

New City Primary School

Equality: Information and Analysis

March 2017

Equalities Information and Analysis

The Public Sector Equality Duty requires schools to publish information and analysis regarding equality at the school. The tables below show this information. Ethnic groups detailed below are the ones used in Government schools data. Please contact the school if you require any assistance in interpreting the data.

School Population -Based on January 2016 Census Data		New City	National
Number on roll		624	275
Gender %	Girls	51.3	49.0
	Boys	48.7	51.0
Free School Meals %		26.6	25.2
Ethnicity %			
White	White British	5.1	69.3
	White Irish	0.0	0.3
	Traveller of Irish Heritage	0.0	0.1
	Romany or Gypsy	0.0	0.3
	Any other white background	10.3	5.6
Mixed	White and Black Caribbean	0.4	1.5
	White and Black African	0.2	0.7
	Any other mixed background	11.6	1.9
Asian	Indian	3.7	2.8
	Pakistani	18.7	4.2
	Bangladeshi	21.1	1.7
	Any other Asian background	3.3	1.7
Black or Black British	Caribbean	1.3	1.2
	African	8.6	3.7
	Any other Black background	6.4	0.7
Chinese		0.2	0.4
Any other ethnic group		4.0	1.7
First Language %	English	29.1	79.9
	Other	70.9	20.1
SEN %	SEN Support	13.0	12.1
	Statement or EHC plan	0.0	1.3
Stability %		89.9	85.7
School Deprivation Indicator		0.27	0.21

Analysis of Population Data:

New City is much larger than most primary schools nationally. Almost all pupils are from minority ethnic backgrounds. These main ethnic groups are Bangladeshi, Pakistani, Black African and children from White background other than English. The majority of these children are from or have Eastern European heritage. The majority (71%) of children speak English as an additional language. This is significantly higher than the national average.

Attendance -Based on January 2016 Census Data						
Year	2014		2015		2016	
	School	National	School	National	School	National
% attendance	96.6	96.1	96.0	96.0	94.9	96.1
% Persistent absentees	Absent for 15% or more		Absent for 15% or more		Absent for 10% or more	
	1.7	2.8	2.8	2.7	13.0	8.8

Analysis/comment :

There was a decline in the attendance data over the last three years- markedly so in 2016. The school is addressing this through the reassignment of a member of staff as an Educational Welfare Officer. The officer will work together with the School Attendance Officer to draw up an Action Plan to start to raise attendance. The plan will include targeting families where attendance is an issue and also to raise awareness of the importance of good attendance with new arrivals and established pupils. Various good attendance rewards are being used to celebrate good attendance including individual certificates and class rewards. The weekly school newsletter is regularly used to encourage or celebrate good attendance. Our attendance is currently at 95.7% (25/3/17)

KS2 Pupil Groups Performance- Based on 2016 RAISE Data			% Expected Standard+ (Reading, writing and maths)
	Pupils		
Cohort	71		28
Gender	35	Girls	29
	36	Boys	28
Free School Meals	10		19
Ethnicity			
White	1	White British	100
	0	White Irish	-
	0	Traveller of Irish Heritage	-
	0	Romany or Gypsy	-
	8	Any other white background	0
Mixed	2	White and Black Caribbean	50
	0	White and Black African	-
	10	Any other mixed background	30
Asian	3	Indian	67
	12	Pakistani	17
	14	Bangladeshi	36
	2	Any other Asian background	100

Black or Black British	1	Caribbean	100
	12	African	29
	5	Any other Black background	0
Chinese	0		-
Any other ethnic group	4		25
First Language	22	English	36
	48	Other	25
SEN %	11		18

Analysis/comment :

Overall the 2016 KS2 attainment data for New City was below the national average of 53%. Progress for the cohort using average scaled scores was ahead of the national average at +0.8. The group data includes 9 children who started school in year 5 or year 6 all of these children were from overseas.

67% of high attaining children reached a higher standard in Reading , Writing and Maths. This is +3.2 ahead of the national average scaled score.

The overall attainment for boys and girls was virtually the same although using progress data the girls made more progress than the boys and were +1.0 ahead of the national scaled score average against +0.6 for the boys.

The group of children receiving Free School Meals was below the cohort; however this is a fairly small group of children and included 2 children on the SEN register. This group were -0.4 behind the national average.

Children speaking English as an additional language do not attain as highly as the children for whom English is first language, with an 11% difference between the two groups. Looking at average scaled score progress the EAL children are ahead of the national average (+1.0) and are ahead of the first language speakers (+0.4)

The performance of ethnic groups is very mixed. Several of the groups have a very small sample making comparisons difficult. One group that the school needs to investigate and address is the Pakistani group which is 11% below the cohort and -0.7 below the average scaled score.

New City Key Priorities

The school has undertaken a thorough Self Evaluation and as a result of this we have identified 4 key priorities to raise attainment further.

Our School Improvement Plan has a sharp focus on our 4 key priorities. A member of the Leadership team oversees a team of staff to meet regularly to chart milestones and evaluate success on each priority.

Key priorities

- Improve Leadership and Management at all levels.
- Improve teaching and learning for all pupils especially groups and SEN/Pupil Premium, lowest attaining 20% and more able disadvantaged.
- Develop a highly effective assessment system that teacher can use to determine and track progress of all pupils
- Ensure that Governors challenge and take an active part in the development of the school to become outstanding.