



# Colmers Farm Primary School Equality Report 2022/23

## Introduction

Colmers Farm Primary School is committed to the Equality Act 2010 which provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. We aim to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics:

- age;
- race (including colour, nationality and ethnic origins);
- gender reassignment;
- disability;
- marriage or civil partnership;
- religion or belief;
- pregnancy or maternity
- gender; or
- sexual orientation.

### **Public Sector Duties**

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).  
In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

## What does the population of our school look like?

### 1) High Deprivation

In February 2023, the proportion of Ever 6 FSM was 64.5% which is nearly three times the national average of 22.5% (June 2022). We also have a significant number of families who do not qualify for Pupil Premium but for whom making ends meet on a weekly basis is a struggle.

### 2) Predominantly EAL

11% of children have English as an additional language, with 29 different home languages in the school.

Abkhazian	1
Arabic	4
Arabic (Sudan)/Arabic	1
Bengali	2
Bengali/Abkhazian	1
Chinese	2
Chinese (Mandarin/Putonghua) and English	1
Chinese/Chinese (Cantonese)	1
Dari Persian/Farsi/Persian (Any Other)	1
English	364
English and Arabic	1
English and Arabic (Any Other)	1
English and Hungarian	1
English and Panjabi; Punjabi	1
English and Twi	1
French	2
Hindi	1
Persian/Farsi	2
Polish	3
Portuguese	2
Romanian; Moldavian; Moldovan	1
Spanish; Castilian	1
Swahili (Any Other)	1
Tamil	2
Ukrainian	1
Urdu	4
Urdu/English	1
Urdu/Punjabi	1
Yoruba	1

### 3) Significant Mobility

This table shows the number of mid-phase admissions and leavers during the current academic year to date and previous three years.

	2019/20	2020/21	2021/22	Sep 22 – Jan 23
Joiners	31	49	28	28
Leavers	42	40	34	14

Of our current KS2, 35.6% did not start Colmers Farm Primary School within our reception classes. A number of our families live in temporary accommodation, which leads to them moving houses and schools more regularly and we are having some families moving to this area who are new to this country.

#### 4) Ethnically Diverse.

At Colmers Farm, we have 34 different ethnicities represented amongst our pupils.

Afghan	Any other black	Any other ethnic group	Any other mixed	Arab other	Asian and black	Bangladeshi	Black-African	Black-Nigerian	Black- Sudanese	Black and any other ethnic	Black Caribbean	Chinese	Indian	Kashmiri other	Other Asian	Other black	Other black African	Other Chinese	Other Ethnic group	Other mixed background	Other Pakistani	Other white British	Portuguese	Refused	Sri Lankan Tamil	White British/English	White Irish	White and black African	White and black	White and Indian	White and Pakistani	White Eastern European	White other	
2	20	1	5	3	1	5	3	1	1	1	15	3	3	1	3	1	6	1	6	12	4	1	1	2	2	267	1	2	22	1	1	1	1	7

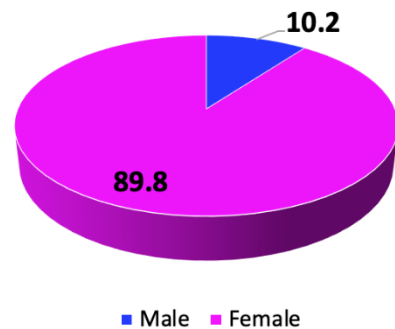
#### 5) Religion

Religion or having no religion plays an important role in the lives of most children with the majority of families 63.8% identifying as having no religion. 21.7% of families, identify as Christian, which is the next biggest group.

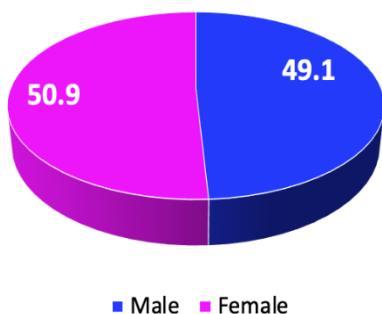
Roman Catholic	Christian	Hindu	Jehovah's Witness	Muslim	No Religion	Not Specified	Other Religion	Pentecostal	Romanian Orthodox	Seventh Day Adventist	Sikh
13	88	2	1	28	259	6	5	1	1	1	1

#### 6) Gender

Pie chart showing the gender break down of staff at CFPS



Pie chart showing the gender break down of pupils at CFPS



Colmers Farm Primary School has a balanced pupil population in terms of gender. There are however only 5 male members of staff which form only 10.2% of the staff population.

Up to Key stage 2 basic characteristics trends						
Breakdown	2020		2021		2022	
	School	National ?	School	National ?	School	National ?
Number on roll	406	281	398	278	397	277
Male % ?	50.0	50.9	46.2	50.9	49.1	50.9
Female % ?	50.0	49.1	53.8	49.1	50.9	49.1
Ever 6 FSM % ?	55.4	22.7	63.3	24.9	64.0	25.5
Minority ethnic groups % ?	22.0	34.3	26.2	34.4	31.0	35.2
SEN EHCP % ?	1.5	1.8	1.0	2.1	1.5	2.3
SEN support % ?	17.5	12.8	15.1	12.6	13.9	13.0
English additional language % ?	6.4	21.3	6.5	21.0	9.8	21.3
Stability % ?	72.6	80.9	71.4	81.7	69.9	76.6
School deprivation indicator ?	0.38	0.21	0.39	0.18	0.36	0.18

## How does the school promote equality of opportunity?

Our aim is that all who come to Colmers Farm Primary School will find it to be a welcoming and comfortable environment where people are treated with dignity and respect. We do not tolerate incidents of discrimination, harassment and victimisation and will deal with such incidents swiftly and decisively as and when they occur. 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 and aim to be sensitive to the different needs of our pupils and families.

## How does the school eliminate unlawful discrimination, harassment and victimisation – as defined by Equalities Act 2010?

Aims	Actions
To implement a behaviour policy that is clear about importance of respect for all	We revisit rules, rights and responsibilities with children regularly, with explicit reference to respect, tolerance and equality. Rare incidents of discrimination, harassment and bullying are dealt with swiftly in line with the behaviour policy, and recorded on Integris. All incidents involving racist, sexist, homophobic or other discriminatory language are treated seriously, recorded and have appropriate consequences applied.

<p>To monitor and analyse student behaviour trends</p>	<p>Arbor is used to track behaviour across the school, including identifying trends on a monthly basis.  Incidents of bullying are rare, as are racist, sexist or homophobic behaviour. Where incidents occur, these have been addressed on an individual and year group level by the leadership team and pastoral team.  Information about behaviour patterns is shared with the governing body through the Headteacher's Report.</p>
<p>To ensure that Colmers Farm Primary School is an equitable workplace</p>	<p>Clear guidelines for complaints against staff, including claims of discrimination are in place. There have been no reported cases of discrimination against staff, but if there were, HR procedures would be implemented for immediate action and recording.  Appropriate recruitment procedures are in place, such as the use of Warner interviews and ensuring staff responsible for recruiting are Safer Recruitment trained.  The school takes steps to ensure that pregnancy and maternity leave is no barrier to career advancement.</p>
<p>To ensure that pupils have an age-appropriate understanding of the Equalities Act and protected characteristics</p>	<p>Pupils are aware of victimisation and discrimination through the anti-bullying policy, our curriculum and through regular personal development lessons, which included the use of No Outsiders lessons. The low number of racist or homophobic incidents is evidence of the success of this approach.  Our personal development and SRE curriculum explicitly addresses gender, sexuality and non-binary issues at an age-appropriate level.</p>
<p>To reduce bullying and harassment</p>	<p>Created an anti-bullying policy with stakeholders  <a href="https://www.colmersfarm.excelsiormat.org/assets/Documents/Policies/ANTI-BULLYING-POLICY-21.pdf">https://www.colmersfarm.excelsiormat.org/assets/Documents/Policies/ANTI-BULLYING-POLICY-21.pdf</a>  Regular personal development lessons (including the use of No Outsiders lessons) celebrate difference and encourage respect of these. Annually take part in anti-bullying week.  Computing lessons address bullying online.  In the weekly newsletter there is a weekly e-safety quiz.  Anti-bullying posters are prominent around school.  Pupil responsibilities such as prefects and playground leaders help to reduce and report incident of bullying.</p>

## How does the school advance equality of opportunity?

Aims	Actions
Actively promote social and emotional wellbeing for all children	<p>All new children have an induction programme which is followed to ensure their transition is as smooth as possible.</p> <p>Thrive assessments for all children and sessions are targeted based on these.</p> <p>Personal development lessons develop self-esteem and coping strategies.</p> <p>Maintain a highly effective Pastoral Team to ensure the pastoral needs of children and families are met.</p> <p>A wide range of free after-school clubs to provide a broader curriculum experience and to develop talents further.</p>
To ensure that staff have a good understanding of the Equalities Act and protected characteristics	<p>Review of policies and practical application in INSET, staff meetings and ECT workshops. All staff are aware of the Equality Act 2010 and understand that Colmers Farm Primary School is committed to a culture of inclusion.</p> <p>Training and awareness raising about discrimination and bullying issues.</p>
To ensure that diversity is promoted in Colmers Farm Primary School population	<p>We produce a workforce census annually. Data from the workforce census is scrutinised by Excelsior Multi Academy Trust. At Colmers Farm Primary School. It is recognised that a diverse workforce can bring benefits in promoting opportunity, fostering good relations, prohibiting harassment and in terms of the workforce having a range of role models to our diverse set of pupils:</p> <p>The school administers a non-selective approach to admissions.</p>
Ensure that all children and staff have full access to school life, and curriculum opportunities	<p>Our school's accessibility policy and action plan can be found here  <a href="https://www.colmersfarm.excelsiormat.org/assets/Documents/Policies/Accessibility-Policy-and-Action-Plan-Reviewed-Sept-2022.pdf">https://www.colmersfarm.excelsiormat.org/assets/Documents/Policies/Accessibility-Policy-and-Action-Plan-Reviewed-Sept-2022.pdf</a></p> <p>Reasonable adjustments are made to reduce or eliminate the barriers to children with disabilities, SEN or any protected characteristic.</p>
To support children and families with English as an additional language	<p>We assess and support children with EAL using the Birmingham EAL continuum.</p> <p>Pupils are assigned a buddy.</p> <p>Induction process is available for new arrivals. This involves a translator being present for initial meetings and letters which have been translated into their home language.</p> <p>Learning Village is used as a computer program to help further support our pupils' development of English.</p> <p>Google Translate has been set up on the school website for the translation of important letters, website pages and documents.</p>

<p>To ensure that pupil outcomes are high for all groups, particularly those with protected characteristics</p>	<p>Pupil progress meeting happen on a termly basis. During these meetings, different groups (such as SEND and pupil premium) are focused up and discussed. Where significant gaps are evident, suitable actions such as interventions are targeted appropriately. Statutory assessment results are analysed in a similar way.</p> <p>Tutoring funding is utilised at Colmers Farm Primary School. Gaps, along with the characteristics of pupils are considered when targeting this support.</p>
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## How does the school foster good relations between those who share a protected characteristic and those who do not?

Aim	Actions
<p>To give all children and families a voice</p>	<p>Multiple avenues for children to express concerns, including through their school council, play leaders, prefects and head pupils.</p> <p>Time is given in the personal development curriculum for children to discuss key issues, including those around equality. Regular workshops for families, where questions and discussions are invited.</p> <p>In addition to the opportunity to visit the school at different times and take part in regular consultation meetings, parents and carers have the opportunity to share their views on the school through questionnaires and parent workshops.</p>
<p>To promote British Values</p>	<p>British Values comes through many aspects of our school's curriculum, such as within personal development lessons. Some assembly time is devoted towards the development and understanding of British Values.</p> <p>Displays and poster around school highlight the importance of British Values and remind our pupils of these.</p> <p>British Values are actively promoted around school such as through elections for our head pupils, our No Outsiders ethos/curriculum, annual year group trips to a place of worship etc.</p>
<p>To ensure that pupils of all groups have aspirational role models and positive self-image</p>	<p>Pupils celebrate cultural diversity and learn about discrimination through assemblies (including assemblies and curriculum work about British Values) and our personal development curriculum. Books, resources and our school curriculum reflect a range of cultures.</p>
<p>To create strong community links</p>	<p>Engagement with other schools, in the local area and in the trust.</p> <p>Working in partnership with local nursery and children's centre and the local secondary school.</p> <p>Visitors from local and national charities / initiatives.</p>

	<p>The SAGE award encourages pupils to make a positive contribution to their community.</p> <p>Each year group identifies and raises money for a charity.</p> <p>Parents are invited into school for inspire workshops and open lessons.</p> <p>Have a parent/carer forum in place.</p> <p>Weekly art workshop ran for parents and their children in our reception classes.</p> <p>SEND coffee mornings with specialist outsider speakers.</p>
To ensure children have a broad and balanced understanding of cultural ideas, religion and belief	<p>A carefully planned RE curriculum which encompasses the major world religions and beliefs.</p> <p>Cultural and religious difference are discussed and celebrated in lessons.</p> <p>Major religious festivals are acknowledged through our assemblies programme.</p> <p>Visits to local places of worship, from a range of religions.</p> <p>Regular discussions where links are made between beliefs.</p>
To work in partnership with parents	<p>At least two inspire workshops for each year group.</p> <p>Weekly reception parent art classes with their children.</p> <p>Parent/Carer forum in place.</p> <p>SRE workshops, supporting parents' understanding of curriculum and teaching approach.</p> <p>Online Safety workshops.</p> <p>SEND coffee mornings.</p> <p>Parents evenings.</p>

## Equality Objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	Actions
1. To explore and promote positive mental health for children, including ensuring that children see the value in their own gender, cultural and religious background	<p>Trauma informed attachment aware schools (TIAAS) training for our staff.</p> <p>No Outsiders refresher training for staff.</p> <p>The introduction of a diversity day at our school.</p> <p>Continued evolution of our personal development scheme.</p> <p>Focus on inspirational women in the assemblies during the summer term.</p>
2. To improve awareness of gender equality, with a specific focus on addressing low-level harassment related to gender	<p>Continued evolution of our personal development scheme.</p> <p>Focus on inspirational women in the assemblies during the summer term.</p>



	Purchase a selection of the Little People Big Dreams books. A display of these will be made in the library to promote these books and to enable pupils' access to these
3. To continue to monitor and the achievement and attainment of all groups, identifying and narrowing any gaps	Ongoing termly monitoring of summative assessment data by pupil characteristics. PPMs to continue focussing on narrowing gaps, through targeted support/interventions. Focused family support for key pupils from the Pastoral team.
4. To continue to build a sense of community for children and parents, increasing opportunities for families to be involved in the life of the school	Introduction of a diversity day event. Continue to develop the remit of the parent/carer forum. Continue to evolve the open lesson concept for parents in Year 6.

## Current attainment (2022/23)

### KS2

#### Progress in reading, writing and maths ?

##### Reading

Number of pupils = 56

Pupils with adjusted scores = 0

Progress score	1.05
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Confidence interval ?  
-0.6 to 2.7

##### Writing

Number of pupils = 56

Pupils with adjusted scores = 1

Progress score	1.38
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Confidence interval ?  
-0.2 to 3.0

##### Maths

Number of pupils = 56

Pupils with adjusted scores = 1

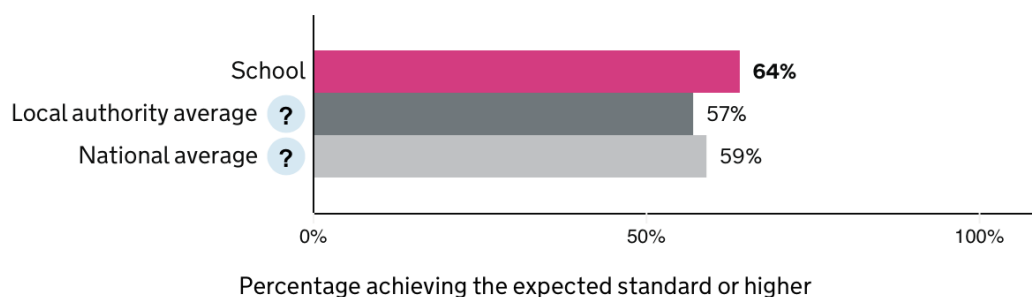
Progress score	0.65
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Confidence interval ?  
-0.9 to 2.2

#### Reading, writing and maths combined ?

#### Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 58



Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher ?		Achieving at a higher standard ?	
		School %	National % ?	School %	National % ?
<b>All pupils</b>	58	64	59	9	7
Male ?	24	71	55	13	6
Female ?	34	59	63	6	9
SEN EHCP ?	2	50	59	50	7
SEN support ?	10	30	59	0	7
No SEN ?	46	72	69	9	9
Non-mobile ?	48	67	60	10	7
English first language ?	52	63	59	8	7
English additional language ?	6	67	59	17	7

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher ?		Achieving at a higher standard ?	
		School %	National % ?	School %	National % ?
<b>Low overall ?</b>	<b>11</b>	<b>27</b>	<b>11</b>	<b>0</b>	<b>0</b>
<b>Middle overall ?</b>	<b>39</b>	<b>74</b>	<b>60</b>	<b>8</b>	<b>1</b>
<b>High overall ?</b>	<b>6</b>	<b>83</b>	<b>92</b>	<b>33</b>	<b>21</b>
<b>Reading low ?</b>	<b>18</b>	<b>44</b>	<b>14</b>	<b>0</b>	<b>0</b>
<b>Reading middle ?</b>	<b>34</b>	<b>74</b>	<b>64</b>	<b>9</b>	<b>2</b>
<b>Reading high ?</b>	<b>4</b>	<b>100</b>	<b>93</b>	<b>50</b>	<b>24</b>
<b>Writing low ?</b>	<b>20</b>	<b>50</b>	<b>18</b>	<b>0</b>	<b>0</b>
<b>Writing middle ?</b>	<b>33</b>	<b>73</b>	<b>72</b>	<b>12</b>	<b>4</b>
<b>Writing high ?</b>	<b>3</b>	<b>100</b>	<b>96</b>	<b>33</b>	<b>33</b>
<b>Maths low ?</b>	<b>14</b>	<b>21</b>	<b>13</b>	<b>0</b>	<b>0</b>
<b>Maths middle ?</b>	<b>36</b>	<b>81</b>	<b>66</b>	<b>8</b>	<b>3</b>
<b>Maths high ?</b>	<b>6</b>	<b>83</b>	<b>94</b>	<b>33</b>	<b>26</b>

Key stage 1 reading attainment by pupil group										
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?		Working towards ?		Pre-key stage 1 standards ?		
		Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	
All pupils	56	23	18	63	67	20	23	14	9	
Male ?	20	15	16	50	63	20	24	25	11	
Female ?	36	28	20	69	71	19	22	8	7	
Disadvantaged ?	40	18	21	60	72	20	20	18	7	
Other ?	16	38	21	69	72	19	20	6	7	
SEN EHCP ?	1	0	N/A	0	N/A	0	N/A	100	N/A	
SEN support ?	10	0	N/A	20	N/A	40	N/A	30	N/A	
No SEN ?	44	30	21	75	75	16	21	9	4	
English first language ?	54	22	N/A	61	N/A	20	N/A	15	N/A	
English additional language ?	2	50	N/A	100	N/A	0	N/A	0	N/A	

Key stage 1 writing attainment by pupil group										
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?		Working towards ?		Pre-key stage 1 standards ?		
		Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	
All pupils	56	4	8	57	58	20	31	20	10	
Male ?	20	0	6	45	52	20	34	30	13	
Female ?	36	6	10	64	64	19	28	14	8	
Disadvantaged ?	40	0	10	50	63	25	28	23	8	
Other ?	16	13	10	75	63	6	28	13	8	
SEN EHCP ?	1	0	N/A	0	N/A	0	N/A	100	N/A	
SEN support ?	10	0	N/A	10	N/A	20	N/A	60	N/A	
No SEN ?	44	5	9	70	66	20	29	9	5	
English first language ?	54	4	N/A	56	N/A	20	N/A	20	N/A	
English additional language ?	2	0	N/A	100	N/A	0	N/A	0	N/A	

Key stage 1 maths attainment by pupil group										
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?		Working towards ?		Pre-key stage 1 standards ?		
		Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	
<b>All pupils</b>	56	18	15	68	68	21	24	7	7	
Male ?	20	15	18	75	68	15	22	5	8	
Female ?	36	19	12	64	67	25	26	8	6	
Disadvantaged ?	40	10	18	63	73	28	21	8	5	
Other ?	16	38	18	81	73	6	21	6	5	
SEN EHCP ?	1	0	N/A	0	N/A	0	N/A	100	N/A	
SEN support ?	10	0	N/A	40	N/A	40	N/A	10	N/A	
No SEN ?	44	23	17	77	75	18	21	5	3	
English first language ?	54	15	N/A	67	N/A	22	N/A	7	N/A	
English additional language ?	2	100	N/A	100	N/A	0	N/A	0	N/A	

## **APPENDIX 1: Public Sector Equality Duty Statement**

1.1 This statement describes how the Governing Body at Colmers Farm Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The equality objectives will form part of the accessibility plan and the information will be published.

1.2 We will have a due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

### *Identify key issues*

- understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- assess whether we are discriminating unlawfully when carrying out any of our functions;
- identify what the key equality issues are for our organisation.

### *Assess performance*

- benchmark our performance and processes against those of similar organisations, nationally or locally.

### *Take action*

- consider taking steps to meet the needs of staff who share relevant protected characteristics;
- identify if there are any actions we can take to avoid discrimination and harassment, advance equality opportunity or foster good relations;
- make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- develop equality objectives to meet specific duties;
- have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion;
- numbers of part-time and full-time staff;
- pay and remuneration;
- training;

- return to work of women or maternity leave;
- return to work of disabled employees following sick leave relating to their disability;
- appraisals;
- grievances (including about harassment);
- disciplinary action (including harassment);
- dismissals and other reasons for leaving.

## **2 Publication of Equality Information**

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

References

- Equality Act 2010
- What Equality law means for you as an education provider-schools, Equality and Human Rights Commission
- Schools Admission Code, DfE
- Equalities Mediation Service (EMS)

***To be reviewed: February 2024***