

Meeting the Duties of the Equality Act 2010: Equalities Information and Analysis – a workbook primary for schools

St Mary's Catholic Primary School
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Equality Group members:
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Schools are required to publish equality information and analysis on an annual basis. This information will contribute to the schools equality objectives, which must also be published.

Section 1 - Who Comes to Our School?

Here is some information about our school population. These are the groups we need to plan services for; we regard this aspect of our work as very important; the information also helps us to meet our duties under the Equality Act 2010. As a school our main function is to provide good access to educational opportunities and help/support our pupils to perform well at school. We have to make sure we do not disadvantage anyone in our school and we use the following information to help us. We also welcome your views.

		Our School	
		Number	%
Gender	Girls	116	55%
	Boys	97	45%
Ethnicity	White British	85	40.3%
	White Other (includes European)	36	17.1%
	White Irish	2	0.9%
	Traveller of Irish Heritage	0	0
	Gypsy/Roma	0	0
	Mixed White & Black Caribbean	8	3.8%
	Mixed White & Black African	1	0.5%
	Mixed White & Asian	4	1.9%
	Any Other Mixed Background	11	5.2%
	Black - Caribbean Heritage	3	1.4%
	Black- African Heritage	2	0.9%
	Any Other Black Background	10	4.5%
	Asian – Indian	32	15.5%
	Asian - Pakistani	0	0
	Asian - Bangladeshi	0	0
	Any Other Asian Background	0	0
	Chinese	8	3.8%
	Filipino	7	3.3%
	Any other minority ethnic group	2	0.9%
	Total minority ethnic pupils	90	43%
Refused / not-known	0	0	
Not Obtained	0	0	

Free School Meal Eligibility	Not Eligible	188	89%
	Eligible	23	11%
Religion/Belief	Buddhist/Taoist	0	0
	Christian	191	90.5%
	Hindu	3	1.4%
	Jewish	0	0
	Muslim	1	0.5%
	Sikh	0	0
	Other	0	0
	Refused	0	0
	No Religion	16	7.6%
Special Educational Need	No Special Educational Needs	198	93.8%
	SEN	13	6.2%

Analysis/comments:

Analysis of our school population:

Gender: The school has slightly more girls than boys.

Ethnicity:

- The school has 40.3% white British pupils.
- The other significant ethnic groups at our school are: White other and Indian.

Free School Meals: our school has low eligibility for FSM, at 11%.

Religion / Belief: our school is overwhelmingly Christian (the vast majority of which are Roman Catholic).

Special Educational Needs: 6.2 % of our children are on the SEN register.

Section 2 - Advance Equality of Opportunity between People

The main thing we do as a school is to provide access to good educational opportunities and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Information we have considered:

- End of Key Stage Data
- Progress data
- Census information on punctuality and attendance, exclusions and prejudice related incidents

Attainment Data*

Percentage of pupils attaining each band of scaled scores at the end of KS2 by subject:

30 pupils	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0%	3%	64%	33%
Reading %	0%	3%	47%	50%
SPAG %	0%	13%	47%	40%

	WTS	EXS (or above)	GDS
Writing %	20%	44%	36%

*Please note these results are based on assessments completed in June 2021 and marked internally due to May 2021 national assessments being cancelled for the academic year 2020-2021.

This is how different groups in our School achieve at the end of Key Stage 2:

Attainment Gaps for Girls and Boys

(11 boys; 19 girls)

	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0%	3%	64%	33%
Boys	0%	0%	6/11 55%	5/11 45%
Girls	0%	1/19 5%	13/19 69%	5/19 26%
Gap		5%	14%	19%
Reading %	0%	3%	47%	50%
Boys	0%	1/11 9%	5/11 45%	5/11 45%
Girls	0%	0%	9/19 47%	10/19 53%
Gap	0	9%	2%	8%
SPAG %	0%	13%	47%	40%
Boys	0%	2/11 18%	3/11 27%	6/11 55%
Girls	0%	2/19 11%	11/19 58%	6/19 32%
Gap	0	7%	31%	23%

	WTS	EXS (or above)	GDS
Writing %	20%	44%	36%
Boys	4/11 36%	3/11 28%	4/11 36%
Girls	2/19 11%	10/19 53%	7/19 36%
Gap	25%	25%	=

Commentary:

Boys have scored higher than girls at GDS for Maths and SPAG. However, when you look at numbers, there are an equal number of girls and boys performing at the higher level. This year's trend of boys achieving higher needs to be monitored with this year's results. Most likely to be cohort specific as girls have been performing well at the GDS level in previous years. Out of the 6 children not reaching EXP standard 4 of these were boys – however other characteristics here play a part – such as EAL (see information below)

Attainment Gaps for First Language English and Non English speaking pupils

(14 EAL; 16 not EAL)

	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0%	3%	64%	33%
EAL	0%	0%	9/14 64%	5/14 36%
Not EAL	0%	1/16 6%	9/16 56%	6/16 38%
Gap	0	6%	8%	2%
Reading %	0%	3%	47%	50%
EAL	0%	1/14 7%	7/14 50%	6/14 43%
Not EAL	0%	0 0%	6/16 38%	10/16 62%
Gap	0	7%	12%	19%
SPAG %	0%	13%	47%	40%
EAL	0%	3/14 21%	6/14 43%	5/14 36%
Not EAL	0%	1/16 6%	7/16 44%	8/16 50%
Gap	0	15%	1%	14%

	WTS	EXS (or above)	GDS
Writing %	20%	44%	36%
EAL	5/14 36%	5/14 64%	4/14 29%
Not EAL	1/16 6%	7/16 44%	8/16 50%
Gap	30%	20%	21%

Commentary

This cohort had an EAL percentage of nearly 50%. This means we must look carefully at their data. It is clear that EAL children in maths are performing in-line with their Non-EAL peers. Reading at the EXP level for EAL children is also fairly in line with their peers. What is notable is the children performing at the higher level in reading where the gap is nearly at 20%. In writing, the gap is also wide. This shows that we need to keep an eye on how well our EAL children are performing in English against their non-EAL peers. Work on vocabulary and looking closely at writing assessment criteria in classes will help keep an eye on this.

Attainment Gaps for SEN and Non SEN pupils

(1 SEN; 29 not SEN)

As there was only 1 child on the SEN register in Y6, it was not felt the numbers were statistically large enough to base a numerical analysis on.

Attainment Gaps for BME and Non BME pupils

(0 BME; 30 not BME)

No statistical analysis to be made.

Percentage of pupils working at, below or above the expected standard at the end of KS1 by subject*:

30 children	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	23%	77%	16%
Writing %	23%	77%	13%
Maths %	16%	84%	29%

*Please note this year again has been affected by covid19 and the closure of the school to the majority of the children in the Spring term.

This is how different groups in our School achieve at the end of Key Stage 1:

Attainment Gaps for Girls and Boys

(12 boys; 18 girls)

	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	23%	77%	16%
Boys	3/12 25%	6/12 50%	3/12 25%
Girls	4/18 22%	12/18 67%	2/18 11%
Gap	3%	17%	14%
Writing %	23%	77%	13%
Boys	2/12 17%	8/12 66%	2/12 17%
Girls	5/18 28%	11/18 61%	2/18 11%

Gap	11%	5%	6%
Maths %	16%	84%	29%
Boys	1/12 8%	7/12 59%	4/12 33%
Girls	4/18 22%	9/18 50%	5/18 28%
Gap	14%	9%	5%

Commentary

This table shows that boys are slightly out performing girls both at the higher level and expected level. However, there are 6 fewer boys in this particular cohort and when looking at numbers of pupils it is fairly similar at EXP and GDS level. There are more girls performing at the WTS level than boys. However, we don't feel that this is showing any particular trends/patterns and is one to monitor as the class goes through the school and within other classes.

Attainment Gaps for First Language English and Non English speaking pupils

(11 EAL; not 19 EAL)

	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	23%	77%	16%
EAL	4/11 36%	4/11 36%	3/11 28%
Not EAL	3/19 16%	14/19 74%	2/19 10%
Gap	20%	38%	18%
Writing %	23%	77%	13%
EAL	3/11 28%	5/11 44%	3/11 28%
Not EAL	4/19 21%	14/19 74%	1/19 5%
Gap	7%	30%	23%
Maths %	16%	84%	29%
EAL	2/11 18%	5/11 45%	4/11 36%
Not EAL	3/19 16%	11/19 58%	5/19 26%
Gap	2%	13%	10%

Commentary:

What is noticeable is that EAL children have outperformed non EAL children for the GDS level across the board. However due to the sample size 11 to 19 the amount of children reaching the GDS level is fairly the same. Those not meeting age-expected levels remains fairly equal in terms of number of actual children for EAL and non EAL.

Attainment Gaps for SEN and Non SEN pupils

As there was only 2 children on the SEN register in Y2, it was not felt the numbers were statistically large enough to base a numerical analysis on as both of these children reached the expected standard across the board in RWM.

Attainment Gaps for BME and Non BME pupils

As there was only 1 child from a black background in Y2, it was not felt the numbers were statistically large enough to base a numerical analysis on.

Commentary:

The SEN and BME figures above are not large enough to draw any statistically significant conclusions from. As such, we have undertaken a qualitative analysis of the results achieved by these groups from which we can confidently conclude that there are no concerning patterns or trends we need to be aware of and that the children not achieving expected or not achieving greater depth are from a range of backgrounds and groups.

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- There were 0 exclusions during the year.
- There was only 1 prejudice related incident. As a focus on SMSC and diversity runs through our whole curriculum. Assemblies and PSHE lessons have also helped lessen the cause and incidences of these. We will always follow-up any incidents with a whole school assembly to promote positive views.

Foster Good Relations between People

We want our school community to provide 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.

This will help schools to show how they are fostering good relations, to comply with equalities legislation.

Examples	Steps the school / setting has taken
Social and Emotional Wellbeing:	-The EYFS team work closely with families (including home visits*) to give children the best start to their time at school. -All new parents receive a welcome pack when their child starts the school and are invited to a welcome evening*. The schools uses tapestry to make observations and to keep parents informed on their child’s progress in EYFS. -Assemblies on a variety of topics to support wellbeing and highlight equal opportunities. -Individuals who are socially and emotionally vulnerable “check in” with staff. -Embedded PSHE curriculum and personal development curriculum. - An adult play leader leads lunchtime activities to promote team work and fair play*. This year we have invested in Suffolk Mind to support the wellbeing of children in response to the pandemic.
Pupil Voice:	-Peer mentors at lunchtimes* -Regular pupil perception interviews on various subjects -School council* -Mini Vinnies -Safeguarding ambassadors*

Community Links:	<p>The children raise money for other local / Catholic charities (annual rolling programme). Parents from protected groups are encouraged into school to share their culture / language: e.g. multi cultural days.* As part of their learning about other faiths, children have visited the local Hindu Samaj and the Jewish synagogue in Colchester and we have also had visitors from the local Hindu and Jewish communities in recent years.* We have strong links with our parish community and parish priest. The children visit the church at least termly outside of worship (e.g. to learn about their faith).* We have had visits from: the NSPCC; police and ignite.*</p>
Removing Barriers and Reasonable Adjustments:	<p>The school office use text messaging and emails for contacting parents / carers. Staff are always available to “meet and greet” at the end of each day. We operate an open door policy.* The school is on a flat campus which is readily accessible. When we have previously had deaf parents at the school we have always ensured signers are in attendance at events such as parents evening and school plays.</p>

***Items have been affected by COVID-19 guidelines.**

Analysis/comments:

<p>Things we do well: We are an open and welcoming school for all children and their parents from the second the children join us in reception to when they leave us. We are particularly proud of the strong and varied community links we have.</p>
<p>Things we would like to improve: When Covid-19 and class bubbles have ceased we will need to re-establish a lot of groups and events e.g. School council, safeguarding ambassadors, going out into the community and reintroducing multi-cultural days and other ways of celebrating the wealth of culture we have in and around our school community. Implementing the work of Suffolk Mind across the school.</p>

Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken
Exclusions Data:	We will only exclude in extenuating circumstances.
Victimisation and Discrimination:	We review our recruitment procedures on a regular basis and senior staff have all undertaken Safer Recruitment training.
Monitoring of Incidents:	All staff are required to monitor and record prejudice related incidents. The Headteachers will then report through LA procedures.
Anti Bullying and Harassment:	Our school has a very positive approach to behaviour and as such incidences of bullying are very rare but when they are reported procedures are followed up by a senior member of the school in line with our school bullying policy.

Analysis/comments:

<p>Things we do well:</p> <p>Our school culture promotes wellbeing for all groups.</p> <p>We have an assigned member of SMT with responsibility for equalities.</p>
<p>Things we would like to improve:</p> <p>Despite the fact we are very happy with the low levels of prejudice related incidents we are currently reporting to county, we will continue to focus on lessening the causes and incidences of these through assemblies and PSHE lessons.</p>

Participation and Engagement

How we have involved people in developing equalities at our school.

Examples	Steps the School / setting has taken
Pupil Voice:	All pupils have had class discussions during PSHE sessions on the importance of equality for all.
Parents / Carers / Guardians:	The equalities policy, workbook and action plans will all be published on the school website and parental feedback will be welcomed. This will be fed into the workbook and action plans for the following year.
Staff:	The equalities policy, workbook and action plans have been shared with all staff. Staff have received training on ensuring the best for all children through staff meetings and external training. (e.g. Attachment theory and ADHD)
Local Community:	We try to expose our children to as many different groups on our local community as possible including people of a

	variety of ethnic and language backgrounds through our multicultural work and learning about other faiths.
Governors:	The headteachers and equalities governor have worked closely on all aspects of developing equalities.

Analysis/comments:

<p>Things we do well: The children interact with a large variety of people through our community links. A named equalities governor ensures this is always a priority at St Mary's.</p>
<p>Things we would like to improve: To re-establish community links when Covid-19 restrictions are reduced come March 2022.</p>

Our Equality Objectives

We have considered the information collected above and have identified 2 key objectives that our school will focus on this year. These objectives will help us to meet the three aims of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Our equality objectives are:

<p>1.To further develop our inclusive ethos through our whole school curriculum and the wider school community (subject to covid restrictions)</p> <p>2. To advance equality of opportunity by ensuring that all pupils have access to effective vocabulary instruction.</p> <p>3. To monitor the writing progress of our EAL children compared to their non-EAL peers to make sure this gap doesn't widen.</p> <p>* Equalities information will be updated annually in September and progress towards our objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.</p>
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Equality Objectives for period September 2021 - September 2022

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
To further develop our inclusive ethos through our whole school curriculum and the wider school community (subject to covid restrictions)	<p>Deliver the message of inclusivity through school assemblies.</p> <p>Celebrate global events which recognise what we have in common.</p> <p>Making sure our curriculum celebrates famous figures across a range of different groups.</p> <p>Re-introduce community aspects of the life of the school – valuing the wide variety of cultures of the families in our school.</p>	<p>Jo Measham Jo Berry Ks Leads. Curriculum leaders</p>	<p>Over the course of the year.</p> <p>Summer 2022 onwards.</p>	<p>Pupil Voice about who and what they have learnt about.</p> <p>Aims 1 Eliminate unlawful discrimination & 2 advance equality of opportunity are evident in pupil contributions.</p>
To advance equality of opportunity by ensuring that all pupils have access to effective vocabulary instruction.	<p>To continue to provide cpd.</p> <p>400 word project across the school</p> <p>Language link assessment used as an assessment tool for EYFS</p>	<p>All teachers</p> <p>All teachers</p> <p>SENCO EYFS and KS1 Team</p>	<p>Summer 2022 Onwards</p> <p>Spring 2 2022</p>	<p>Staff subject knowledge will improve and new initiatives will be undertaken.</p> <p>Pupils can recall and use previously taught words.</p> <p>Speech and language support will be in place for</p>

				pupils to advance equality of opportunity.
To monitor the writing progress of our EAL children compared to their non-EAL peers to make sure this gap doesn't widen.	Writing assessments will be completed and gaps identified. Interventions to be put in place for child/class specifics.	All teachers. English lead All teachers. English lead to help monitor.	Ongoing across the year.	Teachers will be able to talk at Pupil progress meetings about any concerns they have. Interventions to be in place and the gap closing as seen by TA.
Monitoring arrangements: -The monitoring of staff responsibilities to be carried out termly. -The monitoring of SLT responsibilities to be carried out by the equalities governor Paul Phillips				
Review dates: -Termly review of actions -Annual review of objectives				