

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

St Mary's Catholic Primary School
Date completed: September 2019
Equality Group members:
Jo Measham (Head of School), Jo Berry (Head of School), Donata Serrano (equalities 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.

NB all LA data has been deleted as per email conversation with Gema on 06/09/16 as LA data all out of date.

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	105	50
	Boys	106	50
Ethnicity (aged 5 years and over at July 2019)	White British	84	40
	White Other (includes European)	34	16
	White Irish	3	1
	Traveller of Irish Heritage	0	0
	Gypsy/Roma	0	0
	Mixed White & Black Caribbean	9	4
	Mixed White & Black African	1	0.4
	Mixed White & Asian	5	2
	Any Other Mixed Background	16	8
	Black - Caribbean Heritage	0	0
	Black- African Heritage	1	0.4
	Any Other Black Background	3	1
	Asian – Indian	32	15
	Asian - Pakistani	0	0
	Asian - Bangladeshi	0	0
	Any Other Asian Background	12	6
	Chinese	9	4
	Any other minority ethnic group	1	0.4
Total minority ethnic pupils	90	43	
Refused / not-known	1	0.4	

	Not Obtained	0	0
Free School Meal Eligibility	Not Eligible	201	95
	Eligible	10	5
Religion/Belief	Buddhist/Taoist	0	0
	Christian	204	97
	Hindu	1	0.4
	Jewish	0	0
	Muslim	0	0
	Sikh	0	0
	Other	0	0
	Refused	0	0
	No Religion	6	3
Special Educational Need	No Special Educational Needs	197	93
	SEN	14	7

Analysis/comments:

Analysis of our school population and Comparisons to Suffolk as a whole:

Gender: the school has very similar numbers of boys and girls.

Ethnicity:

- The school has 40% white British pupils.
- The other significant ethnic groups at our school are: white other (16%) and Indian (15%)

Free School Meals: our school has very low eligibility for FSM, at 5%.

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:

	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0	9	50	34
Reading %	0	3	63	28
SPAG %	0	13	50	31

	WTS	EXS (or above)	GDS
Writing %	16	84	38

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

Attainment Gaps for Girls and Boys

(18 boys; 14 girls)

	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0	9	50	34
Boys	0	6	56	39
Girls	0	14	50	26
Gap	0	8	6	13
Reading %	0	3	63	28
Boys	0	6	61	28
Girls	0	0	64	29
Gap	0	6	3	1
SPAG %	0	13	50	31
Boys	0	17	44	33
Girls	0	7	57	29
Gap	0	10	13	4

	WTS	EXS (or above)	GDS
Writing %	16	84	38
Boys	17	83	33
Girls	14	86	43
Gap	3	3	10

Commentary: the figures above show boys having achieved better in maths at the end of KS2 and girls having achieved better in writing at the end of KS2. However, we are confident that this is cohort specific and is not a pattern or trend. Obviously, if this situation were to be shown again next year, we would review this, but we are confident it will not be.

Attainment Gaps for First Language English and Non English speaking pupils

(6 EAL; 26 not EAL)

	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0	9	50	34
EAL	0	17	17	50
Not EAL	0	8	58	50
Gap	0	9	41	0
Reading %	0	3	63	28
EAL	0	17	50	17
Not EAL	0	0	65	31
Gap	0	17	15	14
SPAG %	0	13	50	31
EAL	0	17	17	50
Not EAL	0	12	58	27
Gap	0	5	41	23

	WTS	EXS (or above)	GDS
Writing %	16	84	38
EAL	33	66	50
Not EAL	12	88	35
Gap	21	22	15

Commentary: the figures above show non EAL children having achieved better in the reading test. However, the numbers are not statistically significant as there were only 6 EAL children in the cohort.

Attainment Gaps for SEN and Non SEN pupils

(3 SEN; 29 not SEN)

As there was only 3 children on the SEN register in Y6 (and 2 of them were disapplied from the SATs tests), it was not felt the numbers were statistically large enough to base a numerical analysis on.

Attainment Gaps for BME and Non BME pupils

(1 BME; 31 not BME)

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

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

	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	20	80	27
Writing %	20	80	20
Maths %	13	87	23

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

Attainment Gaps for Girls and Boys

(17 boys; 13 girls)

	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	20	80	27
Boys	29	65	18
Girls	8	92	38
Gap	21	27	20
Writing %	20	80	20
Boys	35	65	12
Girls	0	100	31
Gap	35	35	19
Maths %	13	87	23
Boys	18	82	12
Girls	8	92	38
Gap	10	10	26

Commentary: the figures above show girls performing better than boys across the board. However, we are confident that this is cohort specific and is not a pattern or trend. Obviously, if this situation were to be shown again next year, we would review this, but we are confident it will not be.

Attainment Gaps for First Language English and Non English speaking pupils

(9 EAL; 21 not EAL)

	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	20	80	27
EAL	33	66	11
Not EAL	14	86	33
Gap	19	20	22
Writing %	20	80	20
EAL	22	78	11
Not EAL	19	81	24
Gap	3	3	13
Maths %	13	87	23
EAL	11	89	22
Not EAL	33	86	24
Gap	22	3	2

Commentary: the figures above show non EAL children outperforming EAL children in reading and writing and EAL children outperforming non EAL children in maths. However,

the numbers are not statistically significant. For example, though there are 9 children in the cohort, the number of EAL children not achieving expected in writing is actually only 2 children, meaning 7 EAL children did achieve it.

Attainment Gaps for SEN and Non SEN pupils

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

Attainment Gaps for BME and Non BME pupils

(5 BME; 25 non BME)

	Below (HNM or WTS)	EXS (or above)	GDS
Reading %	20	80	27
BME	20	80	40
Non BME	20	80	24
Gap	0	0	16
Writing %	20	80	20
BME	40	60	40
Non BME	16	84	16
Gap	24	24	24
Maths %	13	87	23
BME	40	60	40
Non BME	12	88	20
Gap	28	28	20

Commentary: the figures above show that the BME children outperformed the non BME children in reading and the other two subject areas are on a par. However, with only 5 children being BME in this year group, we did not consider these numbers to be statistically significant.

The EAL, 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

Section 3 - 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. -Assemblies on a variety of topics to support wellbeing. -Individuals who are socially and emotionally vulnerable “check in” with staff daily to keep them on the radar. -The Hive and all associated with it. -Embedded PSHE curriculum and personal development curriculum.
Pupil Voice:	<ul style="list-style-type: none"> Peer mentors at lunchtimes Regular pupil perception interviews on various subjects School council House captains Fundraising committee
Community Links:	<p>Our Y2 and Y5 classes visit three local care homes at Christmas to sing for them.</p> <p>We are twinned with a school in Cambodia and visits from members of the parish mean we can learn about life there almost firsthand.</p> <p>The children raise money for the school in Cambodia and 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.</p> <p>We have excellent links with parents including as parent readers, as part of themed weeks e.g. book week.</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 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).</p>
Removing Barriers and Reasonable Adjustments:	<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 beginning 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>

	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.
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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 nursery or reception to when they leave us. We are particularly proud of the strong and varied community links we have. Pupils have a strong voice on real decisions on school life.</p>
<p>Things we would like to improve: In order to promote a 'love of reading' for all pupils we would like to remove barriers to using the school library. The school library will be open 3 lunchtimes per week and once a week after school for pupils and parents to visit together. See action point 1.</p>

Section 4 - 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 HofS 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.

Analysis/comments:

<p>Things we do well:</p> <p>Our school culture promotes wellbeing for all groups.</p> <p>We have an assigned governor with responsibility for equalities (Donata Serrano).</p> <p>We have an assigned member of SMT with responsibility for equalities (Jo Measham).</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 will continue to focus on lessening the causes and incidences of these through assemblies and PSHE lessons. We will enhance our current PSHE programme focusing on 3 core themes – health and wellbeing, relationships and living in the wider world. See action point 2.</p>

Section 5 - 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.

Local Community:	We try to expose our children to as many different groups on our local community as possible including elderly people at care homes and people of a variety of ethnic and language backgrounds through our multicultural work and learning about other faiths.
Governors:	The HofS 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: Nothing at present.</p>

Section 6: 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 advance equality of opportunity by ensuring that all pupils have access to the school library during school time and once a week after school with their parents.</p> <p>2.To continue to eliminate unlawful discrimination by enhancing our current PSHE programme to raise pupils awareness of prejudice and discrimination.</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>

Equality Objectives for period September 2019 – September 2021

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
<p>To advance equality of opportunity by ensuring that all pupils have access to the school library during school time and once a week after school with their parents.</p>	<p>JB to meet with EG to discuss library management, ensuring access for all pupils.</p> <p>EG to work with CDN to train a team of librarians to assist an adult to run the library for pupils at lunchtimes.</p> <p>Organise a timetable to ensure each class has access.</p> <p>Inform parents - parentmail, newsletter, home-school diary</p> <p>EG to work with a TA to run the library after school for 1 hour each week.</p>	<p>Jo Berry</p> <p>Ellen Godbold</p> <p>Collette D-N</p> <p>TA</p>	<p>September 2019</p> <p>Autumn term 2019</p> <p>Autumn term 2019</p>	<p>A high number of pupils will use the library during lunchtime.</p> <p>Pupils will be able to change their books more frequently.</p> <p>Parents will be able to spend time in the library with their children. This will foster a 'love of reading' and encourage parents and children to share books together.</p> <p>Registers will show pupils and parents regularly use the school library.</p>
<p>To continue to eliminate unlawful discrimination by enhancing our current</p>	<p>To continue to have an inclusive ethos that</p>	<p>Jo Berry</p> <p>Jenny McGhee Wallace</p>	<p>Ongoing</p>	<p>Pupil behaviour is respectful and inclusive, as evidenced in</p>

<p>PSHE programme to raise pupil's awareness of prejudice and discrimination.</p>	<p>challenges prejudice/discrimination.</p> <p>Enhance current personal development curriculum by Implementing PSHE association programme of study, key concepts skills and attributes.</p> <p>As a staff select the content that is relevant to our pupils and focus on 3 core themes – health and wellbeing, relationships and living in the wider world so that pupils can be educated about current issues.</p> <p>Global citizen assemblies where pupils can learn about global issues and responsibilities.</p>	<p>All staff</p>	<p>Autumn term 2019</p> <p>Autumn term 2019</p> <p>September 2019</p>	<p>lesson observations and feedback from staff.</p> <p>All staff are fully aware of how to challenge prejudice/discrimination.</p>
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Monitoring arrangements:

- The monitoring of staff responsibilities to be carried out termly by Jo Berry
- The monitoring of SLT responsibilities to be carried out by the safeguarding governor (Donata Serrano) through a termly minuted meeting.

Review dates:

- Termly review of actions
- Annual review of objectives (September)