



## ASHGATE NURSERY SCHOOL

### PUBLIC SECTOR EQUALITY DUTY STATEMENT

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

The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community.

- 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
- Foster good relations across all people; between those who share a protected characteristic and those who do not.

**The 'Specific Duty'** for schools is 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 the school identifies 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 Headteacher is responsible for the implementation of the Act and the Governing Body is responsible for making sure the school policies and procedures comply with the Act. Staff and governors are involved in monitoring our policies, procedures and practice to make sure our school continues to be an inclusive, accessible and welcoming environment for all.

## Ashgate Nursery School Equalities information

Most of this information is already kept by the school and used to inform our practice. From this information we have set our Equalities Objectives for 2014 - 2018.

### Characteristics of children at April 2014:

Number of 3-4 year olds on roll: 60

Number of 2 year olds on roll: 20

	3-4 year olds	2 year olds
Gender	Boys - 37 Girls - 23	Boys - 6 Girls - 13
Ethnicity  31 % of children are from other ethnic backgrounds - this has been consistent over the last few years but the ethnic make up changes in each cohort.	White British – 41 Black African – 2 Black Caribbean – 1 Kurdish – 2 Malay – 1 Pakistani - 2 Other Asian - 1 Other Arab – 1 Other white background – 2 Mixed white and Asian – 1 Mixed white and Black Caribbean – 4 Mixed White and Chinese -1 Any other ethnic group - 1	White British – 12 Black African – 2 Kurdish – 1 Iranian – 1 Mixed white and Asian -1 Mixed white and Black African - 1
First Language  19% have English as an additional language, this has become consistent over the last few years. The languages vary from cohort to cohort.	Arabic – 1 Kurdish - 2 Malay - 2 Malinke - 1 Polish - 2 Shona - 1 Urdu - 2	Kurdish – 1 Malinke – 1 Farsi -1 Chinese -1
Special Educational Needs	Statement - 0 Early Years Action Plus – 8 Early Years Action - 4	Early Years Action Plus - 1
Vulnerable children	Children in Need - 2	
Mobility (children leaving during the academic year)	6 children	1 child

### Progress and Attainment analysis for 2013 -14 cohort:

On entry	Above expected	0
	Expected levels	5%
	Below expected	75%
	Significantly below	20%
Progress made	Above expected	89%
	Expected levels	0
	Below expected	11%
	Significantly below	0
On exit	Above expected	0
	Expected levels	51%
	Below expected	40%
	Significantly below	8%

### Progress and attainment by characteristics:

	Made expected or better progress	Achieved expected or better attainment
Gender	94% of girls 86% of boys	50% of boys 50% of girls
Ethnicity	87% of other ethnic groups	43%
EAL	91%	25%
SEN	80%	30%

### Key issues for children with lower progress and/or attainment:

- Length of time in nursery - 2 terms or less
- Have an identified special educational need
- Child and family have English as an additional language
- In some areas of the curriculum boys do not attain as well as girls (literacy, expressive arts and design)
- Poor attendance for a few children either due to ill health or family circumstances

**What we have put in place so far:**

- Introduced ECAT assessments for children with EAL or poor language skills to support their development
- Consistently use symbols to support communication for children with SEN and EAL
- Introduced a more active learning environment that supports boys learning style
- Introduced attendance certificates to promote good attendance
- Welcome signs in the Reception area are in all languages of families using the nursery

**Ashgate Nursery School Equality objectives 2014-18**

<b>Priority</b> (i.e what we are hoping to achieve)	<b>Action Required</b> (including necessary resources)	<b>Success Criteria</b>	<b>Timescale</b> (i.e when the outcome will be achieved)	<b>Responsible Person(s)</b>
To make the nursery more accessible for families with English as an additional language	Translations of written communications with parents eg newsletters, reports  Improve the range of notices in different languages	All parents know how their child is progressing and are aware of any events happening in the nursery	Dec 2014	Admin. Assistant
To raise standards of boys by encouraging more adult male role models in nursery	Positive encouragement for fathers to participate in nursery activities	Attendance at nursery activity days shows an increase of father involvement	Sept 2016	All staff
	Encourage more male students, supply staff and visitors in nursery	Male students supply staff and visitors have been in nursery	July 2018	Head
	Increase the amount of positive male images in the nursery	Books and posters have positive male images	July 2015	All staff