Molescroft Primary School
Equalities Information and Analysis
Published December 2012, Reviewed Sep 2015, Sept 2021, June 2024
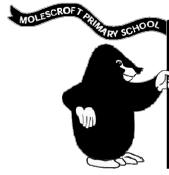
Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

The Indices of Deprivation used are:

1. Overall measure
2. Income deprivation
3. Employment deprivation
4. Education deprivation
5. Health deprivation
6. Housing deprivation
7. Crime
8. Environment deprivation
9. Income deprivation affecting children(IDACI)
10.Income deprivation affecting older people (IDAOPI)

There has been no further update of this data, which is provided by the LA since 2011. The following describes the situation in 2011. Whereas the nature of the area hasn't changed significantly since 2011, the experience of financial poverty and difficulty has anecdotally increased significantly.

Governors and staff wishing to have information on the criteria used within these domains can request to see them. Clearly, and as expected, the vast majority of our pupils do not experience levels of deprivation in the main. **The overall measure shows 0 pupils 0.0% living in the most 10% deprived areas and 5 pupils 1.3% living in the most 11% to 20% deprived areas. However, there is one now area in the 21% to 30% range.**

Generally speaking only 1.3% or less experiences some deprivation. The message is that although it is fair to assume the pupils are affluent in its broadest definition there is a need to be sympathetic to the small number of pupils (usually 5 or less) for whom life is starkly different to that of the majority.

The only domain in which the number of pupils in the deprived 30% rises above 1.3% is in: o **Housing** (approx.45.3%) with 181 pupils living in areas ranked within the 30% most deprived for the housing measure. This is a complete surprise and was presumed to be an error. However following checks it is indeed the case. The following information has been sent by the LA to demonstrate this.

o The data for 2011 for your school showed that 181 (45.3%) of pupils lived in areas

ranked within the 21-30% most deprived for the housing measure. I've been given some more information about the background to the housing measure...

o **Barriers to Housing and Services Domain** o This domain measures the physical and financial accessibility of housing and key local services. The indicators fall into two sub-domains: 'geographical barriers', which relate to the physical proximity of local services, and 'wider barriers' which includes issues relating to access to housing such as affordability. Seven indicators are combined to calculate this domain:

o *Sub-domain: Wider barriers*

o Household overcrowding – the proportion of households within an LSOA which are judged to have insufficient space to meet the household's needs

o Homelessness – the rate of acceptances for housing assistance under the homelessness provisions of the 1996 Housing Act (at local authority district level)

o Difficulty of access to owner-occupation (local authority district level) – proportion of households aged under 35 whose income means they are unable to afford to enter owner occupation.

o *Sub-domain: Geographical barriers* o Road distance to a GP surgery o Road distance to a supermarket or convenience store o Road distance to a primary school o Road distance to a Post Office.

o Attached are two maps for your information that show the deprivation based on the housing measure. These show the full East Riding picture and a detailed picture for the Molescroft area.

o Due to the rural nature of our authority, much of the East Riding is classed as deprived for this measure, as many households have to travel some distance to access services compared to urban areas like cities.

Indices of Deprivation 2010 - Barriers to Housing and Services

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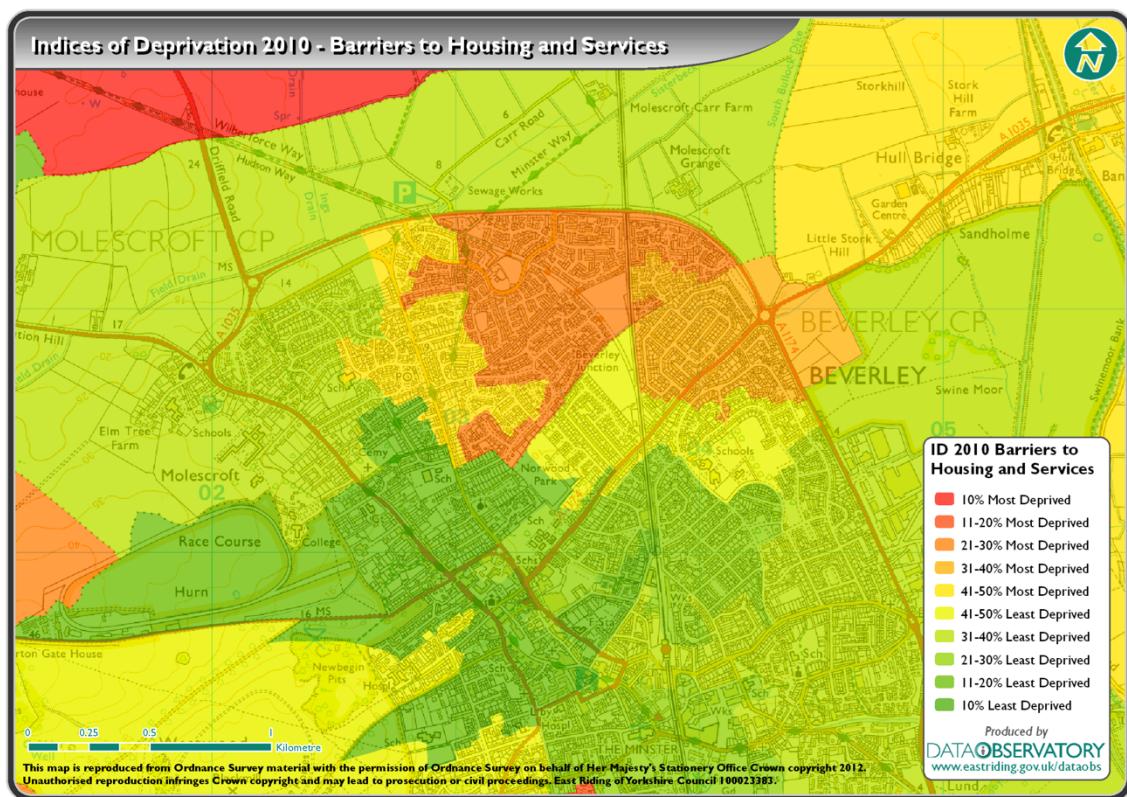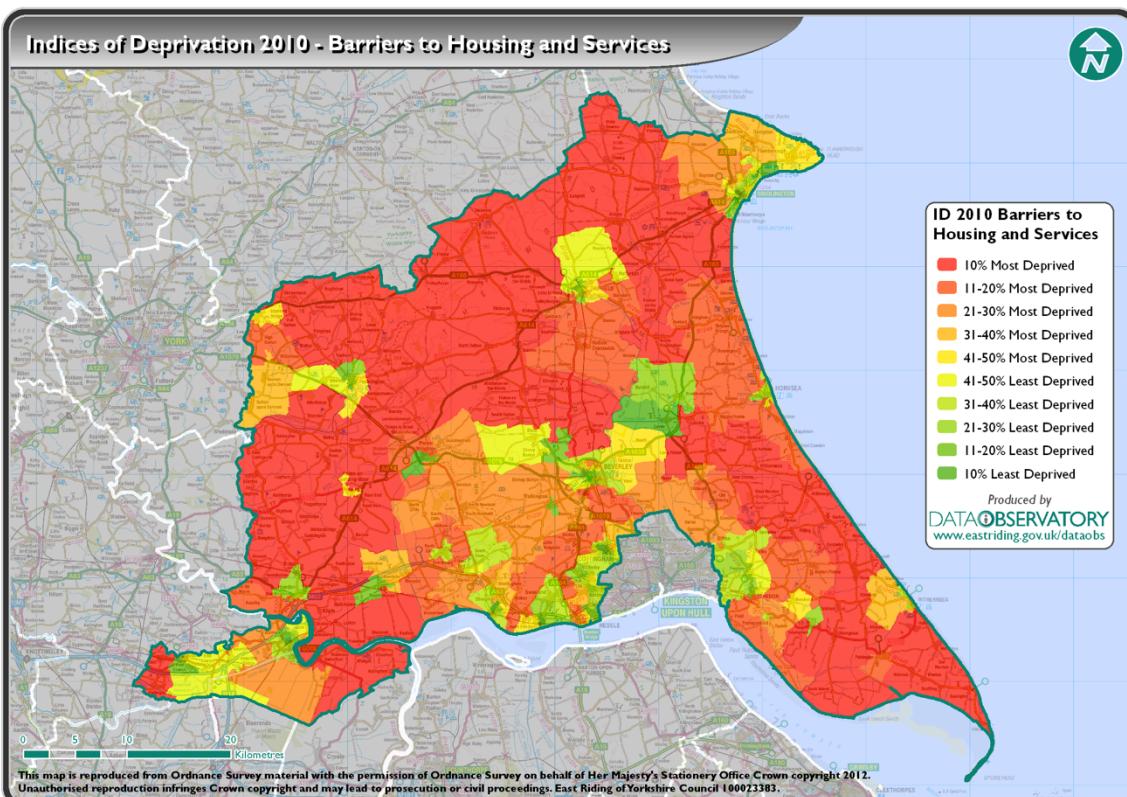
CONTEXTUAL INFORMATION

This is the most recent information provided to the school in 2019, prior to the Covid Pandemic.

Ofsted

School and local context

School level Guidance

	2017	2018	2019	Q5 Low	Q4	Q3	Q2	Q1 High
Number on roll								
School	426	423	416				■	
Nat	279	281	282					
% FSM6 pupils								
School	4	4	4	■				
Nat	24	24	23					
% SEND support								
School	10.3	10.6	6.7	■				
Nat	12.2	12.4	12.6					
% SEND EHC plan								
School	1.9	2.4	2.4					■
Nat	1.3	1.4	1.6					
% of EAL								
School	1	1	1	■				
Nat	21	21	21					
% Stability								
School	93	95	96					■
Nat	86	86	86					
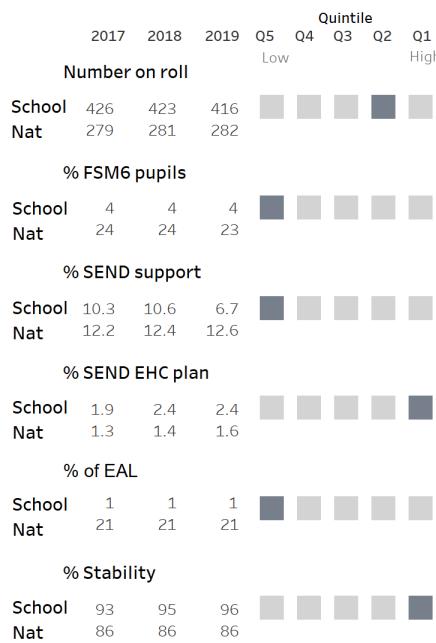
MAT/LA level information Guidance

As at October 2019:

- This school is maintained by East Riding of Yorkshire local authority which maintains 100 primary schools, 7 secondary schools, 3 special schools, 1 pupil referral unit and 4 nursery schools.
- The latest overall effectiveness grade for this school is outstanding (19/05/2008). The LA grade profile as at 1 October 2019 was:
  - Outstanding - 14
  - Good - 86
  - Requires improvement - 14
  - Inadequate - 1
  - Not yet inspected - 0

School workforce Guidance

As at November 2018, there were:

- 36% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 2 days on average lost to teacher sickness absence compared with a national average of 4.0.
- no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 8 out of 17 possible ethnic groups. Those with 5% or more are:
  - 94%: White - British

Local area Guidance

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, this school received £1,538,474 in grant funding, £287,720 more than the national average.
- In 2017/18, this school had a negative in-year balance (£-29,962), following a year in which income exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £4,782.

Molescroft Primary School
URN: 117889 Laestab: 8112778

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Year group context

Characteristics Guidance

Year group markedly above average of others ☐   Year group markedly below average of others ☐

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1	59	NA	NA	NA	2	18	2	21
Y2	60	NA	NA	NA	3	20	0	21
Y3	60	11/11/9	25/36/31	24/13/20	8	24	2	21
Y4	58	10/14/11	28/34/30	20/10/17	5	26	0	21
Y5	60	13/13/13	26/37/32	21/10/15	3	29	0	21
Y6	59	0/0/0	35/48/42	24/11/17	3	30	2	21

Prior attainment Guidance

Well above national ☐   Well below national ☐   In line with national [-]   Small cohort [X]

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Above	-	-	-	-	Above
Writing	Above	-	-	-	-	Above
Mathematics	Above	-	-	-	-	Above

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 1

SEND need	SEND Support (27)						EHC Plan (10)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	0	2	1	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	0	0	0	2	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	0	1	0	1	1	1	0	0	1	1	1	0
Speech, Language and Communication Needs	1	1	1	0	0	0	0	1	1	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	1	0	0
Visual Impairment	0	0	0	1	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	1	0	0	1	0	0	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	0	0	0	0	1	1	0	0
School Support NSA	1	3	4	2	1	2	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	1	0	0	0	0	0	0	0	0
Year group totals	2	5	6	5	4	5	0	3	3	3	1	0

ATTENDANCE SUMMARY

Attendance 2022/2023 96.4%
Unauthorised absence 2022/2023 0.9%
ATTENDANCE IS OUTSTANDING

Regular monitoring by the SENDCo relating to Special Needs and Mrs. Barber monitoring all attendance patterns and both reporting to the Head Teacher concerns has ensured that irregular patterns of attendance are highlighted and acted upon swiftly. Parents appear to have understood the change in the law, though some are willing to pay the fine. Others are ensuring that absence doesn't go over 4 days by taking 12 day holidays around a half term.

Section 2. Advance Equality of Opportunity Between People

Our main aim as a school is to provide excellent access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

We use data from the LA and FFT to plot attainment of all groups of pupils.
We also use data from the FLiC Assessment system to measure progress of all pupils and all vulnerable and minority groups in every curriculum area.

Pupil Premium Data Tracking

Foundation			Year 1			Year 2 SAT			Year 3			Year 4			Year 5			Year 6		
M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W
1.5	2	1.5																		
2.5	2.6	2																		
1.5	1	1.5																		
2	1.75	2	90	88	72%															
			101	80	87%	100	100	100%												
						100	100	90												
			85	87	87%	90	100	90												
			112	120	100%	100	110	100												
						1	1	1	100	81	99									
						2	1	2	95	98	87									
						2	1	1	110	85	72									
						2	2	2	109	96	92									
						1	2	1	89	101	80									
						3	3	3	128	115	115	120	137	136						
												82	90	92						
									92	96	92	81	110	87						
						3	3	2	140	111	121	140	121	124						
						2	1	1	92	91	102	80	91	87						
						3	2	2	110	113	118	105	117	112						
						2	2	2	104	107	100	110	115	121	108	112	99			
						1	1	1	89	91	85	87	93	97	85	70	69			
						2	2	2	113	104	93	112	98	115	112	87	99			
									91	98		96	96	83	107	102	101	102	97	101
									97	97		98	99	93	111	106	98	102	100	103

==Above is a sample example of how we track individual PP children's performance in core tests and assessments.== The general trend is for an improvement in results as the children move through the school. We log the support each child has been given and consider individually the value of the support to each individual.

Teachers are reminded at regular intervals throughout the year about the PP children in their class and their current attainment along with where they are expected to be.

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Section 3. Foster Good Relations Between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	*Everybody cares, Everybody learns, Everybody matters.* *Playtime buddy systems* *PSHCE program followed – themed assemblies link with lessons.* *ELSA provided by three trained staff.*
Pupil Voice:	*Class and school councils given very high profile* *Pupil questionnaires* *Discussion with pupils during learning walks* *==PERM groups==* *Pupil input in designing school rules* *Green team* *School responsibilities*
Positive Imagery:	Photographs around school School blog Appropriate images used in assemblies
Community Links:	Local links with: Residential home for elderly Police Community Support Officers Participation in community events National links with: Extensive Charity and Enterprise Programme International links with schools in Germany and Poland Life in a Box project International School Award activities International Eco School Award activities Fair Trade School activities Parish Centre

Removing Barriers and Reasonable Adjustments:	DIEDRE committee to look for barriers and monitor / remove them.

Analysis/comments:

Things we do well: Creating opportunities for children to interact with members of local, national and international communities throughout the school from FY – Y6. Building a sense of community amongst the children, from the school community to the global community, through links mentioned above, and annual international focus week.
Things we would like to improve: We continue to ensure our international, eco and sustainability agendas are enriched every year.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	No exclusions in records for over 23 years.
Victimisation and Discrimination:	Three yearly review of school rules with children. Creation of policies to state processes and approach to ensuring no victimisation and discrimination. (See policy list on website)
Monitoring of Discriminatory Incidents:	Discriminatory incidents logged and fed back to a termly meeting – DEIDRE. Any issues are discussed here and acted upon. All is reported to the Governing Body on a termly basis.
Anti Bullying and Harassment:	Bullying and harassment incidents logged and fed back to a termly meeting – DEIDRE. Any issues are discussed here and acted upon. All is reported to the Governing Body on a termly basis. Three yearly review of school rules with children. Regular PSHCE lessons and assemblies. Buddies playground support scheme.

Analysis/comments:

Things we do well: Close monitoring of any incidents <mark>using CPOMS.</mark> Immediate reaction to any incidents, ensuring children are aware of the potential consequences to their words / actions. Children encouraged to take responsibility for their own actions and internalise the codes of conduct.
Things we would like to improve: Continue with existing levels of constant vigilance.

Section 5. Participation and Engagement

<mark>We involve all stakeholders in developing equalities at our school.</mark>

Examples	Steps the School has Taken (Case Studies)
Pupil Council:	Discussions in class and school council about fairness in school rules.
Pupil Voice:	In class discussion on three yearly cycle when renewing school rules.
Parents/Carers /Guardians:	Consultation with parents every year.
Staff:	Staff questionnaires including questions on fairness and equality.
Local Community:	Charities visiting school to discuss their causes. Police involvement - Lifestyle. Shoebox project - Operation Christmas child. Fair trade school
Governors:	Governor questionnaires including questions on fairness and equality. Curriculum Committee meetings Governors represented at Deidre meetings Minutes from DIEDRE meetings to all governors.