

Walton Lane Nursery School and Children's Centre

Public Sector Equality Duty Statement

The Public Sector Equality Duty requires our Centre to monitor our policies and procedures and to publish information about equalities in our Centre.

The Equality Act 2010 clearly states that the following areas must be taken into account:

- Disability
- Gender
- Race (ethnicity)
- Religion and belief
- Age
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

The '**General Duties**' of the Public Sector Equality Duty which we must aim to achieve are:

- To eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between those who share a protected characteristic and those who do not.

We also have a '**Specific Duty**' to gather and publish information to show how we are complying with the equality duty; how we remove or minimise disadvantage and take steps to meet different needs and encourage participation when it is proportionately low. We look at the progress and attainment of children with protected characteristics and of any other groups of children we identify as vulnerable.

To help us in our work to advance equality of opportunity we set ourselves some equality objectives determined by our scrutiny of information and data. The Head Teacher is responsible for the implementation of the Act and the Governing Body is responsible for making sure that our policies and procedures comply with the Act. Staff and governors are involved in monitoring our policies, procedures and practice to make sure our Centre continues to be an inclusive, accessible and welcoming environment for all.

Equalities Information and Analysis - Nursery School

Characteristics of children in the 2014 – 2015 Cohort

Number of children on roll	N2 75
Gender	Boys: 61.3% Girls: 38.7%
Ethnicity	White British 76% Pakistani 9% White Eastern European 13 % White Asian 2%
English as an Additional Language (EAL)	14.7%
Special Educational Needs and Disabilities (SEND)	5.3%
Vulnerable children	16%

Progress and attainment analysis for 2014-2015 cohort:

Walton Lane Nursery School - Attainment of N2 children

N2 children 2014/15							
	Attainment on entry			Attainment on exit			% making 3 or more steps of progress
	below	30-50 months +	exceeding	30-50 months	40-60 months	exceeding	
PSED							
Making Relationships	41	59	0	8	83	9	97.3
Self-Confidence and Awareness	37	63	0	7	80	13	98.7
Managing Feelings and behaviour	44	55	1	7	88	5	97.3
C&L							
Listening & Attention	46	54	0	8	91	1	98.7
Understanding	41	59	0	9	86	0	95.7
Speaking	42	58	0	5	84	4	98.7
PD							
Moving and Handling	17	82	1	3	96	1	97.3
Health and Self Care	24	76	0	3	96	0	94.6
Literacy							
Reading	37	63	0	15	85	0	95.9
Writing	43	57	0	11	89	0	97.3
Maths							
Numbers	50	50	0	16	81	0	97.3
Shape, Space, Measure	54	46	0	9	88	0	97.3
Understanding the World							
People and Communities	49	51	0	15	82	0	98.6
The World	55	45	0	15	82	0	98.7
Technology	37	63	0	8	92	0	97.3
Expressive Arts and Design							
Exploring & using media & materials	35	65	0	20	80	0	90.5
Being Imaginative	49	51	0	14	85	0	98.4

On entry to nursery, percentage of 3 year old children are generally working with abilities below, expected and exceeding those typical for their age are:

- 77.1% of children are generally working with abilities below those typical for their age
- 27.2% of children are generally working with abilities typical for their age
- 1.7% of children are generally working with abilities exceeding those typical for their age.

They make outstanding progress in the EYFS.

Generally, as the children leave nursery to start Reception with abilities.

- 32.0% of children are generally working with abilities below those typical for their age
- 46.6% of children are generally working with abilities typical for their age
- 21.5% of children are generally working with abilities exceeding those typical for their age.

In more detail:

Reception Cohort 2015

Attainment:

On-entry, summative assessment data indicates children demonstrate higher levels of ability in the following aspects of learning:

- PD – moving and handling
- PD – health and self-care

On-entry, summative assessment data indicates children demonstrate lower levels of ability in the following aspects of learning:

- PSED – managing feelings and behaviour
- CAL – listening and attention
- PSED – making relationships

Abilities in the above aspects of learning are generally not as strong and remain a focus for our EYFS planning.

On-exit, summative assessment data indicates children demonstrate higher levels of ability in the following aspects of learning:

- PD – moving and handling
- PSED – all areas
- PD – all areas
- CAL – listening and attention
- UW - technology

On-exit, summative assessment data indicates children demonstrate lower levels of ability in the following aspects of learning:

- CD – exploring and using media and materials
- Mathematics - number
- UW – people and communities; the world

Progress

On-exit, summative assessment data indicates children demonstrate higher rates of progress in the following aspects of learning:

- PSED – managing feelings and behaviour
- Mathematics - number
- EAD – being imaginative

On-exit, summative assessment data indicates children demonstrate lower rates of progress in the following aspects of learning:

- PD – health and self-care
- EAD – exploring and using media and materials

Progress and attainment by characteristics

Key issues for children with lower progress/attainment

- Provision is targeted to the needs of SEN children through the use of a differentiated curriculum, targeted learning plans, individual and group support and language interventions. As a result the attainment gap between SEN and non-SEN children is narrowing, with a greater percentage of SEN children making outstanding progress in all the prime areas, literacy and mathematics.
- EAL children show similar progress to non-EAL children in 'listening and attention' and in 'health and self-care'. The gap is narrowing in 'speaking', 'moving and handling', literacy and mathematics. Differences in PSED and 'understanding' are being investigated with a view to adapting provision to improve progress for EAL children in these areas e.g. Wellcomm assessments conducted in English and Polish.
- Girls show higher attainment in all areas. However, boys are making better progress in PSED, PD, Literacy and Mathematics and the gap in attainment is closing. Consequently there is a management focus on improving boys progress in CAL

Equalities Information and Analysis - Children's Centre

Characteristics of children (2014 – 2015 academic year)

911 children registered, 371 children attending.

Characteristic	Number registered	Number attending
Gender		
Boys	488	196
Girls	423	175
Ethnicity		
White British	385	189
Pakistani	270	86
White and Asian	26	14
Indian	2	0
Bangladeshi	2	1
Other Asian	4	1
White Eastern European	64	30
White Western European	4	3
Bulgarian	1	0
White other	7	4
Chinese	2	0
White and Black African	1	0
White and Black Caribbean	1	0
Any other mixed background	11	6
Other	18	7
Not disclosed	56	13
Information not yet obtained	57	17

Attainment by characteristics

Information taken from Lancashire School Information Profile (LSIP).

Attainment of children in Reception Classes in the Children's Centre reach area 2013 – 2014.

	NOR	GLD	ATP	Prime 2+
All children	143	44.1	30.4	58.0
Boys	66	33.3	28.4	47.0
Girls	77	53.2	32.1	67.5
SEN	16	12.5	23.2	18.8
Not SEN	125	48.8	31.3	62.4
White British	67	47.8	31.5	67.2
Asian Pakistani	52	42.3	29.3	51.9
Eligible for FSM	40	30.0	27.9	47.5
Not eligible for FSM	103	49.5	31.4	62.1

NOR Number on roll

GLD Good level of development

ATP Average total points
Prime 2+ Prime areas, Literacy and Maths
FSM Free School Meals

Key issues for children with lower progress and/or attainment

- Compared to LSIP data for 2012/13 the gap has widened for boys in the Prime Areas.
- Compared to LSIP data for 2012/13 the gap has widened for children eligible for FSM in the Prime Areas.

How we advance Equality of Opportunity between those who share a protected characteristic and those who do not.

Personal Development and Wellbeing

We adopt a 'whole Centre approach' to the children's individual needs. All staff work together to guarantee the inclusion of all pupils and ensure all children including those with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.

We ensure that the Centre's procedures for managing behaviour are fair and equitable to pupils from all groups. The positive behaviour management policy outlines how behaviour is managed and how challenging behaviour is logged. Behavioural records are monitored by the lead person for behaviour to ensure that children receive the support they need, there is no discriminatory practice and our provision and teaching is accessible for all children.

The Centre operates a key person system to ensure children's cultural needs are met and each child's wellbeing is supported. We recognise that all children have a right to be listened to and for their views and rights to be taken seriously. Opportunities are provided for children to engage in extended communication with adults within their small key group times and during the sessions. Children have opportunities to be outdoors on a daily basis all year round, as this has a positive impact on children's sense of wellbeing and helps all aspects of children's development.

Provision

We want all the children at our Centre to have a strong sense of identity and to respect one another. We ensure that our resources and displays reflect the diversity of our community, encouraging children to explore difference and diversity in a positive way.

We continually reflect on the provision provided to ensure that all pupils including those with SEND are able to fully access the curriculum by providing extra support, changes to provision or additional resources where appropriate.

Careful consideration is put into the environment we create and we aim to create a calm setting with cosy spaces which feels homely and welcoming and supports all children to access available resources, reflecting the different communities that form our Centre.

Teaching and Learning

The Centre provides for learning and teaching styles that allow all children to achieve their potential. All children irrespective of disability, gender, race, ethnicity, religion, belief, sexual orientation or gender reassignment, have an equal right to experience a high quality education in which they feel valued and respected.

Our planning provides opportunities to tackle key inequalities for children including gender stereotyping, preventing bullying and raising attainment for certain groups while extending the children's knowledge and experience of other cultures and celebrations.

Practitioners plan for each child's individual care and learning requirements, including the additional or different provision required to meet particular individual needs and we link experiences from home to the Centre.

We recognise that the attitudes of young children towards diversity are affected by the behaviour of the adults around them and by whether all children and families using the setting are valued and welcomed by Centre staff. We have high expectations of practitioners to model polite, respectful and welcoming behaviour to all children, parents and each other.

Progress, Attainment and Assessment

Our Centre has high expectations, striving to ensure that children from all groups have high levels of attainment and rates of progress. We are committed to narrowing the gap in levels of attainment between different groups.

Children's progress is tracked through the cycle of observation and assessment; teaching and learning; planning and resourcing. We recognise that the child's parents are their first and most enduring educators and we are committed to creating good home/school links through our settling in procedures; learning journeys; Early Years Orbit; parent meetings; and the key person

approach. The key person ensures there is individual planning for each child, undertaken in partnership with each parent/carer which aims to promote inclusion for every child. Assessment data is analysed to identify any groups at risk of not meeting their age-related expectations and teaching and learning is adjusted accordingly to ensure progress is made

Staff Recruitment and Professional Development

Walton Lane Nursery School and Children's Centre will appoint the best applicant for each job regardless of their disability, gender, race, ethnicity, pregnancy and maternity, religion, beliefs, sexual orientation or gender reassignment providing they have the legal right to work in this country.

We will encourage applications from all sections of the community and in particular those who are currently under-represented in childcare and early education. All staff have equal opportunities in areas such as training and career development.

Reporting and Recording Discriminatory Behaviour Including Racist Incidents

Any incident which is perceived to be racist or discriminatory by the victim or any other person will be investigated as a potentially discriminatory incident, as outlined in our Single Equalities Policy.

Admissions and Attendance

All families are equally welcome in our Nursery School and Children's Centre. The Nursery School applies an admissions policy which has been agreed by Lancashire County Council and the Governors.

Attendance is monitored by the Head Teacher and patterns of poor attendance are targeted with positive action.

Partnerships

We aim to make all families and users welcome and encourage them to have genuine involvement in the life of the Centre. The Centre contributes to the life of the community and works with it to enrich the lives of the children. We regularly evaluate the community that our Centre caters for to ensure that groups, services and training meet the needs of our families. We also signpost families to appropriate services available in the local community.

Special Events

As a Nursery School and Children's Centre we recognise the uniqueness of our children and families and are proud of the diversity of our community, taking every opportunity to celebrate this and recognise how much we can all learn from each other.

We hold two community events a year and these are well attended by existing and new families. The Nursery School and Children's Centre celebrate a range of festivals and cultural celebrations including: Christmas, Chinese New Year, Eid, St Georges Day and Easter.

2014 – 2018 Equality Objectives

Children who would be eligible for free school meals make good progress and meet or exceed their age related expectations at the end of Nursery School.

The gap between children who are eligible for free school meals and those who are not is narrowed.

Responsibilities

Governing Body

The Governors will be responsible for:

- Making sure the Centre complies with the Equalities Act 2010
- Ensuring the Equality Statement is implemented
- Ensuring the Equality objectives are met.

The Head teacher is responsible for:

- Making sure the equality statement is readily available and that the Governors, staff, pupils and their parents and partners know about it
- Ensuring the equality statement is followed
- Ensuring the Equality objectives are met
- Producing regular information for staff and Governors about the statement and how it is working, and providing training for them on the policy if necessary
- Making sure all the staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination.

All Centre staff will:

- Be responsible for ensuring that incidents of discrimination or/and harassment are speedily recorded and reported
- Understand what constitutes discrimination or/and harassment and why reporting is important
- Show no tolerance of discrimination or harassment, even casual racist undercurrents should not go unchallenged
- Keep up to date with the law on discrimination and take up training and learning opportunities
- Ensure all children's, parent's and users names are pronounced and spelt correctly.

Monitoring

The Senior Management Team will monitor:

- Pupil progress and assessments for different groups of children
- Teaching and learning, to ensure it meets the needs of different groups of children
- The involvement of parents and pupils in different activities
- Parental involvement on their child's learning and development including attendance at meetings and appointments
- The ethnicity of staff in post, by grade, applications for employment, training and promotion.

Links to Other Policies and Documents:

School Improvement Plan

SEND Policy

Teaching and Learning Policy

Safeguarding and Child Protection Policy