



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Equality Statement of Information

Agreed by: The Queen's School Governing Body
Date: February 2019
Review Cycle: Annually
Next Review February 2020

All the Queen's School policies should be read in conjunction with the Equality Policy.

If you require a copy of this document in large print, braille, audio format or paper, please contact the School Office.

The Queen's Church of England Primary School Duty to publish information under the Equality Act (2010)

Under the Equality Act 2010, The Queen's Church of England School welcomes its general duty to eliminate unlawful discrimination, to advance equality of opportunity and to foster good relations between all members of our school community. We also acknowledge our specific duties to publish information about our school population; to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them. Full information with respect to the law governing Equality, our aims and intentions and how they will be met are set out in our Equality Policy.

Principles

Our school is committed to equality. Therefore:

1. We do our best to ensure that everyone is treated fairly and with respect and that no- one experiences unlawful discrimination within our school, pupils and staff alike.
2. We make sure the school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some pupils extra support is needed to help them achieve and be successful.
5. We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our school council.

Diminishing the Difference

We welcome the emphasis in the Ofsted framework on the importance of diminishing the difference in progress and attainment, which affect amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to lower-income households
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects

Full information detailing groups of people whose characteristics are protected by law is given within our Equality Policy.

School Data 2018

The Queens Church of England School gathers information on our pupil population. In 2018 from a total roll of 415 pupils:

- 50.4% of pupils were from minority ethnic groups (this is a higher proportion than average), the 49.6% of pupils being of white British origin
- The school had 14 out of 17 possible ethnic groups (the average number of groups for this phase of education was 9)
- 54.9% of pupils were female, 45.1% were male
- The proportion of pupils who spoke English as an additional language (24.9%) the national average was 21.2%
- The school was in the lowest 20% of all schools for the proportion of Free School Meals (3.9%), the national average was 13.6%
- 7.5% of pupils are identified as having SEND which was below the national average (14.6%)

The school gathers information about significant difference in attainment between girls and boys, and between pupils of different ethnic backgrounds. There are no significant trends regarding groups and the most recent Ofsted inspection of the Queens Church of England School commented that:

“Pupils who speak English as an additional language represent a larger proportion of the school roll than was the case at the last inspection. They arrive at the school with variable abilities in written and spoken English. From all of their starting points, they make strong progress.”

“Pupils who have special educational needs and/ or disabilities make similar progress from their starting points as other pupils.”

“Disadvantaged pupils make progress that at least matches that of other pupils nationally and leads to similar achievement.”

“Leaders and governors have made the right decisions about how to use additional funding for disadvantaged pupils. The small number of pupils entitled to the pupil premium benefit form equal opportunities to participate in all aspects of school life and make similar progress to other pupils nationally.” (Ofsted, 2017)

Pupil Premium funding is targeted to intervention groups (for example: emotional wellbeing support, and maths and English support)

The Inclusion Manager, along with the Senco and Assessment Coordinator carefully monitor groups of pupils to ensure they make progress. Targeted interventions are used where there are any concerns about progress of any pupil.

A member of staff and member of the Governing Body have special responsibility for equality matters and their details can be obtained from the school reception.

The Queen's School collects data on racist incidents. This is reported termly to the local authority. From September 2017 to July 2018, there have been 3 reported incidents. As a school we do not tolerate bullying or harassment, racist or otherwise, as referenced in our Anti-Bullying Policy.

Cultural Diversity

We aim to prepare our pupils for life in a culturally diverse society free of unlawful discrimination and prejudice through our Community Cohesion Policy (within our Equality Policy on the website) by ensuring we focus each year on topics relating to equality and inclusion. Recent examples include:

- Building upon our relationship with Abbeyfield Sheltered Housing (project for the elderly) through arranging regular pupil visits.
- Continuing our relationship with Strathmore School (a local school for pupils with complex learning needs) through pupil groups visiting the school.
- Building upon our relationship with the congregation of St Anne's, St Luke's and the Barn church, through attending the churches on special occasions such as Ascension Day and the Christmas carol services. Also through having school musicians performing and playing at church fairs and celebrations. Father Nigel and Father Peter also attend and lead worship in the school on a weekly basis.
- We also celebrate differences through Multicultural focus weeks and focus weeks on disabilities, to help pupils gain a greater understanding of diversity.

Finally:

We encourage every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect. These values are a part of everyday life at The Queen's School and children are reminded of them and encouraged to take ownership of them at every opportunity. Staff also model these values in their own behaviour and try to reinforce them at every opportunity.