

# Otterham School Equalities Information Analysis and Objectives 2019/2020

## 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 85 on roll – February 2020	February 2020 Otterham School	
		Number	%
Gender	Girls	44	52%
	Boys	41	48%
Ethnicity	Other White British	62	73%
	Other Mixed Background	2	2%
	White Cornish	9	11%
	White English	9	11%
	White European	2	2%
	White & any other Asian background	1	1%
Statement	Statement	0	0%
Free School Meal Eligibility	Not Eligible	74	87%
	Eligible	11	13%
Religion	Buddhist	0	0%
	Christian	38	45%
	Refused	5	6%
	Other Religion	5	6%
	No Religion	37	44%
Special Educational Need	No Special Educational Needs	77	91%
	SEN Support / EHCP	8	9%

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

<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

Special education needs information is available at:

<https://www.gov.uk/government/publications/special-educational-needs-in-england-january-2019>

### 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.** 8 Children 9%

**Stability.** Our school migration for 2019/20 was 5 children (in year) and will be 12 Y6 at end of academic year

## Attendance

**National Information is available at the following website:**

<https://www.gov.uk/government/publications/schools-pupils-and-their-characteristics-january-2018>

	School (18/19)	
	Number	%
Authorised	1337 sessions	4.12
Unauthorised	324 sessions	1.00
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.

Objectives:

A large absence is due to holidays which the governors are trying to reduce. 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**

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)

<b>Key Stage 2 Outcomes for Different Groups in Our School</b>		<b>No of pupils in cohort</b>	<b>% Reading SS 100+</b>	<b>% Writing SS 100+</b>	<b>% Maths SS 100+</b>	<b>% Eng/Maths Combined</b>
Gender	Girls	3	66.6	66.6	66.6	66.6
	Boys	4	50	50	50	25
Ethnicity	Other White British	6	66.6	66.6	50	50
	White English	1	0	0	0	0
Special Educational Need	No Special Educational Needs	6	66.6	66.6	66.6	50
	Supported	1	0	0	0	0
	Statement / EHCP	-	-	-	-	-
Free School Meal Eligibility	Not Eligible	6	66.6	66.6	50	50
	Eligible	1	0	0	100	0

### **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 2019/2020SDP has a main focus of raising levels of attainment in Maths and English as well as supporting our most vulnerable 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.

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
Social and Emotional Wellbeing:	<p>Embedded programme of PHSE, E safety, SRE, Healthy Lifestyles etc</p> <p>School behaviour strategy</p> <p>Assemblies</p> <p>Engagement with outside agencies</p> <p>Lego Therapy</p> <p>Drawing &amp; Talking Therapy</p> <p>Music Therapy</p> <p>Cookery</p> <p>Outdoor Learning</p> <p>Engagement with FSW SW Headstart Kernow</p> <p>Loss &amp; Bereavement Workshops</p> <p>TISUK Practitioners</p>
Pupil Voice:	<p>School Council</p> <p>Questionnaires</p> <p>Circle Time</p> <p>PE Ambassadors</p> <p>Radio Station</p> <p>Sports Leaders</p> <p>Playground Leaders</p>
Positive Imagery:	<p>We promote an ethos of understanding of diverse cultures through topics studied, displays, activities and assemblies</p> <p>Celebration assemblies</p> <p>Website celebrates class and school success</p> <p>Role Models</p> <p>Visitors to School</p> <p>Musicians</p> <p>Theatre Groups</p> <p>Storytellers</p> <p>Trips Out</p>
Community Links:	<p>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 Hindu visits and themed days. Year 6 residential visit to London &amp; France and other residential experiences. Palestinian Penpals. North Cornwall Learning Trust.</p>
Cultural ideas, religion and belief	<p>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.</p>
Removing Barriers and Reasonable Adjustments:	<p>The school is committed to providing an environment that allows disabled children full access to all areas of learning.</p> <p>All children are considered individually where teaching and learning is modified and supported to help them reach their full potential.</p> <p>The school has an accessibility plan</p> <p>Children may receive one-to-one or small group support as necessary. The current SEN code of practice is adhered to.</p>

## 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>

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
Exclusions Data:	There has been no fixed term exclusions during 2019/2020 academic year to date (February 2020)
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. 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 'cluster' schools. Palestinian

	Penpals.
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.

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
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 Attendance at school events  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. Teachers – weekly. Teaching Assistant's – fortnightly. 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.
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