

St Joseph's Catholic Primary School

Equality Information and Objectives

February 2018



At St Joseph's School we celebrate richness and diversity inspired by the teachings of Jesus Christ. Individuals are valued and encouraged through the understanding that each is uniquely created and loved by God. We question and challenge discrimination and inequality and aim to resolve conflicts peacefully. We work together to develop a sense of community and partnership through prayer, worship and mutual respect for each other and our world. Our environment allows us all, regardless of difference and diversity to reflect and grow.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We recognise and welcome our equality duties as set out in the Equality Act 2010 and have due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics: age (staff only), sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (staff only).

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

We take seriously our duty to show due regard and this is evidenced through minutes of meetings and through the completion of equality impact assessments.

We welcome the involvement of and feedback from the school community on the information and objectives published. We also actively aim to ensure that all stakeholders groups are representative of our whole school community.

Equality Information and objectives

Contextual information

St Joseph's is smaller than the average-sized primary school. There are equal numbers of boys and girls in the majority of classes. The proportion of pupils from minority ethnic groups (44%), and those who speak English as an additional language (31.65%), is higher than the national average. The proportion of disabled pupils and those with special educational needs is well above average. More pupils than usual join or leave the school other than at the normal admission times; stability is high. Pupils are taught in single-age classes, with one class in each year group.

The proportion of pupils known to be eligible for pupil premium, which is additional funding for looked after children, pupils known to be eligible for free school meals and children of service families, is higher than normally found.

Equality forms a central part of many of our assembly themes; we use Scripture to discuss issues of fairness, equality and making good choices, alongside 'fundamental British values' of: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Through our RE curriculum we learn about other major faiths, and ensure that there is a balance across the year in terms of the stories we use in assemblies and the class. Each class library has a range of books that promote equality and consider issues such as disability and gender stereotyping.

We regularly raise money for a range of charities, local, national and international.

We organise playtimes and lunchtimes very carefully to ensure children can play and have fun safely.

Fostering good relations information

During our most recent Section 48 inspection (June 2016) inspectors said *"St Joseph's is a warm and welcoming school which nurtures its pupils spiritually and academically. It rejoices in the diversity of its school community and its contribution to the richness of school life. Pupils make good progress at the school, they are happy and achieve well. Pupil behaviour is excellent and parents and carers are part of the school community and appreciative of the caring atmosphere the school offers"*. This mirrors the findings of the most recent OFSTED inspection (November 2017).

While we welcome our very diverse community, we are aware that for pupils and families who are new to English, language may be a barrier to communication; inhibiting these pupils and their families becoming fully involved in the life of the school.

We are also aware that some parents/carers are reluctant to celebrate and use their first language, as they mistakenly assume that they will learn English quicker if they are only speaking English. We need to ensure that pupils and families alike realise that Bilingualism helps children's learning because they can think about their ideas in both languages. They can communicate with more people in their community and internationally and understand different cultures. They stay connected to their family, so they feel secure in their identity and have more self-confidence. This helps them do well at school. They can learn other languages more easily and have more job opportunities in the future.

Fostering good relations objective(s)

✚ To ensure that pupils and families who have English as an Additional Language have the opportunity to be fully involved in school life, by removing language as a barrier to communication.

✚ To celebrate and encourage Bilingualism as an advantage for communication in a diverse society.

To achieve this and to support EAL learners and their families we will:

- Encourage pupils to use their mother tongue; developing their learning through accessing their own language
- Train pupils as young interpreters and using a buddy system to support new pupils.
- Work closely with EMAS to ensure that pupils are given the support they need.

Agreed Feb 2018 To be reviewed Feb 2020.

- Assess proficiency in Language as a baseline.
- Ensure that all staff have an understanding of language development.
- Set up a support network for new families; providing interpreters if possible.
- Use Google Translate on the school website.
- Celebrate the rich diversity of our community and taking pride in our heritage.

Eliminating discrimination information

We work in partnership with parents and carers, pupils and students and the whole school community to prevent all forms of bullying and prejudiced based behaviour. You can read more about our approach to bullying and eliminating discrimination in our Anti-Bullying Policy. Most parents/carers comment that their children are happy at school and feel safe. Most pupils reveal a good understanding of different forms of bullying, including online-bullying, and report that they could share any worries about possible bullying with an adult in school.

All bullying and prejudiced based incidents are dealt with promptly and in partnership with the parents/carers; recorded in line with school policy. These records are used to support and track individual pupils. Incidents are discussed during staff meetings and reported termly to governors meetings. The school also participates in the local authority Safe and Well School Survey this data is also analysed and used to measure impact and inform next steps. This data is reported back to the whole school community on an annual basis.

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. We do have a minority of parents/carers who may disagree with our categorisation of a particular incident, and we encourage these parents/carers to keep the lines of communication open so that we can resolve any issues for all our pupils.

Eliminating discrimination objective

- ✚ To prevent and respond to all hate incidents and prejudiced based bullying in partnership with parents/carers.
- ✚ To be alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

To achieve this we will:

- Continue to work with the pupils in understanding how their behaviour impacts on others.
- Explore the role and the impact of the bystanders
- Support the victim and the perpetrator on the choices they make.
- Provide additional support for vulnerable pupils, including those with social communication difficulties.
- Work with parents/carers towards mutual understanding of what constitutes bullying.
- Ensure that pupils are aware of the different forms of bullying.
- Ensure that pupils are aware of the effects of name calling and prejudice based comments.

Advance equality of opportunity information

All staff work hard to ensure that lessons interest and engage learners. They make sure that work is matched well to pupils' needs. They provide a good level of support for pupils who struggle with learning, including disabled pupils and those with special educational needs, or those who speak English as an additional language. As a result of this, pupils make good progress during their time at St Joseph's. We have had a letter from the LA in the past two consecutive years testifying to this fact.

"Results have shown that your school on average has positive progress scores in the areas of reading, writing and maths for all pupils which is an impressive achievement. This is particularly gratifying with regard to the outcomes for your disadvantaged pupils.

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This is a testament to the hard work of you, your staff and your governors and your ongoing commitment to giving your children the best possible start in life. The achievement is particularly noteworthy in a time of educational change, and demonstrates a strong drive to achieving the highest possible standards and improving outcomes”.

Phonics

80% of pupils reached the expected standard in phonics in 2017, in line with the results in 2016. These were also in line with LA and National 2016.

KS1 Results at 2017

Attainment at KS1 in reading, writing and maths was in line with National; **attainment for disadvantaged pupils** was above LA in reading, writing and maths. There was a significant improvement on our 2016 results in writing and RWM combined: writing is 70% compared to 53.6% in 2016 and the RWM combined is 70% compared to 46.4% in 2016.

KS2 Results 2017

There were 21 pupils in this cohort, therefore each child was 4.7%. One child who was working well below the level of the tests, despite significant input, was discounted.

We are very pleased with the KS2 results this year.

- Progress in Reading, Writing, and Maths was above National
- Attainment at KS2 in Reading, Writing, Maths and EPGS was at least in line with National; attainment for **disadvantaged pupils** was above LA in reading, writing and maths.
- 76% of pupils reached expected standard in RWM combined, compared to 50% in 2016.

Advance equality of opportunity objective(s)

To ensure that all pupils, irrespective of age, ability or disability, gender, ethnicity, religion, gender identity, sexual orientation, language and social background, have the opportunity to achieve and enjoy.

To achieve this we will:

- Ensure that all pupils have the opportunity to read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- Ensure that all pupils have regular opportunities to learn new words and plan for developing a wider vocabulary.
- Provide daily opportunities to talk about text infer and deduct meaning.
- Ensure that no child is disadvantaged by home circumstance or previous experience.
- Utilise Pupil Premium funding and CIC (Children in Care) funding to increase adult child ratio and provide support as required.

- Investigate gender gaps between boys and girls to ensure that boys make progress and attainment in line with girls; particularly boys in Year 6 and Year 4.
- Highlight those pupils who are not making progress and/or not working at age related expectations and target for additional support.

This Equality statement should be read in conjunction with our Equality Policy and Equality Objectives. Copies of these can be found on the school website and hard copies can be obtained on request.