

# ST. EDWARD'S R.C. PRIMARY SCHOOL



## Public Sector Equality Policy

May 2016

Approved by staff: May 2016  
Approved by Governors: May 2016  
Review date: March 2017

## **Introduction:**

Welcome to Equalities at St Edward's Primary School. You will find here information about how the school ensures it meets its Specific Equalities Duties (These are things our school must do).

The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics: (school must take into account when publishing information).

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender Reassignment

## **General Duties:**

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

## **Specific Duties:**

### St Edward's School Equalities Information and Analysis

- You will find here information about our school community. All the information and analysis will be from school improvement plans, evaluations and student data. We intend to use the information to improve education for all groups in the school.

### Equality Objective – Action Plan

- Equality Objectives – Actions we will take after careful thought (analysis)

All the information is on the school website. It is called The Equalities Policy. If you have any ideas that you think will help us or would want to be part of Equalities at our school please contact Ms D. Tatnell (Inclusion Manager/Assistant Head Teacher.).

## St Edward's School Equalities Information and Analysis

### Section1. Who Comes to Our School?

This is our school population.

Number of pupils on roll	465
% of pupils with SEN support, SEN statement or EHC Plan	17%
% of pupils with English not as first language	70.3%
% of pupils eligible for free school meals	21.1%

These are the groups of people we need to plan services for. As a school, our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		St Edward's Primary School	National Data
		%	%
Gender	Girls	47.1	49.0
	Boys	52.9	51
Ethnicity: White	White British	0.6	70.4
	Irish	0.0	0.3
	Any other White background	10.7	5.1
Ethnicity: Mixed	Mixed White & Black Caribbean	2.5	1.4
	White & Black African	0.8	0.6
	White & Asian	0.6	1.1
	Any other mixed background	5.1	1.8
Asian or Asian British	Indian	10.7	2.7
	Pakistani	0.3	4.1
	Bangladeshi	0.3	1.7
	Any other Asian background	2.5	1.7
Black or Black British	Caribbean	6.5	1.3
	African	17.8	3.5
	Any other Black background	6.8	0.7
Chinese		0.3	0.4
Any other ethnic gp		34.5	1.6
Religion/Belief	Catholic	100%	
	Christian		
	Hindu		
	Sikh		
	Other		

Main SEN	SEN support	Statement/EHC
Specific Learning Difficulty	2	
Moderate Learning Difficulty	12	
Profound and Multiple Learning Difficulty	1	
Social, Emotional and Mental Health	0	
Speech, Language and Communication	10	
Hearing Impairment	1	
Autistic Spectrum Disorder	2	1
SEN support but no specialist assessment or type of need	49	
Other difficulty/Disability	1	
School Total	78	1
Percentage of school roll	16.8	0.2

#### School Population Stability

Year	School	National
2013	91.9	85.8
2014	92.7	85.9
2015	92.4	85.9

#### **Comment:**

**Gender:** Boys outnumber girls in our pre-compulsory year group, year 1, 2 and 3; however this is reversed in year 4, 5 and 6.

**Ethnicity:** Our largest ethnic groups are African and Any other Ethnic group, this is primarily made up of pupils from the Philippines, accounting for 27.47% of the school. These two groups account for 52% of the total school population, compared to the National figure of just 9.4%.

**Free School Meal Eligibility:** The number of pupils eligible for free school meals has risen steadily over the last 3 years but it still remains below the National average (4.9%).

**Special Educational Needs:** The percentage of pupils with SEN is higher than the National average. The two main areas of SEN for our pupils are Speech, Language and Communication Needs (SLCN), Moderate Learning Difficulties and there are a large percentage of pupils who do not have a Specialist Assessment of type of need. There is currently a child who has an EHC plan and three pupils who have High Needs Funded (a provision provided by Newham).

**School Population stability:** Over the past three years, our school population stability has been steady within 90%, with a very slight decrease between 2014 -2015 (0.3%), For the last three years the school's stability has been above National data

#### **Development:**

To review and amend the SEN register and ensure appropriate primary needs have been recorded, especially those pupils with MLD or without specialist assessment.

To continue to develop tracking systems of our vulnerable groups to raise attainment and achieve accelerated progress.

## Attendance

	2013		2014		2015	
	School	National	School	National	School	National
<b>Absence</b>						
% Persistent Absentees (15% or more)	3.0	3.6	0.8	2.8	1.4	2.7
% of sessions missed due to Overall Absence	4.6	4.8	2.9	3.9	3.1	4.0

### Comment:

Over the last three years, attendance has remained within the 90% and is higher than the national average. Attendance in 2014 was very good at 97.1% but this slightly fell in 2015 by 0.2.

While there was a good improvement in Persistent Absentees (2.2%) in 2014, it should be noted that there was a very slight decrease from 2014 -2015 (0.6%).

This pattern is similar to Overall Absences in that there is a decrease in 2014 of 1.3% but a slight rise in 2015 of 0.2%

### Development:

Inclusion Manager and the Attendance Manager to review Attendance Policy and update to ensure the pattern of increases in absences in 2015 are not continued into 2016.

Introduce attendance awards across the school every term.

## Section 2. Advance Equality of Opportunity between those people who share a protected characteristic and those who do not

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

**Table 4.2.5: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2015 (KS1.2A)**

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<b>All Pupils</b>	58	16.4	16.1	58	16.9	16.6	58	15.8	15.3	58	16.4	16.4
<b>Gender</b>												
Male	32	15.0	15.7	32	15.4	16.1	32	14.5	14.6	32	15.1	16.4
Female	26	18.1	16.6	26	18.8	17.2	26	17.4	16.1	26	18.0	16.5
<b>Free School Meals*</b>												
FSM	13	14.1	14.8	13	14.5	15.2	13	13.6	14.0	13	14.1	15.2
Non FSM	45	17.0	16.6	45	17.6	17.1	45	16.4	15.8	45	17.0	16.8
<b>Children Looked After</b>												
CLA	0	-	13.3	0	-	13.8	0	-	12.5	0	-	13.7
Not CLA	58	16.4	16.1	58	16.9	16.6	58	15.8	15.4	58	16.4	16.4
<b>Disadvantaged pupils</b>												
Disadvantaged pupils	13	14.1	14.8	13	14.5	15.2	13	13.6	14.0	13	14.1	15.1
Other pupils	45	17.0	16.6	45	17.6	17.1	45	16.4	15.8	45	17.0	16.9
<b>English as a First Language</b>												
English or believed to be English	11	16.0	16.2	11	16.5	16.8	11	15.7	15.5	11	15.9	16.5
Other than English or believed to be other	47	16.4	15.7	47	17.0	16.0	47	15.8	15.0	47	16.5	16.1
Unclassified	0	-	12.4	0	-	12.4	0	-	11.5	0	-	13.3
<b>Special Educational Needs</b>												
No SEN	37	18.0	16.9	37	18.8	17.4	37	17.4	16.1	37	17.9	17.1
SEN support	21	13.4	12.5	21	13.6	12.8	21	12.9	11.6	21	13.7	13.2
SEN with statement or EHC plan	0	-	7.6	0	-	7.8	0	-	6.9	0	-	8.0

## Attainment at Key Stage 2

**Table 4.3.2: Key Stage 2 Proportion achieving or surpassing Level 4 in tests (KS2.4A)**

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
<b>All Pupils</b>	59	92	80	Sig+	59	97	87	Sig+	59	98	89	Sig+	59	97	87	Sig+	59	95	80	Sig+
<b>Gender</b>																				
Male	29	93	77	Sig+	29	100	87	-	29	97	87	-	29	97	83	-	29	97	76	Sig+
Female	30	90	83		30	93	87	-	30	100	91	-	30	97	91	-	30	93	84	-
<b>Free School Meals*</b>																				
FSM	18	83	70		18	94	80	-	18	100	83	-	18	89	79	-	18	94	71	Sig+
Non FSM	41	95	84		41	98	90	-	41	98	92	-	41	100	90	-	41	95	84	-
<b>Children Looked After</b>																				
CLA	0	0	53	-	0	0	65	-	0	0	71	-	0	0	63	-	0	0	56	-
Not CLA	59	92	80	Sig+	59	97	87	Sig+	59	98	89	Sig+	59	97	87	Sig+	59	95	80	Sig+
<b>Disadvantaged pupils</b>																				
Disadvantaged pupils	18	83	70		18	94	80	-	18	100	83	-	18	89	79	-	18	94	71	Sig+
Other pupils	41	95	85		41	98	90	-	41	98	92	-	41	100	90	-	41	95	84	-
<b>Prior Attainment</b>																				
Low	7	57	33	-	7	71	53	-	7	100	58	-	7	86	47	-	7	71	34	-
Middle	38	95	88	-	38	100	93	-	38	97	95	-	38	97	95	-	38	97	87	-
High	13	100	99	-	13	100	100	-	13	100	100	-	13	100	100	-	13	100	100	-
<b>Non-mobile pupils</b>																				
Pupils on roll throughout years 5 & 6	58	91	81		58	97	88	Sig+	58	98	90	Sig+	58	97	88	Sig+	58	95	81	Sig+
<b>English as a First Language</b>																				
English or believed to be English	10	70	81	-	10	80	87	-	10	100	90	-	10	90	88	-	10	80	80	-
Other than English or believed to be other	49	96	77	Sig+	49	100	86	Sig+	49	98	84	Sig+	49	98	83	Sig+	49	98	80	Sig+
Unclassified	0	0	43	-	0	0	54	-	0	0	54	-	0	0	49	-	0	0	47	-
<b>Special Educational Needs</b>																				
No SEN	45	100	90	-	45	100	94	-	45	100	95	-	45	100	95	-	45	98	89	-
SEN support	14	64	43		14	86	64		14	93	68		14	86	57	Sig+	14	86	45	Sig+
SEN with statement or EHC plan	0	0	16	-	0	0	26	-	0	0	30	-	0	0	21	-	0	0	20	-

Following Christ we reach our goals

**Comment:**

**Attainment at Key Stage 1:**

**Average Point Score at KS1**

The average point score of **all** pupils in **all NC Core Subjects, Reading and Writing** was **slightly above National Average**. **Mathematics** was **in line with the National Average**.

**Gender:**

**Girls** were **slightly above National Average** in **all NC Core Subjects, Mathematics, Reading and Writing**, however boys were **below National Average** in all areas.

Girls outperformed boys in all areas.

**Free School Meals:**

The average point score of our **FSM** pupils in **all NC Core Subjects, Mathematics, Reading and Writing** was **below National Average**.

NFSM outperformed our FSM pupils in all areas.

**Disadvantaged Pupils:**

The average point score of our **Disadvantaged** pupils in **all NC Core Subjects, Mathematics, Reading and Writing** was **below National Average**.

Other pupils outperformed our Disadvantaged pupils in all areas.

**English as an Additional Language:**

The average point score of our **EAL** pupils in **all NC Core Subjects, Mathematics and Reading** was **slightly below National Average**. **Writing** was **slightly above National Average**.

Our NEAL slightly outperformed our **EAL** pupils in all areas.

**Special Educational Needs:**

The average point score of our **SEN** pupils in **all NC Core Subjects, Mathematics, Reading and Writing** was **slightly above National Average**.

Our NSEN pupils outperformed our **SEN** pupils in all areas.

**Non-Mobile Pupils (pupils on roll throughout yr 5&6):**

Percentage of **non-mobile** pupils achieving Level 4+ in **all subjects** was **above National Average** and was **significantly above National Average** in **Mathematics, Reading, Writing** and **GPS**.

**Term of birth:**

Percentage of Low attaining pupils achieving Level 4+ in **Mathematics, Reading, Writing, 3 subjects (combined) and GPS** was above National Average.

Percentage of Middle attaining pupils achieving Level 4+ in **Mathematics, Reading, Writing, 3 subjects (combined) and GPS** was above National Average.

Percentage of High attaining pupils achieving Level 4+ in **Mathematics, Reading, Writing, 3 subjects (combined) and GPS** was in line with National Average.

## Attainment at Key Stage 2:

### Percentage of pupils achieving Level 4+

Percentage of all pupils achieving Level 4+ in **Mathematics, Reading, Writing, 3 subjects (combined) and English Grammar, Punctuation & Spelling (GPS)** was **significantly above National Average**.

#### Gender:

Both **girls** and **boys** were **above National Average** in **Mathematics, Reading, Writing, 3 subjects (combined) and GPS**, with boys being **significantly above National Average** in the **3 subjects (combined) and GP**.

Boys achieved higher than the girls in Maths and GPS but girls did better in reading. The genders were equal for writing.

#### Free School Meals:

Percentage of **FSM** achieving Level 4+ in **Mathematics, Reading, Writing and 3 subjects (combined)** was **above National Average**. Their attainment in **GPS** was **significantly above National Average**.

Compared to NFSM, our **FSM pupils** only achieved higher in **Reading** and were nearly equal in **GPS**.

#### Disadvantaged Pupils:

Percentage of **Disadvantaged Pupils** achieving Level 4+ in **Mathematics, Reading, Writing and 3 subjects (combined)** was **above National Average**. Their attainment in **GPS** was **significantly above National Average**.

Compared to other pupils, our **Disadvantage Pupils** only achieved higher in **Reading** and was nearly equal in **GPS**.

#### English as an Additional Language:

Percentage of **EAL** pupils achieving Level 4+ in **Mathematics, Reading, Writing, 3 subjects (combined) and GPS** were **significantly above National Average**.

Compared to NEAL, our **EAL** pupils achieved higher in **Mathematics, Writing, 3 subjects (combined) and GPS**.

#### Special Educational Needs:

Percentage of **SEN** pupils achieving Level 4+ in **Mathematics, Reading and 3 subjects (combined)** was **above National Average** whereas **Writing and GPS** was **significantly above National Average**.

Compared to NSEN, none of our **SEN** pupils achieved higher in any of the areas.

#### Non-Mobile Pupils (pupils on roll throughout yr 5&6):

Percentage of **non-mobile** pupils achieving Level 4+ in **all subjects** was **above National Average** and was **significantly above National Average** in **Mathematics, Reading, Writing and GPS**.

#### Prior Attainment:

Percentage of Low attaining pupils achieving Level 4+ in **Mathematics, Reading, Writing, 3 subjects (combined) and GPS** was **above National Average**.

Percentage of Middle attaining pupils achieving Level 4+ in **Mathematics, Reading, Writing, 3 subjects (combined) and GPS** was **above National Average**.

Percentage of High attaining pupils achieving Level 4+ in **Mathematics, Reading, Writing, 3 subjects (combined) and GPS** **was in line with National Average**.

**Development:****Attainment at Key Stage 1:**

- To ensure more boys, FSM/Disadvantage pupils, EAL are achieving age expected levels in all areas, in comparison to their counterparts.

**Attainment at Key Stage 2:**

- To ensure more boys are achieving age expected levels in reading in comparison with the girls.
- To ensure more girls are achieving age expected levels in maths and GPS in comparison with the boys.
- To ensure more of our FSM /Disadvantage pupils achieve age expected levels in maths and writing in comparison to our NFSM pupils.
- To analyse the ethnicity of our NEAL pupils to ascertain patterns or trends.

**Teaching and Learning:**

- Strengthen teachers' pedagogy by developing differentiation and challenge.
- Increase intensity of phonics teaching to raise attainment.
- Extend the use of "My Response Is" (MRI) statements in all core subjects and implement the use of purple pen peer assessment.
- To maintain outstanding teaching and learning status by continuous CPD and performance management.

**Promoting opportunities for our School Community:**

<b>Areas</b>	<b>Steps the school has taken</b>
Teaching and Learning:	Inclusive plans containing differentiated activities for G&T, SEN and any other vulnerable group Setting in yr 6 into 4 groups SEND intervention programmes Pupil Premium TA support Regular parental workshops Involvement of outside companies e.g. writers, poets theatre groups Mid-term admission procedures Yr 6 Booster Classes
Student Progress:	Annual School reports Parents' Conference Evenings Use of translation services Termly SEN reviews with teachers and pupils Pupil Progress meetings Staff training – Mathematics, English and Inclusion practices
Participation:	Breakfast and 6 o'clock club Afterschool clubs Residential Visits Class Trips Swimming Sports Clubs School Choir/Orchestra Sports Days Parental workshops

	Class Assemblies School Council School fair Every child a musician Volunteers Mass and concerts at school's church
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**Comments:**

**Areas school has developed this year:**

Employment of a Maths consultant to support newly appointed Maths leader. Together they have carried out joint monitoring of plans and books, supported teaching in yr 3 and introduced new assessment procedures.

Appointment of an Afterschool (6 o'clock club) Manager to ensure excellent after school care provision.

Successful afterschool sports club – with various sporting teams winning many tournaments and trophies.

School choir regularly performs within and outside of school, members of which also perform as part of the Commonwealth Youth Choir.

**Areas we would like to improve:**

To continue to develop pupil voice with questionnaires designed for vulnerable groups

To raise the profile of our Catholic school through our Teaching School status.

To implement the International Primary Curriculum to celebrate the cultural diversity of the school and British Values.

To enhance teaching, learning and succession planning through National Teaching school programme.

To develop SMSC through extended RE provision throughout the school.

### Section 3: Foster Good Relations between people who share a protected characteristic and those who do not.

We want our school community to be 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.

Examples:	Steps the school has taken:
Social and Emotional Wellbeing:	Class assemblies Choir Clubs Social and Emotional Aspects of Learning Breakfast club School Council Booster classes for year 6 Mid phase admission and support Emotional support 1:1 Every Child a musician
Student Voice:	School Council Teaching and Learning Committee Child help generate success criteria Pupil questionnaires Peer Assessment
Positive Imagery	Displays: Black History Month /International Week Welcome boards School council notice board Inclusion board Investors in pupils display in classes Golden Ticket Awards Attendance Awards
Community Links	Head teacher's Diocese Meetings Subject leaders network meetings Lady of the Immaculate Conception Church Governors West Ham Football Club
Cultural ideas, Religion and Belief	Regular Mass in Church Weekly liturgical assembly Black History/International Week Celebrations Commonwealth Youth choir performances British Values
Removing Barriers and Reasonable Adjustments	Medical care Plans Individual and group interventions EHC/Statements Termly pupil progress meetings Differentiation in all lessons
Partnership with parents:	Regular Parental Workshops Fortnightly newsletter Visits to EYFS days Various class/whole school performances Parent Governor

**Comments:**

**Areas school has developed this year:**

School Council involvement with inclusion issues and delivering assemblies e.g. ASD - The invisible disability.

Weekly British Values Assembly

Teaching and Learning Committee leading a staff meeting to teachers, TAs and Governors

**Areas we would like to improve:**

For governors to be effective in their strategic decision making, continue to welcome governors into the school for a range of events especially develop the Governors' Termly Visits, ensuring there is time to meet with key subject leaders.

Develop outstanding learning links between the International Primary Curriculum, British Values and cultural diversity of the school.

**Section 4: Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010**

Examples:	Steps the school has taken:
Exclusion Data:	No exclusions Behaviour policy which is reviewed and updated annually Behaviour Rethink time led by Learning Mentor
Victimisation and Discrimination, Anti Bullying and Harassment:	No issues of these are apparent at the school. Anti bullying statements displayed across the school Anti bullying week Open door policy Staff are clear about expected behaviour and attitudes (guidelines in handbook)
Monitoring of Incidents:	All minor incidents are reported to the Learning mentor, who will investigate and resolve depending on the nature. All major incidents are reported directly to the Headteacher and reported in the Head Teacher's report for the Governing Body termly.
Training and Awareness raising about discrimination and bullying issues	Respect and Tolerance is inbuilt within the school ethos and day to day operations – Liturgical assemblies etc. Workshops and Assemblies for children Regular CPD sessions at Staff meetings

<p><b>Comments:</b></p> <p><b>Areas school has developed this year:</b></p> <p>Inclusion Manager appointed to raise profile of Equality.</p> <p>Analysis of the attainment of all vulnerable groups and appropriate intervention put in place.</p> <p>Staff training on ensuring equality for all people identified in the protected characteristics and how discrimination can impact of pupil's wellbeing and attainment.</p> <p><b>Areas we would like to improve:</b></p> <p>To develop recording systems to monitor any discriminatory behaviours</p> <p>To develop pupils and parents awareness of discrimination against people with the protected characteristics</p>
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## Section 5: Participation, Engagement and Satisfaction with Our Equalities Practices.

### How we have involved people in developing equality at our school

Examples:	Steps the school has taken:
School Councils:	Weekly meetings Attendance at local cultural events Widening agenda issues to include equality
Pupil Voice:	Teaching and Learning Committee School Council Questionnaires
Parents/ Carers/Guardians:	Questionnaires Parental Workshops
Staff	CPD Code of Conduct

### Workforce – staff and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. School Staffing England Regulations (2003) sets the Local Authority as the employer, however the Brentwood Diocese, the Headteacher and Governors exercise a responsibility as direct employer. We have adapted the Local Authority and the Catholic Education Services HR policies related to Recruitment, CPD and other areas of employer responsibility.

We currently have over 60 employees.

Area of focus	Significant information that we regularly address
Promoting opportunity	Opportunities to develop teachers for Middle management/Senior Leadership TA training for NVQ
Fostering good relations	Continual improvements to professional relationships with involvement of all staff at whole school training days and team building activities
Prohibiting harassment	On-going staff training to ensure all staff are up to date on expectations and sanctions relating to the equality duties