

Shilbottle First School, Equality information [gathered 2012/13]

Age:

We have 99 children on Roll

Reception- 20 children - 11 boys and 9 girls

Year 1 - 23 children - 8 boys 15 girls

Year 2 - 21 children - 11 boys and 10 girls

Year 3 - 18 children - 10 boys and 8 girls

Year 4 - 14 children - 10 boys and 5 girls

The staff profile-

we have 5 full and part time teachers (4.6- full- time equivalent)

We have 5 teaching assistants who are part-time.

Disability

A small number of pupils on roll currently have a physical disability, hearing or visual impairment. An accessible disabled toilet is available and used by pupils with short term medical needs.

The accessibility issues which affect staff and pupils in school are small steps into all classrooms in main school. A small minority of pupils have communication issues.

The percentage of SEN pupils on the 2011

School action 6.9 (7.7 - 3 year average)

School action + 3.4 (3.7 -3 year average)

Statement 0.9 (0.9 - 3 year average)

(Sources: Alnwick Partnership, Profile School profile, March 2011, NCC data unit, SIMS)

Gender reassignment

No data is collated by the school about gender reassignment and the pupil or staff population.

Race

The Alnwick Partnership of schools educates 4% of the BME pupils in Northumberland schools, and 1.1% of the EAL population.

We do have any children on role with English as a second language.

Over the last 5 years the school has consistently recorded and reported no racist incidents to the Local Authority. The school has had no fixed term or short term exclusions to identify a trend relating to ethnicity.

(Sources: School Census ethnicity and language profile 2011 compiled by NCC Equalities team, Alnwick Partnership, Annual Report to Governors re racist incidents, Holiday form requests and absence data)

Performance Trends

Year 2- 2011-12

Points score	School	County	National
Reading	17.4	16.4	15.8
Writing	16.2	15.1	14.4
Mathematics	17.1	16.2	15.7

Gender

There is very little gender differences through out school as we have very small cohorts. Boys tend to do slightly better in maths by the time they leave school in Y4. each year group is monitored and any differences are picked up quickly.

(Sources: SIMS analysis, teacher analysis)

Pupil Premium Children

We receive extra funding for children who receive free school meals or their parents are in the Forces. We use this money to support children in these groups who need extra support and guidance.

We employ a HLTA to support children in these groups of children to ensure the gap between progress does not widen. This is in the form of one -to-one tuition and small group work. We set children for Read, write and Inc this ensures teaching is focused on the needs of all vulnerable groups.

We also subsidise educational visits etc for children who are on free school meals.

Almost all children in these groups are making expected progress or higher than average progress, but because these groups are so small we feel it is not appropriate to comment.

Monies received 2011-12 for Pupil Premium

Pupil Premium - FSM Pupils	21	12,600
Pupil Premium - Service Children	10	2,500
Pupil Premium - Looked After Children	0	0

Religion or belief

The school does not record data about religion in SIMS. The school's dress code is specific about cultural sensitivity towards school uniform in accordance with DCSF guidance. Religious leaders do play a part in the life of the school. They include Roman Catholic, Baptist, Methodist and Church of England representatives.

(Sources: SIMS, anecdotal evidence, SACRE guidance, School dress code)

Gender

We do not have any exclusions so we can not say if any gender groups are not susceptible. (Sources: SIMS data, anecdotal evidence, Assessment data Shilbottle locality profile,)

Orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's file.

Marriage and civil partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded in Sims and on the register. Any changes to contact details are recorded on Sims.

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

FSM and IDACI

The school's overall IDACI score of 0.15 places the school 58th of First schools for indices of deprivation. Average for partnership is 0.13, LA is 0.18, average for NE is 0.24 and for England 0.24.

For barriers to **housing and services** the school ranks 48 out of 175 schools.

Education, training and skills the school ranks 36 out of 175 schools (30.15). LA - 21.7, NE-29.7, England 21.6.

Income - the school ranks 74 out of 175 schools (0.13). LA 0.14, NE- 0.19, England 0.16

Crime - the school ranks 136 out of 175 (-1.35). LA -0.62, NE- 0.00, England - 0.00

Employment - the school ranks 90 out of 175 (0.10) LA- 0.12, NE 0.15, England -0.10

Health and disability - the school ranks 112 out of 175 (0.20) LA- 0.25, NE -0.75, England- 0.00

Living environment -the school is ranked 65 out of 175 schools (13.74)

FSM- 10% of children, Alnwick partnership 14%.

RAF- 11% of children

(Sources: locality profile, Partnership Profile, March 2011, NCC data unit)

Vulnerable groups

There are currently no looked after children on roll.

There is a small number of Forces children that attend school.

Bullying

The school deals with Bullying immediately and resolution sought. Most of the issues relate to friendship and conflict. No data is recorded about the prevalence of, for example identity based bullying, homophobic language or gender based bullying. We record incidents in an incident book.

(Sources: Head teacher's analysis of bullying incidents)

Equalities Objectives

Respect for Diversity

- Students develop awareness of and respect for diversity in relation to, e.g. gender, race, disability, religion and belief, culture etc.
- To improve accessibility throughout the school for children who have mobility problems
- To ensure pupils with a disability have access to an appropriate curriculum in order to achieve to their highest potential