Equalities Information and Analysis

Section 1: Who comes to our Nursery School

These are the groups of people we need to plan services for. As a Nursery School, our main function is to provide good access to educational opportunities and to help and support our pupils and their families to meet the outcomes of the Early Years Foundation Stage. We have to make sure we do not disadvantage anyone in our Nursery. We use the following information to help us. We also welcome your views.

Children on the Nursery School role 2016-2017

Children on role: 131

Gender: 84 male; 47 female

Ethnicity: 124 white British; 1 white Irish; 1 white and black Caribbean; 1 white and black African; 1 white and Asian; 1 Pakistani; 1 other white background; 1 other black background

Religion: No religion: 63; Christian: Catholic: 15, other denomination 36; Muslim: 1; other: 16

English as an additional language: 1

Special Educational Needs: 31

Analysis/Comments:

The dominant language at our Nursery School is English, with the majority ethnic group being White British. A significant percentage of our children have recognised special educational needs. The largest category being in relation to children with language and communication needs. We have low numbers of children with English as an additional language.

Attendance

September 2016 –July 2017:

Overall attendance for the school year was 91.29%. This compares favourably with other nursery schools, but is lower than primary school attendance.

Attendance of children with EAL: 91.89%, which is comparable to overall attendance.

Attendance of children with SEN: 91.29%, comparable with overall attendance.

Attendance of children in receipt of Pupil Premium: 89.82%, slightly lower than overall attendance.

Analysis/Comments:

Nursery school attendance is lower than primary school attendance because younger children are more vulnerable to infections, especially as many of them are coming into a group setting for the first time. Attendance at nursery school helps children to build a strong immune system.

Development:

'Vulnerable' children (including those in receipt of Pupil Premium) on first day absence call, if school has not been informed of the reason for the absence.

All other pupils on second day absence call.

Headteacher to scrutinise attendance summary figure weekly to assess for patterns or concerns, taking appropriate action as needed.

Section 2: Advance Equality of Opportunity between those who share a protected characteristic and those who do not

Attainment and Progress (2016-2017)

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use analysis of progress data to help us do this.

The exit data July 2017 is summarised as follows:

	Significantly below expected	Below expected	Expected	Above expected
On entry	5%	48%	40%	7%
On exit	1%	6%	23%	70%

There was no significant difference between the progress of boys and girls.

Children with SEN showed variable progress, according to their specific need and length of time in nursery. Most made expected or above progress, with most progress in children with language delay.

As there was only 1 child with EAL, progress will not be reported as the child would be identifiable.

Analysis/Comments:

Progress generally good to outstanding.

We have small numbers of children with EAL and this group usually make rapid progress comparable with the rest of the cohort.

No particular group highlighted as making less progress than others.

Development:

Continue to analyse data systematically at the end of the year, including analysis of groups. Progress data to be evaluated termly to inform planning and target setting for individual children.

Continue to offer a rounded curriculum and environment that meets the needs of both genders.

Ensure our curriculum and environment meets the needs of identified children with SEN within the cohort.

The low number of EAL children each year makes generalisation of data difficult, but individual progress should be tracked, with appropriate support as needed. This group should be supported to make rapid progress in Communication and Language, enabling them to access the curriculum. The senior teacher is taking responsibility of progress of groups next year.

Parents have termly access to a summative snapshot of their child's electronic profile in addition to their electronic Learning Journeys, which indicates areas of learning children have achieved and those they are working towards.

Section 3: Foster Good Relations between those who share a protected characteristic and those who do not

We want our Nursery 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.

Some areas the Nursery has developed over the last few years:

- Used positive images of all children in displays and plasma information screen
- Celebrated major festivals of our families and included others in our curriculum
- Increased our resources and displays which reflect a range of family structures, disabilities, cultures, religions and race
- Monitored and analysed pupils' attainment and progress by gender, entry cohort, race and ability
- Introduced a wider range of multi-lingual books, including Talking Books
- Use of Talking Tins for children with very little understanding of English to listen to a message from their carer to support them to settle into Nursery

Area for development:

- Recognising family languages more explicitly with children and their families e.g. by asking parents to come and read with the children; supporting our assessment of their child's understanding and use of English as a comparison to their first language; finding ways to translate our documents if needed; introducing bi-lingual books early and share with home.

Section 4: Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

There have been no exclusions within the last 4 years of the policy.

There have been no prejudice related incidents recorded within the last 4 years of the policy.

Area for development:

- Develop children's voice and decision making within our planning systems, by developing child-led planning structures, ensuring all children are included in the process over the year, regardless of ability, language, gender, ethnicity