



**September 2020**  
**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 2019 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

<b>Special Educational Needs Provision</b>			
<b>SEN Support</b>	<b>65</b>	<b>Educational Health and Care Plan</b>	<b>8</b>
<b>No Special Educational Need</b>	<b>11</b>		

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

<b><u>Religion and belief- number of pupils</u></b>			
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. Pupil attainment and progress is continually monitored with interventions planned to target pupils who are 'off track'.

## **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 2019, there were 0 Fixed Period Exclusion. There are no issues with this in terms of the protected characteristics.

### **Prejudice Related Incidents**

During the academic year 2019/20, 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 2019/20. All of these were racial abuse (name calling).

## Appendix 2

### Objectives ;    Action Plan.

Following the terms of the Single Equality Policy these are the published objectives which fall within our Academy Development Plan.

<b>Objective</b>	<b>Issue</b>	<b>Action</b>	<b>When/who?</b>
To close the gap between boys and girls in terms of attainment	Girls attainment is higher than boys in reading, writing and maths in several year groups  Boys attainment is higher than girls in reading, writing and maths in several year groups.	<ul style="list-style-type: none"><li>• Teachers to be aware of class groups/ gaps within class</li><li>• Teachers plan and deliver lessons which target attainment to specific children/groups of children in order to close the gap</li><li>• Teachers to monitor progress in cycle of</li></ul>	ongoing – teachers          6 times per year- Phase Leaders/ teachers

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



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

		<p>in particular prejudice related bullying</p> <ul style="list-style-type: none"> <li>• Whole school involvement in embedding the language/actions of respect following UNICEF CRC.</li> <li>• Maintain high profile of zero-tolerance and encourage pupils to report prejudice related incidents</li> </ul>	<p>SB/LL lead- all staff/pupils/parents involved Whole school</p> <p>All staff</p>
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**These objectives will be monitored along with the Academy Improvement Plan. They will be reviewed and updated in October 2023**