

St. Michael's Catholic Primary School



Public Sector Equality Duty September 2020

Approved by Governors: July 2021

Review date: July 2024

Our Vision

At St Michael's School we work together as a community to follow in the footsteps of Jesus and strive to achieve excellence in everything we do.

It is our aim that everyone helps the children to grow in faith, achieve their full potential and to build a community in which each person has self-esteem as well as sensitivity to the needs and feelings of others.

Introduction

Welcome to Equalities at St Michael'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
- Transgender

There are also 2 other protected characteristic that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. (General Duties are the things that schools aim to achieve).

Equality Objectives

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- 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,
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.

Action Plan

Equality Objective	Equality Action	Success Criteria	Led by?	Link to school policy?
1. Advance equality of opportunity between people who share a protected characteristic and those who do not	To close the attainment gap between all groups of learners.	Identified children make good progress and gaps narrowed through effective monitoring and intervention.	NS	- PP provision - assessment, SEND
	To target disadvantaged pupils with specific interventions.	Specific groups identified for interventions. Children to achieve agreed targets.	SC	- SEND provision
2. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it	To ensure that all children are given the opportunity to make a positive contribution to the life of the school.	Children feel heard and involved in school life. All school events have children from all groups participating.	NS SC	- pupil voice - school council
	To increase parental engagement	Increased parental engagement and participation in school events. Increase parent knowledge of the curriculum.	NS JP	- parental engagement
	To identify gaps in the curriculum.	Curriculum reflects the range of characteristics represented in the school. Increased engagement in the curriculum.		-Curriculum

3. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010	To ensure all stakeholders are knowledgeable about the procedures that ensure all children are safely accessing all ICT and multimedia equipment.	All stakeholders are well informed. Incidents of unsafe use of ICT and multimedia equipment are rare	NS SD	- Computing
	To monitor the protected characteristics.	Staff are aware of and respond to incidents. Behaviour and safety is outstanding	JP	- Behaviour policy
	To appraise and familiarise all stakeholders of our Public Sector Equalities	Relevant school policies are on the website and stakeholders know this	NS	Public Sector Equality Duty

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

Specific Duties:

- Published information about our school community
- Equality objectives based on the three aims of the Public Sector Equality Duty i.e. Action plan

All the information and analysis will be from the School Development Plan, evaluations and student data. We intend to use the information to improve education for all groups in the school. We want to know which pupils are doing well and less well so we can plan to improve these actions in our Equalities objectives.

If you have any ideas that you think will help us or would want to be part of Equalities at our school please contact us on [020 8472 3964](tel:02084723964).

All the information is broken down to show how the school is doing in providing services and functions to different groups of children within our school community. The information you find here will include:

- ❖ Attainment-how well pupils are doing?
- ❖ Participation and engagement- are pupils joining in and getting a chance to take part?
- ❖ Disabled pupils and SEN
- ❖ Behaviour - including monitoring of exclusions
- ❖ Anti- bullying

St Michael's School Equalities Information and Analysis

Section 1. Who Comes to Our School?

This is our school population. (Information retrieved from SIMS (on 7.12.20))

Number of pupils on roll	219
% of pupils with an EHCP or SEN Support	6.8%
% of pupils with English as an Additional Language	57%
% of pupils eligible for free school meals	13%

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 (progress and attainment). 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.

Information retrieved from SIMS (on 7.12.20) and SENCO		2018-19		2019-20	
		Number			
	Roll	223		220	
	Gender	Girls	Boys	Girls	Boys
		123	100	117	103
Ethnicity	White:				
	White - British	2	4	5	4
	Any other White background	2	2	0	1
	White Eastern European	9	7	6	5
	Mixed:				
	White & Black Caribbean	3	2	2	2
	White & Black African	4	2	4	3
	White & Asian	1	5	1	5
	Any other Mixed Background	3	1	6	3
	Asian or Asian British:				
	Indian	29	19	33	25
	Any other Asian background)	10	15	11	15
	Black or Black British:				
	Caribbean	6	4	4	5
	Black Nigerian	20	9	14	8
Other Black African	4	6	3	6	

	Any other Black background	3	4	4	3
	Other:				
	Chinese	1	0	1	1
	Filipino	13	15	12	13
	Other Ethnic Group	6	2	6	1
	Parent/pupil preferred not to say	3	1	1	1
	Information Not Yet Obtained	0	0	0	0
	Latin/South/Central American	4	2	4	3
	Roma	0	0	0	0
	Turkish/Turkish Cypriot	0	0	0	0
	None	0	0	0	0
Religion/Belief (CES Census data)	Catholic	195		184	
	Christian	20		27	
	No religion	2		1	
	Buddhist	0		0	
	Hindu	1		4	
	Other	0		2	
	Not yet assigned	5		2	
Special Educational Needs	EHCP	1		0	
	SEN Support	16		16	
Profile of Need (Totals)	Specific Learning Difficulty	0		0	

based on no. of pupils at SEN Support	Moderate Learning Difficulty	2	2
	Severe Learning Difficulty	0	0
	Profound & Multiple Learning Difficulty	0	0
	Social, Emotional & Mental Health	4	2
	Speech, Language and Communication Needs	16	16
	Hearing Impairment	1	1
	Visual Impairment	2	2
	Multi-Sensory Impairment	0	0
	Physical Disability	0	0
	Autistic Spectrum Disorder	3	3
	Other Difficulty/Disability (Complex Learning Needs)	2	1

Analysis

Comparison of data:

Gender: Girls outnumber Boys in our school.

Ethnicity: Our largest ethnic group is Indian. This is followed by Black Nigerian, Filipino and Any other Asian background.

Free School Meal Eligibility: The number of pupils eligible for free school meals are 29.

Special Educational Needs: The percentage of pupils with SEND is lower than the National statistics The two main areas of SEND for our pupils are Speech, Language and

Communication Needs (SLCN) and Moderate Learning Difficulties (MLD). We had one child with an EHC plan and funding.

Religion/Belief:

The predominant religious belief in the school is Catholic. The second largest religious category is Christian.

Attendance: - Information retrieved from St Michael's School Profile 2019 (on 7.12.2020)

	2018 %	2019 (up to Autumn term) %
% of sessions missed due to overall absence	3.5	3.5
% Persistent absentees absent for 15% or more sessions	6.7	4.5

Comment

Over the last two years the percentage of overall absence has remained consistent at 3.5% and the percentage figure for persistent absentees absent for 15% or more sessions has decreased by 2.2%. Our school's Attendance Officer monitors attendance for all pupils on a daily and weekly basis and the parents/guardian of pupils who are absent are phoned on the day. If a pupil's attendance falls below 95%, contact is made with the parents highlighting the school's concern. If the absence becomes persistent, the parent/guardian is asked to provide medical evidence for the absences. If the matter is not resolved, then the Head Teacher will invite the parents into school, so that we can work with the parents to address the issue. If necessary, the parents may require support in order to ensure that their child attends school.

Section 2 Advance Equality of Opportunity between People

Attainment Data:

This is how our school compares with local and national benchmarks in EYFS, KS1 and KS2. We use information (data) to help us provide good access to education and to promote achievement and attainment for everyone who comes to our school.

EYFS Attainment Data: Analysis Summary

Table 1: EYFS pupil attainment 2019

	Communication and Language No. (%)	Physical development No. (%)	Personal, social and emotional development No. (%)	Literacy No. (%)	Mathematics No. (%)	Understanding the world No. (%)	Art and design No. (%)
Reception	89	93	98	77	83	97	94

- The School average for all Reception pupils was above or in line with Newham and National benchmarks in all core areas

Key stage 1 2019 breakdown by pupil characteristics analysis summary

	R+W+M		Reading		Writing		Maths		Science
	Exp	High	Exp	High	Exp	High	Exp	High	Exp
School	73%	20%	80%	23%	73%	20%	73%	30%	80%

- The School average for all KS1 pupils was below the expected attainment for Newham and National benchmarks in all areas except Reading

Key stage 2 2019 breakdown by pupil characteristics analysis summary

	R+W+M		Reading		Writing		Maths	
	Exp	High	Exp	High	Exp	High	Exp	High
England	65%	13%	73%	27%	78%	20%	79%	27%
Newham	76%	16%	80%	31%	84%	26%	86%	38%
School	83%	13%	97%	33%	87%	33%	97%	40%

- The School average for all KS2 pupils was above the expected of attainment for Newham and National benchmarks in all areas.