



**Orsett CE Primary School
Equalities Information and Analysis**

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 and use the following information to help us. As a school we also welcome your views.

		Orsett CE Primary		National Data
		Number	%	%
Gender	Girls	103	48.6%	49%
	Boys	109	51.4%	51%
Ethnicity	White British	162	76.6%	79%
	Other White and European	2	1%	3.8%
	Gypsy Roma/ Irish Traveller/ Other	0	0%	0.6%
	Mixed Heritage	0	0%	4.0%
	Black - Caribbean Heritage	1	0.5%	1.4%
	Black- African Heritage	34	16%	3.0%
	Black - Other	0	0%	0.6%
	Asian - Indian	1	0.5%	3.5%
	Asian - Pakistani	0	0%	2.6%
	Asian - Bangladeshi	0	0%	1.5%
	Asian - Any Other Asian Background	0	0%	1.5%
	Chinese	0	0%	0.4%
	Any other minority ethnic group	12	5.6%	1.4%
Free School Meal Eligibility	Not Eligible	205	96.7%	81.7%
	Eligible	7	3.3%	18.3%
Religion/Belief	Buddhist/Taoist	1	0.5%	n/a
	Christian	192	90.6%	
	Hindu	1	0.5%	
	Jewish	0	0%	
	Muslim	0	0%	
	Sikh	0	0%	
	Other	5	2.8%	
	Refused	0	0%	
No Religion	13	6.1%		

	Orsett CE Primary		National Data	
	Number	%	%	
Special Educational Need	No Special Educational Needs	180	84.9%	81.5%
	School Action	15	7.1%	10.6%
	School Action Plus	4	1.9%	7.9%
	Statemented	3	1.4%	
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	1	0.5%	21.6%
	Behaviour, Emotional & Social Difficulties	2	1%	12.8%
	Hearing Impairment	1	0.5%	4.7%
	Moderate Learning Difficulty	16	7.5%	10.9%
	Visual Impairment	0	0%	2.2%
	Multisensory Impairment	0	0%	0.4%
	Physical impairment	0	0%	9.0%
	Profound & Multiple Learning Difficulty	0	0%	1.8%
	Speech Language & Communication Need	1	0.5%	24.1%
	Specific Learning Difficulty	0	0%	4.4%
	Severe Learning Difficulty	0	0%	4.4%
	Other Difficulty/Disability	1	0.5%	3.4%

National data on pupil statistics is available at the following website

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/207670/Main_text-_SFR21_2013.pdf

Special educational needs information is available at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001007/index.shtml>

Analysis/comments:

Analysis of the school population:

- The number on roll is broadly in line the national average.
- The ratio of girls to boys is broadly similar to the national average.
- The percentage of pupils with Free School Meal Entitlement (FSM) is well below the national average.
- The percentage of pupils from minority ethnic groups is broadly in line with the national average and those of black African origin is above the national average
- The percentage of pupils identified as having a first language believed not to be English is below the national average
- The percentage of pupils identified as Special Educational Needs School Action is slightly below the national average.
- The number of children with statements is below with the national average
- The school's stability levels are high and have improved since 2009.
- The IMD rating (deprivation index) is below the national average

Attendance – Absences in 2012 - 2013

	School %	Thurrock %
Overall attendance	96.6%	95.1%
Authorised Absence	3.3%	3.7%
Unauthorised Absence	0.1%	1.1%
Persistent Absence	1.1%	4.6%

National information is available at the following website: <http://www.education.gov.uk/rsgateway/whatsnew.shtml>

Analysis/comments:

Comment:

- The attendance rate of pupils is above the Local Authority (LA) average at 96.6%
- The percentage of unauthorised absence is below the LA average
- The percentage of persistent absentees is well below the LA average
- The percentage of pupils taking holiday during term time is higher than expected

Development:

- To ensure that fewer pupils take term time holidays
- To continue to reduce the % of persistent absentees (currently 1 pupil)

Motivating and inspiring our children to achieve... in a creative, caring Christian community

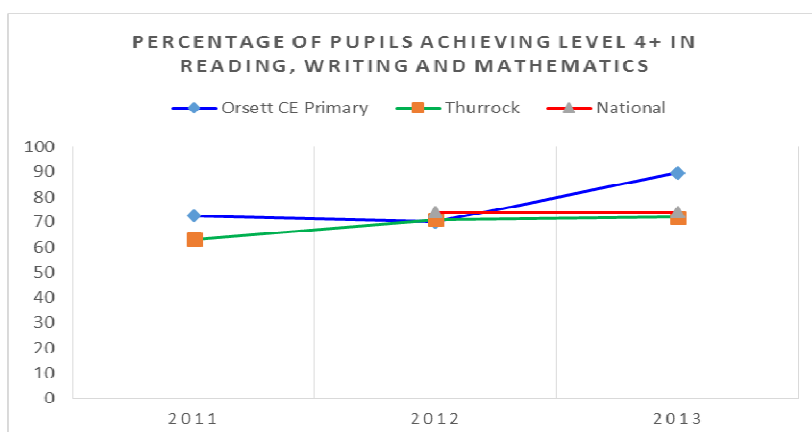
Section 2

Advance equality of opportunity between those who share a protected characteristic and those who do not

The main thing that we, as a school, aim to do 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 compared to Local Authority and National average at the end of Year 6 (Key Stage 2) for the past four years:



This is how different groups in our school achieved at the end of Year 6 2013 (Key Stage 2)

	Key Stage 2 Outcomes for Different Groups in Our School	No.	Reading, Writing, Maths School- L4+ combined (%)	National L4+ combined (%)
Gender	Girls	13	100	79
	Boys	16	81	72
Ethnicity	White British	23	87	76
	Other White and European	0	n/a	68
	Gypsy Roma/Irish Traveller/Other	0	n/a	23
	Mixed Heritage	1	100	79
	Black - Caribbean Heritage	0	n/a	70
	Black- African Heritage	3	100	75
	Black - Other	1	100	70
	Asian - Indian	0	n/a	83
	Asian - Pakistani	0	n/a	71
	Asian - Bangladeshi	0	n/a	76
	Asian - Any Other Asian Background	0	n/a	78
	Chinese	0	n/a	85
Any other minority ethnic group	1	100	47	
Special Educational Need	No Special Educational Needs	24	100	88
	School Action	1	0	42
	School Action Plus	3	33	31
	Statement	1	100	14
Free School Meal Eligibility	Not Eligible	27	89	81
	Eligible	2	100	64

Analysis/comments:

<p><i>Area(s) that have been developed this year:</i></p> <ul style="list-style-type: none"> Improving pupils writing speeds to enable them to get their ideas written more effectively Increasing additional support and challenge activities for the less able and gifted and talented pupils Providing additional enrichment activities through our skills based curriculum to increase pupils' enjoyment and engagement and through introducing Philosophy for Children
<p><i>Area(s) that we would like to improve next year:</i></p> <ul style="list-style-type: none"> Raise standards in writing so that it is line with their reading standards Continue to ensure all pupils have secure knowledge of basic grammar and apply this in their writing Embed progress in all subjects to ensure that pupils are on track to make at least 2 levels progress across each phase Increase the percentage of pupils in line to make three levels progress at KS2

Promoting opportunities for our school community

Examples	Steps the school has taken
Teaching and Learning	<ul style="list-style-type: none"> Learning @ Orsett Through Skills (LOTS) is embedded across the school ensuring pupils learn National Curriculum skills through relevant and meaningful themes linked to their own interests and understanding. An inquiry based approach to learning (Mantle of the Expert) is used as appropriate to provide opportunities for children to problem solve in collaboration. Staff have been trained to teach Philosophy for Children to encourage transferable enquiry skills and to promote speaking and listening. Additional opportunities for outside partnerships actively sought e.g. links with the Royal Opera House (Music and D&T), parents coming in to talk about their jobs (physiotherapy) The whole school undertake an annual Business Enterprise theme to link their learning with real life activities
Admissions and Transfer	<ul style="list-style-type: none"> Links with pre-schools are developing and plans are in place for further involvement from September 2013. Parents and pupils due to join the school in Reception have 4 Induction Sessions in July to familiarise themselves with the school. Regular Parent Workshops are held to support parents when working with their children e.g. phonics, guided reading, basic maths Year 6 pupils undergo a Transition Week to Thurrock secondary schools in July of each year. Pupils are encouraged to become increasingly independent as they move through the school e.g. homework diaries etc. in preparation for secondary school. Links with both pre-schools and secondary schools are in place and with secondary teachers and pupils working with Year 5 and 6 pupils The school liaises closely with providers where children identified with SEN will either join us or move on to, to ensure that accurate provision is in place to enable a smooth transition.
Participation	<ul style="list-style-type: none"> Introduced LOTs and Mantle approach ensuring that themes that are taught are both relevant and meaningful to the year group being taught Additional clubs both during lunch time and after school to give children opportunities to experience a wide range of different activities Social clubs introduced for children to support social interaction A Quiet Area exists to allow children who are less keen on physical activity the opportunity to interact with others at break times.

Promoting opportunities for our school community: (continued)

Student progress	<ul style="list-style-type: none">• Strong focus on improving reading and writing skills• Phonics teaching embedded in KS1 and lower KS2• A Reading Manager is employed to support identified pupils• The Maths scheme of work aims to 'fast track' maths teaching and ensure that there were additional opportunities for using and applying skills and knowledge.• Impact of these actions is that all year groups have made better than expected progress from the previous phase in both reading, writing and maths.• This was confirmed by OFSTED Nov 2012 who judged attainment and progress to be good• The school was 73rd (out of 21,370 schools) nationally for pupils' progress from KS1 – KS2 (2013 Primary League Tables)
Flexible curriculum arrangements	<ul style="list-style-type: none">• Foundation subjects are taught through LOTS allowing for a high level of flexibility in teaching.• Progress is mapped for all children to ensure that over the year they receive a broad and balanced curriculum• Consideration is to be given to ensuring that the teaching of English and mathematics is also taught in a flexible way so that children have the opportunity to extend their knowledge as appropriate.

Analysis/comments:

<p><i>Area(s) that have been developed this year:</i></p> <ul style="list-style-type: none">• Further developed links with the Royal Opera House to provide greater opportunities for pupils to undertake creative activities with professional support.• Introduced additional social group interventions• Introduced Philosophy for Children
<p><i>Area(s) that we would like to improve next year:</i></p> <ul style="list-style-type: none">• Improve pupils' writing speed to enable them to access higher level questions• Further development of mathematics in particular rapid recall of basic number facts in all year groups• Increasing opportunities for flexible teaching of English and mathematics to allow pupils to extend their knowledge further based on ongoing self and teacher assessments

Section 3

Foster good relations between those who share a protected characteristic and those who do not

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.

Examples	Steps the school has taken
Social and Emotional Wellbeing	<ul style="list-style-type: none"> • Provided induction information for all new parents • Held four induction sessions for parents and children • Year 6 'adopt' a Reception child at the beginning of the year and support them to settle into school life e.g. by helping them at lunch time, reading with them etc • Introduced Lego Therapy and Go Girls for pupils less confident in an active environment to allow social interaction • Continued daily monitoring charts for pupils who are worried/anxious and for those causing concern to monitor daily
Student Voice	<ul style="list-style-type: none"> • School Council proactive in decision making within the school • Class Forums allow children to feed in to the School Council meetings • Pupils encouraged to speak to the Head and other staff about ideas, concerns
Positive Imagery	<ul style="list-style-type: none"> • An 'Open Door' Policy is operated for all parents • Volunteers actively encouraged • Awards for attendance, behaviour, pride in classrooms are given on a weekly basis • Positive reward system in place across the school with achievements celebrated in Achievement Assembly to which parents are invited • Letters of Congratulations are sent to individual children who have worked hard/been positive role models/achieved in an area that they find difficult
Community Links	<ul style="list-style-type: none"> • Monthly article from the school in the HobNob (a community magazine) • Church leaders lead assemblies and the school holds regular services in the local church • Close links with the two other Partnership Schools has increased opportunities for staff development and for pupils to engage with other members of their community • The school lets their facilities to local community groups e.g. Beavers and Scouts, Jujitsu • Links with local secondary school with teachers and pupils working together to support transition • Links with the local pre-school to support transition • Links with local businesses and charities who support areas of the curriculum e.g. Rotary Club, Orsett in Bloom, Lush, Waterstones
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> • As a Church School the school is closely involved with the church celebrating main Christian Festivals • Assemblies and RE link to other faiths • Opportunities are presented for children to share their on cultural knowledge and ideas e.g. speaking in their family's language • PSHE lessons provide opportunities for children to discuss their own beliefs and views • Additional opportunities for pupils to consider spirituality through Prayer Spaces etc
Removing Barriers and Reasonable Adjustments	<ul style="list-style-type: none"> • Children with specific needs are identified through assessments and discussions with parents and staff • Individual Educational Plans are in place for identified pupils and shared with parents and pupils on a regular basis • All classes have Provision Maps which clearly identify the support that needs to be given for individual children • Adjustments are made to how children are taught within the school including changing year group and/or vertical grouping for specific activities as appropriate to the needs of the children
Links with wider communities	<ul style="list-style-type: none"> • Links with local partnership schools enabling staff to work together to moderate judgements • Links with the Royal Opera House with pupils attending dance, singing and scenery workshops and staff undertaking training with RoH

Foster good relations between those who share a protected characteristic and those who do not (continued)

Partnerships with Parents	<ul style="list-style-type: none">• Parents are actively encourage to play a significant role in their child’s learning through Parent Workshops and Forums• Parents’ Evenings and IEP Reviews take place termly and information about pupils’ attainment, progress and next steps is sent/given to all parents three times a year• Parents and staff work together in OPT-IN (the school’s PTA)• Parents are invited to attend Achievement Assemblies, class assemblies, church services, other school events• PACT sessions (Parent and Child Together) are held for EYFS parents to give them the opportunity to experience their child’s school day• Volunteer helpers are actively encouraged throughout the school• Parent Questionnaire and a Suggestion Box are in place to ascertain the views and ideas of all parents• Regular Newsletters are sent to ensure all parents are given timely and relevant information
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Analysis/comments:

<p><i>Area(s) that have been developed this year:</i></p> <ul style="list-style-type: none">• Links with secondary schools• Links with local businesses• Links with Partnership schools to include monitoring validation
<p><i>Area(s) that we would like to improve next year:</i></p> <ul style="list-style-type: none">• Strengthen links further with pre-school• Link with a school in another European country

Section 4

Eliminate unlawful discrimination, harassment and victimisation – as defined by Equalities Act 2010

Examples	Steps the school has taken
Exclusions Data	<ul style="list-style-type: none"> • There have been no formal exclusions since September 2013
Victimisation and Discrimination	<ul style="list-style-type: none"> • There have been no reported incidents since September 2013 e.g. racial incidents • All reports are actively investigate and parents are involved at the earliest opportunity
Monitoring of incidents	<ul style="list-style-type: none"> • All incidents are monitored and monthly returns are sent to the Local Authority
Anti Bullying and Harassment	<ul style="list-style-type: none"> • The Behaviour Policy clearly sets out the procedures within the school for dealing with any incidents and this is followed by staff and communicated to parents • The school operates zero tolerance on bullying and endeavours to deal with issues as soon as they are brought to our attention
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> • All staff were involved in developing the Behaviour Policy and this is reviewed on a regular basis and posted on the school's website for parents to view.

Analysis/comments:

Area(s) that have been developed this year:

- Behaviour Policy to include weekly behaviour rewards for pupils
- Consistency of staff when dealing with incidents

Area(s) that we would like to improve next year:

- Ensuring that all stakeholders including parents clearly understand the school's procedures on dealing with incidents
- Continuing current practice

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
School Council	<ul style="list-style-type: none"> Monthly School Council meetings with minutes shared with staff and opportunities for pupils to become involved in initiatives
Pupil voice	<ul style="list-style-type: none"> Monthly Class Forums provide all pupils the opportunity to discuss initiatives
Parents/Carers /Guardians	<ul style="list-style-type: none"> Working party reviewed the Home School Agreement (Summer 2012) All parents were consulted prior to finalisation
Staff	<ul style="list-style-type: none"> INSETs were held to develop Vision and Values Statement with all staff contributing to this The school was awarded Investors in People Award
Local community	<ul style="list-style-type: none"> Links created with local secondary schools, businesses and charities
Governors	<ul style="list-style-type: none"> Governors attended the initial Vision and Values training session Committee meetings discuss specific areas as appropriate
Satisfaction with our service	<ul style="list-style-type: none"> Pupils, parent and staff questionnaires are given annually and all results analysed and reported to all stakeholders The Parent Questionnaire (Autumn 2013) was highly positive with 99.2% of parents stating that they would recommend the school to others OFSTED (Nov 2012) stated that the majority of parents were highly positive about the school Statutory Inspection of Anglican and Methodist Schools (SIAMS) judged the school's ethos to be outstanding

Workforce – staffing and training

We are committed to ensuring all staff receive appropriate and relevant training and this forms a part of all staff member's Performance Management Review cycle. Data from the workforce census is scrutinised by the school leadership team and governors.

Overview

Area of focus	Significant information that we can address for following year
Promoting opportunity	<ul style="list-style-type: none"> Continuing to ensure that all staff CPD needs are reflected in their Performance Review and targets and that support is provided for them to achieve their targets
Fostering good relations	<ul style="list-style-type: none"> Continuing to provide opportunities, both formal and informal, for all views to be taken into consideration in an environment that promotes tolerance and respect for all
Prohibiting harassment	<ul style="list-style-type: none"> Ensuring that effective systems are in place which address any harassment issues swiftly and continuing to promote a positive culture and ethos as set out in the Vision and Values Statement of our school

This information was ratified by the governors on 29.01.13

Our school information will be reviewed on an annual basis in January of each year.

Signed Chair of Governors