

St Mary's CE VC Primary School

Equality information

Part 1: Information about the pupil population

Number of pupils on roll at the school: 190 (January 2018 census figures)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability
Ethnicity and Race
Gender
Religion and Belief

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school, we are aware that there may be a number of equality issues for these pupils.

Maternity and pregnancy is also a protected characteristic.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals

Pupils with Special Educational Needs (SEND)
Pupils with English as an additional language
Pupils with a Traveller heritage
Pupils from low income households (if known)
Single parent families (if known)
Young carers (if known)
Children in Care/Children looked after (CiC/CLA)
Other vulnerable groups

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

At St Mary's we have:

33% of pupils are entitled to free school meals, the split between girls and boys is roughly equal. Pupils with SEND at school action+ or more is 33% and 8% with an EHCP. Ethnic groups make up 4.8% of the school population with 19% EAL. Our Social Deprivation Index is 44% which is very high for Dorset and reflects the complex nature of our catchment area; we currently have 4 children in care and 8 Special Guardianship/Child Arrangement Orders.

Progress of Disadvantaged KS2

The overall disadvantaged progress score was above the national average for all subjects, so this is strong. Writing was in the top 20% nationally.

The majority of SEN were lower ability and they outperformed both their non-SEN in the cohort and the national non SEN significantly.

Early Years Foundation Stage

- A large majority of pupils enter at below expected levels and the data shows that they leave St Mary's reaching expected levels of attainment

Key Stage 1 Overall

This was very strong with attainment broadly in line with the national in Reading, Writing and above in Mathematics. The disadvantaged performed very well in Reading and Maths but less well in writing. SEN performance overall again looks strong so the support for the vulnerable at KS1 is as strong as it is at KS2.

Phonics results are in line with national

The Dashboard overall shows a good to outstanding performance. The support for vulnerable – disadvantaged and SEND – is particularly good.

Inclusion practices

- To support working families we provide an onsite breakfast club a lunchtime club and after school care. A fruit tuck shop enables all pupils to have a healthy snack mid-morning and often the school pays for pupils who may not have had breakfast. We are supported by St Mary's Church who provides food for these clubs for vulnerable families.
- We use the Pupil Premium to enhance educational provision and to support curriculum activities e.g. swimming, as well as extra-curricular activities e.g. Year 6 residential to ensure these children do not miss out.
- We have access to an interpreter for meetings with EAL and hearing-impaired families and guidance from outside professionals.
- Children with behavioural needs are fully supported through positive interventions and guidance from the SENSS and Educational Psychology services.
- We have trained ELSAs who deliver level one support to individuals and groups. In addition the school employs a trained counsellor for pupils with emotional needs and a Play Therapist.

We are committed to working for the equality of all our staff, children and parents. To meet our duties under the Equality Act 2010 we have due regard to the need to:

Eliminate unlawful discrimination by:

- Adoption of the single equality policy and taking equality in to account when committee terms of reference, school policies and procedures are reviewed
- Our Behaviour Policy ensures all children feel safe at school and addresses prejudice related bullying
- Children are taught about LGBT in each year group.
- Report, respond to and monitor racist incidents.
- Maintain staff and governor awareness through meetings with equality as an agenda item
- Through questionnaires identify areas of concern and include these in our action plan
- Ensure that equality is a fixed aspect of our school development planning

Advance equality of opportunity by:

- Use the information we gather to identify underachieving groups or individuals and plan targeted interventions ~ monitor the impact of these interventions
- Ensuring participation of all staff, parents and pupils in school development (through questionnaires, school council etc.).
- Recruitment and training of staff ~ policies and practice meet statutory requirements
- Governors effectively monitor equality through terms of reference and action planning
- Provision of School uniform, funded trips/visits and access to activities and clubs
- Monitoring each term of FSM and Pupil Premium

Foster good relations and community cohesion by:

- Anti-bullying week
- Ensuring Equality and diversity is embedded in the curriculum (SEAL, RE, LGBT)
- School linking projects
- Involvement in local community (elderly, Bridport Youth Council)
- PiXL Edge

What has been the impact of our activities? What do we plan to do next?

- Children are using the language learnt in SEAL/PiXL sessions
- In pupil and parents questionnaires a large majority say that children feel safe and are fairly treated
- Data collection informs interventions for **all** pupils and is closely monitored

Next

- Use data for all vulnerable groups over time to look at trends
- Monitor incidents of bullying etc. to identify areas for added support
- Update all policies on a rolling program to ensure equality issues are considered and form part of policy and practice

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Through questionnaires inform our action plan to address identified areas of concern
- Discussion by staff and governors of areas of concern
- Responding to comments, concerns raised by the general public

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Summer 2014	Pupils	School Council involved in school motto Pupil subject questionnaires	New Motto in place and updated school documents Subject leaders action plans
Summer 2014	Parents	SENCo held meetings with parents	Used to inform Local Offer
Spring 2016	Parents questionnaire	Safety at school	
Summer 2017	Year 6	Leavers questionnaire	Trips and visits information updated

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
2012	Data collection Whistle blowing Confidentiality Disciplinary and Grievance	Use EIA to assess these policies	No change needed ~ policies approved
2013	Policies agreed by governors (SEND) Equality Information agenda item for FGB November 2013 SIP agreed	EIA used Equality issues addressed on SIP	No action Pupils with protected characteristics form part of interventions Policies form part of SIP
2014	Policy review schedule Data/SIP	 Closing the Gap	Policies monitored and reviewed Progress review Meetings, interventions and parental engagement
2015	Policy review schedule	LAC, PP and SEND reports	Policies monitored and reviewed

			Progress review Meetings, interventions and parental engagement
2016	Policy review schedule MLT Policies	LAC, PP and SEND reports ROL and Dashboard Analysed Attendance Analysed	Policies monitored and reviewed Progress review Meetings, interventions and parental engagement
2017-8	Staff Policies GDPR policies	LAC, PP and SEND reports ROL and Dashboard Analysed Attendance Analysed	Policies monitored and reviewed Progress review Meetings, interventions and parental engagement Attendance meetings held with LA and parents