

Otterham School Equalities Information Analysis and Objectives 2021/2022

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 75 on roll – January 2022	January 2022 Otterham School	
		Number	%
Gender	Girls	32	43
	Boys	43	57
Ethnicity	Other White British	57	76
	White Cornish	10	13
	White English	8	11
Statement	Statement	0	0
Free School Meal Eligibility	Not Eligible	65	87
	Eligible	10	13
Religion	Christian	27	36
	Refused	3	4
	Other Religion	3	4
	No Religion	42	56
Special Educational Need	No Special Educational Needs	64	85
	SEN Support / EHCP	11	15

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: 10 children are in receipt of free school meals this year.

Special Education Needs: 11 Children 15%

Stability: School migration for 2021/2022 is zero children (in year) and will be 11 Y6 at end of academic year

Attendance

	School (20/21)	
	Number	%
Authorised	1123 sessions	4.38
Unauthorised	70 sessions	0.30
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.

Parents receive attendance data at least twice throughout the year, usually at parental consultations.

COVID-19 has made monitoring attendance difficult.

Objectives:

A large absence has historically been due to holidays which the school is trying to reduce. COVID-19 assisted with this during 20/21 however with the easing of restrictions, the holiday request forms have increased considerably. There have been requests for 12 children to have time off (varying lengths, sometimes only 2 days). 2 applications were authorised on the grounds of exceptional circumstances (family/culture).

Along with other schools in the NCLT no holidays will be authorised except under exceptional circumstances.

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 2020 & 2021 NO DATA DUE TO COVID

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	No of pupils in cohort	% Reading SS 100+	% Writing SS 100+	% Maths SS 100+	% Eng/Maths Combined
Gender	Girls	7	71	71	71	71
	Boys	3	0	0	33	0
Ethnicity	Other White British	9	55	55	55	55
	White English	1	0	0	0	0
Special Educational Need	No Special Educational Needs	8	63	63	63	63
	Supported	2	0	0	0	0
	Statement / EHCP	-	-	-	-	-
Free School Meal Eligibility	Not Eligible	8	50	50	50	50
	Eligible	2	50	50	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. Barriers to learning such as emotional wellbeing and mental health are addressed through a variety of strategies; TIS UK, Drawing & Talking, Music Therapy, Emotion Coaching, Loss and Change Workshop.

Objectives:

The 2021/2022 SDP prioritises the 12 KPI's of the NCLT as well as supporting our most vulnerable and building resilience, through the use of the Skills Builder Project.

Note: Relative weakness in boy's attainment is largely 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 Drawing & Talking Therapy Music Therapy Cookery Outdoor Learning Engagement with FSW SW Headstart Kernow Loss & Bereavement Workshops TISUK Practitioners
Pupil Voice:	School Council Questionnaires Circle Time Sports Leaders Mental Health Wellbeing Champions
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 Role Models Visitors to School Musicians Theatre Groups Storytellers Trips Out
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 / Hindu / Sikhism days with Daya. Year 6 residential visit to London & France and other residential experiences. North Cornwall Learning Trust.
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. (Done Autumn 21)

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:	1 x 0.5 day fixed term exclusion January 2022
Victimisation and Discrimination:	Staff and Governors adhere to current legislation
Monitoring of Incidents:	Any serious incident is recorded on AssessNet. 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. Starting school classes have been offered. Where a training need has been recognised, action is taken eg bereavement counselling, attachment. Transgender guidance.
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 France, City visits. We have strong ties with our local MAT schools.
Partnerships with parents	Open door policy Open afternoons and parents evening 'Friends'

Analysis/comments:

Things we do well:

Good practice is well established in school and recognised by Ofsted January 2018

Objectives:

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. I wish my Teacher knew. PASS survey. Emotionally Available Adult. NCLT Survey.
Parents/Carers /Guardians:	Strong parental involvement through: Questionnaires – NCLT December 2021 Meet the teacher Parent’s evenings Parent School Association (Friends) Attendance at school events Issues arising from our annual parent survey are addressed. Each school newsletter includes an equality statement. COVID has impacted on this focus.
Staff:	Staff hold regular meetings where issues are raised and action taken. Teachers – weekly. Support staff – monthly. Teaching Assistant’s welcome at Teacher PDM. 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. (Severely restricted due to COVID but

	going forward, at least termly)
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 (December 2022)

NOTE: Sections 3 - 5 have been completed as we would without COVID