

St Margaret Clitherow RC Primary School
Equalities Information for Stakeholders (Impact Assessment)
July 2018

All schools have a legal duty to ensure equalities, particularly for the following protected characteristics:

- Disability
- Gender (sex)
- Gender identity and reassignment
- Pregnancy and maternity
- Race and ethnicity
- Religion and belief
- Sexual orientation

Our procedures to deliver equalities are detailed in our Equality and Diversity Policy. The following information is provided to help parents, carers and other stakeholders to understand how we identify any equality concerns in the school and how we are working to improve outcomes in these and other relevant areas.

We have tried to make this information as accessible as possible and should you require any further information please do contact Miss Puccio via the school office.

The Governing Body are keen to receive any feedback on the quality of the information that you have received through this document.

All parents and carers are encouraged to share information with us relating to the protected characteristics in order that we are able to meet their needs. Any information shared will always be treated in the strictest confidence.

1.0 General school context

With 236 pupils on roll, the school is an average sized one form entry Catholic Primary School. Although situated in the Broadwater area of Stevenage, we attract pupils from 10 different wards across Stevenage.

2.0 Disability

The school was rebuilt in 2000 and benefits from being fully accessible. However, parent consultation arrangements were altered in 2010 to respond to the need to ensure fair and easy physical access for all parents and carers.

The school has installed a Soundfield audio system in classrooms across the school (Yr 1 to Yr 6). Soundfield is an amplification system which enables all pupils to hear the spoken word clearly; it can also be used so that pupils sharing their work can be heard clearly. This is benefiting all pupils and staff, while also meeting the specific needs of individuals with hearing disabilities.

Although the hall does not benefit from a soundfield system, additional wireless lapel microphones were purchased in 2016 and can be used in this environment

A ramp in the centre of the school was replaced with a mechanical platform lift to enable free access to both levels of the school building.

Lockers were introduced into all corridor areas in September 2016 in order to improve disabled access in cloakroom areas.

The visual impairment team continues to advise about the impact of the environment on such pupils. Improvements made in relation to this include:

- Increased contrasts in key areas including outside
- Painting of step edges as necessary
- Maximising light and shade in classrooms

See also section on Special Educational Needs

4.0 Gender

The current school gender balance is: 43%Girls 57% Boys

There are boy heavy cohorts in each Key Stage; class teachers are aware how this may impact upon dynamics and respond carefully to the needs that this may create.

By the end of KS1 both boys and girls achieve above the national average but girls out-perform boys, particularly in writing. This is currently being monitored and will inform future actions which aim to close our gap between girls and boys. The gaps between boys and girls is narrowing in maths and reading.

By the end of KS2 gender comparisons change from year to year, according to cohorts. In 2016 Boys and Girls achievement was significantly above the national average for genders in each subject. In reading the gap has narrowed and their performance is broadly similar; in writing girls achieve significantly higher (this is the same nationally); and in maths, boys out-perform girls significantly. We continue to develop strategies to set high expectations to all, regardless of gender.

Equality of opportunity is promoted for all activities. There are, however, some occasions in sport where a league that is entered has its own age appropriate rules about participation. These rules are adhered to. However, opportunities for participation in a wide range of sports through the curriculum and clubs is offered to all pupils.

5.0 Gender identity and reassignment

Pupils are taught about the negative impact of gender stereotypes/expectations on individuals and groups. Any issues, particularly relating to language and attitudes, are dealt with proactively and confidently by all staff.

Our new Relationships and SexEducation Policy and scheme of work actively challenges stereotyping in all its forms, especially in relation to gender or sexual identity. The unique value of all people underpins all aspects of RSE policy and provision.

6.0 Race and ethnicity

6.1 Minority ethnic groups

40% of the student population are from minority ethnic groups with a growing number of pupils from eastern European, African and Filipino backgrounds. The school has 13 of the 17 ethnic groups. Minority ethnic group perform very well compared to other pupils and as such it is the White British groups that are underperforming in comparison.

The growing diversity of our community enhances our school. The curriculum provides opportunities to explore and celebrate the diversity of the school. Diversity is actively celebrated through a display in the hall which is updated annually to reflect the full school community and through participation in events such as Black History Month. Minority ethnic groups continue to achieve well against White British groups within the school and compared to groups nationally. The achievement of these groups continues to be monitored carefully.

Any incidents of a racial/homo-bi/transphobic nature are dealt with according to school policy and are dealt with quickly, fairly and with sensitivity. Full records are kept of any incidents. Such incidents are of a very rare nature. The school curriculum, through PSHE, RE and other curriculum links aims to widen pupils' horizons, celebrate diversity and tackle any misconceptions.

The school responds proactively to situations in wider society that may impact on the school. Following Brexit decisions in July 2015, our Polish community felt particularly vulnerable in wider society (outside of school). We responded with a week of dedicated activities during SHINE week which celebrated the diversity of our community and encouraged all children and parents to work together.

6.2 Pupils for whom English is not their first language (EAL)

34% (Nat 21%) of pupils have a first language which is not English with a growing proportion of Polish pupils in particular entering school with no English at all.

At both KS1 and KS2 these students perform well and above the national average for this group, a large proportion achieving beyond expected progress rates. In the EYFS a growing proportion of EAL children are arriving with less English and as such in 2014 we sought the advice of an adviser for EAL and in 2015-16 this was a focus for developing the language rich environment of the EYFS. New assessment procedures for pupils with EAL were put in place and this has enabled us to accelerate the progress of such pupils very early on. Achievement of this group continues to be monitored very carefully.

7.0 Pregnancy and maternity

The school is always keen to accommodate the particular needs of nursing / pregnant visitors to the school and makes every effort to ensure that adequate accommodation is offered for this. Staff returning to work following maternity leave are supported on an individual basis.

8.0 Religion and belief

The religious make up of the student population is as follows:

94 % Catholic 5% Other Christian 1% no faith background

Non catholic pupils currently form a very small group in our school and as such staff are aware that they could potentially be vulnerable; staff ensure, therefore, that they do not become isolated by recognising and valuing all Christian traditions.

All pupils are involved fully in the life of the school and there is an 'open door' policy to ensure a warm welcome for all families.

Due to oversubscription, there are currently no pupils of a non-Christian faith in school. As part of curriculum RE all pupils from Yr 1 to Year 6 spend at least 5 hours per year studying Judaism and a further 3 hours per year studying Islam. In the RE scheme, as pupils get older they consider the views of a whole range of Christian denominations on key liturgical and social issues as well as a catholic viewpoint. This aims to ensure that they have a breadth of experience of world faiths and that they are not isolated in thinking that everyone believes the same things as them. They also consider the views of those who do not subscribe to any faith as part of their curriculum RE response.

9.0 Sexual orientation

Curricular work to prevent unintentional harassment, e.g. the use of homo/bi/transphobic language, has raised awareness amongst older pupils of the need to think carefully about the consequences of words and actions used and their impact upon others. Any incidents of homo/bi/transphobic language are dealt with swiftly, sensitively and with confidence by all staff.

The annual review of our Relationships and Sex Education Policy and Scheme, ensures that diverse and blended families are represented in the images used. These include same sex / civil partnership images. Healthy discussion is encouraged about the diversity of family types in a non-judgmental and fully inclusive manner.

10.0 Special Educational Needs

14 % of pupils are on the SEND register
11% of pupils have school based support
4% of pupils have support from external agencies
0% of pupils have an Education Health Care Plan EHCP, (formerly statement). This is a growing group. 4 additional EHCPs applications have been submitted.

The school invests significantly in the support of Special Educational Needs. Based upon recent data analysis, we wish to improve the rate of progress for identified pupils with SEND so that such pupils compare favorably with similar pupils nationally; however many pupils have very complex needs and often the reported data is not able to reflect the progress that has been made. School data suggests that interventions for these pupils have an excellent impact on their learning and progress.

This group continues to be monitored very closely; their progress is monitored carefully by the SENCO. Their smaller steps of progress demonstrate good progress based upon their starting points, particularly for those with very complex needs.

We have a strong reputation locally for being a very inclusive school and regularly promote SEND initiatives.

11.0 Eligibility for Free School Meals (FSM)

Currently the Government funds a proportion of the school budget based upon the number of pupils who are eligible for Free School Meals. This is because nationally, the statistics suggest that this group of pupils do not perform as highly as other pupils. This has been complicated by universal Free School Meals being made available to all infant children.

In our school the uptake of FSM is very low (6%) when compared with the national figure. We continue to promote the entitlement of FSM to parents through reminders in our school newsletter and at parent events throughout the year.

As the group is so small, it can be hard to compare the performance of this group against the national figures. We continue to monitor the progress of this group of pupils and aim to improve their rate of progress. Across the school, most disadvantaged pupils are working at broadly ARE+ in reading, and the large majority are working at ARE+ in writing and mathematics. Some of these pupils also have complex learning needs. Generally, school tracking data indicates that over the last three years individuals in this group achieve well from their individual starting points. A nominated Pupil Premium Governor ensure that the progress of this group is closely monitored and that funding received is beneficial to these pupils.

12.0 Attendance

No particular groups are identified as having attendance issues. This data continues to be monitored very carefully and robust protocols are adhered to in order to ensure that attendance is valued. The Herts County Council attendance officer is always alerted to any individual concerns.

13.0 Bullying

Incidents of bullying and harassment are extremely rare but are recorded and monitored according to the school policy. We always aim to identify problems before they reach such an extreme stage. They are also monitored according to groups involved (victims and perpetrators).

A proactive approach by the school supports this, including:

- Regular PSHE lessons which focus on bullying, hurtful behaviour and positive relationships
- The use of a playground buddy system (with training for pupils leading this)
- Communication boxes and question boxes as part of PSHE lessons
- Conflict resolution prompts on the playground
- Protective Behaviours work (including half termly update of a hand network)
- Training for staff
- A focus on pupil voice (including an active school council)
- An open door policy for parents

There are currently no patterns involving particular groups in this data set.