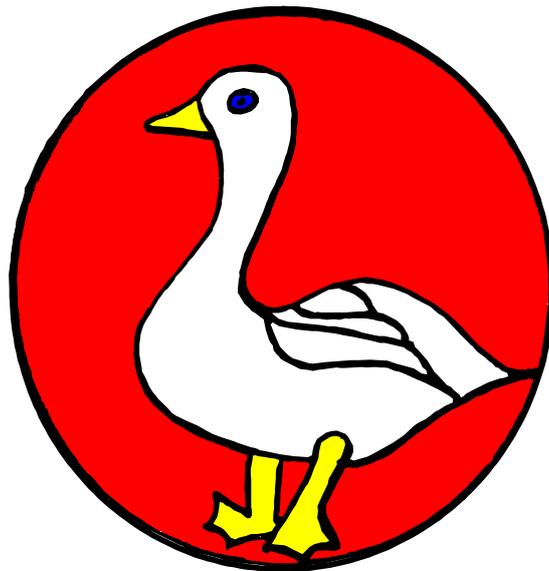


Morpeth First School



**Published Equality
Information
November 2016**

Morpeth First School

Published Equality Information about the context of our school relating to the nine protected Characteristics

This is our published data about our school population (academic year 2014 - 2015) and differences of outcome for groups with protected characteristics (RAISEonline Data October 2015).

The school has data on its composition broken down by year group, ethnicity, gender and by proficiency in English.

- We are two form entry 3-9 First School consisting of 357 pupils on role including 114 in Nursery provision
- Teaching and Learning is focussed on engaging pupils through a varied and creative curriculum, carefully planned to engage all pupils in their learning, particularly hard to reach groups
- 5.3% of pupils are from minority ethnic background and 0.8% have English as a second language
- Our disadvantaged children in receipt of Pupil Premium Grant are reported on as a discreet group in order to demonstrate the effect of PPG funding on 'Closing the Gap'. 13.9% of pupils are in receipt of free school meals, lower than the national average. These children reach broadly similar APS at the end of KS1 than those not in receipt of FSM
- We have two inclusion roles in school, one responsible for SEN and one for Pupil Premium
- There is a greater % of boys in Year groups 1, 3 and Nursery with girls being more predominant in the other year groups. The APS difference between boys and girls at the end of KS1 is negligible in Reading, Writing and Mathematics

The school has data on its composition broken down by impairment and special educational needs

- Our school has targeted support and provision to support children with addition needs
- Our SENCO role is one of 2 inclusion roles within the school
- APS of SEN children is above the national average for reading, writing and maths, but below that of children with no SEN
- The school building is 104 years old and as such has limited accessible facilities due to its age and position. There is a ramp into the main entrance and one of the classrooms. Entry buzzers and door release catches are placed at wheelchair height. New doors at entry/exit points can be opened fully to allow wheelchair access as well as internal doors. The accessibility plans denote future improvements to the building when funding allows.
- Accessible keyboard adaptations have been made available for children with sight impairment.

- Resources are provided for particular requirements as the need arises to allow individual children with specific needs to fully access the curriculum

The school uses data on inequalities of outcome and involvement when setting objectives for achievable and measurable improvements

- The school uses data from LA, National, whole school and Class/year group sources to set itself objectives which are set within the development plan
- Although financial disadvantage is not a protected characteristic, objectives relating to children eligible for FSM/Pupil premium are given a high priority.
- We record and report instances of discriminatory language or bullying and we tackle this. Instances of racist language are reported to the Local authority

Behaviour and Safety

- There are clear procedures for dealing with prejudice and bullying incidents
- Racist incidents are reported to the LA
- Pupil Voice/school Council activities report that children feel safe from bullying
- We hold regular antibullying and e-safety initiatives.
- Staff have been trained around the PREVENT agenda and have training around Transgender initiatives

Curriculum

- Focussed attention is paid to the needs of specific groups of pupils
- Children in receipt of Pupil Premium are assessed as to their specific needs and small group support is provided to close the gap
- We are aware of the limited opportunities many of our children have to experience multicultural society in Northumberland so we strive to prioritise visits or speakers from outside agencies to support areas of the curriculum, eg visits to different places of worship
- Other areas of the curriculum promote pupils spiritual, moral and cultural awareness
Collapsed curriculum weeks based on aspects of citizenship and social and emotional aspects of learning occur at least annually
- Links are made with local residential care homes to enable children to have greater awareness of ageism issues.

Staffing

- The school employs staff from a broad age group
- There is one member of staff who has a disability for whom appropriate aids are provided
- Senior staff and governors have completed safer recruitment training
- The school follows equal opportunities procedures in relation to staff recruitment and promotion
- The school follows the equal opportunity guidelines provided by the LA.

Consultation and involvement

- The school has procedures for consulting and involving parents and carers and for engaging with local groups and organisations and has regard in these for the concerns and requirements of the Equality Act
- The school has procedure to find out how pupils and parents think and feel about the school. This is achieved through School Council involvement and annual children and parent questionnaires which are then analysed and issues arising acted upon
- Regular curriculum feedforward/feedback sessions occur which allow children input into curriculum decisions. Some curriculum areas assess how attitudes have changed over the course of the topic or theme

Objectives

1. Narrowing the Gap

Action

- Introduction of Learning ladders to monitor progress
- Termly Community Cohesion planning sent to parents to aid uptake of involvement including 'hard to Reach' parents/carers
- Parent workshops and parent partnership activities to support parents' understanding of teaching methods
- Track SEN writers
- Mixed ability mental maths sessions
- Create a 'Change for Life' nurture group to allow children to develop greater confidence and self esteem

Expected evidence of impact

- The school will review termly the intervention packages selecting the most effective and adapting as necessary in terms of cohort, characteristic and identified need
- Information will continued to be shared amongst the staff, governors and published on the website
- The gap will narrow between the pupils with protected characteristics and other children in line with set targets
- Increased self-esteem of targeted children resulting in increased confidence in learning

2.Fostering good relations

Action

- To continue to develop children's spiritual, moral and cultural experiences with particular reference to equality and diversity
- We will continue to work with outside agencies as appropriate and monitor the impact of such interventions on pupils' views and attitudes
- We will continue to build links with citizens from European and World countries through E-Twinning and Comenius projects to allow children to experience a range of other cultures
- We will establish a Citizenship award to encourage children to take part in community activities
- We will continue to encourage children to question and challenge discriminatory practice and give them the strategies to do so

Expected Evidence of impact

- Increased awareness of equality articulated by staff and pupils
- Willingness to question and challenge inequality
- Growing awareness of the broader more diverse context of the UK and wider world articulated by pupils and staff
- Children applying the equality principles they have learned in their day to day interactions

These objective replace the previous objectives set in 2013.

Progress against these objectives will be reviewed annually and will remain our objectives until 2017 when they will be refreshed