

St Mary's RC Primary School Studley - Equalities Information and Objectives

St Mary's have used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

STAGE 1: UNDERSTANDING OUR SCHOOL COMMUNITY – PUPILS

What is the school profile?

- How many children are on roll at the school?

232 Pupils in total

- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available:

Ethnic Categories							
White British	189	White & Black Caribbean	2	Indian	2	Any Other Black Background	1
Irish	4	White & Asian	1	Pakistani	0	Refugee	0
Any other white background	14	White & Black African	3	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	11	Any other Asian background	0	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	2	Black Caribbean	1	Information Refused	0
White European	0	Any other Chinese background	0	Black African	2	Information Not Obtained	0

Disability Categories					
Not Collected		Needs Medication		Other Disability / Health Problem	0
No disability	230	Problems with Incontinence	0		
Problems with Mobility	1	Problems with Communication	0		
Problems with Hand Function	0	Problems with Hearing	0		
Problems with Personal Care	0	Problems with Vision	0		
Problems with Eating and Drinking	0	Problems with ASD / Aspergers	1		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	90.51	210
School Action	7.32	17
School Action Plus	1.29	3
Statemented	0.86	2

Gender	
Girls	116
Boys	116

Religion & Belief					
Anglican	3	Church of England	0	Sikh	1
Baptist	0	Hindu	1	No Religion	6
Buddhist	0	Jewish	0	Other Religion	2
Catholic	166	Methodist	0	Unknown	
Christian	53	Muslim	0		

No Information was available on the protected characteristics of:

- **Gender Reassignment** and
- **Sexual Identity**

STAGE 2: UNDERSTANDING THE INFORMATION GATHERED

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents

1) Admissions

Having viewed recent information about the local community it appears that the school is less diverse than that of its local community. The local demographics detail a larger proportion people from backgrounds other than 'white British' living in the area but this is not reflective of the pupils in the school.

We only collect very limited diversity data during the admission process which relates to protected characteristics. These are gender, SEN and some details on certain religions which appertain to admission to faith schools. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The first time we collect wider diversity data is during the autumn term when we complete a census type form for the Local Authority.

Equality Objective: Develop a process to better engage with all communities in our local area.

Why: From our wider analysis of our school profile against the demographics of the local area we know that our intake is not entirely representative of the area's ethnic mix. This is primarily because we are a voluntary aided faith school which is set up to serve the Catholic community in Studley however we are fully committed to ensuring our children understand our local community better.

How: Every term we hold a community cohesion week. Autumn term WEEK1 Focus - ***The religious dimension of the UK***. For that week the children have an opportunity to understand the main religions of the world. Each class focuses on a different religion and as they move through the school will have obtained a solid grounding in the beliefs and practices of all the main world religions. The children will have opportunities to visit places of worship and have visitors from other faith groups into class to talk about their own religious beliefs. Spring Term - WEEK 2 ***The local dimension***- during this week the children have an opportunity to get out into the local community and learn more about what it is like to live and work in Studley. Again each class has a different focus so as they move through the school their knowledge of life in Studley will grow and develop. WEEK 3 - ***The International Dimension*** – each class in this week studies a different country around the world and on different continents. As the children move through the school they will have studied 7 countries in all parts of the world and will have a good grounding of the cultures, beliefs and lives of the people from all sorts of diverse nations.

Outcome The children will have a useful insight into the make up and needs of the whole community in which the school works.

2) Attainment

Equality Objective: To explore and understand gender issues further so that the school can begin to narrow any gaps between boys and girls.

Why: Our schools local statistics **do not** match the findings of national statistics (2010/11) where girls outperform boys at Key stage 2. In our school in English the % of boys attaining Lv4 + was 95% compared to 81% for girls. In maths similarly 89% compared to 75% for girls and consequently combined English and maths 84% compared to 69. Also the trend is the same for progress 89% of boys made 2 levels progress in English compared to 63% for girls and 79% in maths compare to 69% for girls.

How: Evaluate the impact of current methods introduced in the previous academic year.
Explore best practice in schools locally and nationally who may have encountered similar issues.
To evaluate statistics during the year to see if this is a possible trend or was it specifically cohort related.

Outcome: We intend to use the information gathered to develop initiative to develop skills in writing and maths (see school development plan). We will evaluate the findings periodically to see whether the projects are successful in narrowing the gap between genders by the end of 2011/12.

3) Attendance

Equality Objective: To explore and understand the reasons for the absence and what support can be given to individual pupils particularly those who have disabilities or chronic health issues to begin to improve attendance rates.

Why: The schools attendance figures show that Disabled Pupils on roll ***do not*** have higher absentee levels than that of their peers. However a small number of children have 'chronic' health issues, which have an impact on their attendance % and consequently may be effecting their education.

How: We will make sure that parents/carers are more fully involved in attendance evaluation and communication systems developed in order to regularly keep teachers and SLT informed as to current attendance status of any child who fits this category. We will also involve specialist services i.e. Integrated Disability Service (IDS)/ EWO to help improve the situation should it be deemed necessary.

Outcome: To increase the attendance of children with a disability or chronic health issues to a similar level of those without a disability. We will of course continue to apply a reasonable adjustment taking into account the needs of some children to attend medical appointments.

4) Exclusions

Equality Objective: To ensure that the number of exclusion remains 0.

Why: The school has no record of exclusion for the last 4 years.

How: Not applicable

Outcome: Not applicable

5) Prejudice Related Incidents

Equality Objective: To lessen the chances of the word 'Gay' being used negatively throughout the school.

Why: Occasionally inappropriate language, which refers to a persons' sexual orientation, is used on the playground and the goal is to eliminate any word associated with sexual orientation.

How: Staff will note any incident of inappropriate language and the head teacher will speak to the child and challenge the use of derogatory words. Incidents will be noted and should the use of such language continues it may be necessary to speak parents and discuss the problem.

Outcome: To eliminate the number of prejudice related incidents on the playground.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:

In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus which celebrates and expands the children's knowledge of other religions and visit to different places of worship will be part of our school curriculum activities. We will also continue to celebrate different religious festival throughout the year. This will however be proportionate according the pupils on role.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for St Mary's school will monitored by the governing body quarterly by Mrs Juwah our community cohesion governor.

6) Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve

How: We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct a survey of existing staff to collect additional diversity data. This will happen in the autumn term. We will then map this new information against the demographic data we hold. When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, sift, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

7) Equality Objective: To retain a diverse workforce.

Why: Having recruited a diverse workforce we want to keep them

How: From some anecdotal evidence and national data, we know that the issue of isolation is a key reason why some staff either do not apply or leave the area. We will encourage staff to join the staff networks and liaise with them regularly about ways to reduce their feelings of isolation.

Outcome: A diverse workforce that feels valued and included.

8) Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: A professional workforce that feels valued and that they have been given every opportunity to develop their professionalism.

We will measure the success of this by conducting annual staff surveys.