

EQUALITY ANALYSIS FOR ST MARYS CE PRIMARY SCHOOL 2018-2022

1. Please provide a short description of your school and the community it serves. Please include any information about the school ethos and atmosphere.

St Marys is a one form entry primary school in Rawtenstall with approximately 203 pupils on roll. Currently there 51% boys and 49% girls. Currently 29.8% are eligible for Free School Meals and 9.3% have SEND. 34% pupils are Bangladeshi, 43% are White British and 21% are Asian Pakistani and the rest are mixed ethnic origin. 31% of children speak English as an additional language. We believe the positive nurturing ethos of the school ensures that all children enjoy school and experience success. We work hard to ensure that our provision develops the whole child – academically, socially, morally and spiritually, so they are able to thrive in any community. The high levels of care, guidance and support ensure that every child is nurtured and supported irrespective of background or circumstance.

2. Do you have a Single Equality Policy or any other equality or equal opportunities policies or schemes? Please list.

POLICY	REVIEW DATE
Single Equality Policy	November 2022

3. Describe the sources of equality information (data, info, or intelligence about protected characteristics)

SOURCE	PURPOSE	WHO USES THE INFO	STORED
CPOMS	Collating information	Teaching staff DSL	Online
Pupil questionnaires	Gather opinion	Teaching staff, SLT	Analysis – Head's office
Parent questionnaires	Gather opinion	Head, SLT	Analysis – Heads office
Pupil Trackers	Monitor pupil's attainment and progress	Governors, Head, SLT, Teaching staff	Class files, teacher drive
Attendance data	Monitor attendance and punctuality	Attendance officer, Head, Teaching staff	SIMS
Serious Incidents Forms	Reporting of serious inappropriate behaviour	Head, DHT, SLT, all staff	CPOMS, Head's Office
Bullying forms	Recording allegations of bullying	Head, DHT, SLT, all staff	CPOMS
Racist incident forms	Record allegations of racist incidents	Head, DHT, SLT, all staff	Head's office
LSIP	Children's attainment compared to Lancashire and national averages	Governors, Head, SLT	Head's office

ASP	Children's attainment and progress compared to national averages	Governors, Head, SLT	Head's office
EHCP	Statutory information regarding provision for children with SEND	SENDCO, Headteacher, class teacher, TA, parents	Head's office
IEPs	Information regarding provision for children with SEND	SENDCO, Headteacher, class teacher, TA, parents	Head's office
Medical forms	Details of medical conditions which may require attention within the school setting	SENDCO, Headteacher, class teacher, TA, welfare staff, staffroom	Files in SENDCO office, First Aid room and staff room.

4 Can you identify any gaps or problems with equality information that you believe you should address in the future?

In future the collation of medical and disability information could be used to track the attainment and progress of pupils to assess the impact of their disability on their learning.

5 Can you provide any examples where the school used equality information to develop or change an aspect of school life or school activity?

A varied number of ethnicities are represented in school. As a result we ensure a wide variety of religious festivals are discussed and explored via assemblies as they occur throughout the year.

Use of ASP data identified a gender gap between girls and boys in maths in Yr6. A focussed intervention group was started, developing the confidence and reinforcing basic mathematical skills for these girls.

6 How do you consult, inform and engage with and/or involve people in developing, changing and running aspects of school life?

STRATEGY	EVIDENCE
Stakeholder questionnaires	Analysis
School Council	Minutes from meetings
GIFT Team	Minutes from meetings
Governors meetings	Minutes from meetings and visits to school
SLT meetings	Minutes from meetings
Staff meetings	Minutes from meetings

7 Are there any particular groups that you consult/engage with?

- School Council
- GIFT team
- St Mary's Church – Rev Casey
- BME group
- School Governors

- Parents via meetings and questionnaires
- Pupil via pupil voice questionnaires in KS2

7a. If there are any groups you need to target, how will you do this?

- Parent coffee mornings
- Meetings with agencies
- Parent workshops
- School website
- Newsletters
- Text messaging
- Letters home
- Social Media – School Twitter account

8 How is the data and information from your consultation and engagement processes used and stored? Please provide info about any systems that are in place to take these views of those consulted into account in proposals, decision-making and general management of school activities.

Analyses of consultations feed into the review of the school year. This in turn influences the school improvement plan. Any changes, significant findings etc are fed back to the stakeholders through: staff meetings, school council meetings, Governor meetings, assemblies, newsletters, curriculum newsletters, letters to parents and reports to Governors.

9 Thinking about the positive impacts of school life on equality, please indicate any steps currently taken by the school to address the 3 main aims:

Eliminate unlawful discrimination

There are clear procedures for dealing with prejudice related bullying incidents. Children are taught about online safety and the issues surrounding cyber-bullying as well equality for all diverse groups in society. When questioned children know how to keep safe when using the internet or mobile phones. Behaviour issues are addressed promptly in accordance with the behaviour policy and partnership work with parents. The number of recorded incidents is minor and no fixed term exclusions.

Advance equality of opportunity:

Focussed attention is paid to the needs of specific groups e.g. SEN, disadvantaged pupils, EAL and extra support provided when needed. Gender, race and FSM data is used to track pupil attainment and progress. Groups who are failing to make expected progress are identified early and strategies employed to narrow the gap. Intervention programmes or TA support are used to help those identified to make rapid and sustained progress to bring them back in line with

national expectations.

Advice and training is sought from outside agencies to support children with medical needs. The school nurse has provided training to all staff related to asthma and anaphylaxis. School ensures care plans and asthma plans are in place for all pupils who have been identified as a concern.

Foster good relations:

There are activities across the curriculum, which promote pupils' spiritual, moral, social and cultural development – PSHE, RE, PE. The school ensures there is wide and varied coverage of various faiths through assemblies and the RE curriculum. The school also promotes good relationships with parents and implements an open door policy.

12 Considering the relationship between school life and the local, regional national and global contexts can you identify any decisions, policies, processes or circumstances that, combined with school life, could have an impact on protected groups?

Changes to the SEND Code of practice could impact on children with disabilities and as a result school will have to review accessibility plans regularly as this could have monetary implications.

Provision of a personal budget could also affect the way children are supported in school.

Increases in Pupil Premium and Sports Premium funding could have a positive impact on children from socio economic deprivation.

EQUALITY OBJECTIVES 2018-2022

Objectives	Time Scale	Resources	Success Criteria	Monitoring	Evaluation of impact
<p>Narrow the gap in Mathematics at KS2 for females compared to boys.</p> <p>Narrow the gap in Reading at KS2 for males compared to girls.</p>	<p>July 2020</p> <p>Termly checks</p>	<p>Research into relevant and effective maths and reading interventions</p> <p>Use of practical resources</p> <p>Focussed group work inside and outside lessons</p> <p>Use of extra teacher 1 hr per week</p>	<p>Gap between genders in reading and maths will be reduced to within 10%</p>	<p>Observations</p> <p>Book scrutiny</p> <p>Pupil Interviews</p> <p>Termly trackers</p>	<p>Class teachers</p> <p>SENDCo</p> <p>SLT</p>
<p>Promote and enhance community cohesion and a sense of shared belonging in the school and the school's neighbourhood</p>	<p>July 2019</p>	<p>Provide opportunities for parental involvement and views in school.</p> <p>Create a yearly timetable of charity events</p> <p>School Council to identify actions to support the local community.</p>	<p>More parental involvement in school activities.</p> <p>School building is used by the local community and outside agencies</p> <p>School makes contributions to local charities.</p>	<p>Meetings of School Council</p> <p>Parental questionnaires and feedback</p>	<p>SLT</p> <p>Governors</p>

To ensure access to extra-curricular activities and enrichment activities for children of all ages.	July 2018	Sports equipment for age appropriate games. Annual timetable which ensures coverage of all year groups across the curriculum.	Every year group has the opportunity to attend at least 2 extra-curricular activities over the year.	Timetables Observations of sessions Pupil questionnaires Feedback from School Council	SLT Subject leaders Governors
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13. How may your school contribute to the following priority areas?

Tackling Social Exclusion

Parent workshops led by outside agencies e.g. ESOL
 Subsidising school trip and residentials
 Disabled access to all parts of the school building
 Disabled toilet facilities
 Burnley FC - SEND sports group
 Wider Opportunities Music – Ukeleles for Yr5

Improve Health and Well-being

Nurture group
 Forest Schools
 Healthy Eating Campaign
 After School Activities x4 days a week
 Burnley FC in the Community 2 days per week
 Wide range of sport and health equipment to access during play and lunchtimes.

Supporting the county council's role as a corporate parent

Careful monitoring of CLA – levels of attainment, emotional well-being, participation in school events and close links with social services.