



West Pennard C of E Primary School

Equality Data and Objectives

March 2021

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Review date:

March 2024

EQUALITY DATA AND OBJECTIVES
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Welcome to West Pennard CE Primary School

West Pennard CE Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?

213

- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available.

Ethnic Categories			
White British	189	White & Black Caribbean	2
Irish		White & Asian	6
Any other white background	8	White & Black African	
Traveller of Irish Heritage		Any other mixed background	2
Gypsy/Roma	5	Chinese	
Other Gypsy/Roma	1	Any other Chinese background	
White European			
		Indian	
		Pakistani	
		Bangladeshi	
		Any other Asian background	
		Black Caribbean	
		Black African	
		Any other black background	
		Refugee	
		Asylum Seeker	
		Any other Ethnic Group	
		Information Refused	
		Information not obtained	

Disability Categories			
Not collected	No disability	Problems with mobility	Problems with hand function
Problems with personal care	Problems with eating and drinking	Needs medication	Problems with incontinence
Problems with communication	Problems with hearing	Problems with vision	ASD/Aspergers 4

Other Disability/Health problem			
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Special Educational Needs (SEN)	Percentage	Actual No.
No SEN		
SEN without EHCP		17
SEN with EHCP		2

Gender	
Girls	107
Boys	106

Religion and Belief		
Anglican	Church of England	Sikh
Baptist	Hindu	No religion 81
Buddhist 2	Jewish 1	Other religion 4
Catholic	Methodist	Unknown
Christian 125	Muslim	

No information was available on the following protected characteristics which are not relevant to the Primary Age Range:

- **Gender Reassignment** – The school did not have any information on whether any of the children on roll had reassigned their gender as the question had never been asked as it was not appropriate to the Primary age range.
- **Sexual Identity** - The school did not have any information on whether any of the children on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked as it was not appropriate to the Primary age range.

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representations on school bodies e.g. school council

Equality Objectives:

1. **To develop a greater understanding and empathy with the individual needs of pupils with SEND**

Why:

The school's SEND population is gradually changing with a slight increase in the number of EHCPs in place and/or applied for. There had also been two further children diagnosed with Autism recently, which increased the number to those already diagnosed. Although not significant, there is an increase of mental health concerns at a low level which are not necessarily children with SEND but within the school population. This may be impacted from the COVID 19 pandemic. There is an overall need to educate the schools community thereby developing greater tolerance and empathy in relation to the needs of SEND pupils.

How:

CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils and those showing signs of mental health needs (training ASD & Com Team, Wellbeing INSET, engagement of new MHST, PFSA EHCP progress, review provision maps/SEND Concerns procedure from universal /wave 1). To establish disability implications for participation in school life and take reasonable steps to enable participation.

Outcome:

Staff have improved skills and understanding of the needs of SEND pupils and those with mental health needs and are more confident in adapting the curriculum to meet those needs and providing the appropriate support.

2. Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups.

Why:

In order to address and celebrate our cultural diversity we will continue to deliver a PSHE Programme which explores and values cultural differences alongside robust RE syllabus which incorporates visits to different places of worship as part of our school curriculum activities to develop an understanding of other cultures.

How:

Cultural diversity will be celebrated across the curriculum with an understanding of a range of cultures/faiths. Pupils are encouraged to recognise and consider the feelings and viewpoints of others. Learning opportunities will not only be part of in school teaching, but also extended to first hand school trips, workshops and visitors invited into school. School will explore global links with other schools and engage in international charities, as well as threading British Values through the curriculum.

Outcome:

To use the curriculum as a vehicle to teach pupils about British Values and extend beyond their own personal experience into areas such as citizenship and democracy and traditional heritage. We activity aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences and opportunities to get involved. Their learning is taken beyond where they live, but into a more global experience to deeper their knowledge and understanding of the diversity within the world they live in.

Attendance will continue to be monitored regularly to ensure there are no discrepancies between the attendance of different groups. Any patterns of non-attendance are addressed. There is a proactive approach in tackling attendance issues.

The equality objectives for West Pennard CE Primary School are contained within the school improvement plan and are monitoring termly by the Senior Leadership Team and the Governing Body. This also includes close attainment/progress monitoring to ensure pupil progress is maximised across all groups.