	122 25.47%
	Hindu	18	4%	15 3.13%
	Jewish			

	Muslim	204	37%	221 46.14%
	Sikh			
	Other	61	11%	57 11.90%
	Refused			
	No religion	68	12%	51 10.65%

Type of support	Number of pupils	Percentage of Whole School
Special educational needs (SEN) support	71	14.6%
Education, health and care (EHC) plan	15	3.1%
High Needs Funding Total	18	3.7%
Resource Provision	17	3.5%
Total on SEN Register	86	17.8%

Areas of need* (according to SEN C.O.P.)	Number of pupils	Percentage of SEN register
Cognition and Learning	23	26.7%
Communication and Interaction	53	61.6%
Social, emotional and mental health (SEMH)	8	9.3%
Sensory and/or physical needs	2	2.3%

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)		Since Sept 20
	Number	%	
Authorised	234 pupils	41.8	245 51.15%
Unauthorised	110 pupils	19.6	143 29.85%
Persistent Absence	59 pupils	10 %	99 20. 67 %

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:

1. Class based attendance books
2. Parent attendance workshops/drop in sessions
3. Issuing of penalty fines/support of Attendance Management Service
4. Regular meeting with parents concerning support, targets, etc.
5. 1st day absence calls

Some actions suspended due to Systems of Control within the pandemic

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.

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Attainment Data

This is how our school compares in statutory assessments in the academic year 2018- 2019 (most recent attainment data due to suspension of statutory assessments in 2020):

Pupil Attainment: Key Stage 1

		Reading		Grammar		Writing		Maths		Combined RWM	
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Gallions	2018-2019	75%	19%	no test	no test	70%	14%	75%	17%	58%	8%
	2017-2018	78%	22%	no test	no test	70%	15%	69%	15%	67%	12%
	2016-2017	76%	30%	no test	no test	69%	15%	70%	22%	70%	10%

Pupil Attainment and Key Stage 2

		Reading		Grammar		Writing		Maths		Combined RWM	
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Gallions	2018-2019	80%	25%	83%	38%	81%	28%	87%	32%	68%	13%
National		73%	27%	78%	36%	78%	20%	79%	20%	65%	-

Analysis/Comment:

Areas we are developing:

Teaching staff have a clearer understanding and guidance of expected progress within each year group and as children move through the school. We continue to embed our curriculum provision to ensure it engages all pupils (including identified groups and higher and lower attaining pupils). We continue to embed various approaches introduced in recent years, including Maths Mastery, Systematic phonics through RWI, Reading for Pleasure aimed at progressing children's learning in the core subjects and thereby supporting them access learning in the wider curriculum. We continue to develop systems to track pupil's progress across the combined areas of learning (specifically Reading, Writing and Mathematics). We continue to raise attendance at parent events to encourage/skill up parents to support children's learning (for example, Maths No Problem, P4C and Reading workshops).

Areas we are will focus on in the current academic year (2020-21)

We will clearly define our vision for Feedback, supporting all staff in consistently providing input that is regular, timely and embedded in every lesson. Alongside this, we will add promote strategies to support children as reviewers of their own progress, able to reflect and discuss their learning journey and what they need to do to continue to improve. We will support teachers to effectively differentiate for different learning styles – focussing on ensuring our lowest and highest attaining pupils have the right access points. We will introduce the *Thrive* approach which promotes children's positive mental health, well-being and achievement.

Some actions suspended due to Systems of Control within the pandemic

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. We have positive feedback from parents – including those of our most vulnerable learners.</p> <p>Planning and teaching provision caters for pupils with a variety of needs including children with behaviour and emotional difficulties. This includes targeted group intervention, working with specialist teachers and the school pastoral care team</p>
Participation :	<p>We have an inclusive curriculum, which caters for the needs of all pupils, through effective use of differentiation and scaffolding.</p> <p>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 progress</p>
Admissions and Transfers	<p>We are an inclusive school 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 liaise closely with their new setting to ensure all necessary support is in place.</p>