

Elmhurst Primary School - Public Sector Equality Duty (PSED)

Date: November 2019

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 Elmhurst meets its specific equalities duties. The specific duties are what the school must do.

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

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

9 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 Sukwinder Samra (Head teacher) who will be able to help.

The duty will be published on our school website.

**Elmhurst 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.

Gender		Number	%
	Female	464	48%
	Male	502	52%

Ethnicity		Number	%
	White/British	4	0.4%
	Other White and European	31	3.2%
	Gypsy Roma/ Irish Traveller/ Other	0	0
	Mixed Heritage	0	0
	Black - Caribbean Heritage	1	0.01%
	Black- African Heritage	11	1.1%
	Black – Other	9	0.9%
	Asian- Indian	376	38.9%
	Asian – Pakistani	226	23.41%
	Asian – Bangladeshi	280	29%
	Asian - Any Other Asian Background	13	1.5%
	Chinese	1	0.01%
	Any other minority ethnic group	13	1.5%

Free School Meal Eligibility	Not eligible	745	89.2%
	Eligible	81	10.2%

Religion/Belief		Number	%
		Buddhist/ Taoist	1
	Christian	30	3%
	Hindu	150	16%
	Jewish	0	0
	Muslim	749	78%
	Sikh	17	2%
	Other	8	0.8%
	Refused	0	0
	No Religion	6	0.8%

Analysis and Comment:

- Elmhurst is a large (nearly 1000 pupils) outstanding school in East London, part of the New Vision Trust that is a MAT of 4 good and outstanding schools.
- Pupils come from more challenging economic circumstances than deprivation indicators, like eligibility for free school meals, suggests. There have been greater numbers of families requesting referrals to food banks and assistance with overcrowded private rental accommodation. Mobility has increased over the last two years due to families moving to secure better housing. The school has increased its Early Help support in response to the increased deprivation. Over 80% of pupils come from EAL backgrounds; our three main ethnic groups are Pakistani, Bangladeshi and Indian and Gujarati, Bengali and Urdu are the predominant first languages. The number of mid-term arrivals speaking little or no English is on the increase; the school loses its more aspirational families to Redbridge LA and to Islamic schools. This year, three year six pupils predicted to attain the higher standard in SATs are due to relocate out of the LA.
- There has been a significant increase in the numbers of pupils with ASD, particularly in the early years, reflecting the picture in Newham that has the highest levels of pupils diagnosed with ASD in the country. Although numbers on the SEN register has risen to over 6%, the school is judicious about avoiding over identification. The school's focus on quality first teaching and daily bespoke interventions in English and mathematics ensures that only the most severe pupils are on the SEN register. Pupils with less complex needs make rapid progress, often reaching and exceeding age related standards.

Attendance:

Elmhurst Primary School (Sep 2018/19)		
	Number	%
Authorised absence	715 pupils	1.2%
Unauthorised absence	627 pupils	2.2%
Persistent absence	60 pupils	6.2% (national 8.7%)
Overall attendance	96.6%	

Analysis/Comment:

The school's current attendance rate is currently 97.3%, which is above the national, and persistent absence rate figure of 6.2% includes 4 year olds in reception so likely to be lower for statutory aged pupils of around 5.5% which is below the national. This demonstrates pupils' strong enjoyment of their schooling and the school's success at managing the huge numbers of requests for term time holiday to the Indian subcontinent.

Development:

The school will continue to work on reducing the level of unauthorised absence and improve the PA level.

Whole school measures introduced to promote attendance with pupils/families include:

- Refer cases to AMS to escalate for improved attendance.
- Increase number of Parent Surgeries targeting absence, term time leave and punctuality
- Conduct more home visits where attendance concerns have been identified
- School to use the Penalty Notice Procedure for absences as well as term time leave
- Encourage more attendance promotion via newsletters or parent mail
- Continue with incentives such as termly funded cinema trip for pupils with 100% attendance
- Target specific year groups whose attendance is a concern and carry out parent workshops eg Nursery

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

At Elmhurst we want to provide an outstanding quality of education by promoting equality of access so that all of our pupils achieve and attain well from their starting points. We use information (data) to help us do this.

Comparative data by group for EYFS (2018/2019)

	At least expected	Exceeding	At least expected	Exceeding	At least expected	Exceeding
	ALL		BOYS		GIRLS	
Communication and language						
Listening and attention	86.3	23.1	81.9	18.3	90.9	28.2
Understanding	86.0	23.2	82.1	19.7	90.1	26.7
Speaking	85.6	19.7	81.4	16.7	89.9	22.8
Physical development						
Moving and handling	89.5	18.3	85.2	13.6	94.1	23.3
Health and self-care	91.22	20.0	88.1	15.9	94.4	24.3
Personal, social and emotional						
Self-confidence and self-awareness	88.9	18.2	85.4	15.1	92.6	21.5
Managing feelings and behaviour	87.9	16.3	83.3	11.9	92.8	20.9
Making relationships	89.7	16.4	85.7	12.3	93.8	20.6
Literacy						
Reading	77.0	18.6	71.9	16.6	82.4	20.8
Writing	73.7	11.1	67.4	8.3	80.2	14.0
Mathematics						
Numbers	79.6	16.1	76.1	17.3	83.3	14.9
Shape, space and measures	81.7	15.0	78.1	15.6	85.4	14.5
Understanding the World						
People and communities	85.9	14.5	81.8	12.6	90.1	16.5
The World	85.8	16.2	82.3	16.5	89.5	15.8
Technology	93.1	18.7	91.7	20.3	94.6	17.1
Expressive arts, designing and making						
Exploring using media and materials	89.0	16.4	84.1	11.0	94.21	22.2
Being imaginative	88.7	15.4	84.1	10.5	93.6	20.5
Achieved a Good Level of	71.5		65.0		78.4	

- EYFS data highlights that there is a significant difference between the attainment of boys and girls in literacy at both the Expected and Exceeding standard.
- Elmhurst boys' good level of development (GLD) is in line with that of boys nationally (64%), though significantly below that of Elmhurst girls.

Comparative data by group for end of Key Stage 1 (2018/2019)

	Elmhurst 2018/2019	National 2018/2019	Boys	Girls	Indian	Pakistani	Bangladeshi
Y2 SATs Reading EXP	82%	72%	76%	88%	83%	87%	76%
Y2 SATs Reading GD	28%	25%	25%	30%	30%	17%	32%
Y2 SATs Maths EXP	84%	76%	83%	86%	91%	78%	79%
Y2 SATs Maths GD	30%	22%	32%	28%	26%	13%	44%
Y2 SATs Writing EXS	74%	69%	71%	77%	78%	61%	76%
Y2 SATs Writing GD	18%	15%	13%	25%	20%	9%	21%
Y2 SATs Reading/Writing/Maths Combined	72%	65%	70%	74%	76%	61%	71%

- In KS1, all protected groups out-perform or are in line with the National at both EXS and GDS.
- In reading, Elmhurst girls significantly outperform boys at the EXS and in writing at GDS. This links to the trend that we are seeing across the school
- The lower literacy RWI groups are disproportionately made up of boys.
- Attainment in maths is comparable at EXS and GDS
- In KS1, Bangladeshi pupils are underperforming in literacy compared to our other ethnic groups and are also underperforming compared to the national figure. They are also below National for combined attainment (R,W,M)

Comparative data by group for end of Key Stage 2 (2018/2019)

	Elmhurst 2018/2019	National 2018/19	Boys Unvalidated	Girls Unvalidated	Indian	Pakistani	Bangladeshi
Reading EXP	92%	73%	83%	87%	86%	87%	86%
Reading GD	45%	27%	37%	44%	39%	32%	43%
Maths EXP	97%	79%	92%	97%	100%	94%	93%
Maths GD	47%	27%	53%	38%	50%	39%	45%
Writing EXP	92%	78%	89%	86%	96%	86%	84%
Writing GD	41%	20%	29%	48%	29%	39%	40%
SPAG EXP	95%	78%	88%	92%	100%	90%	86%
SPAG GD	70%	36%	58%	72%	57%	65%	71%

- All protected groups perform above the national standard by the end of KS2
- Girls slightly out- perform boys in all areas of the curriculum but particularly in literacy.
- By the end of Key stage tests, this difference at EXS standard has been largely diminished but it is a trend that we see across the school in internal data, particularly in Upper KS2.
- The difference at the higher standard remains pronounced in writing and SPAG.
- The make-up of the literacy support groups in all year groups is generally made up of a larger proportion of boys than girls.
- In maths, boys and girls attainment at EXS is comparable but boys significantly outperform girls at the Higher standard, suggesting an issue. This is borne out across in school data as well.
- Our three main ethnic groups are Pakistani, Bangladeshi and Indian. All of the groups outperform the national figures at EXS and GDS
- Our Indian pupils outperform other ethnic groups at EXS in all areas but significantly in literacy, though this difference does not apply at GDS.

The priority areas as identified by the school following this review are:

- 1) The attainment of boys in literacy at both EXS and GDS standard
- 2) The attainment of girls in mathematics at the higher standard
- 3) Diminishing the difference between attainment of Bangladeshi pupils and our other main ethnic groups (Indian and Pakistani) at the EXS

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<p>We are ensuring that our curriculum promotes equality through reviewing the subject intent statements and ensuring that the implementation of each lesson carefully builds in a progressive way and that the steps are small and assist pupils to learn and remember key concepts.</p> <p>The work on careful content selection and sequencing helps pupils to learn seamlessly from EYFS to year 6.</p>
Admissions and Transfer:	<p>We have an inclusive policy in our school. We make adjustments for all children with protected characteristics, in order that children's needs are met and their learning is well supported. This can include phased transition for pupils with SEN etc.</p> <p>Our mid phase admissions procedures are robust so that pupils receive a bespoke transition programme, including attending RWI lessons to support their fluency in reading, writing and speaking in English.</p> <p>Our children are very well supported in transferring to other schools. Year 6/7 transition is smooth and includes numerous parent workshops.</p>
Participation :	<p><i>Inclusion of children with SEN on the school council.</i></p> <p><i>School ensures that extended opportunities are open to all including pupils with SEND eg Attending residential such as Fairplay House, curriculum visits etc. This is achieved through positive risk assessments to ensure access to a wide range of opportunities.</i></p> <p><i>Our pupils visit different places of worship, reflecting and celebrating our diverse school community.</i></p> <p><i>We will look into participation in maths competitions, encouraging our confident girls to participate.</i></p>
Student progress:	<p><i>Class Learning Forums and feedback during lesson visits will assist pupils to take greater control over their learning environment.</i></p> <p><i>Termly Assess and review meetings held to identify and support pupils who are not making progress.</i></p> <p>We provide targeted support for pupils who might be falling behind in reading and mathematics through daily 1:1 catch up from reception to year 6.</p> <p>We offer an intensive ten week after school / Saturday tuition programme for Disadvantaged pupils are specifically targeted for this support.</p> <p><i>We have targeted additional after school Literacy classes for the support groups in KS2, particularly targeting boys, coupled with the KS2 Reading Buddy scheme.</i></p> <p><i>We will monitor progress of Bengali children in KS1, ensuring they are prioritised for additional catch up.</i></p>
Flexibility curriculum arrangements:	<p><i>Accessibility Plan has been reviewed and updated- shared with Governors.</i></p>

Analysis/comments:

Areas school has developed:

- Celebration of all religions through celebration assemblies and entering (and winning) the Newham RE Place of Worship Week competition
- Accessible classrooms and work spaces, including a lift in our teaching school wing
- Training in Growth mindset approach
- Staff training in a range of areas: such as SCERTs, Stonewall training, Prevent training, ASD training
- Positive engagement with the school community through establishing a PTA, Baking group, curriculum workshops etc.

Areas we would like to improve:

- More training to support pupils with emotional well-being for parents and staff
- Increasing support for pupils with SEN, particularly those with ASD through increasing the current Inclusion team to include an SEN teacher who can support staff with planning and teaching
- Continuing to work with families and school to prepare school to implement the new statutory Relationships, Sex and Health education framework in preparation for full implementation in September 2020
- We will continue to monitor and support pupils who are under performing compared to other groups as identified from our data eg Bengali boys in KS1, boys literacy overall and girls in maths in KS2 who are working towards the higher standard.

Section 3. Advance Equality of Opportunity Between People 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.

Analysis/comments:

There were no sizeable groups which were achieving below the national average in English or maths in 2019. Several groups (Boys, girls , EAL, FSM were achieving above the national average in English, maths or both).

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.

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

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	Buddy systems and welcome packs School counsellor Music therapist for SEN pupils Inclusion lead working closely with CAMHS to support specific pupils and families
Pupil Voice:	School council meet regularly with the head teacher Head boy and head girl Class Learning Forums Pupils leading termly parents' evening conferences British values such as democracy actively promoted through our extensive debating programme
Positive Imagery:	Improving our images of children around the school and in our literature, brochures etc to reflect all of our children. Audit of children's literature for positive role models to reflect the different protected characteristics. Huge focus on book corner and library books which engage more reluctant readers, including boys. Author visits include those who reflect pupils' community eg Zanib Miah. Black History month
Community Links:	Visits to local places of worship. Our building is open at the weekend for community activities. Links with Stratford Circus and the Schools Shakespeare Festival. Maths Hub, Teaching School and English Hub strong links with hundreds of schools and with NCETM, DfE and RWI. International links and Global learning projects in geography through British Council Connecting Classrooms projects with Kenya and Nigeria(Rivers of the world project).
Cultural ideas, Religion and Belief	RE focus to include visits to different places of worship. Festivals assemblies for all of the major religions, with parents invited. High quality and well attended.
Removing Barriers and Reasonable Adjustments:	All new buildings are accessible with lift and fully accessible toilet. Mobility room built in January 2017 Adapted group room to run ASD support sessions for pupils in reception and to offer a therapeutic space for counsellor. Use of Advisory Service. Move towards mixed ability teaching in KS2 supports pupils' self belief as successful learners and is helping to address disparity between boys' and girls' literacy standards. Increased focus on oracy in EYFS
Partnerships with Parents/ community:	Regular parent workshops and reading morning on Thursdays Parent baking group Reading volunteers Parent volunteers including lunchtime volunteers in KS1 hall Triple P parenting programme PTA will be leading on consultation around new SRE policy and Scheme of work. Appointing a Family Support worker to help disadvantaged families.

<p>Areas school has developed:</p> <ul style="list-style-type: none"> • Establishing a number of speech and language groups for KS1 and KS2 children • Improved provision in literacy for boys • Intervention for pupils in maths is being adapted by Director of Learning to support pupils who are slower graspers.
<p>Areas we would like to improve:</p> <ul style="list-style-type: none"> • To continue tracking our children with protected characteristics in order to target our teaching and to continue improving relationships in the school. • To continue a more focussed approach to family support by increasing the breadth of provision for pupils with speech and language difficulties • To improve attendance of nursery pupils • To plan and teach a robust scheme of work centred around the Relationships, Health and Sex education

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

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	No exclusions School takes preventative steps wherever possible with exclusions through promoting positive relationships and meeting children's needs. School is responding to recent local risks such as knife crime etc.
Victimisation and Discrimination:	Any incidents are recorded and dealt with immediately by the senior leadership team.
Monitoring of incidents:	Any incidents are recorded and reported to senior leadership teams. Safeguard Software is being utilised as the major communication and monitoring tool.
Anti-Bullying and Harassment:	We have a clear anti-bullying policy. We will directly challenge the use of racist, homophobic, or sexist language. Anti-bullying work includes assemblies, talks and on-going focus through work on our 5 Cs (values: care, challenge, creativity, confidence and character). Strong on going work to tackle growing risks from online bullying. Meetings with parents in Yr 6 to work in partnership to address this issue.
Training and awareness raising about discrimination and bullying issues	Training in place – identified in policies and accessibility planning.

Analysis/comments:

<p>Things school has developed:</p> <ul style="list-style-type: none"> • To continue to make the building physically accessible and supportive of all types of SEN • Pupils' understanding of democracy through using debating opportunities in the curriculum and through running two KS2 debating clubs and running and participating in the East London Debating League. School are national Debate Mate runners up (2019)

<p>Things we would like to improve:</p> <ul style="list-style-type: none"> • To continue developing this policy and updating the actions. • To continue to raise awareness and to train pupils, staff and parents on new SRE requirements • To continue to challenge the use of negative language and behaviours towards one or more of the protected characteristics.

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 (Case Studies)
School Council:	Discussions in school and class councils and regular feed back to the head teacher.
Pupil voice:	Children hold regular class councils which are fed back to school council as well as Class Learning Forums Children are consulted during lesson visits.
Parents/Carers /Guardians:	<i>Parent views have been sought at every opportunity, including during parents' evenings and annual meeting with governors. This policy will be available for consultation at the next PTA. We will be conducting parent questionnaires.</i>
Staff:	Staff audits and staff meetings. Strategic working parties informing this policy, particularly the vulnerable pupils' and Vision and Values ones.
Local community:	Invited to comment on this policy through the PTA. Published on the website.
Governors:	Presented to the governors and their views sought.
Satisfaction with our service:	This will be achieved through our questionnaires.

Workforce – staffing and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. For schools with more than 150 staff there is a duty towards protected characteristic age as an employer.

We currently employ less than 150 staff.

Having scrutinised the workforce census the leadership team and governors are committed to the following areas:

Area of focus	Significant information that we can address for following year
Promoting opportunity & fostering good relations	Training to implement new SRE curriculum for all stakeholders.
Prohibiting harassment	Offering support to staff to positively challenge discrimination where necessary. To record all cases of harassment.