Equalities Audit 2016

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| **Evidence** | **Key findings 2016** |
| School profile | Numbers of EAL pupils stand at 9 /319 and have remained consistent for a few years |
| End of KS data: EAL.  (see Breakdown groups 2016) | EAL pupils attaining well compared to other Minch pupils:-  (1)KS2: 100% EAL pupils attaining ARE in Maths, Reading, Spelling and Grammar, Writing  (3)KS1: 100% EAL attaining at least ARE in Reading, Writing and Maths & 67% achieving deeper |
| End of KS data: SEN/ disability. (see ‘Breakdown groups 2016) | (7) KS2: 80% making expected progress. 86%-100% attained ARE in R,W &M  (1)KS1: (3) 40%- 60% of SEN pupils attaining ARE  Objective to improve SEN progress – KS1(early intervention) |
| End of KS data: PP.  (see ‘Breakdown groups 2015’) | (5)KS2: PP progress higher than National; 100% made ARE in Reading, Writing and Maths  (4)KS1: - 2 children did not make ARE – This is not a trend..  Objective to improve PP - KS1 (early intervention) and at greater depth KS2 |
| Tracking of internal data: equalities | 100% EAL pupils making expected of better progress in Reading and Maths throughout school  88% EAL making expected or better progress in writing throughout school  86% SEN made ARE in Reading KS2 SATs  85% SEN children are making expected progress  100 - 75% Pupil premium children made expected progress in Reading, Writing and Maths  100% BME pupils make expected or better progress in reading through school  94% BME pupils make expected progress in writing and maths throughout school |
| Attendance: equalities | -No pattern regarding attendance for specific groups. |
| Behaviour incidents: equalities  (See record of pupils seeing HT) | -Behaviour incidents: report dominated by two pupils with PP support |
| Racist incidents  (See record of pupils seeing HT) | -None reported in 2015 16 |
| Exclusions | * None |
| Admissions | -Admission policy adhered to closely- ensures equality of opportunity. |
| Staffing/ recruitment/ guv body | -Guv body/ PTA/ not fully representative of community- eg PP  -Staffing imbalance- consider skilling up / CPD for some staff categs and use of volunteers |
| Parent surveys | -Concerns raised to raise opportunities for girls’ sport both in and out of school.  -Concerns raised re communication- too many means used resulting in confusion sometimes |
| Parental involvement | -Involvement by vulnerable families much improved- see work on structured interviews/ initiatives to support PP pupils in particular. Engagement with reading remains a concern. |
| Pupil surveys | All vulnerable children conferenced – As a result active work done to involve and include them in clubs and committees |
| Pupil interviews re equalities | -Girls also state not enough sports  -Perception that incidents dealt with fairly and pupils listened to  -Concern among some that house captain elections favour popular rather than deserving.  - SEN/PP pupils are appreciating the new system where they come out of class less and therefore do not miss out on some of the ‘fun’ stuff  -pupil understanding of gender based bullying not as strong as other types |
| Staff surveys |  |
| Staff interviews re equalities | Some staff suggested an inclusion policy for menopausal women |
| Involvement in extra- curricular activities | -Greater range of pupils joining committees/ sports/ etc  -PP pupils attending many more clubs- targeted and paid for |
| Evaluation of opportunities on calendar | -New cycle of classes to other places of worship needs completing.  -Key festivals generally covered across year in assemblies  -British values taught explicitly through assemblies and committees |

Breakdown of groups for 2016/2017

