Mornington Primary School
Equalities Information and Objectives 2021

Admissions: Understanding our school community

Target Tracker
Basic Characteristics
Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (300 pupils)
20 April 2021

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Rec	39	18 (46.2%)	21 (53.8%)	2 (5.1%)	2 (5.1%)	21 (53.8%)	12 (30.8%)	3 (7.7%)	3 (7.7%)	0 (0%)	0 (0%)	1 (2.6%)
Y1	44	23 (52.3%)	21 (47.7%)	4 (9.1%)	3 (6.8%)	32 (72.7%)	22 (50.0%)	2 (4.5%)	2 (4.5%)	0 (0%)	0 (0%)	0 (0%)
Y2	36	22 (61.1%)	14 (38.9%)	1 (2.8%)	1 (2.8%)	21 (58.3%)	14 (38.9%)	5 (13.9%)	5 (13.9%)	0 (0%)	0 (0%)	0 (0%)
Y3	45	20 (44.4%)	25 (55.6%)	4 (8.9%)	4 (8.9%)	20 (44.4%)	11 (24.4%)	7 (15.6%)	7 (15.6%)	0 (0%)	0 (0%)	0 (0%)
Y4	48	28 (58.3%)	20 (41.7%)	4 (8.3%)	3 (6.3%)	17 (35.4%)	11 (22.9%)	9 (18.8%)	8 (16.7%)	0 (0%)	1 (2.1%)	0 (0%)
Y5	46	26 (56.5%)	20 (43.5%)	4 (8.7%)	4 (8.7%)	25 (54.3%)	17 (37.0%)	8 (17.4%)	8 (17.4%)	0 (0%)	0 (0%)	0 (0%)
Y6	42	26 (61.9%)	16 (38.1%)	2 (4.8%)	2 (4.8%)	16 (38.1%)	12 (28.6%)	8 (19.0%)	8 (19.0%)	0 (0%)	0 (0%)	0 (0%)
All	300	163 (54.3%)	137 (45.7%)	21 (7.0%)	19 (6.3%)	152 (50.7%)	99 (33.0%)	42 (14.0%)	41 (13.7%)	0 (0%)	1 (0.3%)	1 (0.3%)

* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Kurdish	0	1	0.3
Black – African	1	8	3.0
White – British	84	60	48.0
Pakistani	14	15	9.7
Other Mixed Background	1	1	0.7
Any Other White Background	0	1	0.3
Any Other Mixed Background	1	2	1.0
Other Ethnic Group	1	0	0.3
Information Not Yet Obtained	13	12	8.3
Indian	12	10	7.3
White and Black Caribbean	3	3	2.0
Refused	2	0	0.7
White and Black African	1	1	0.7
White and Any Other Ethnic Group	1	0	0.3
White Other	1	0	0.3
Black Caribbean	4	2	2.0
Sri Lankan Tamil	1	0	0.3
White and Indian	0	1	0.3
White and Asian	4	6	3.3
Other White British	1	3	1.3
Albanian	1	0	0.3
White European	0	1	0.3
Any Other Asian Background	4	2	2.0
Chinese	0	2	0.7
Bangladeshi	1	2	1.0
Any Other Ethnic Group	2	0	0.7
Asian and Any Other Ethnic Group	3	1	1.3
Black European	1	0	0.3
Afghan	3	0	1.0
Other Asian	0	2	0.7
Arab Other	2	1	1.0
Turkish	1	0	0.3
All	163	137	100.0

No information was available on the following protected characteristics:
- Gender Reassignment
- Sexual Identity

When comparing the demographics of the school to the local community it is apparent that the school exhibits greater diversity that the surrounding area in the Broxtowe district. Significant differences occur in the percentages for Indian and Pakistani pupils in school and a lesser percentage of white British pupils than the community. The Office of National Statistics was used as a basis for comparative data.

We only collect very limited diversity data during the admission process which relates to protected characteristics. These are gender, SEN and some details on certain religions. This makes it difficult to assess whether or not children are under represented at the point of admission.

Equality Objective : Ensure that the school effectively engages with all communities in our local area.

Why   :   We need to ensure that all members of the community feel they can benefit from and have equal access to our education provision.

How   :   SLT to continue to engage all community in school events such as Discos, Film nights, Summer Fairs. Ensure that the local community are fully aware of all events taking place at school via varied advertising, access to website and notice boards.

Outcome: Continue to understand the needs of the community, including an understanding of why families might choose to take their children to another school out of catchment. This information can be used to help form a strategy for engaging the under-represented groups.

Attainment

Equality Objective : To explore and understand barriers to learning fully so that the school can work on narrowing the gap.

Why : School statistics bear out the findings of national statistics where girls out perform boys at Key Stage 2 English.
Ensure that pupils with SEN continue to make good progress and raise attainment.

How : Monitor and evaluate the impact of current methods that have been introduce via the School Development Plan, these include individualised programmes, local and national initiatives including the impact measures involved with the developed use of Pupil Premium payments.
Explore the best practise in schools locally and nationally.

Outcome: Use information gathered to develop projects further an ensure impact directly for pupils. Although there will be a particular focus on boys to narrow this gap, all programmes will be extended to all pupils.

Attendance

Equality Objective : To explore and understand the reasons for absence and what support can be given to individual pupils to improve attendance rates.

Why : School attendance figures show that White British and Pakistani pupils on roll have higher absentee levels than that of their peers.

How : Consult with the individual families that this impacts upon. Ensure that parents/carers are aware and understand the impact of absenteeism on their child's learning via newsletters, website and individual meetings and structured conversations. AFA targets to be sued to support attendance. Identify best practise from other schools and Local Authorities with similar issues. Access support for the school and families from the Targeted Support Team and school's parent support worker.
We will of course continue to apply reasonable adjustment taking into account the needs of some children and families with family overseas.

Prejudice Related Incidents

Equality Objective : Raise awareness and promote positive attitudes towards alternative lifestyles and lessen the chances of words being used in a negative way.

Why : Our school has a diverse population and needs to co-exist in an appreciate environment. It is important that the pupils understand the range of cultures in the world. This involves breaking down barriers that could be linked to any of the protected characteristics referred to in the Equality Act 2012.

How : Ensure that the Inquiry Curriculum addresses a varied range of circumstances to build knowledge, appreciation and respect.
Access to materials in class and in the school library which represent a range of family backgrounds and circumstances. Using the One Decision Programme in Y1,2,5,6 the children will experience a range of scenarios and have modelled and moderated responses shared with them.

Outcome: To raise awareness of the protected characteristics and to reduce the number of prejudice related incidents.

Additional Objectives

Our data did not identify any areas of concern in relation to religion, belief or age. However we have decided to include actions in these areas as noted below:

- In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities.
- We will introduce some intergenerational work to help foster good relations between our older and younger generations.
- **We will engage with our school community to ensure the objectives identified are the best ones for this academic year based upon data analysis. The equality objectives for Mornington Primary School are embedded within the School Development Plan and are monitored by the governing body.**

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective : To ensure our workforce is diverse.

Why : We recognise that it is important to have a workforce that represents the society we serve.

How : We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct a survey of existing staff to collect additional diversity data.

During our next recruitment campaign, we will closely monitor each stage of the process.

Outcome: Have a more diverse workforce to represent the community we serve.

Equality Objective : Ensure we maintain a professional workforce.

Why : We want all staff to feel valued and be able to realise their full potential.

How : We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop professionalism.

We will measure the success of this by conducting annual surveys.