



THE MINSTER NURSERY AND INFANT SCHOOL

SCHOOL OF INSPIRATION

DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

Equalities Assessment and Objectives

Reviewed on: September 2018

Signed.....Chair

To be reviewed before end of July 19



WE ARE A VOLUNTARY AIDED (VA) SCHOOL WITHIN THE DIOCESE OF SOUTHWARK

HEAD TEACHER: MRS STEPHANIE EDMONDS *B Ed HONS*



Appendix 3 - SAMPLE IMPACT ASSESSMENT TEMPLATES

These templates are for reviews of specific policies across the work of the school; this is distinct from the annual equality assessment exercise (see Appendix 1)

A: Impact Assessment summary for policy coversheets

Impact Assessment: Equality, Safeguarding, Health and Safety, Sustainability	
Overview: to be completed with a full impact assessment if required.	
Title of Activity/Policy:	New or Revision of Expected Implementation
Author and Date:	Date: Review Date:
Equality and Diversity: Which of the characteristics may be impacted upon? If there is an impact, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	
Safeguarding: Are there any aspects of this proposal which could cause a student/member of staff/visitor to feel unsafe? If yes, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Health and Safety Have any risks been identified? If yes, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered and mitigated against?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Evidence: What evidence do you have for your conclusions? What consultation has taken place? How will you monitor the issues raised?	
Risk: Should this activity/policy result in an entry on the risk register (high/medium) or does it represent a low risk?	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>

Fruits of the Spirit

The Fruits of the Spirit underpin all that we do and we weave these Christian values into the fabric of our school ensuring that they underpin every thought, decision and action made.

This policy has been compiled mindful of these spiritual fruits to make sure they develop and sustain all aspects of school life at The Minster Nursery and Infant School.



Introduction

In support of the Equalities Policy, The Minster Nursery and Infant School is committed to the elimination of discrimination, the advancement of equality of opportunity and fostering good relations in relation to age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race (includes ethnic or national origins, colour or nationality), religion or belief (or lack of belief), sex or sexual orientation.

As part of our demonstration of that commitment, The Minster Nursery and Infant School has reviewed national and local evidence which highlight areas of potential inequality and developed two Equality Objectives which we are working towards.

This Annual Equality Assessment documents our understanding of the exact nature of the location of the school compared with the home environments of our families. This equips us to understand the factors that are likely to be influencing our families at any time.

In this assessment, we will explore:

1. The Unique Nature of Our School within the Locality
2. Implications on Promoting Equality
3. Our Academic Performance in 2017

Fruits of the Spirit

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1. The Unique Nature of Our School within the Locality

The Minster Nursery and Infant School is a Church of England Voluntary Aided school with the Diocese of Southwark. We take children from the term after their second birthday in to our nursery and children leave when they are seven years old. The majority of our children transfer to the junior school adjacent.

As of the Summer 2018 Census, we have 407 children on roll. Between them, they speak fifty-eight languages.

Deprivation

The Croydon Borough Profile shows that 27% of Croydon's children are living in poverty (compared with 11.4% in Richmond upon Thames, and 51% in Tower Hamlets)

Index of Multiple Deprivation Rank

This is an overall measure of deprivation combining the seven areas: Income, Employment, Education, Skills and Training, Health Deprivation, Crime, Barriers to Housing and Services and also Living Environment. Scores for all measures are given for each small area and ranked out of 32,844 small areas in England where a score of 1 is the most deprived and a score of 32,844 is the least deprived.

The school's post code, CR0 4BH, has a score of 14,456 which means that it falls within the 50% of most deprived post codes.

The average of our school population's post codes is 9590 which means that the average of our families falls within 35% of the most deprived post codes.

Income Rank

This measures the proportion of the population experiencing deprivation as a result of low income.

The school's post code, CR0 4BH, has a score of 17,019 which means that it falls within the 50% of most deprived post codes.

The average of our school population's post codes is 10,506.52 which means that the average of our families falls within 40% of the most deprived post codes.

Employment Rank

This measures the proportion of the working-age population in the area who are involuntarily excluded from the labour market. This includes people who would like to work but are unable due to unemployment, sickness, disability or caring responsibilities.

The school's post code, CR0 4BH, has a score of 17,865 which means that it falls within the 50% of least deprived post codes.

The average of our school population's post codes is 13,165 which means that the average of our families falls within 50% of the most deprived post codes.

Education, Skills and Training Rank



This measures the lack of attainment and skills among children, young people and adults.

The school's post code, CR0 4BH, has a score of 22,745 which means that it falls within the 40% of least deprived post codes.

The average of our school population's post codes is 18,052 which means that the average of our families falls within 50% of the least deprived post codes.

Health and Disability Rank

This measures the risk of premature death and the impairment of quality of life through poor physical and mental health.

The school's post code, CR0 4BH, has a score of 22,710 which means that it falls within the 40% of least deprived post codes.

The average of our school population's post codes is 14,195 which means that the average of our families falls within 50% of the least deprived post codes.

Crime Rank

This measures the risk of personal and material victimization at local level.

The school's post code, CR0 4BH, has a score of 5,462 which means that it falls within the 20% of most deprived post codes.

The average of our school population's post codes is 3,949 which means that the average of our families falls within 18% of the most deprived post codes.

Barriers to Housing and Services Rank

This measures physical and financial accessibility and affordability of housing and local services.

The school's post code, CR0 4BH, has a score of 6,389 which means that it falls within the 20% of most deprived post codes.

The average of our school population's post codes is 4,589 which means that the average of our families falls within 20% of the most deprived post codes.

Living Environment Rank

This measures a combination of social and private housing in poor condition, houses without central heating, air quality and road traffic accidents that result in injury to pedestrians and cyclists.

The school's post code, CR0 4BH, has a score of 4,721 which means that it falls within the 20% of most deprived post codes.

The average of our school population's post codes is 7485 which means that the average of our families falls within 30% of the most deprived post codes.

IDACI (Income Deprivation Affecting Children Index)

This index measures the proportion of all children aged between 0-15 who are living in income deprived families.



The school's post code, CR0 4BH, has a score of 16,482 which means that it falls within the 50% of most deprived post codes.

The average of our school population's post codes is 10,081 which means that the average of our families falls within 40% of the most deprived post codes.



Ethnicity

As at 18.05.2018	Pre Nursery/ Nursery	Reception Total in year group 115	Year 1 Total in year	Year 2 Total in year group 113	Total for each Ethnicity in whole school Number/%	% Ethnicity in Waddon ward -----
Total children on roll = 407						
Black - African	22	24	21	34	101/24.8%	Black 19.4
Black-Caribbean	6	13	12	13	44/10.8%	
Any other Black	0	2	2	2	6/1.4%	
Asian	14	16	15	5	50/12.2%	Asian
White - British	9	17	17	18	61/14.9%	White 55.4%
Any other White	6	25	20	21	72/17.6%	
White - Irish	0	0	0	0	0	
White and Asian	2	2	1	4	9/2.2%	Mixed 7.5%
White and Black	4	1	3	4	12/2.9%	
White and Black	2	6	7	6	21/5.1%	
Any other mixed	2	4	6	5	17/4.1%	
Total	69	115	110	113	407*	

**Where there are only one or two children of an ethnicity in each year group, this has been removed to preserve identities. Totals for ethnicities do not add up to 407 because of this.*

The above data shows us a significant discrepancy between 2011 Census information and the present picture of diversity in our school. In particular, there is a decline in the number of white pupils and an increase in the number of black pupils. This is likely due to immigration over recent years. We can see that we have more 'Any Other White' pupils than 'White British'.

Faith

The table below shows latest available data on Faith in Croydon from the 2011 Census and the percentages of faiths of our families. Categories differ so percentages are shown of the categories available in the difference in the formats of two separate data collections.

Croydon (2011 Census)		The Minster Nursery and Infant School (2018)	
Christian	56%	Christian	48%
Buddhist	0.6%	Roman Catholic	14%
Hindu	5.9%	Muslim	11%
Jewish	0.2%	Hindu	4%
Muslim	8.1%	Buddhist	1%
Sikh	0.4%	Other religion	10%
Other	0.6%	No religion	10%
No religion	20%	I do not wish to answer	3%
Not Stated	0.7%		



2. Implications for Promoting Equality

Promoting Equality

The Minster Nursery and Infant School has considered how well we currently promote equality with regard to the nine protected characteristics: age/ disability/ gender reassignment/ marriage and civil partnership/ pregnancy and maternity/ race/ religion and belief/ sex / sexual orientation.

These are our equality objectives 2018:

Objective 1: *Value all God's children by tackling prejudice and promoting understanding that there are many different types and structures of family.*

Objective 2: *To diminish the differences in attainment and progress between White British/Any Other White children and their peers. (The in-year data for non-SEND White British/Any Other White shows that this is our lowest attaining group of pupils)*

We can see from the section on deprivation above that, mainly, our children come from families whose socio-economic status (SES) is lower than average. Research shows that this is likely to have a negative effect on a child's academic progress and attainment.

'The Early Catastrophe' was a research project conducted by child development specialists, Betty Hart and Todd Risley, to attempt to forestall the terrible effects poverty has on educational attainment.

They found out that there are shocking gaps in children's abilities to express their needs and clarify their thinking because of the amount of words the children knew. The children of families with high SES knew/used 30 MILLION words more than their low SES peers. Even more shocking was that this gap was among children who are three years old.

We also know that children who scored highly in the Early years Foundation Stage 'using talk to clarify thinking' were also likely to achieve well in writing at Key Stage 1 and beyond, more so than those children who scored highly in secretarial writing skills.

Speech and Language is by far our biggest area of SEND. This is why we employ a Speech and Language HLTA who works with individual children and small groups to address specific areas in SALT care plans.

Our children in year 1 benefit from 'Talk Boost', which is a targeted intervention for 4-7 year olds to narrow the gap between children with language delay and their peers. It is a 10 week programme that can be delivered by trained Teaching Assistants that can boost children's language developments by up to 18 months.

We also understand that a lot of our families (staff and children) are one-parent families. Some of our families have very limited support networks. As a result, we endeavor to ensure school arrangements and meeting times do not add any unnecessary burden which could exclude involvement.

We recognize that a child is not a stand-alone unit and that a child belongs to an often complicated family structure. A child is affected by a family's changing circumstances. This is why we employ a Family Liaison Officer who supports families with managing issues with housing, debt, poverty, separation, domestic abuse and mental health.

Related policies/documents: Staff Dignity at Work Policy, Recruitment Policy



3. Our Academic Performance 2017

2017 Key Stage 1 Data for Significant Groups

Ethnicity	No. of pupils	Reading %		Writing %		Maths %	
		Expected Standard+	Greater Depth	Expected Standard+	Greater Depth	Expected Standard+	Greater Depth
White	41	73	24	61	10	66	29
Black Caribbean	18	56	6	50	0	39	11
Black African	21	62	33	67	14	62	19
Other Asian	10	90	50	80	40	90	50
1 st Language NOT English	69	84	38	80	17	83	35
1 st Language English	44	57	18	52	11	43	18

We can see a significant difference in the outcomes of different groups of pupils. There are some groups that have higher incidence of SEND which will affect outcomes. Note that the group of children for whom English is not their first language achieve higher than the children for whom English is their first language.

Disadvantaged Pupils 2017 End of Key Stage 1

	Disadvantaged Pupils		All Pupils	
	Expected Standard + School/National	Greater Depth School (National not available)	Expected Standard + School/National	Greater Depth School/National
Reading	63%/61%	20%	73%/76%	30%/25%
Writing	54%/52%	6%	69%/68%	15%/16%
Maths	49%/60%	14%	67%/75%	28%/21%

More information on pupils who attract Pupil Premium funding can be found in our Pupil Premium report.