

# Walton Lane Nursery School and Children's Centre

## Public Sector Equality Duty Statement

The Public Sector Equality Duty requires our Centre to monitor our policies and procedures and to publish information about equalities in our Centre.

The Equality Act 2010 clearly states that the following areas must be taken into account:

- Disability
- Gender
- Race (ethnicity)
- Religion and belief
- Age
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

The '**General Duties**' of the Public Sector Equality Duty which we must aim to achieve are:

- To eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between those who share a protected characteristic and those who do not.

We also have a '**Specific Duty**' to gather and publish information to show how we are complying with the equality duty; how we remove or minimise disadvantage and take steps to meet different needs and encourage participation when it is proportionately low. We look at the progress and attainment of children with protected characteristics and of any other groups of children we identify as vulnerable.

To help us in our work to advance equality of opportunity we set ourselves some equality objectives determined by our scrutiny of information and data. The Head Teacher is responsible for the implementation of the Act and the Governing Body is responsible for making sure that our policies and procedures comply with the Act. Staff and governors are involved in monitoring our policies, procedures and practice to make sure our Centre continues to be an inclusive, accessible and welcoming environment for all.

## Equalities Information and Analysis

### Characteristics of children, January 2024

	<b>Walton Lane Nursery School</b>	<b>Rocking Horse Club</b>
<b>Number of children on roll</b>	71	73
<b>Gender</b>	Girls: 47.9% Boys: 52.1%	Girls: 49.3% Boys: 50.7%
<b>Ethnicity</b>	White British: 49.3% British Pakistani: 33.8% Polish: 10.0% Lithuanian: 2.8% Mixed White/Chinese: 1.4% British Bangladeshi: 1.4% African: 1.4%	White British: 65.8% British Pakistani: 17.8% Polish: 8.2% Lithuanian: 1.7% Mixed White/Chinese: 1.7% 1.7%Romanian: 4.1% Asian Arab: 1.7%
<b>English as an Additional Language</b>	29.6%	16.4%
<b>Children's languages</b>	English Arabic Lithuanian Polish Punjabi Urdu	English Lithuanian Polish Punjabi Romanian Urdu
<b>Children on SEND register</b>	SEND support: 18 EHCP: 0	SEND support: 10 EHCP: 0
<b>Vulnerable children</b>	Looked after children: 1 Previously looked after: 1 CP: 0 CIN: 1	Looked after children: 0 CP: 0 CIN: 0

## Progress and attainment analysis for 2022-2023 cohort:

### Walton Lane Nursery School - Attainment of N2 children

N2 children 2022/23									
	Attainment on entry			Attainment on exit Summer 2023			% making 3 or more steps of progress	% making 4 steps or more of progress	% making 5 steps or more of progress
	below	At or above	above	below	At or above	above			
<b>PSED</b>									
Self-regulation	98.1	1.9	0	62.5	37.5	0	64.2	47.2	22.6
Managing self	98.1	1.9	0	50.0	50.0	0	71.7	47.2	32.1
Building relationships	98.1	1.9	0	48.4	51.6	0	69.8	52.8	30.2
<b>CAL</b>									
Listening, attention & understanding	94.3	5.7	0	56.3	43.8	0	60.0	44.0	24.0
Speaking	96.2	3.8	0	60.9	39.1	0	60.4	45.3	28.3
<b>PD</b>									
Gross motor skills	94.3	5.7	0	46.9	53.1	0	66.0	45.3	22.6
Fine motor skills	98.1	1.9	0	56.3	43.8	0	58.5	47.2	26.4

<b>Literacy</b>									
Comprehension				67.2	32.8	0	69.4	41.7	22.2
Word reading				67.2	32.8	0	63.9	47.2	16.7
Writing				67.2	32.8	0	61.1	41.7	16.7
<b>Mathematics</b>									
Number				70.3	29.7	0	62.2	51.4	21.6
Numerical patterns				68.8	31.3	0	59.5	48.6	21.6
<b>Understanding the world</b>									
Past and present				70.3	29.7	0	56.8	40.5	16.2
People, culture and communities				70.3	29.7	0	59.5	43.2	16.2
The natural world				64.1	35.9	0	58.3	41.7	16.7
<b>Expressive arts and design</b>									
Creating with materials				62.5	37.5	0	59.9	37.8	16.2
Being imaginative and expressive				67.2	32.8	0	55.6	36.1	13.9

On entry to nursery, percentage of 3-year-old children are generally working with abilities below, expected and exceeding those typical for their age in the prime areas are:

- 96.7% of children are generally working with abilities below those typical for their age
- 3.5% of children are generally working with abilities typical for their age
- No children are generally working with abilities exceeding those typical for their age.

They make good progress in the EYFS.

Generally, as the children leave nursery to start Reception with abilities.

- 54.5% of children are generally working with abilities below those typical for their age
- 45.6% of children are generally working with abilities typical for their age
- No children are generally working with abilities exceeding those typical for their age.

## **In more detail:**

### Reception Cohort 2023

#### **Prime areas – attainment**

- The vast majority of children entered nursery below a level that would be expected of their age.
- Children attained slightly better on Listening, attention and understanding and in gross motor skills than for any other curriculum area. However, the difference is minimal.

#### **Prime areas – progress**

- Greatest progress was made in PSED
- Least progress was made in listening, attention and understanding.
- Possible reason for least progress in listening, attention and understanding
  - Children experienced social isolation when they were young due to Covid so it could have delayed development in these areas.
  - There were a high percentage of child with SEND in the 2022/23 cohort which could have impacted on the time staff had to develop the skills of listening, attention and understanding of other children.
- Progress in the prime areas is lower than under the EYFS 2012.
  - Reasons for the lower levels of progress needs to be investigated further with staff
  - Action: Aim to improve the percentage of children making 3+ steps progress so that it is above 80% through...
    - Monitoring by the headteacher
    - Moderation of assessments with staff

#### **Specific areas – attainment**

- Best progress was in Number and in Comprehension
- Least progress was in Expressive Arts and Design
  - This could be due to staff focussing on PSED due to the needs of the cohort, plus literacy and mathematics.

#### **Progress and attainment by characteristics**

##### **Key issues for children with lower progress/attainment**

- Provision is targeted to the needs of SEN children through the use of a differentiated curriculum, targeted learning plans, individual and group support and language interventions. Ofsted (2021) noted that 'Children thrive and achieve extremely well, including those with special educational needs and/or disabilities.
- EAL children show similar progress to non-EAL children in all the prime areas except speaking.
- Girls continue to show higher attainment in all areas. Provision is adapted to children's individual needs and the needs and motivators of the cohort.

## **How we advance Equality of Opportunity between those who share a protected characteristic and those who do not.**

### **Personal Development and Wellbeing**

We adopt a 'whole Centre approach' to the children's individual needs. All staff work together to guarantee the inclusion of all pupils and ensure all children including those with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.

We ensure that the Centre's procedures for managing behaviour are fair and equitable to pupils from all groups. The positive behaviour management policy outlines how behaviour is managed and how challenging behaviour is logged. Behavioural records are monitored by the DSLs in monthly monitoring meetings to ensure that children receive the support they need, there is no discriminatory practice and our provision and teaching is accessible for all children.

The Centre operates a key person system to ensure children's cultural needs are met and each child's wellbeing is supported. We recognise that all children have a right to be listened to and for their views and rights to be taken seriously. Opportunities are provided for children to engage in extended communication with adults within their small key group times and during the sessions. Children have opportunities to be outdoors on a daily basis all year round, as this has a positive impact on children's sense of wellbeing and helps all aspects of children's development.

### **Provision**

We want all the children at our Centre to have a strong sense of identity and to respect one another. We ensure that our resources and displays reflect the diversity of our community, encouraging children to explore difference and diversity in a positive way.

We continually reflect on the provision provided to ensure that all pupils, including those with SEND, are able to fully access the curriculum by providing extra support, changes to provision or additional resources where appropriate.

Careful consideration is put into the environment we create and we aim to create a calm setting with cosy spaces which feels homely and welcoming and supports all children to access available resources, reflecting the different communities that form our Centre.

### **Teaching and Learning**

The Centre provides for learning and teaching styles that allow all children to achieve their potential. All children irrespective of disability, gender, race, ethnicity, religion, belief, sexual orientation or gender reassignment, have an equal right to experience a high quality education in which they feel valued and respected.

Our planning provides opportunities to tackle key inequalities for children including gender stereotyping, preventing bullying and raising attainment for certain groups while extending the children's knowledge and experience of other cultures and celebrations.

Practitioners plan for each child's individual care and learning requirements, including the additional or different provision required to meet particular individual needs and we link experiences from home to the Centre.

We recognise that the attitudes of young children towards diversity are affected by the behaviour of the adults around them and by whether all children and families using the setting are valued and welcomed by Centre staff. We have high expectations of practitioners to model polite, respectful and welcoming behaviour to all children, parents and each other.

### **Progress, Attainment and Assessment**

Our Centre has high expectations, striving to ensure that children from all groups have high levels of attainment and rates of progress. We are committed to narrowing the gap in levels of attainment between different groups.

Children's progress is tracked through the cycle of observation and assessment; teaching and learning; planning and resourcing. We recognise that the child's parents are their first and most enduring educators and we are committed to creating good home/school links through our settling in procedures; learning journeys/Target Tracker; parent meetings; and the key person approach.

The key person ensures there is individual planning for each child, undertaken in partnership with each parent/carer which aims to promote inclusion for every child.

Assessment data is analysed to identify any groups at risk of not meeting their age-related expectations and teaching and learning is adjusted accordingly to ensure progress is made

### **Staff Recruitment and Professional Development**

Walton Lane Nursery School and Rocking Horse Club will appoint the best applicant for each job regardless of their disability, gender, race, ethnicity, pregnancy and maternity, religion, beliefs, sexual orientation or gender reassignment providing they have the legal right to work in this country.

We will encourage applications from all sections of the community and in particular those who are currently under-represented in childcare and early education. All staff have equal opportunities in areas such as training and career development.

### **Reporting and Recording Discriminatory Behaviour Including Racist Incidents**

Any incident which is perceived to be racist or discriminatory by the victim or any other person will be investigated as a potentially discriminatory incident.

### **Admissions and Attendance**

All families are equally welcome in our Nursery School and Rocking Horse Club. The Nursery School applies an admissions policy which has been agreed by Lancashire County Council and the Governors.

Attendance is monitored by the Head Teacher and patterns of poor attendance are targeted with positive action.

### **Partnerships**

We aim to make all families and users welcome and encourage them to have genuine involvement in the life of the Centre. The Centre contributes to the life of the community and works with it to enrich the lives of the children. We regularly evaluate the community that our Centre caters for to ensure that provision meets the needs of our families. We also signpost families to appropriate services available in the local community.

### **Special Events**

Walton Lane Nursery School and Rocking Horse Club recognises the uniqueness of our children and families and are proud of the diversity of our community, taking every opportunity to celebrate this and recognise how much we can all learn from each other.

The Centre celebrates a range of festivals and cultural celebrations including: Lancashire Day, Christmas, Chinese New Year, Eid, St Georges Day and Easter.

## **2023 – 2027 Equality Objectives**

Children who would be eligible for free school meals make good progress and meet or exceed their age-related expectations at the end of Nursery School.

The gap between children who are eligible for free school meals and those who are not is narrowed.

Provision and resources reflect the changing composition of ethnicities of children attending the centre.

### **Responsibilities**

#### Governing Body

The Governors will be responsible for:

- Making sure the Centre complies with the Equalities Act 2010
- Ensuring the Equality Statement is implemented
- Ensuring the Equality objectives are met.

The Head teacher is responsible for:

- Making sure the equality statement is readily available and that the Governors, staff, pupils and their parents and partners know about it
- Ensuring the equality statement is followed
- Ensuring the Equality objectives are met
- Producing regular information for staff and Governors about the statement and how it is working, and providing training for them on the policy if necessary
- Making sure all the staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination.

All Centre staff will:

- Be responsible for ensuring that incidents of discrimination or/and harassment are speedily recorded and reported
- Understand what constitutes discrimination or/and harassment and why reporting is important
- Show no tolerance of discrimination or harassment, even casual racist undercurrents should not go unchallenged
- Keep up to date with the law on discrimination and take up training and learning opportunities
- Ensure all children's, parent's and users names are pronounced and spelt correctly.

### **Monitoring**

The Senior Leadership Team will monitor:

- Pupil progress and assessments for different groups of children
- Teaching and learning, to ensure it meets the needs of different groups of children
- The involvement of parents and pupils in different activities
- Parental involvement on their child's learning and development including attendance at meetings and appointments
- The ethnicity of staff in post, by grade, applications for employment, training and promotion.

Links to Other Policies and Documents:

School Improvement Plan

SEND Policy

Safeguarding and Child Protection Policy