

St. Francis' Catholic Primary School



Public Sector Equality Duty January 2016

Approved by staff: March 2016
Approved by Governors: March 2016
Review date: March 2020

Mission Statement

"Together we achieve excellence in our education, explore our special gifts, and love and follow Jesus"

Introduction

Welcome to Equalities at St Francis 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 that schools must take into account when publishing information are:

- ❖ Disability
- ❖ Sex (gender)
- ❖ Race (ethnicity)
- ❖ Pregnancy and Maternity
- ❖ Religion and Belief
- ❖ Sexual Orientation
- ❖ Gender Reassignment

General Duties:

The three aims of the Public Sector Equality Duty are:

- ❖ Advance equality of opportunity between people who share a protected characteristic and those who do not.
- ❖ Foster good relations between people who share a protected characteristic and those who do not.
- ❖ Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

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.

You will find all the information on the school website. It is called Equalities. 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 Francis School Equalities Information and Analysis

Section 1. Who Comes to Our School?

This is our school population.

Number of pupils on roll	440 (As of January 2016)
% of pupils with an EHCP or SEN Support	9% (school data)
% of pupils with English as an Additional Language	39% (School data)
% of pupils eligible for free school meals	28.4% (RAISEonline 2015)

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 (attain). 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.

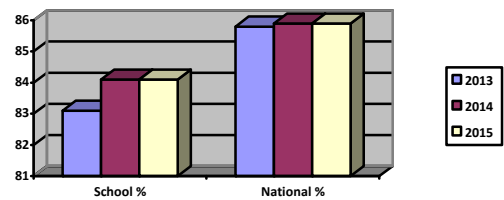
		Information gained from School Data January 2016	St Francis' Primary School	National Data
			Number	%
Gender	Roll		440	
	Boys		222	
	Girls		218	
	White:			
	British		2.3	70.4
	Irish		0.0	0.3
	Traveller of Irish Heritage		0.3	0.1
	Romany or Gypsy		0.0	0.3

Ethnicity	Any other White background		12.1	5.1
	Mixed:			
	White & Black Caribbean		1.4	1.4
	White & Black African		1.7	0.6
	White & Asian		0.9	1.1
	Any other Mixed Background		3.5	1.8
	Asian or Asian British:			
	Indian		0.9	2.7
	Pakistani		0.3	4.1
	Bangladeshi		0.0	1.7
	Any other Asian background)		0.3	1.7
	Black or Black British:			
	Caribbean		13.3	1.3
	African		46.5	3.5
	Any other Black background		2.0	0.7
	Chinese			0.4
	Any other ethnic group		13.0	1.6
	Parent/pupil preferred not to say		0.3	0.5
	Ethnicity not known		1.2	0.5
	Religion/Belief (CES Census: Jan 2016)	Catholic	365	
Christian		55		
No religion		4		
Other		6		
Not yet assigned		17		
Special Educational Need	EHCP		0.004%	1.4%
	SEN Support		9.3%	13.0%
Profile of Need (Totals based on no. of pupils at SEN Support	Specific Learning Difficulty	4		
	Moderate Learning Difficulty	13		
	Severe Learning	0		

	Difficulty			
	Profound & Multiple Learning Difficulty	0		
	Social, Emotional & Mental Health	5		
	Speech, Language and Communication Needs	12		
	Hearing Impairment	1		
	Visual Impairment	0		
	Multi-Sensory Impairment	0		
	Physical Disability	0		
	Autistic Spectrum Disorder	4		
	Other Difficulty/Disability (Complex Learning Needs)	3		

School Population Stability

Year	School %	National %
2013	83.1	85.8
2014	84.1	85.9
2015	84.1	85.9



Analysis

Comments:

Gender: Boys outnumber girls in our school, except in Year 3 and Year 4, where the girls outnumber the boys by 3.8% and in Year 4 there is an equal amount of boys and girls. **Ethnicity:** Our largest ethnic group is Black or British African at 46.5% Black African (43.5% above National %) followed by, Black or British Caribbean at 13.3% (12% above National %) and thirdly Other White Background group at 12.1% (6% above National %). These groups account for account for 58.8% of the total school population, compared to the National figure of just 9.9% for the same three ethnic groups. Both the African and Caribbean communities have been established in the school for many years.

Free School Meal Eligibility: The number of pupils eligible for free school meals are currently slightly above National (by 2.4%).

Special Educational Needs: The percentage of pupils with SEN is lower than the National statistics. The two main areas of SEN for our pupils are Speech, Language and Communication Needs (SLCN) and Moderate Learning Difficulties (MLD). Since September 2015 we have two pupils who have Education Health Care Plans and five pupils who receive High Needs Funding.

School Population stability: Over the past three years, our school population stability, while below National data, continues to be consistently within the low 80%.

Development:

To attain a true reflection of the pupil who are eligible for FSM using Newham FSM protocol

Attendance: - Data taken from RAISEonline October 2015

	2013		2014	
	School %	National Average for Primary schools %	-School %	National Average for Primary schools %
% of sessions missed due to overall absence	3.6	4.8	2.9	3.9
% Persistent absentees absent for 15% or more sessions	1.1	3.6	2.4	2.8

Comment

Over the last two years the percentage of overall absences and persistent absentees absent for 15% or more sessions was below National Average. 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%, a letter is sent out 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 Upper Key Stage 2 Phase Leader/AHT 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 and monthly meetings are held with then the Upper Key Stage 2 Phase Leader/AHT and Attendance Officer with the borough's Early Intervention Team to deal with any such cases as a matter of urgency.

Section 2. Advance Equality of Opportunity between People

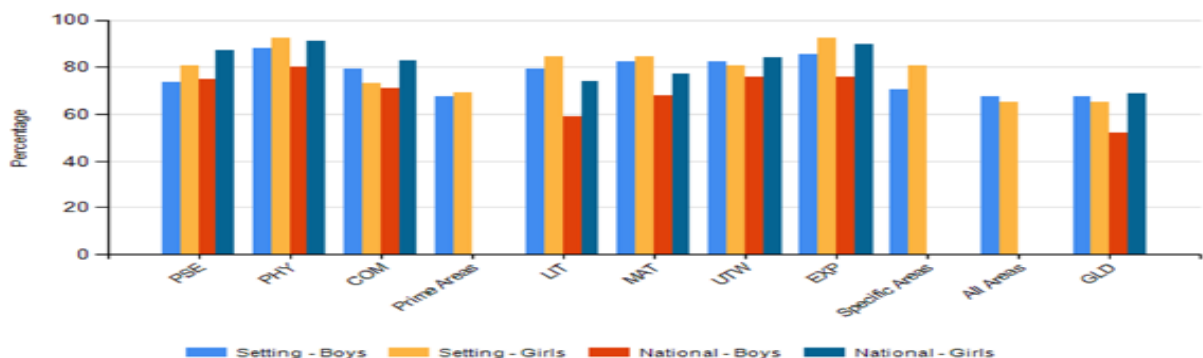
Attainment Data:

This is how our school compares with national attainment at the end of EYFS, Yr 2 and Year 6. 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:

School Profile + 2015

End of Reception Year / 2015									
St Francis' Catholic Primary School									
Area of Learning	% of pupils at 'expected' level or above								
	Setting			LA			National		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Personal, Social and Emotional Development	77	74	81	85	80	90	81	75	87
Physical Development	90	88	92	88	84	92	86	80	91
Communication and Language	77	79	73	80	74	85	77	71	83
Prime Areas Summary:	68	68	69	77	71	83	-	-	-
Literacy	82	79	85	73	67	78	66	59	74
Mathematics	83	82	85	77	73	80	72	68	77
Understanding the World	82	82	81	80	77	84	80	76	84
Expressive Arts and Design	88	85	92	84	78	90	83	76	90
Specific Areas Summary:	75	71	81	67	61	74	-	-	-
All Areas of Learning Summary:	67	68	65	66	59	73	-	-	-
Good Level of Development	67	68	65	69	63	75	60	52	69



RAISEonline October 2015:

Early Years Foundation Stage Profile outcomes 2014 (EYFSP)

	Cohort	Percentage of pupils achieving a good level of development		Percentage of pupils achieving at least expected in													
		Sch	Nat	Communication and language				Literacy				Mathematics					
				Listening and attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, space and measures							
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat				
All Pupils	59	76	61	88	84	86	84	85	82	83	74	78	67	86	75	86	79
Gender																	
Male	35	71	53	89	79	86	80	83	78	80	69	74	60	86	71	86	76
Female	24	83	69	88	89	88	88	88	87	88	80	83	75	88	78	88	83
Free School Meals																	
FSM	8	88	45	88	74	88	74	100	72	88	58	88	51	88	60	88	65
Non FSM	51	75	64	88	86	86	86	82	84	82	78	76	71	86	78	86	82

	Cohort	Percentage of pupils achieving at least expected in																			
		Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design							
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials	Being imaginative		
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
All Pupils	59	92	89	90	91	88	87	93	86	92	88	88	84	86	84	90	91	93	86	93	85
Gender																					
Male	35	89	84	86	88	83	84	89	81	86	83	89	80	86	81	89	90	91	80	91	79
Female	24	96	94	96	94	96	91	100	92	100	92	88	88	88	87	92	92	96	93	96	92
Free School Meals																					
FSM	8	100	82	100	84	100	80	100	77	100	80	100	73	88	73	88	84	88	78	88	76
Non FSM	51	90	90	88	92	86	89	92	88	90	90	86	86	86	86	90	92	94	88	94	87

EYFS Analysis:

EYFS Good Level of Development						
St Francis' compared to National	2013		2014		2015	
	St Francis'	National	St Francis'	National	St Francis'	National
	23%	52%	76%	60%	67%	60%

- ❖ All pupils were above NA in all core areas (Communication, Literacy and Maths were above NA)
- ❖ In the areas of physical development, Moving and handling, managing feelings and behaviour, making relationship and people and communities, the world and exploring and using media materials and Being imaginative were above NA.
- ❖ Health and Self-care and Self-confidence and Self-Awareness and technology were in line with NA.
- ❖ School data shows that girls are achieving a good level of achievement in comparison to the boys.

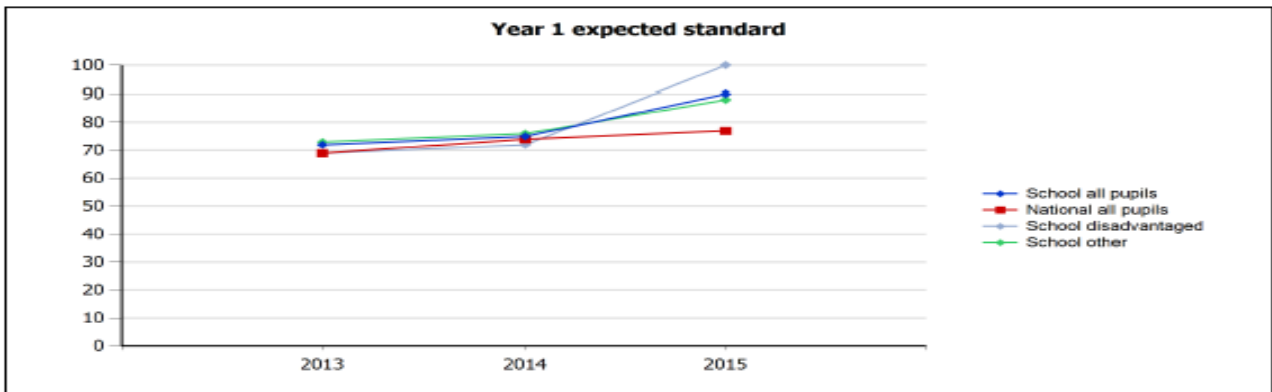
KS 1 Attainment Data:

**Year 1 Phonic Screening:
RAISEonline October 2015:**



Table 4.1.1: Phonics: percentage achieving the expected standard in year one and by the end of year two – 3 year trend (Y12.PPT)

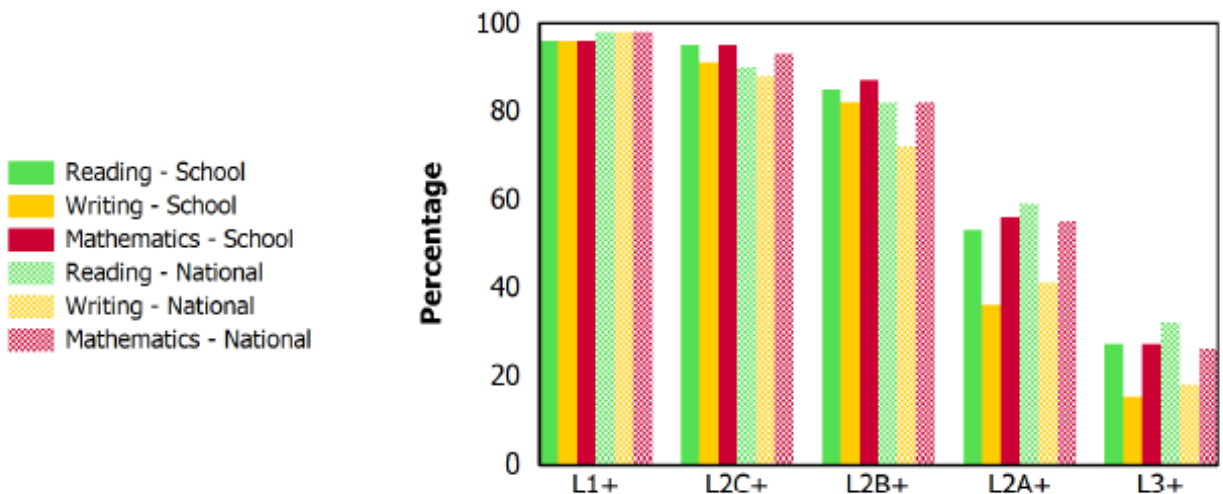
This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.



	Year 1						Year 2 Cumulative					
	2013		2014		2015		2013		2014		2015	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	72	69	75	74	90	77	-	-	-	-	95	90
Boys	65	65	74	70	88	73	-	-	-	-	89	88
Girls	76	73	76	78	93	81	-	-	-	-	100	92
Disadvantaged	69	57	72	63	100	66	-	-	-	-	94	84
Other	73	73	76	78	88	80	-	-	-	-	95	92

RAISEonline October 2015

Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution



KS 1 Analysis:

Phonics Screening						
	2013		2014		2015	
St Francis' Year 1 compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	72%	69%	75%	74%	90%	77%
St Francis' Year 2 compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	84%		94%		94%	90%
KS1 Data (2b+)						
	2013		2014		2015	
Reading St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	82%	79%	91%	81%	86%	82%
Writing St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	67%	67%	65%	70%	82%	72%
Maths St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	73%	78%	72%	80%	87%	82%
KS1 Data (Level 3)						
	2013		2014		2015	
Reading St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	25%	29%	13%	31%	27%	32%
Writing St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	10%	15%	2%	16%	15%	18%
Maths St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	23%	22%	9%	22%	27%	23%

KS 2 Data:

RAISEonline October 2015

St Francis' Catholic Primary School

Attainment at Key Stage 2

Table 4.3.2: Key Stage 2 Proportion achieving or surpassing Level 4 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	58	86	80		58	95	87		58	95	89		58	93	87		58	95	80	Sig+
Gender																				
Male	35	80	77		35	94	87	-	35	91	87	-	35	89	83		35	94	76	Sig+
Female	23	96	83	-	23	96	87	-	23	100	91	-	23	100	91	-	23	96	84	-

St Francis' Catholic Primary School

Attainment at Key Stage 2

Table 4.3.3: Key Stage 2 Proportion achieving or surpassing Level 5 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 5 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	58	22	24		58	34	41		58	45	48		58	31	36		58	64	55	
Gender																				
Male	35	26	22		35	43	45		35	43	44		35	31	28		35	57	50	
Female	23	17	26		23	22	37		23	48	53		23	30	44		23	74	61	

Analysis Key Stage 2:

KS2 Data (Level 4)						
	2013		2014		2015	
Reading St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	81%	86%	93%	89%	95%	89%
GPS St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	75%	74%	90%	76%	95%	80%
Writing St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	86%	84%	81%	85%	93%	87%
Maths St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	79%	85%	88%	86%	95%	87%

KS2 Data (Level 5)						
	2013		2014		2015	
Reading St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	32%	45%	46%	50%	45%	48%
GPS St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	51%	48%	59%	52%	64%	55%
Writing St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	40%	30%	7%	33%	31%	36%
Maths St Francis' compared to National	St Francis'	National	St Francis'	National	St Francis'	National
	37%	41%	39%	42%	35%	41%

KS2 Data (Level 6)						
	2013		2014		2015	
Reading St Francis' compared to National	St Francis' 0%	National 0%	St Francis' 0%	National 0%	St Francis' 0%	National 0%
GPS St Francis' compared to National	St Francis' 4%	National 2%	St Francis' 9%	National 4%	St Francis' 10%	National 4%
Writing St Francis' compared to National	St Francis' 0%	National 2%	St Francis' 0%	National 2%	St Francis' 14%	National 2%
Maths St Francis' compared to National	St Francis' 7%	National 6%	St Francis' 9%	National 9%	St Francis' 12%	National 9%

❖ **Percentage of pupils achieving Level 4+**

Pupils are achieving higher than the NA in all subjects. 95% achieved Level 4 in Mathematics (+ 8%); 95% in Reading (+6 %); 93% in Writing (+ 6%) and Grammar, Spelling and Punctuation 95% (+15 %).

❖ **Percentage of Boys/Girls achieving Level 4+**

Both boys and girls are above NA in all subjects.

❖ **Percentage of FSM pupils achieving Level 4+**

FSM pupils are achieving above NA in all subjects but below Non FSM within school in Maths (- 7%) and writing (-5%) but in line with FSM pupils for Grammar, Spelling and Punctuation and above in Reading (+8%).

❖ **Percentage of EAL pupils achieving Level 4+**

EAL pupils are achieving above NA in all subjects: Mathematics (+10%), Reading (+12%) Grammar, Punctuation and Spelling (+18%) and Writing (+9%).

❖ **Percentage of SEN pupils achieving Level 4+**

SEN Support pupils were above NA in Mathematics (+22%), Reading (+3%) and Grammar, Spelling and Punctuation (+41%) but below NA in writing (-14%).

❖ **Percentage of our Ethnic Groups achieving Level 4+**

Out of our three main ethnic groups:

Black African pupils were above NA in Mathematics, Reading, Writing and Grammar, Spelling and Punctuation (+10, +7%, +8% and +9% respectively)

Black Caribbean were above NA were above NA in Mathematics, Reading, Writing and Grammar, Spelling and Punctuation (+4%, +12%, +15%and +21% respectively)

Any Other White background was in line with NA for Mathematics and above NA in Reading, Writing and Grammar, Spelling and Punctuation (+19%, +21% and +25% respectively).

❖ **Percentage of pupils achieving Level 5+**

Pupils are below NA in all subjects except Grammar, Spelling and Punctuation.

❖ **Percentage of FSM achieving Level 5+**

FSM pupils were in line with NA in all subjects but below Non FSM pupils within school in all subjects.

❖ **Percentage of EAL achieving Level 5+**

EAL pupils were below NA in Mathematics (-9%) but in line with NA for Writing and above NA in Reading (+5%) and Grammar, Spelling and Punctuation (+9%).

❖ **Percentage of our Ethnic Groups achieving Level 5+**

Out of our three main ethnic groups:

Black African pupils were in line with NA for Maths and Writing and above NA for Reading (+7%) and Grammar, Spelling and Punctuation (+7%).)

Black Caribbean were above NA in Mathematics, Reading, Writing and Grammar, Spelling and Punctuation (+17%, +33%, +2%and +7% respectively).

Any Other White background was below NA in Mathematics, Reading and Writing (-13%, -13% and -1% respectively) but above NA in Grammar, Spelling and Punctuation (+34%).

Areas we would like to improve this year : SDP 2015-2016

<p><u>Promoting Opportunities for Our School Community:</u> Areas:</p>	<p>Steps the School has Taken (Case Studies)</p>
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Half-termly lesson observations and feedback • Weekly rigorous monitoring (by SLT) of books and planning for a different subject each half term • The use of individualized pupil targets to provide pupils with clear next steps in writing and Maths • The RWI Programme in KS1 and the continued development of comprehension skills in KS2. • Whole school focus on developing high quality writing in English as well as foundation subjects. • Emphasis on writing moderation across KS1 and KS2. • Language of the $\frac{1}{2}$ term. • 1:1 support • Differentiation • Booster Classes including 3 classes within year 6 for the teaching of Maths, Reading and Writing. • Newham Wave 3 intervention programmes • Opportunities for parents to see RWI • Involvement of outside companies e.g. writers, poets. • Other agencies advice and support for SEN support or HNF pupils • Brilliant Club • Focus on Mathematics- problem solving • Focus on English- composition and effect • Marking policy revised
<p>Student progress:</p>	<ul style="list-style-type: none"> • Annual School reports • Parents' Conference evenings • Staff translating for parents when required • Use of translation services • Termly SEN reviews with Teachers • Monitoring of targets • Pupil Progress Meetings • Booster classes • Staff training - SEN, Behaviour Management, English , Mathematics and Safeguarding

Participation	Breakfast club Afterschool clubs- choices of clubs have been increased. Residential visits Class trips PE, swimming in year 3 and 4. Sports clubs School Choir/Orchestra Sports day Curriculum parental workshops School Council School fair Every Child a Musician Volunteers Mass and concerts at school's Church Class assemblies International Week/Evenings Coffee mornings
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Analysis and comments:

<p>Area school has developed this year:</p> <ul style="list-style-type: none"> • Increased participation in afterschool clubs from pupils with varying needs and varying preferences. • School choir regularly continues to regularly perform within and outside school including links with Newham's Super Choir(adult choir), TFL, St. John's Church and the school's parish church. • Parental participation at parent workshops is good. • Class educational visits are better focussed on curriculum topics. • Through INSET and CPD, class teachers' confidence and knowledge has increased and they have a greater sense of the National Agenda. • Teaching and learning has improved. This is noted in EYFS and KS2 results. • Huge success in Chess Club: Out of all London schools who participated in the London Chess Classics Competition 2015, our pupils came 2nd.
<p>Areas we would like to improve. (SEF 2015-2016: Quality of Teaching Learning and Assessment).</p> <ul style="list-style-type: none"> • Continued Professional Development and teacher/support staff appraisal to drive school improvement. • The adoption of Assessment without Levels systems across the school. • Develop resources and teaching strategies that promote equality of opportunity and diversity in teaching and learning as well as provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. • Lesson planning is adapted to either consolidate or facilitate next step learning. • Governors to continue to challenge senior leaders so that the effective deployment of staff resources secures excellent outcomes for all pupils. • The continued development of a broad and balance curriculum that provides more opportunities for innovation

Section 3. Foster Good Relations Between people

We want our school community to be a welcoming and comfortable environment for all who come here.

We want to foster an open environment where people feel they are being treated with dignity and respect

Examples	Steps the School has taken (Case Studies)
Social and Emotional Wellbeing	<ul style="list-style-type: none"> • Year group assemblies • Choir • After school clubs • Social and Emotional Aspects of Learning • Breakfast club • School council • Booster classes for year 6. • Mid phase admission and support • Emotional support 1-1 • School counsellor • Social skills groups • Anti-bullying week • Speech therapist (school based- 1 day per week)
Student Voice	<ul style="list-style-type: none"> • Junior Leadership Team • School council • Children help generate success criteria • Pupil questionnaire • Peer Assessment • Every child a musician • Pupil Worry Box
Positive Imagery	<p><u>Displays:</u></p> <ul style="list-style-type: none"> • Language of the half term • Black History Month D • Welcome displays • Multi-cultural Britain • Brilliant club • Anti-bullying • General Displays around the school and classrooms
Community Links	<ul style="list-style-type: none"> • SWNG meetings • E15 Cluster meeting involving several schools within the immediate facility • St Francis RC Church • Deanery Schools • Governors • TFL- crossrail • School Choir • St. Lucian High Commission

Cultural Ideas, Religion and beliefs	<ul style="list-style-type: none"> • Assemblies • Black History Month • Language of the half term • Music lessons • British values (SMSC) • International evening • Carol concerts • Holy Week celebrations • Mass at school and church
Removing barriers and reasonable adjustments	<ul style="list-style-type: none"> • Medical care plans • Individual and Group interventions • Differentiation in all lessons • Sounding proofing of two classrooms
Links with wider communities	<ul style="list-style-type: none"> • Choir • Links with a school in Dominica • Fund raising- Cafod (during Lent), British Heart Foundation, Anchor House, Local Parish soup kitchen, TELCO (during Citizenship week)
Partnerships with parents	<ul style="list-style-type: none"> • School fairs • English and Maths workshops • Newsletters • Performances to Parents • Parent governors

Analysis and comments:

<p>Areas school has developed this year:</p> <ul style="list-style-type: none"> • School Website • Parental workshops • Black History Exhibition • Links with a school in the-Dominica.
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<p>Areas we would like to improve:</p> <ul style="list-style-type: none"> • To further develop links and offer support to the school in the Dominica. • To continue to develop parent workshops that respond to the needs of our parent communities.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation - as defined by Equalities Act 2010-

Examples	Steps the School has Taken (Case Studies)
Exclusions Data: Since September 2015	<ul style="list-style-type: none"> • One lunchtime exclusion for a pupil (x 3 lunchtimes) • Reviewed and updated behaviour policy • Use language of choice for unacceptable behaviour • Reflection Room led by learning mentors
Victimisation and Discrimination , Anti Bullying and Harassment:	<ul style="list-style-type: none"> • Issues of this nature are rare due to our anti - bullying week, our open door policy with the Learning Mentors for our pupils and SMSC assembly themes. Staff are clear about expected behaviour and attitudes due to guidelines provided in our Staff Handbook.
Monitoring of incidents:	<ul style="list-style-type: none"> • Behaviour incidents are analysed each half term by the behaviour Lead at SLT meetings. This analysis is by class, gender, ethnicity, SEND • Any major incidents are reported to directly to the headteacher and following investigations, reported to the Governing Body. Incidents are also recorded on behaviour slips
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> • Play Leaders in Yr 6 • Anti- bullying week (Autumn Term 2015) • Citizenship (Spring term 2016)

Analysis and comments:

<p>Areas school has developed this year:</p> <ul style="list-style-type: none"> • Consistent application of the Going for Gold Behaviour for Learning Policy • Clear rewards and consequences linked to the traffic light system • Weekly opportunities to celebrate success • Pupil involvement in the decision making of the school through the use of school council and junior leadership team • Playground Leaders to support the smooth running of playtime and ensure inclusion of all children • Tracking and analysis of children who receive consequences across the school (tracking of white and pink slips) • Reviewed behaviour policy and practice

- Anti bullying week
- E safety week
- Staff Handbook
- Quality Assurance Review for SEN (Autumn 2015)
- Safeguarding training for all staff.

Areas we would like to improve:

- To continue to develop pupils' understanding of how their education equips them with the behaviours and attitudes necessary for success in their next stage of education.
- To continue to develop pupil's role in the prevention all forms of bullying, including online bullying and prejudice-based bullying.
- To continue to develop pupils' understanding of how to keep themselves and others safe in different situations and settings.
- To continue to develop pupils understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Clear procedures for dealing with equality issues, support for perpetrator and meetings with parents
- Developing staff code of conduct

Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
School Council:	<ul style="list-style-type: none"> • Monthly meetings
Pupil voice:	<ul style="list-style-type: none"> • Questionnaires • School council representatives • Junior Leadership Team • Feedback from pupils on school curriculum topics
Parents/ Carers/ Guardians:	<ul style="list-style-type: none"> • Questionnaires • Suggestion Boxes
Staff:	<ul style="list-style-type: none"> • Staff meetings • Phase meetings • Staff questionnaires
Local community:	<ul style="list-style-type: none"> • Local schools - Carnival - Reception class • International Day performance • Fund raising- CAFOD (during Lent), British Heart Foundation, Anchor House, Local Parish soup kitchen, TELCO (during Citizenship week) • Carol singing at St. John's church • Links with Transport for London Maryland Station improvement project
Governors:	<ul style="list-style-type: none"> • Regular Governors and Curriculum meetings • Programme of Training • School visits

Workforce - staffing and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. School Staffing England Regulations (2003) sets the Local Authority as the employer however schools exercise a responsibility as direct employer. We have adopted Local Authority HR Policies related to Recruitment, CPD and other areas of employer responsibility.

We currently have over 70 employees.

Area of focus	Significant information that we can address for following year
Promoting opportunity Fostering good relations	Opportunities for management training TA training for NVQ especially within our minority ethnic staff Continuing to improve professional relationships between the staff and the development of a staff handbook
Prohibiting harassment	Staff training and an equal opportunity policy to ensure staff are fully aware of expectations and sanctions regarding discriminatory behaviour

St. Francis Equality Action Plan 2016 – 2020

Equality Objective 1 for St Francis: Advance Equality of Opportunity Between People

Objective	Current Situation	Success Criteria	Person responsible	Links to school policy/SDP	Evaluated and actioned by
<p>To raise attainment and rates of progress for identified disadvantaged groups (More Able, SEN, Boys) so that by the end of key stages, as a minimum, they are working at national benchmarks. (Priority 1 on SDP)</p>	<p>More Able, SEN and Boys end of key stage data shows that groups are working at or above nationally expected levels in Reading, Writing and Maths Minimum of 85% of disadvantaged pupils maintaining their 100 score or better (progress). Minimum of 75% of all pupils working at or above age expectations per cohort.</p>	<p>Autumn: 80% of children making expected and/or above expected progress Spring: 90% of children making expected and/or above expected progress Summer: 100% of children making expected and/or above expected progress</p>	<p>Class Teachers</p>	<ul style="list-style-type: none"> • End of key stage data • Raise on line • Pupil Conferencing • Assessment Policy • Teaching & Learning Policy 	
<p>To ensure assessment of learning and assessment for learning is robust in measuring progress and identifying children's next steps (Priority 2 on SDP)</p>	<p>Increased teacher confidence of assessing against the 2014 national curriculum standards Termly standardized tests clearly demonstrate areas of strength and areas for further focus which are addressed by class teachers in books and planning EYFS assessment data provides up to date picture of children's development, clearly linking with observations/next steps that are targeted in planning</p>	<p>Termly Assessment of Writing and Maths External Moderation Groups Moderation with External Consultant</p>	<p>Headteacher</p>	<ul style="list-style-type: none"> • End of key stage data • Raise on line • Pupil Conferencing • Assessment Policy • Teaching & Learning Policy 	

<p>To embed reading, writing communication and mathematics exceptionally well across the curriculum so children are making expected and above progress from their starting points (Priority 3 on SDP)</p>	<p>Writing moderation demonstrates that children use increased skill with development of composition and effect Math progressions in problem solving demonstrate progress in acquisition of skills RE teaching develops children's understanding of scripture readings that help children to learn about religion and learn from religion History/geography curriculum provides coverage of key skills and balance between history and geography to deepen knowledge, understanding and skills</p>	<p>Maths Books Class Data</p>		<ul style="list-style-type: none"> • Assessment Policy • English Policy • Teaching and Learning Policy • Mathematics Policy 	
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Equality Objective 2 for St Francis: Foster Good Relations Between People.

Objective	Current Situation	Success Criteria	Person responsible	Links to school policy/SIP	Evaluated and actioned by
<p>To further develop links with a school in Dominica.</p>	<p>Yr 5 are inked with the school in Dominica and are exchanging information about themselves and their schools. Schools have written whole class letters to each other and have also Skyped.</p>	<p>To continue to enhance the links and to work towards a visit.</p>	<p>Lead AHT</p>	<p><u>Evidence :</u></p> <ul style="list-style-type: none"> • Photographs • Writing letters • Skyping 	

Equality Objective 3 for St Francis: # 2012

Objective	Current Situation	Success Criteria	Person responsible	Links to school policy/SIP	Evaluated and actioned by
<p>To continue to develop staff expectations and understanding of their duties/ responsibilities</p>	<p>Whistleblowing policy has been updated. Safe Guarding Policy has been reviewed. Staff have received INSET in FGM , Keeping Children Safe in Education Training and Extremism .</p>	<p>Increased confidence and understanding in keeping pupils and others safe.</p>	<p>SLT</p>	<ul style="list-style-type: none"> • Whistleblowing Policy • Safeguarding Policy • Keeping Children Safe in Education (DFE) 	