

**Bishop Loveday CE Primary School  
Equality Policy Impact statement January 2021**

The Warriner Multi Academy Trust's Single Equality Policy has 2 key equality objectives, and the policy outlines in detail what we will do to achieve them. The equality objectives are;

- **To ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice throughout all of our schools.**
- **To ensure progress of our children is not hindered by inequality**

The aim of this impact statement is to show our compliance with the Public Sector Equality Duty by demonstrating the impact of our Equality Policy and the progress towards our Equality Objectives.

Over the last year, at Bishop Loveday we have done the following ***to ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice:***

- Assemblies and curriculum topics with a Global Learning theme, focusing on equality and children's rights.
- Embedded links with the curriculum, i.e. Fairtrade, rights of the children,
- Reviewed our behaviour and anti-bullying policies
- Recovery curriculum that promotes PHSE
- Taken part in anti-bullying week
- Training on supporting DA children

This is how we've measured the impact;

- Post-lockdown survey to all parents to access mental well-being of parents and children; children's access to IT at home and parental capacity to support
- Parent annual survey
- Pupil survey

**Pupil Questionnaire November 2019**

QUESTION	ALL OF THE TIME	MOST OF THE TIME	NEVER
I like school	58%	41%	1%
I enjoy playtime	53%	44%	3% (they want to see siblings and friends in other bubbles)
I enjoy my work	56%	43%	1%
I feel safe at school	74.5%	25%	(2 children)
I would know which adult to go to if I had a problem	69%	29%	2% (Their favourite adult is in a different bubble)
I like my teacher	94%	6%	0%
My parents help me with my homework	46%	27%	17%

Would you recommend this school to a friend	YES =96%	NO = 4%
Has anyone made a racist remark to you in the last few months?	YES = 0.5% (2 children)	NO = 95.5%
Have you been bullied in school recently?	YES = 2% (9 children) - 6 children in year 6 who have had support from the welfare officer, as they report that they 'pick on' each other - 2 children in year 5; one is currently being supported by welfare officer and TAF which includes behaviour towards others, the other is repeated friendship issues - one child in year 3, also being supported by welfare officer	NO = 98%
What do you like best about school?	Lots of children said that being with friends was the best thing about school and that they missed this during lockdown.	
What would you change?	'Not in bubbles, so we can mix with other year groups', was the most frequent comment	

### Parent Questionnaire January 2021

	Yes	No (% and number)
My child is happy at this school	95.4%	4.6% 7
My child feels safe at this school	96.1%	3.9% 6
The school supports its pupils to be well behaved	97.4%	2.6% 4
The school deals with concerns promptly, including if my child has been bullied	95.4%	4.6% 7
The school makes me aware of what my child will learn during the year	95.4%	4.6% 7
The school supports children and families to improve well-being	94.8%	5.2% 8
Does your child have special educational needs and/or disabilities (SEND)? (yes or no)	17 yes	
If yes, the survey asks parents how strongly they agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed'	12 – extremely true 5 – somewhat true	
The school has high expectations for my child	91%	9% 14
My child does well at this school	95.4%	4.6% 7
The school lets me know how my child is doing	93.5%	6.5% 10
There is a good range of subjects available to my child at this school	96.8%	3.2% 5
The school supports my child's wider personal development	96.1%	3.2% 6
I would recommend this school to another parent. (yes or no)	96.1%	3.9% 6

This year at Bishop Loveday, we have done the following ***to ensure the progress of our children is not hindered by inequality;***

- Monitored the progress of students with different characteristics in comparison to the whole cohort.
- Put strategies in place to minimize gaps identified, for example: small group tuition, access to extra-curricular activities, access to residential visits, booster groups, nurture groups and 1:1 sessions, provision of laptops for home-learning
- Monitored behaviour, including looking at patterns and trends within groups of pupils
- Monitored attendance of students with different characteristics in comparison to the whole cohort.

## This is how we've measured the impact:

### Attendance of pupil groups for autumn term 2020 (no data available for end of 2019/20 due to lockdown)

Whole school: 96.63% (this is above national data)

SEND: 88.6% - greatly impacted by the attendance of 3 pupils (2 supported by SS to raise attendance and one awaiting CAMHS assessment who has engaged only in home-learning all term)

Disadvantaged pupils: 93.04%

Boys: 96.52%

Girls: 96.72%

EASL: 97.32%

Breakdown of progress in groups and subjects across the school, shown as average points progress. In a whole year, 3 points is considered good progress in year 1 and 4 points is good progress in year 2-6. Progress is usually shown for a whole year, but with school closure, we are reporting the autumn term data only (from baseline in September to the end of the autumn term). Expected progress for a term is 1 point in EYFS and year 1; 1.3 points in year 2 to year 6.

1.33 points progress per term is expected progress

Groups of Pupils	Reading	Writing	Maths
All children	2.05	2.00	2.08
Boys	2.02	1.99	2.08
Girls	2.12	2.03	2.03
Children with SEN	1.36	1.35	1.65
Disadvantaged pupils	1.80	1.64	1.97
EASL (English as a second language)	2.18	2.35	2.45

The schools in the Warriner Multi Academy Trust will continue to strive towards removing inequality as a barrier towards achievement. We will ensure that our staff, parents and student are familiar with our Equality Policy, the objectives in it and what it means in practice.