

Otterham School Equalities Information Analysis and Objectives 2016/2017

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.

	Based on 82 on roll - July 2017	July 2017 Otterham School	
		Number	%
Gender	Girls	42	51%
	Boys	40	49%
Ethnicity	Other White British	64	78%
	Information Not Obtained	5	6%
	White Cornish	9	11%
	White & Black Caribbean	1	1%
	White European	2	2%
	Refused	1	1%
Statement	Statement	0	0%
Free School Meal Eligibility	Not Eligible	71	87%
	Eligible	11	13%
Religion	Buddhist	0	0%
	Christian	39	48%
	Refused	6	7%
	Other Religion	6	7%
	No Religion	31	38%
Special Educational Need	No Special Educational Needs	78	95%
	SEN Support	4	5%

National data on pupil statistics is available at the following website:

<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2017>

Special education needs information is available at:

<https://www.gov.uk/government/publications/special-educational-needs-in-england-january-2017>

Analysis/comments:

Analysis of the school population and comparisons to national data.

Ethnicity. Otterham and surrounding area has predominately white British and white Cornish population that reflects this rural part of Cornwall.

Faith. Most children are Christian or have no religion.

Free School Meals. 11 children are in receipt of free school meals this year.

Special Education Needs. No Special Education Needs is higher than average.

Stability. Our school migration for 2016/17 was 15% (12 Children)

Attendance

National Information is available at the following website:

<https://www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2017>

	School (16/17)	
	Number	%
Authorised	1002 sessions	3.47
Unauthorised	49 sessions	0.17
Persistent Absence	0	0

Analysis/comments:

Things we do well:

Attendance has a high profile with most parents and pupils. A high number of absences have been attributed to medical reasons.

We have a strong attendance policy in place. The head teacher and class teachers monitor individual pupil attendance and where necessary challenge parents if there is a concern.

Objectives:

A large absence is due to holidays which the governors are trying to reduce.
Along with other schools in the area no holidays will be authorised during the 2017/2018 academic year.

Section 2 Advance Equality of Opportunity between People

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)

Otterham School information is available at the following website:

<http://dashboard.ofsted.gov.uk/>

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	% of pupils in cohort	% Reading SS 100+	% Writing SS 100+	% Maths SS 100+	% Eng/Maths Combined
Gender	Girls	56	70	60	60	50
	Boys	44	50	37.5	37.5	12.5
Ethnicity	White British	78	71	64	64	43
	White Cornish	11	0	0	0	0
	Any Other Mixed Background	11	100	50	50	50
Special Educational Need	No Special Educational Needs	94	56	50	50	33.3
	Supported	6	100	0	0	0
	Statement / EHCP	0	0	0	0	0
Free School Meal Eligibility	Not Eligible	89	56	44	50	31
	Eligible	11	100	100	50	50

Analysis/comments:

Things we do well:

We have a rich and varied curriculum meeting the needs of **all** pupils.
Majority of pupils make very good progress in maths and English Year 2 to Year 6.

Objectives:

The 2017/2018 SDP has a main focus of raising levels of attainment in Maths and English as well as supporting our most vulnerable through AFA and building resilience.
Note: Relative weakness in boy's attainment was cohort led.

Section 3 Foster Good Relations between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an ethos where the whole school community feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	Embedded programme of PHSE, E safety, SRE, Healthy Lifestyles etc School behaviour strategy Assemblies Engagement with outside agencies Lego Therapy Drawing & Talking Therapy Music Therapy Cookery Outdoor Learning
Pupil Voice:	School Council Questionnaires Circle Time PE Ambassadors
Positive Imagery:	We promote an ethos of understanding of diverse cultures through topics studied, displays, activities and assemblies Celebration assemblies Website celebrates class and school success
Community Links:	Pupil's awareness of themselves as members of school, local, national and global communities is developed in many ways eg links to schools, fundraising, assemblies, PHSE, school council, church services, Muslim and other church and Hindu visits and themed days. Year 6 residential visit to London & France and other residential experiences. Palestinian Penpals.
Cultural ideas, religion and belief	Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. We teach children about Eid, Diwali etc and celebrate Easter, Christmas, harvest etc. We have resources that reflect a variety of religious traditions and cultures. The governing body ensures that no child is discriminated against whilst in our school.
Removing Barriers and Reasonable Adjustments:	The school is committed to providing an environment that allows disabled children full access to all areas of learning. All children are considered individually where teaching and learning is modified and supported to help them reach their full potential. The school has an accessibility plan Children may receive one-to-one or small group support as necessary. The current SEN code of practice is adhered to

Analysis/comments:

Things we do well:
We have a strong culture of inclusion.
Objectives: Review accessibility plan.

Section 4 Eliminate Unlawful Discrimination, Harassment and Victimisation

At Otterham School we are aware of our duties under the Equality Act 2010 re: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	There has been one fixed term exclusion during 2016/2017 academic year
Victimisation and Discrimination:	Staff and Governors adhere to current legislation
Monitoring of Incidents:	Any serious incident is recorded. Incidents are monitored by the Headteacher, actions are followed up. Near misses are recorded and inform required actions. Incidents are reported to Governors as per school policy. It is on the agenda of all governor and staff meetings.
Anti Bullying and Harassment:	Policies are reviewed by Governors and shared with staff. PHSE Circle time TA support Assemblies address issues such as friendship, equality, anti-bullying and self-awareness. Specialist workshops for pupils and staff eg bereavement, bullying
Training and awareness	Our PHSE curriculum promotes awareness of how to deal with and prevent bullying. Lunchtime supervisors deal with behaviour incidents and promote playground harmony. Children are very well supervised at lunch and playtimes. We have visiting educational groups in school to promote anti-bullying and discrimination. NQT teachers receive related CPD as part of their induction programme. Parenting classes, starting school classes have been offered. Where a training need has been recognised, action is taken eg bereavement counselling, attachment.
Links with wider communities	Fund raising for Sports Relief, Comic Relief. Children In Need, Penhaligon's Friends, Marie Curie etc, Royal British Legion. Year 6 residential trip to London, City visits. We have strong ties with our local 'cluster' schools. Palestinian Penpals.
Partnerships with parents	Open door policy Open afternoons and parents evening

Analysis/comments:

Things we do well: Good practice is well established in school and recognised by Ofsted July 2013
Objectives: Training on-going for staff

Section 5 Participation and Engagement

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

Examples	Steps the School has Taken (Case Studies)
School Council:	Pupils are elected by pupils every academic year by ballot. All age groups are represented. Adults actively seek views and opinions from the School Council.
Pupil Voice:	We carry out pupil surveys and ask for feedback on all elements of school life.
Parents/Carers /Guardians:	Strong parental involvement through: Questionnaires Meet the teacher Parent's evenings Parent School Association (Friends) Readers Class helpers After school club leaders and helpers Issues arising from our annual parent survey are addressed. Each school newsletter includes an equality statement.
Staff:	Staff hold regular meetings where issues are raised and action taken. Work force – We have adopted Cornwall Council Human Resources policies relating to recruitment, CPD and other areas of responsibility. The school promotes opportunity, fosters good relations and prohibits harassment in the work place.
Local Community:	The school engages local authority services to support potentially vulnerable pupils through the locality, takes a proactive multi agency approach. EWO and Education Psychology provide a statutory service to vulnerable children. Further to this it has ties with voluntary organisations such as Penhaligon's Friends who offer advice, training and counselling for bereaved children and families. The school has strong ties with the local and wider Church and community, this promotes good citizenship.
Governors:	Governors visit regularly, observing lessons, meeting pupils and staff. Governors are kept up-to-date through monitoring, meetings and reports.
Satisfaction with our service	Our annual parent questionnaire shows a very positive response to school life and the education of the children.
Analysis/Comments:	Things we do well: Being aware and reacting to incidences that take place. Objectives: Pupil Questionnaire to be completed