



*Creative
Education
Trust*

Public Sector Equality Duty Statement of Intent

Equality Statement

This statement provides information about how the Creative Education Trust ensures it meets its Specific Equalities Duties. The Public Sector Equality Duty requires our academies to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account as they have protected characteristics.

- Age
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

This policy applies to both pupils and adults and its principles and values apply equally to everyone.

General Duties

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:



1. publish information to demonstrate how the academy is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
2. prepare and publish equality objectives.

Principles and values

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

1. identify key issues
2. understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby, plan them more effectively
3. assess whether we are discriminating unlawfully when carrying out any of our functions
4. identify what the key equality issues are for our organisation
5. publish information to demonstrate how our academy is complying with the PSED
6. prepare and publish objectives to meet our PSED.

Appendix 1 provides information about the Queen Eleanor Primary Academy school community

Appendix 2 outlines the equality objectives for Queen Eleanor Primary Academy



Appendix 1

The school community 2015/16

The percentage of pupils who have been eligible for free school meals at any point in the past six years is 35% compared to 26% nationally.

The percentage of pupils from ethnic minority backgrounds is 60% compared to 32% nationally.

The percentage of pupils who speak English as an additional language is 51% compared to 20% nationally.

The percentage of pupils who have special educational needs or are disabled is 11% compared to 13% nationally.

52% of our pupils are girls compared to 49% nationally.

4 pupils have been permanently excluded during this period. 4 of these pupils had a protected characteristic as follows:

Disadvantaged	4
SEND	3
EAL	1
Ethnic minority background	1

There were 6 recorded bullying incidents during this period. 4 of the victims had a protected characteristic as follows:

Disadvantaged	3
SEND	1
EAL	2
Ethnic minority background	4

Our workforce is 7 males and 45 females.



The following data are taken from RaiseonLine and show the academic achievement of different groups of pupils in 2015/16 national assessments.

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
all pupils	30	all	47	53	0	5
male	14	same	29	50	0	5
female	16	same	63	57	0	6
disadvantaged	15	non	40	60	0	7
other	15	same	53	60	0	7
Free School Meals	15	non	40	60	0	7
Children Looked After	0	non	-	54	-	5
SEN with statement or EHC plan	0	all	-	53	-	5
SEN support	5	all	0	53	0	5
no SEN	25	same	56	62	0	6
on roll in years 5 & 6	29	same	48	55	0	6
English first language	16	all	63	53	0	5
English additional language	14	all	29	53	0	5
Prior attainment						
overall low	6	same	17	6	0	0
overall middle	17	same	41	47	0	1
overall high	7	same	86	91	0	17
reading low	4	same	25	7	0	0
reading middle	18	same	39	48	0	1
reading high	8	same	75	91	0	18
writing low	4	same	25	10	0	0
writing middle	22	same	41	57	0	3
writing high	4	same	100	95	0	27
mathematics low	6	same	17	5	0	0
mathematics middle	20	same	50	49	0	2
mathematics high	4	same	75	91	0	21

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
Ethnic group						
White	22	all	50	53	0	5
British	13	all	62	53	0	5
Irish	0	all	-	53	-	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	1	all	0	53	0	5
any other White background	8	all	38	53	0	5
Mixed	1	all	0	53	0	5
White & Black Caribbean	0	all	-	53	-	5
White & Black African	0	all	-	53	-	5
White & Asian	1	all	0	53	0	5
any other mixed background	0	all	-	53	-	5
Asian or Asian British	3	all	67	53	0	5
Indian	0	all	-	53	-	5
Pakistani	2	all	50	53	0	5
Bangladeshi	0	all	-	53	-	5
any other Asian background	1	all	100	53	0	5
Black or Black British	4	all	25	53	0	5
Black Caribbean	0	all	-	53	-	5
Black African	4	all	25	53	0	5
any other Black background	0	all	-	53	-	5
Chinese	0	all	-	53	-	5
any other ethnic group	0	all	-	53	-	5
unclassified - refused	0	all	-	53	-	5
unclassified - not obtained	0	all	-	53	-	5



Appendix 2

Equality objectives 2016/17

Our equality objectives for 2016/17 are:

- To track progress of more able disadvantaged pupils and ensure that a higher number of disadvantaged pupils achieve higher levels in reading, writing and maths.
- To narrow the gap between disadvantaged pupils and their peers in reading, writing and maths throughout the academy.
- To narrow the achievement gap between disadvantaged boys and their peers in reading and writing at the end of Key Stage 2.
- To reduce the occurrence of racist incidents by actively promoting tolerance and respect across the curriculum.
- To reduce the number of exclusions for disadvantage pupils, through the work of a behaviour support assistant.

These objectives are described in more detail in the Academy development and improvement plan. Progress towards achieving these objectives is under constant review and is reported to governors at every local governing body meeting.