

**Annual progress report on  
school 2013-2016 Equality Scheme**

School name: St Joseph's Catholic Primary School, Leigh DCSF no 359/ 3400

**Review of Year Three – Sept 2015 to July 2016**

After **OFSTED** report (Jun2012) grading the school "Good" and **Section 48 RE** Inspection report (Nov2012) grading the school "Outstanding", school continues to maintain this high standard of practice.

**OFSTED** quoted "Equality of opportunity is promoted well because there is little variation in the achievement of groups and very few incidents of harassment".

**Progress on actions to promote equality of ethnicity**

- More EAL children and their families have been welcomed into our school and they are valued for the extra richness they bring to our school community. Wherever possible teachers have started to include learning about the cultures and countries of origin of our EAL pupils into our curriculum.
- EAL children are closely monitored as part of "Narrowing the Gap" and make good progress at least in line with their peers.
- In school theme weeks / days and links with agencies abroad, promotes and celebrates the uniqueness and value of every person and helps pupils to understand various cultures and beliefs.
- Help for EAL children is provided by extra adult support, use of translators as appropriate, and through differentiated activities to meet their individual needs.
- Experiences and visits, visitors to the school, promoting tolerance, awareness and respect, enhance children's understanding of other faiths and cultures.
- Positive images of other cultures used in assemblies, lessons etc to avoid stereotyped perceptions of particular countries / cultures.

**OFSTED Report quoted a child's comment** "It doesn't matter what type of background you come from, everyone gets along in our school."

**Progress on actions to promote disability equality**

- School theme weeks / days and links promote and celebrate the uniqueness and value of every person and helps pupils to understand difficulties experienced by people with disabilities.
- Pupils with disability are included on tracking as a "vulnerable grouping" for the monitoring of "narrowing the attainment gap."
- Adjustments are made to practice and premises to accommodate disabled pupils.
- Staff are aware of the needs of disabled parents / carers / family members and adjustments are made to consultation arrangements etc in order that parents/ carers have full access.

- Staff are aware of the needs of non-disabled parents of disabled pupils and are fully supportive.
- School budget takes account of cost of providing auxiliary aids to enable full access to learning.
- Children with disabilities adapt well in school, parents appreciative of provision and opportunities.

**OFSTED Report states** “Disabled pupils and pupils with special educational needs make similar progress to their peers.”

**Progress on actions planned to promote gender equality**

- Specific projects to address perceived “weak” areas i.e. boys writing, girls maths showing positive results.
- Curriculum results show little difference in attainment & achievement between girls / boys in school.
- Boys and girls have equal access to sports teams ie girls on rugby and football teams. Boys encouraged to join knitting, sewing clubs and do so.
- Resources books in school, visitors to school promote positive images of men/ women in various roles / careers.
- “Gender of pupils” is included as a “vulnerable grouping” in the monitoring of “ narrowing the attainment gap.”
- Teaching and learning experiences and resources cater for all interests irrespective of gender.
- A personal relationships programme which is appropriate to the age and experience of our pupils
- We ensure perceptions, discussions, meetings and support for parents do not make stereotypical presumptions.

**RAISEonline Report states** “The performance of our 8 FSM pupils was just below our non FSM pupils internally for the combined Maths, Reading and Writing by 0.2 but well above other FSM pupils externally (Nationally) by 2.2.”

This report is a statutory requirement under the terms of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006. It is published on the school website and reference as to its availability is made in the prospectus, newsletters etc.