

## 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 2016**
**Equality Group members:**
**Jo Measham (deputy headteacher), Raza Ahmed (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***NB all LA data has been deleted as per email conversation with Gema on 06/09/16 as LA data all out of date.***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.

This information is taken from SIMS as of September 2016:

		Our School	
		Number	%
Gender	Girls	90	47%
	Boys	101	53%
Ethnicity (aged 5 years and over at 31/08/14)	White British	93	49%
	White Other (includes European)	29	15%
	White Irish	4	2%
	Traveller of Irish Heritage	0	0%
	Gypsy/Roma	0	0%
	Mixed White & Black Caribbean	1	0.5%
	Mixed White & Black African	0	0%
	Mixed White & Asian	5	3%
	Any Other Mixed Background	25	13%
	Black - Caribbean Heritage	1	0.5%
	Black- African Heritage	3	2%
	Any Other Black Background	2	1%
	Asian – Indian	14	7%
	Asian - Pakistani	0	0%
	Asian - Bangladeshi	0	0%
	Any Other Asian Background	14	7%
Chinese	0	0%	
Any other minority ethnic group	0	0%	

	Total minority ethnic pupils	98	51%
	Refused / not-known	0	0%
	Not Obtained	0	0%
Free School Meal Eligibility	Not Eligible	181	95%
	Eligible	10	5%
Religion/Belief	Buddhist/Taoist	0	0%
	Christian	207	99%
	Hindu	1	0.5%
	Jewish	0	0%
	Muslim	0	0%
	Sikh	0	0%
	Other	0	0%
	Refused	0	0%
	No Religion	2	1%
Special Educational Need	No Special Educational Needs	206	93%
	SEN	15	7%

### Analysis/comments:

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

**Gender:** the school has slightly more boys than girls (53% to 47%)

#### Ethnicity:

- The school has just under 50% white British pupils.
- The other significant ethnic groups at our school are: white other (at 15%), any other mixed background (at 13%), Indian (at 7%) and any other Asian background (at 7%).

**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

**NB no national comparisons possible as national data not due until December 2016. Therefore just an in school analysis of “problem areas” has been done.**

## 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%	21%	34%	45%
Reading %	7%	17%	24%	52%
SPAG %	0%	21%	31%	48%

	WTS	EXS (or above)	GDS
Writing %	21%	80%	21%

### Overall progress shown by pupils at the end of KS2 by subject:

Maths	+61.0
Reading	+73.14
Writing	-8.95

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

#### Attainment Gaps for Girls and Boys

(17 boys; 12 girls)

	80 – 89	90 – 99	100 – 109	110 – 120
Maths %	0%	21%	34%	45%
Boys	0%	18%	41%	41%
Girls	0%	25%	25%	50%
Gap	0	7	16	9
Reading %	7%	17%	24%	52%
Boys	6%	24%	35%	35%
Girls	8%	8%	8%	75%
Gap	2	16	27	40
SPAG %	0%	21%	31%	48%
Boys	0%	24%	35%	41%
Girls	0%	17%	25%	58%
Gap	0	7	10	17

	WTS	EXS (or above)	GDS
Writing %	21%	80%	21%
Boys	24%	76%	18%
Girls	17%	83%	25%
Gap	7	7	7

**Progress gaps between girls and boys at the end of KS2 by subject:  
(17 boys; 12 girls)**

	Boys	Girls	Gap
Maths	+41.83	+19.17	22.66
Reading	+20.69	+52.45	31.76
Writing	-7.71	-5.56	2.15

Commentary: there are significant gaps between the attainment of boys and girls at KS2, particularly in reading and SPAG and between the progress of boys and girls, particularly in reading. See action point 1.

## Attainment Gaps for First Language English and Non English speaking pupils

(11 EAL; 16 not EAL)

	80 – 89	90 – 99	100 – 109	110 – 120
<b>Maths %</b>	0%	21%	34%	45%
<b>EAL</b>	0%	27%	36%	36%
<b>Not EAL</b>	0%	17%	33%	50%
<b>Gap</b>	0	10	3	14
<b>Reading %</b>	7%	17%	24%	52%
<b>EAL</b>	9%	27%	27%	36%
<b>Not EAL</b>	6%	11%	22%	61%
<b>Gap</b>	9	16	5	25
<b>SPAG %</b>	0%	21%	31%	48%
<b>EAL</b>	0%	36%	18%	45%
<b>Not EAL</b>	0%	11%	39%	50%
<b>Gap</b>	0	25	21	5

	WTS	EXS (or above)	GDS
<b>Writing %</b>	21%	80%	21%
<b>EAL</b>	36%	64%	18%
<b>Not EAL</b>	11%	89%	22%
<b>Gap</b>	25	25	4

### Progress gaps between EAL and non EAL children at the end of KS2 by subject:

(11 EAL; 16 not EAL)

	EAL	Non EAL	Gap
Maths	+26.64	+34.36	7.72
Reading	+9.12	+64.02	54.9
Writing	-9.77	+7.97	17.74

Commentary: it would appear we have a significant gap between EAL and non EAL children at KS2. However, we feel that the majority of this is the same children who are the boys in the gender gap at KS2. We feel that currently, the gender gap is of more pressing concern, particularly when considering the cohort that are currently in Y6, where the gender issue is likely to still be of concern and the EAL issue less so.

### **Attainment Gaps for SEN and Non SEN pupils**

**(1 SEN; 28 not SEN)**

As there was only 1 child on the SEN register in Y6, it was not felt the numbers were significantly large to base an analysis on. In addition, the child was assessed as working at the expected standard in all areas and achieved over 100 as a scaled score in all 3 tests.

### **Attainment Gaps for BME and Non BME pupils**

**(1 BME; 28 not BME)**

As there was only 1 child from a black background in Y6, it was not felt the numbers were significantly large to base an analysis on. In addition, the child was assessed as working at the expected standard in all areas and achieved over 100 as a scaled score in all 3 tests.

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

	<b>Below (HNM or WTS)</b>	<b>EXS (or above)</b>	<b>GDS</b>
<b>Reading %</b>	17%	83%	20%
<b>Writing %</b>	23%	77%	17%
<b>Maths %</b>	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)**

	<b>Below (HNM or WTS)</b>	<b>EXS (or above)</b>	<b>GDS</b>
<b>Reading %</b>	17%	83%	20%
<b>Boys</b>	11%	89%	21%
<b>Girls</b>	27%	73%	18%
<b>Gap</b>	16	16	4
<b>Writing %</b>	23%	77%	17%
<b>Boys</b>	21%	79%	16%
<b>Girls</b>	27%	73%	11%
<b>Gap</b>	6	6	5
<b>Maths %</b>	20%	80%	17%
<b>Boys</b>	16%	84%	21%
<b>Girls</b>	27%	73%	9%
<b>Gap</b>	11	11	12

Commentary: we do not consider ourselves to have a gender issue as a gap of 16% is only 1 child difference.

**Attainment Gaps for First Language English and Non English speaking pupils**

**(9 EAL; 21 not EAL)**

	<b>Below (HNM or WTS)</b>	<b>EXS (or above)</b>	<b>GDS</b>
<b>Reading %</b>	17%	83%	20%
<b>EAL</b>	11%	89%	22%
<b>Not EAL</b>	19%	81%	19%
<b>Gap</b>	8	8	3
<b>Writing %</b>	23%	77%	17%
<b>EAL</b>	11%	89%	22%
<b>Not EAL</b>	29%	71%	14%
<b>Gap</b>	18	18	7%
<b>Maths %</b>	20%	80%	17%
<b>EAL</b>	22%	78%	11%
<b>Not EAL</b>	19%	81%	19%
<b>Gap</b>	3	3	8

Commentary: our only significant gap is the % of children achieving expected or above in writing. However, the EAL children are outperforming the non EAL children.



## Attainment Gaps for SEN and Non SEN pupils

(3 SEN; 27 not SEN)

	Below	EXS (or above)	GDS
<b>Reading %</b>	17%	83%	20%
<b>SEN</b>	67%	33%	0%
<b>Not SEN</b>	11%	89%	22%
<b>Gap</b>	56	56	22
<b>Writing %</b>	23%	77%	17%
<b>SEN</b>	67%	33%	0%
<b>Not SEN</b>	19%	81%	19%
<b>Gap</b>	48	48	19
<b>Maths %</b>	20%	80%	17%
<b>SEN</b>	67%	33%	0%
<b>Not SEN</b>	15%	89%	19%
<b>Gap</b>	52	56	19

Commentary: it would appear that we have a significant gap in attainment between SEN and non SEN pupils at KS1. Please see review of previous objectives below.

## 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 significantly large to base an analysis on. In addition, the child is on the SEN register and her issues are felt to be more to do with this than her ethnicity.

### **Example: Attendance (should be analysed by protected group)**

Unauthorised absence was only 0.6% of sessions – insignificant number to analyse by protected group.

There were only 2 exclusions during the year. They were both for the same child. He has now left the school.

There were just 2 prejudice related incidents 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. Our new focus on “We Are One” should lessen these even further.

### **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.*

<b>Examples</b>	<b>Steps the school / setting has taken</b>
Social and Emotional Wellbeing:	The Foundation Stage 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(ren) start the school.
Pupil Voice:	School council meets fortnightly and is made up of every child in the school meaning every child has a voice. Real decisions are made during these meetings which impact on the life of the school.
Community Links:	Our Y2 and Y5 classes visit three local care homes at Christmas to sing for them. We are twinned with a school in Cambodia and visits from members of the parish mean we can learn about life there almost firsthand. 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. As part of their learning about other faiths, children from years 3 and 4 have visited the local Hindu Samaj and we have also had visitors from the local Hindu and Jewish communities in recent years. This year, Y6 will be visiting the synagogue in Colchester. We have strong links with both the Northgate and St Albans clusters: both other feeder schools and the secondary schools. We have strong links with our parish community and parish priest.
Removing Barriers and Reasonable Adjustments:	The school office use text messaging and emails for contacting parents / carers. Staff are always available to “meet and greet” at the beginning and end of each day. We operate an open door policy. The school is on a flat campus which is readily accessible.

**Analysis/comments:**

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 voice all children have at our school through our School Council and the strong and varied community links we have.

Things we would like to improve:

Increased parental and pupil involvement in the process of ensuring equality of opportunity for all groups and greater ownership of the process for all. See action point 2.

## **Section 4 - Eliminate Unlawful Discrimination, Harassment and Victimisation**

<b>Examples</b>	<b>Steps the School has Taken</b>
Exclusions Data:	We will only exclude in extenuating circumstances.
Victimisation and Discrimination:	We review our recruitment procedures on a regular basis and senior staff (HT and DHT) and a governor (Mr Ahmed) have all undertaken Safer Recruitment training.
Monitoring of Incidents:	All staff are required to monitor and record prejudice related incidents. The HT 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 (Raza Ahmed).</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 are currently reporting to county, we are keen to take a more proactive approach to this through our “We are One” theme to promote total equality and completely eradicate any victimisation or discrimination. See action point 2.</p>

## **Section 5 - Participation and Engagement**

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

<b>Examples</b>	<b>Steps the School / setting has taken</b>
Pupil Voice:	All pupils have had class discussions during philosophy / 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 (e.g. Anita Jennings on EAL).
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 DH and equalities governor 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:

Increased parental and pupil involvement in the process of ensuring equality of opportunity for all groups and greater ownership of the process for all. See action point 2.

## **Section 6: Our Equality Objectives**

We have considered the information collected above and have identified 4 key objectives that our school will focus on this year. These objectives will help us to meet the three arms 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 lessen variation in attainment and progress between boys and girls at KS2, particularly in reading and SPAG.

2.To have an all pervading theme of “We Are One” in our school, bought into by all stakeholders.

3.To update school policies to ensure equality is a priority in areas such as admissions, anti bullying, attendance, behaviour, SEN and staff pay.

\* Equalities information will be updated annually in April 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 2016 – July 2018

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
<p>To lessen variation in attainment and progress between boys and girls at KS2, particularly in reading and SPAG.</p>	<p>-Ensure all staff are aware of the current progress and attainment trends in school (especially the variation in attainment between boys and girls at KS2).</p> <p>-Ensure that the emotional and social wellbeing of the boys in Y6 does not become a barrier to learning / progress / attainment.</p> <p>-Ensure that boys who are at risk of not meeting the nationally expected standard at the end of KS2 or are at risk of making insufficient progress have weekly booster sessions in both maths and literacy from January 2017.</p> <p>-Ensure the progress and attainment of boys in Y6 is</p>	<p>-Jill Sandvig (HT) to ensure all staff are aware of current progress and attainment trends in school (especially the variation in attainment between boys and girls at KS2) through a PD day presentation in September 2016.</p> <p>-Sue Dunn (Y6 teacher) to run a weekly focus group (under the guidance of Kate Riddall (SENCO)) with 5 boys to promote social and emotional wellbeing.</p> <p>-Sue Dunn (Y6 teacher and literacy lead) and Collette Duhamel Newton (maths lead) to run weekly booster sessions with at risk boys from January 2017.</p> <p>-Jill Sandvig (HT) to monitor this through pupil progress meetings.</p>	<p>September 2016 – July 2017</p>	<p>KPI: Assessment data will show decreasing variation between boys and girls at KS2, particularly in reading and SPAG.</p> <p>The emotionally / socially vulnerable boys in Y6 will feel more confident and have higher self esteem and issues such as these will be less of a barrier to progress and attainment for them. This measure is good practice and we are unable to provide hard evidence.</p>

	closely monitored.			
To have an all pervading theme of “We Are One” in our school, bought into by all stakeholders.	<p>-To embed the overarching theme of “We Are One” into the school</p> <p>-To ensure all stakeholders are fully bought into this theme, through:</p> <p>--All staff being briefed on what the theme means for St Mary’s</p> <p>--A series of assemblies, Masses, themed days, share afternoons on the theme for the children</p> <p>--Parents briefed on what the theme means for St Mary’s and invited to themed Masses, assemblies and share afternoons</p>	<p>-Jill Sandvig (HT) to deliver powerpoint to all teachers and TAs on the 9 protected characteristics and what the “We Are One” theme will look like at St Mary’s. September 2016.</p> <p>-Jo Measham (DHT) to brief MDSAs on the 9 protected characteristics and what the “We Are One” theme will look like at St Mary’s. September 2016.</p> <p>-Jill Sandvig (HT) and Fr John (Parish Priest) to prepare whole school Masses on the theme “We Are One”.</p> <p>-Class teachers and Fr John to prepare class Masses on the theme “We are One”.</p> <p>-Class teachers to organise a “We Are One” themed afternoon which parents are invited to, culminating in an assembly (18<sup>th</sup> Nov 2016).</p> <p>-Jill Sandvig (HT) to deliver powerpoint to parents on the 9 protected characteristics and what the “We Are One” theme looks like</p>	September 2016 – July 2018	<p>KPI: there will be no prejudice related incidents reported to county for academic year 2016 – 2017</p> <p>KPI: stakeholder questionnaires following activities running as part of the theme and the theme itself will show a positive response.</p> <p>There is an all pervading sense of “We Are One” in the school, amongst staff, children, parents and all other stakeholders. All stakeholders challenge behaviour which does not conform with this and behaviour which does is overtly seen in day to day life. This measure is good practice and we are unable to provide hard evidence.</p>

		at St Mary's at the curriculum evening on 4 <sup>th</sup> October 2016.  -Jill Sandvig to use questionnaires to invite feedback on the activities running as part of the theme, and on the theme itself.		
To update school policies to ensure they are consistent with the Equality Act (2010) and that all in the school community understand their duties to uphold this.	-To update policies with equality statements and intentions as they come up for review at governing body meetings	-Jo Measham (DH) to attend meetings and advise on policy wording -Teresa Rowland (school business manager) to advise as policies come up for review and update as appropriate	April 2015 – April 2017	KPI: all policies and documentation to be updated to include compliance with the Equality Act by April 2017.  Equality will be at the core of everything we do at St Mary's and enshrined in policies and documentation to reflect this. This measure is good practice and we are unable to provide hard evidence.
<p><b>Monitoring arrangements:</b></p> <p>-The monitoring of staff responsibilities to be carried out termly by Jo Measham -The monitoring of SLT responsibilities to be carried out by Raza Ahmed through a termly minuted meeting.</p>				
<p><b>Review dates:</b></p> <p>-Termly review of actions -Annual review of objectives (September)</p>				

## Review of previous objectives:



1. To lessen variation in attainment in writing between SEN and non SEN children particularly at KS1.
  - a. All staff are now aware of the current progress and attainment trends in school (especially the variation in attainment in writing between SEN and non SEN children at KS1)
  - b. All staff have now undertaken CPD on ASD and SLT ensuring they are better informed on planning for and teaching SEN children to help them make the most progress possible.
  - c. All SEN children now have an individual pupil profile which is reviewed and renewed half termly.
  - d. The current data appears to show that we still have a significant gap in attainment between SEN and non SEN pupils at KS1. However, several points should be taken into account: a) there are only 3 children on the SEN register in the 2015 – 2016 cohort meaning each child represents 33%; b) one of these children has got extremely significant needs and has an EHC Plan; c) in the current Y2 cohort, there is only 1 SEN child (meaning statistical analysis on numbers at the end of this year will be insignificant) who is being given extensive support including through Elkin and spelling programmes. As such, the gap between SEN and non SEN at KS1 will no longer be an objective but the one SEN child in the class will, of course, still be very closely tracked. We feel that currently, the gap between girls and boys at KS2 is of more pressing concern.
  
2. To increase parental involvement in ensuring equality throughout the school community.
  - a. The school's workbook and action plan were published on the website and comments were invited from the parents. However, no comments were received.
  - b. Questionnaires were distributed to gather information on how well stakeholders feel we treat everyone fairly and with equal opportunity at St Mary's. However, only 2 responses were received, both of which were very positive.
  - c. Eileen Martin (previous SENCO) worked hard to ensure greater parental involvement in SEN. This was very successful ensuring that there was significant input from parents into our SEN local offer and there is now far greater collaboration with parents over children's IEPs. Kate Riddall (current SENCO) is ensuring this pattern of parental involvement continues through regular SEN dropins and rigorous monitoring of SEN activities involving parents.
  - d. Parental involvement will remain an objective but it will now be considered as part of our "We are One" theme to try and encourage more interest than questionnaires etc sent out this year received.
  
3. To update school policies to ensure they are consistent with the Equality Act 2010 and that all in the school community understand their duties to uphold this.
  - a. Policies are being updated as they come up for review at governing body meetings. Already updated: behaviour, admissions, anti-bullying and pay. To be updated by April 2017: SEN and attendance.