



## **Pegswood Primary School Equality Information. (Captured April 2016)**

### **Age and sex:**

- There are currently imbalances in class sizes between Key Stage 1 and Key Stage 2. 1. Current Class sizes are:

Nursery – 45

Reception 30

Year 1 – 32

Year 2 – 25

Year 3 – 21

Year 4 – 21

Year 5 – 17

- We currently have more girls than boys in the school (101/90). The gender balance difference is most noticeable in Year 1 (19 girls, 13 boys).

(Source SIMS)

### **Disability**

- We have no pupils currently on roll with physical disabilities. An accessible toilet is available in Key Stage 2 and can be used by pupils with medical needs.
- The school has a vigilant approach to interventions for SEND pupils. A year group with a disproportionate number of children with speech and language problems may have this addressed through appropriate interventions, thus varying the numbers and proportion of SEN pupils in a given year group.
- The building is old and poses many accessibility challenges, for example; there are numerous steps and doors open outwards.
- The reception area has its own suite, with toilets and a dedicated, enclosed play area.
- The school has an accessible toilet and a wet room, which supports any child with intimate care and disability issues.
- The school has a policy for the administration of medicines.
- Staff have undertaken paediatric first aid training which included the administration of EpiPens for treating anaphylactic shock.
- Staff throughout the school are trained in First Aid and this is updated when needed.

(SIMS, Northumberland Data Unit, Staff profile and CPD history)

### **Gender reassignment**

- No data is collated by the school about gender reassignment for the pupils or staff population.

### **Marriage and civil partnership.**

- Due to the fragmentation of many parenting relationships, the school adjusts the language used to speak about parents and carers, most commonly opting for “parents or carers”.
- When information about changes in marital status or home circumstances is communicated to school, it is recorded in the school’s file. Any changes to contact details are recorded in the child’s file.
- Same sex parenting partnerships are acknowledged, and the school is sensitive to this when referring to parenting circumstances.

The school corresponds with estranged parents by contacting each one separately as appropriate.

## **Sexual orientation**

- No data about the sexual orientation of pupils or parents is collected or held by the school.

## **Race**

- The vast majority of children in school are White British. 13 children are recorded as belonging to a group other than White British (6.8%).
- There are no significant patterns of underachievement of pupils from minority ethnic groups.
- The school has recorded and reported 1 racist incident in the last 5 years to the Local Authority.
- The heritage languages spoken by EAL children in school include Chinese and Panjabi.
- Some pupils have occasional extended absences from school in order to visit relatives in their heritage countries. The school promotes and stresses the importance of attending school in order to maintain attendance and progress during these periods.

(Source: SIMS, School Census ethnicity, Annual report to governors, curriculum planning)

## **Religion**

- The school no longer captures data about religious belief on our data collection form.
  - The school does not maintain a staff data monitoring system, with data about religion or belief.
  - Provision exists for children who elect to be withdrawn from acts of Christian worship on the grounds of belief to do so.
  - All pupils learn about beliefs other than Christianity.
  - Religious leaders play a part in the life of the school; they include a Church of England representative and members of the Mustard Tree Trust.
  - We have visits to other religious places of worship such as the synagogue in Gosforth.
  - We also consult families about any special occasions we need to be aware of.
- (Anecdotal, SACRE guidance)

## **Pregnancy and maternity**

- The school has flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting.

## **Free School Meals, IDACI and Vulnerable Groups**

- The school's IDACI score of .23 for 2015 places it just below the national average in terms of indices of deprivation.

64% of our families are in the lowest 10% (IDACI percentile) for employment.

65% are in the lowest 20% for education.

66% of families are in the lowest 20% for health

- 21.2% of our children (Reception – Year 5) are eligible for Free School Meals, although this fluctuates.
- There are currently less than 10 Looked After Children on roll.
- We track the progress of all vulnerable groups of children, including by gender, Special Educational Needs, Free School Meals, Pupil Premium, Looked After and English as an Additional Language.

(Sources: SIMS analysis, RAISEOnline, School Profile)

## **Equality objectives**

The equality objectives have emerged from the most significant equalities challenges we have identified in defining our equality information.

We will report regularly upon progress against these over the four-year period they cover.

- To continue monitoring the achievement of boys and girls in English and Maths and to narrow the achievement gap when it occurs.
- To narrow the gap between our disadvantaged children and non-disadvantaged children that exists in some cohorts.
- To focus on our School Values that have been created from Olympic and Paralympic Values, British Values, School Games Values and Rugby Values in order to challenge misconceptions, further embed these values into our school culture and overtly celebrate them in the life of the school.