



**DENMEAD JUNIOR SCHOOL**

**Reviewed: Autumn 2024**

**Next review: Autumn 2025**

**Equalities Information**

**Appendix A**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- contact with parents representing pupils with particular protected characteristics
- involvement of the student council
- staff survey
- pupil/parent questionnaires
- contact with the local community and disability organisations

**Cultural Diversity of Pupil Population**

There are 13 ethnic groups with the three largest groups being:

Group	Pupil number	Percentage
White British	307	91.1%
Any other white background	8	2.37%
White and Asian	5	1.48%

Attendance data: from 4<sup>th</sup> Sept 2023 – 23<sup>rd</sup> July 2024

Children	Attendance	Auth. Absence	Un Auth. Absence
Male	94.51%	4.45%	1.03%
Female	94.44%	4.61%	0.95%
Pupil Premium (recipient)	90.65%	8.36%	1%
FSM	89.51%	9.17%	1.32%
EHCP	80.43%	18.24%	1.33%
SEN	90.36%	8.13%	1.23%

Performance Data:

## Key Stage 2

CONTEXT	Denmead Junior School (2323)		Local Authority - Hampshire		
	Value	Cov.	Value	Gap	Cov.
Cohort	80	-	15,652	n/a	-
Sex (Male)	51.3%	100.0%	50.4%	+0.9%	100.0%
SEN Support	12.5%	100.0%	14.9%	-2.4%	100.0%
EHCP/Statement	5.0%	100.0%	6.2%	-1.2%	100.0%
Ethnicity (BME)	2.5%	100.0%	13.6%	-11.1%	100.0%
Language (EAL)	7.5%	100.0%	10.5%	-3.0%	100.0%
Disadvantaged	22.5%	100.0%	23.4%	-0.9%	100.0%

### ATTAINMENT & ASSESSMENTS

Subject	Level	Denmead Junior School (2323)		Local Authority - Hampshire	
		Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	52.5%	-7.5%	60.0%	-7.5%
	GDS/High Score	1.3%	-6.9%	8.2%	-6.9%
Reading	≥Exp.Std.	67.5%	-6.9%	74.4%	-6.9%
	High Score	22.5%	-6.6%	29.1%	-6.6%
Writing (TA)	≥EXS	73.8%	+1.6%	72.2%	+1.6%
	GDS	12.5%	-1.3%	13.8%	-1.3%
Maths (test)	≥Exp.Std.	70.0%	-2.2%	72.2%	-2.2%
	High Score	18.8%	-3.1%	21.9%	-3.1%

## Key Stage 2

CONTEXT	Denmead Junior School (2323)		Local Authority - Hampshire		
	Value	Cov.	Value	Gap	Cov.
Cohort	18	-	3,483	n/a	-
Sex (Male)	50.0%	100.0%	50.0%	0.0%	100.0%
SEN Support	22.2%	100.0%	23.6%	-1.4%	100.0%
EHCP/Statement	11.1%	100.0%	12.0%	-0.9%	100.0%
Ethnicity (BME)	5.6%	100.0%	10.2%	-4.6%	100.0%
Language (EAL)	5.6%	100.0%	7.4%	-1.8%	100.0%
Disadvantaged	94.4%	100.0%	97.4%	-3.0%	100.0%

## ATTAINMENT & ASSESSMENTS

Subject	Level	Denmead Junior School (2323)		Local Authority - Hampshire	
		Value	Cov.	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	33.3%	100.0%	39.2%	-5.9%
	GDS/High Score	0.0%	100.0%	1.8%	-1.8%
Reading	≥Exp.Std.	44.4%	100.0%	57.9%	-13.5%
	High Score	22.2%	100.0%	15.1%	+7.1%
Writing (TA)	≥EXS	44.4%	100.0%	54.1%	-9.7%
	GDS	11.1%	100.0%	4.8%	+6.3%
Maths (test)	≥Exp.Std.	61.1%	100.0%	52.4%	+8.7%
	High Score	11.1%	100.0%	8.1%	+3.0%

## Staff data

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, but they may still choose to do so, provided it does not allow for individuals to be identified. At Denmead Junior School we will still require the information on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

Quantitative data we consider in this area includes:

- race, disability, gender, age distribution of the workforce
- data on recruitment by protected characteristic (e.g. at application, shortlisting and appointment stage)
- data on access to training by protected characteristic
- grievances and/or disciplinary matters by protected characteristic
- leavers by protected characteristic
- results of staff satisfaction surveys

## Other information

Governor representation as at Autumn 2024	50% male, 50% female 0% BAME; 100% British White
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## Qualitative information

The school has published various policies on the school's internet site ([www.denmead-jun.hants.sch.uk](http://www.denmead-jun.hants.sch.uk)). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty. Qualitative information for publication on the website includes:

- school policies such as the Behaviour for Learning and Relationships policy
- minutes of governor meetings that are relevant to equality matters
- key policies for staff in respect of their concerns – e.g. Whistleblowing, Staff Code of Conduct
- views of the student council
- revision of school curriculum to ensure that it is engaging to all pupils.
- detail about particular initiatives undertaken in the and where possible, the impact of this initiative (e.g. increases in attainment)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues

## Equality Objectives

## Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *questionnaires*
- *focus groups*
- *involvement of the School Council*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

## Analysis of previous objectives

**Objective 1:** Pupil related: raise aspiration and narrow the achievement gap for all protected groups including children in care, and the disadvantaged by ensuring increased opportunities and improved outcomes.

**Why:** Children within these vulnerable groups attain below disadvantaged children nationally, which is true for our school. This is also true of children who have SEND and are entitled to Free School Meals. We would like this progress to accelerate to narrow the gap.

**How:** We are supporting children within the disadvantaged groups and their families. We will monitor progress for these children and any interventions that they take part in. Support, intervention programmes, such as Little Wandle, are targeted at specific children for their needs. Interventions are robust and quality first teaching is always accessed.

**Outcome:** Children within the disadvantaged groups to make good progress from their starting points. In some cases, progress will be measured in small steps towards their goals as identified on assessment tracker. Parents or guardians will be satisfied with their child's progress.

**Analysis:** Exit data from 2023 demonstrates that this target needs to be continued, that our SEND and Disadvantaged pupils achieve less than the national average. It is worth noting that our SEND pupils (receiving both SEND support and on EHCPs) are at a statistically-increased risk of achieving academically as they are more likely to have comorbidities than the national average (BME, disadvantaged, EAL).

**Objective 2:** Promote and respect all cultures and beliefs represented in our school and actively celebrate British values; engaging the community in our responsibilities to prevent radicalisation and extremism.

**Why:** To ensure all members of our community feel a sense of belonging and safe within the school and have respect and tolerance for everyone. They will understand that Equity doesn't mean the same for all.

**How:** Through SCARF lessons, collective worship, PDL lessons and through the curriculum.

**Outcome:** All members of our community feel a sense of belonging and safe within the school and have respect and tolerance for everyone. They will understand that Equity doesn't mean the same for all.

**Analysis:** Through pupil voice and parent survey, this is a continued area of development for the school. Children are beginning to show awareness of the British Values and an understanding of our diverse community but it needs further embedding and explicit teaching.

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

**1. Objective:** Pupil related: raise aspiration and narrow the achievement gap for all protected groups including children in care, and the disadvantaged by ensuring increased opportunities and improved outcomes.

**Why:** Children within these vulnerable groups attain below disadvantaged children nationally, which is true for our school. This is also true of children who have SEND and are entitled to Free School Meals. We would like this progress to accelerate to narrow the gap.

**How:** We are supporting children within the disadvantaged groups and their families. We will monitor progress for these children and any interventions that they take part in. Support, intervention programmes, such as Little Wandle, are targeted at specific children for their needs. Interventions are robust and quality first teaching is always accessed. Pupil progress meetings and lesson drop-ins will focus on Disadvantaged pupils. Exciting and ambitious curriculum opportunities.

**Outcome:** Children within the disadvantaged groups to make good progress from their starting points. In some cases, progress will be measured in small steps towards their goals as identified on assessment tracker. Parents or guardians will be satisfied with their child's progress.

**2. Objective:** To explore any trends with families or children who fall under our 95% attendance rate. Any patterns of absence that raise potential issues for pupils regarding barriers to 100% attendance against the protected characteristics.

**Why:** We would like to ensure that there are no barriers to attending school. **How:** Attendance is monitored each term on an individual basis. We need to look at attendance data to see if any groups of pupils have lower than average attendance and consult with their families with the support of our Education Welfare Officer.

**Outcome:** Information gathered will enable us to ensure that any barriers to attendance for groups of pupils and their parents will be explored and solutions to improve the situation sought. Our aim is that pupils have attendance of at least 97%.

**3. Objective:** Develop and review the topics and approach to assemblies and our curriculum to include a more diverse range of topics including people of BAME, LGBT and the rights of women.

**Why:** To ensure all members of our community feel a sense of belonging within the school and have respect and tolerance for everyone. They will understand that Equity doesn't mean the same for all. This will embed the new school value of 'Inclusive'.

**How:** Assembly overview includes; Black History Month, International Day of People with Disability, International Women's Day, Mental Health Day etc. Weekly class assemblies are the 'Picture News Assemblies'. Visitors to speak in assemblies, including virtual live links. Volunteers to discuss their lived experiences within our community. Our EARA group will create an action plan to develop understanding of diversity in our community.

**Outcome:** Through the assemblies, curriculum and EARA group, children are aware of different global issues, and develop understanding of cultural diversity.

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

**Date of publication of this appendix:** Autumn 2024

**Date for review and re-publication:** Autumn 2025