

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:

Jo Measham (Headteacher), Jo Berry (Headteacher) and Paul Phillips (School Governor)

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	118	55%
	Boys	95	45%
Ethnicity	White British	78	37%
	White Other (includes European)	42	20%
	White Irish	1	0.5%
	Traveller of Irish Heritage	0	0
	Gypsy/Roma	0	0
	Mixed White & Black Caribbean	7	3%
	Mixed White & Black African	0	0%
	Mixed White & Asian	0	0%
	Any Other Mixed Background	12	6%
	Black - Caribbean Heritage	4	2%
	Black- African Heritage	6	3%
	Any Other Black Background	9	4%
	Asian – Indian	37	17%
	Asian - Pakistani	0	0
	Asian - Bangladeshi	1	0.5%
	Any Other Asian Background	5	2%
	Chinese	5	2%
	Filipino	6	3%
	Any other minority ethnic group	0	0%
	Total minority ethnic pupils	92	43%
Refused / not-known	0	0	
Not Obtained	0	0	

Free School Meal Eligibility	Not Eligible	190	89%
	Eligible	23	11%
Religion/Belief	Buddhist/Taoist	0	0
	Christian	184	86%
	Hindu	6	3%
	Jewish	0	0
	Muslim	2	1%
	Sikh	0	0
	Other	0	0
	Refused	0	0
	No Religion	21	10%
Special Educational Need	No Special Educational Needs	198	93%
	SEN	15	7%

Analysis/comments:

Analysis of our school population:

Gender:

The school has slightly more girls than boys.

Ethnicity:

- The school has 37% white British pupils.
- The other significant ethnic groups at our school are: white other and Asian – 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: 7% 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%	7%	66%	27%
Reading %	0%	20%	40%	40%
SPAG %	0%	10%	50%	40%

	WTS	EXS (or above)	GDS
Writing %	7%	93%	27%

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

Attainment Gaps for Girls and Boys

(14boys; 16girls)

	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0%	7%	66%	27%
Boys	0%	0%	10/14 71%	4/14 29%
Girls	0%	2/16 13%	10/16 63%	4/16 25%
Gap		13%	8%	4%
Reading %	0%	20%	40%	40%
Boys	0%	3/14 21%	7/14 50%	4/14 29%
Girls	0%	3/16 19%	5/16 31%	8/16 50%
Gap	0	2%	19%	21%
SPAG %	0%	10%	50%	40%
Boys	0%	2/14 14%	6/14 43%	6/14 43%
Girls	0%	1/16 6%	9/16 56%	6/16 38%
Gap	0	8%	13%	5%

	WTS	EXS (or above)	GDS
Writing %	7%	93%	27%
Boys	0%	11/14 79%	3/14 21%
Girls	2/16 13%	9/16 56%	5/16 31%
Gap	13%	23%	10%

Commentary:

There is a fairly even split of boys to girls in the class so looking at numbers here proves useful.

Last year there was a note to monitor the higher-level performance of boys in Maths and SPAG. This year shows that in these areas the gap has narrowed and is now showing a fairly equal split when looking at numbers.

What is worth noting this year, is that 50% of girls are working at the higher level in reading compared to 21% of boys. This is again a trend to keep an eye on with the other subjects being fairly equal. We shall look at trends in other year groups too.

Attainment Gaps for First Language English and Non English speaking pupils

(15EAL; 15 not EAL)

	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0%	%	%	%
EAL	0%	1/15 7%	9/15 60%	5/15 33%
Not EAL	0%	1/15 7%	11/15 73%	3/15 20%
Gap	0	=	13%	13%
Reading %	0%	20%	40%	40%
EAL	0%	4/15 27%	7/15 46%	4/15 27%
Not EAL	0%	2/15 13%	5/15 33%	8/15 53%
Gap	0	14%	13%	26%
SPAG %	0%	10%	50%	40%
EAL	0%	2/15 13%	7/15 47%	6/15 40%
Not EAL	0%	1/15 7%	8/15 53%	6/15 40%
Gap	0	6%	6%	=

	WTS	EXS (or above)	GDS
Writing %	7%	93%	27%
EAL	7%	93%	20%
Not EAL	7%	93%	33%
Gap	=	=	13%

Commentary

This cohort had an EAL percentage of 50%. This means we can look carefully at the data above.

It is clear that EAL children in maths are performing in-line with their Non-EAL peers and actually outperforming their Non-Eal peers at the higher level.

Reading at the EXP level for EAL children is also fairly in line with that of their peers. However, there were more EAL children not reaching the EXP level. This is also notable for the children performing at the higher level in reading where the GAP is 26%. Context for the paper – having visited a circus and vocabulary did hinder these children this year.

With regards to writing, EAL children are performing in-line with that of their Non-EAL peers. Notable again, as with the reading, is that EAL pupils aren't performing at the higher level as well as their Non-EAL peers.

Attainment Gaps for SEN and Non SEN pupils

(2 SEN; 28 not SEN)

As there were only 2 children on the SEN register in Y6, it was not felt the numbers were statistically large enough to base a numerical analysis on. However, 1 child got GDS for reading and maths and EXP for writing. The other child got EXP for maths and writing and WTS for reading.

Attainment Gaps for BME and Non BME pupils

(2 BME; 28 not BME)

Both these pupils gained the EXP standard in RWM.

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 %	10%	90%	23%
Writing %	27%	73%	17%
Maths %	20%	80%	17%

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

Attainment Gaps for Girls and Boys

(19 boys; 11 girls)

	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	10%	90%	23%
Boys	3/19 16%	9/19 47%	7/19 37%
Girls	/11 %	11/11 100%	0%
Gap	16%	53%	37%
Writing %	27%	73%	17%
Boys	5/19 26%	9/19 47%	5/19 26%
Girls	3/11 27%	8/11 73%	0%
Gap	1%	25%	26%
Maths %	20%	80%	17%
Boys	4/19 21%	10/19 53%	5/19 26%
Girls	2/11 18%	9/11 82%	0%
Gap	3%	29%	26%

Commentary

What is most notable from this year's result is that there were no girls working at the higher level for any of the above subjects. This to be tracked in other classes in KS1.

Girls are performing slightly better at the EXP standard than boys with more boys at the WTS standard than girls.

Attainment Gaps for First Language English and Non English speaking pupils

(9 EAL; not 21 EAL)

	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	10%	90%	23%
EAL	11%	67%	22%
Not EAL	10%	67%	23%
Gap	1%	=	1%
Writing %	27%	73%	17%
EAL	22%	56%	22%
Not EAL	29%	57%	14%
Gap	7%	1%	8%
Maths %	20%	80%	17%
EAL	11%	67%	22%
Not EAL	24%	62%	14%
Gap	13%	5%	8%

Commentary:

Due to the sample size 9 to 21 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

SEND 3 Non SEND 27

100% SEND **did not achieve** EXP in Maths and Writing.

33% SEND did achieve EXP in Reading.

Since the publication of this data 1 of the children with SEND has moved on to a specialist school.

Attainment Gaps for BME and Non BME pupils

As there was only 2 children from a black background in Y2, it was not felt the numbers were statistically large enough to base a numerical analysis on. However, both of these children made the EXP standards in RWM with one of them getting GDS in RWM.

Commentary:

Attendance

- Unauthorised absence was 1.1% – insignificant number to analyse by protected group.
- There were 0 exclusions during the year.
- There were 17 prejudice related incidents this year. 7 of these from 1 child who has the involvement of other agencies. As a focus on SMSC and diversity runs through our whole curriculum but as this number is up on previous years we will need to continue to challenge these views through our PSHE curriculum, assemblies and class time and introduction of Rights Respecting school programme.

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:	<ul style="list-style-type: none"> -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 school 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. - Lunchtime activities to promote team work and fair play through the training up of play leaders and the adults setting this up for them. Suffolk Mind to support the wellbeing of children.
Pupil Voice:	<ul style="list-style-type: none"> -Peer mentors at lunchtimes – trained up so they can be effective in this role. -Regular pupil perception interviews on various subjects -School council -Mini Vinnies -Safeguarding ambassadors
Community Links:	<p>Fundraising Committee. 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. multicultural days (Although this has seen a drop in response from families)</p> <p>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.</p> <p>We have links with our parish community and parish priest.</p> <p>The children visit the church at least termly outside of worship (e.g. to learn about their faith).</p> <p>We have had visits from: the NSPCC; police, firemen and Ignite.</p> <p>Parents were invited in to share musical talent as part of our Arts week. This also included learning about a range</p>

	<p>of different artists and a local dance teacher coming to lead dances in each class.</p> <p>Starting our Rights Respecting Schools Journey.</p>
<p>Removing Barriers and Reasonable Adjustments:</p>	<p>The school office use text messaging and emails for contacting parents / carers.</p> <p>Staff are always available to “meet and greet” at the start and end of each day. We operate an open door policy.</p> <p>The school is on a flat campus which is readily accessible.</p> <p>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> <p>Where in the past English has proven difficult for some parents we have had translators involved.</p>

Analysis/comments:

<p>Things we do well:</p> <p>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. Implementing Suffolk Mind early last academic year has proved beneficial for particular groups of children – this is now embedded in our PSHE lessons and there are lessons linked to this available if something happens with a child or group of children.</p>
<p>Things we would like to improve:</p> <p>We have a new Parish Priest starting this year and so would like to build up the relationship with him.</p> <p>Gaining the views of parents from other cultures and what they think about the school etc.</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. This is now recorded on My Concern where clear records of how this has been followed up have been kept. This also helps to track any patterns or trends. The Head teachers 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>This year has seen a rise in the amount of prejudice related incidents we have recorded. Support for one child in particular is in place. However, we will continue to focus on lessening the causes and incidences of these through assemblies and PSHE lessons. We will start our Rights Respecting school journey to help empower the children further.</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 (Paul Phillips) have worked closely on all aspects of developing equalities.

Analysis/comments:

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.

Things we would like to improve:

To continue to educate children on equality developing their voice and ability to speak about this topic.

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:

1. To foster good relationships between pupils and to challenge any views through developing our inclusive ethos in our whole school curriculum and the wider school community.

2. To advance equality of opportunity by ensuring that all pupils have access to effective vocabulary instruction.

3. To monitor the progress of our EAL children compared to their non-EAL peers to make sure this gap doesn't widen especially in English.

* 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.

Equality Objectives for period September 2022 - September 2023

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
<p>To foster good relationships between pupils and to challenge any views through developing our inclusive ethos in our whole school curriculum and the wider school community.</p>	<p>Deliver the message of inclusivity through school assemblies and challenge and respond to any views as they happen – keeping record of this on my concern.</p> <p>Introduce and work towards becoming a Rights Respecting School.</p> <p>Celebrate global events and special days 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>Headteachers Assistant head. Ks Leads. Curriculum leaders Rights Respecting Lead.</p>	<p>Autumn 2022 onwards</p>	<p>Pupil Voice about who and what they have learnt about.</p> <p>Less prejudice related incidents and where there are incidents these are clearly followed up on in a manner suitable for what has happened.</p> <p>Aims 1 Eliminate unlawful discrimination & 2 advance equality of opportunity are evident in pupil contributions.</p>

	Celebrate this through a whole school display.			
To advance equality of opportunity by ensuring that all pupils have access to effective vocabulary instruction.	To continue to provide cpd. CUSP curriculum with greater emphasis on vocabulary instruction. Language link assessment used as an assessment tool for EYFS	All teachers All teachers SENCO EYFS and KS1 Team	Autumn 2022 Onwards	Staff subject knowledge will improve and new initiatives will be undertaken. Pupils can recall and use previously taught words. Speech and language support will be in place for pupils to advance equality of opportunity.
To monitor the progress of our EAL children compared to their non-EAL peers to make sure this gap doesn't widen especially in English.	Writing assessments will be completed and GAPS identified. Interventions to be put in place for child/class specifics.	EAL lead All teachers. English lead EAL lead All teachers. English lead to help monitor.	Autumn 2022 onwards	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