



September 2017
School Equalities Information

Our Ethos

Queensmead Primary Academy is committed to promoting equality of opportunity. We recognise that we live in a diverse society and will offer everyone opportunities irrespective of sex, sexual orientation, gender reassignment, marital or civil partnership, age, disability, colour, race, nationality, ethnic or national origin, religion/belief, or political beliefs (“the protected categories”). We take pride in the inclusive nature of Queensmead.

We are an institution that strives to understand, appreciate and value the differences in each individual; we aim to make people feel valued and supported so that they may achieve their full potential.

Understanding Our School Community- Pupils

Using the SIMS and 2017 Census, the following information was available;

There are 447 pupils on roll	
Boys	228
Girls	219

Data -by number of Ethnicity pupils

African Asian	1	Chinese	1	Indian	18	Other Asian	13
Pakistani	3	Other Black African	43	Black Caribbean	4	Other Black Background	14
Any other mixed Background	8	White and Asian	8	White and Black African	16	White and Black Caribbean	11
Any other Ethnic Group	3	Information Refused	5	White British	252	White European	40
White Other	7						

Disability Categories -by number of pupils

Specific learning difficulty	3	Moderate learning difficulty	17
Hearing impairment	2	Social Emotional & Mental Health	17
Behaviour, emotional and social difficulty	3	Speech, language and communication needs	49
Visual impairment	4	Physical disability	1
Autistic Spectrum Disorder	4	Other disability/difficulty	1

Special Educational Needs Provision			
SEN Support	65	Educational Health and Care Plan	8
No Special Educational Need	11		

First Language –by number of pupils			
Akan (Twi/Asante)	1	Albanian/Shqip	1
Amharic	1	Arabic	5
Arabic (Any other)	1	Caribbean Creole English	1
Chinese (Mandarin/Putonghua)	1	English	330
Fijian	1	French	6
Fula/Fulfulde-Pulaar	2	Kikuyu/Gikuyu	1
Gujarati	4	Kurdish	7
Lingala	2	Lithuanian	2
Latvian	2	Information not obtained	1
Believed to be other than English	3	Other than English	2
Panjabi	4	Panjabi (any other)	4
Polish	33	Portuguese	2
Persian/Farsi	4	Russian	5
Shona	2	Slovak	3
Somali	1	Spanish	2
Tamil	1	Turkish	2
Urdu	1	Vietnamese	1
Yoruba	2	Classification Pending	6

<u>Religion and belief- number of pupils</u>			
Sikh	6	No religion	230
Muslim	48	Hindu	11
Christian	116	Other	29
Refused	7		

No information was available on the following protected characteristics:

- **Gender Reassignment** –the school does not hold any information on whether any of the children on roll had reassigned their gender.
- **Sexual Identity**-the school does not hold any information on whether any of the children on roll identified as Lesbian, Gay, Bi-sexual or Transgender.

Understanding the information gathered;

Using the information gathered, we have looked at the following to identify whether there are any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents

Admissions

Approximately 55% of the population of Leicester City is of an ethnic minority background approx. 26% of pupils at Queensmead Primary Academy are from an ethnic minority background.

We only collect very limited diversity data during the admissions process. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The admission process is carried out by the Local Authority.

Attainment

At Queensmead Primary Academy we continually monitor and assess the impact of teaching and learning on pupil progress and attainment. With regard to the protected characteristics;

Gender ; Attainment :girls underperform against boys Reading in years: 2/4 Writing - Maths 2/3/6	Gender ; Attainment :boys underperform against girls Reading in years: 1/3/6 Writing 1/2/3/6 Maths 1
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<p>Attainment EAL(race, nationality, ethnic or national origin)</p> <p>Outperform non EAL in Reading: Y1/3/4/5/6 Writing: Y1/3/4/5/6 Maths: Y1/4/6</p> <p>Underperform against non EAL in Reading: Y2 Writing: Y2 Maths: Y2/3/5</p>	
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Attendance

The Local Authority target for attendance for city schools sits at 94%. Queensmead Primary Academy is set a target of 96% as our attendance is generally high. We consistently rate 'green 'on the LA 'RAG rated' city analysis.

Our attendance data shows that there is no significant difference in attendance percentages for the following groups:

Pupils with Special Educational Needs

Free School Meal

EAL children

with all groups in the range 96.7% -96.9%

Exclusions

Based on the census data Autumn 2017, there were 3 Fixed Period Exclusion. There are no issues with this in terms of the protected characteristics.

Prejudice Related Incidents

During the academic year 2016/17, there have been some prejudice related incidents. Recording and reporting of these follow the LA guidelines whereby all incidents of a prejudice related nature are recorded, dealt with and reported to the LA who carry out monitoring, collation and analysis of data.

At Queensmead Primary Academy there were 11 prejudice related incidents in the academic year 2016/17. All of these were racial abuse (name calling).

		<p>during pupil progress meetings</p> <ul style="list-style-type: none"> • Assessment co-ordinator to monitor data and report Headlines to SLT/staff/ SEA 	
<p>To close the gap in terms of attainment for pupils with EAL.</p>	<p>EAL pupils are below non EAL in several year groups for reading, writing and maths</p>	<ul style="list-style-type: none"> • Teachers to be aware of class groups/ gaps within class • Teachers plan and deliver lessons which target attainment to specific children/groups of children in order to close the gap • Teachers to monitor progress in cycle of assess/plan/deliver/ Assess • Phase Leaders to hold teachers to account during pupil progress meetings • EALco to monitor 	<p>As above</p>

		<p>progress and attainment – analysis and provide/arrange support/ intervention where necessary.</p> <ul style="list-style-type: none"> • Assessment co-ordinator to monitor data and report Headlines to SLT/staff/ SEA 	
To significantly reduce the number of prejudice related incidents.	Incidents of racial /homophobic abuse recorded.	<ul style="list-style-type: none"> • Follow LA guidelines for monitoring and recording incidents. • Analyse frequency of incidents and individuals involved to look for recurring patterns • Deal with incidents according to policy • Raise awareness of all forms of bullying and in particular prejudice related bullying • Seek to achieve ABC award/ Rights 	<p>Ongoing – Deputy and office admin</p> <p>Deputy</p> <p>All staff</p> <p>Behaviour Mentor lead- all staff</p>

		Respecting UNICEF award) <ul style="list-style-type: none"> • Whole school involvement in embedding the language/actions of respect following UNICEF CRC. • Maintain high profile of zero-tolerance and encourage pupils to report prejudice related incidents 	SB/LL lead- all staff/pupils/parents involved Whole school All staff
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These objectives will be monitored along with the Academy Improvement Plan. They will be reviewed and updated in October 2020