

St. Francis' Catholic Primary School



Public Sector Equality Duty June 2020

Approved by Governors: June 2020

Review date:

June 2024

Our Vision

At St Francis' School we work together as a community to:

- Provide a safe nurturing environment in which each child is recognised as unique, special and loved by God.
- Create a community in which Christ's love permeates all that occurs in school and where the gospel values of praying, sharing, forgiving and truthfulness are a living reality.
- Provide an orderly, stimulating environment in which effort, talent and personal success are rewarded, special needs are met and cultural diversity is celebrated.
- Strive for excellence in every aspect of the education process.
- Prepare all our children to be confident, feel valued and respected members of our school community and society as a whole.

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.

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

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	DCD	- PP provision - key ethnicity groups, gender and SEND
	To target pupils with SEND for specific intervention	High levels of pupil engagement. SEND pupil progress improves	KA, MH	- SEND provision
	To implement the zero tolerance of extended leave during school time	97% attendance and punctuality for all pupils	DCD	- attendance

2. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it	To enable pupils to regularly feedback about their school to the Leadership Team	Children feel heard and involved in school life	NS	- pupil voice
	To increase parental Engagement	Increased parental engagement and participation in school events Increase parent knowledge of the curriculum	NS	- parental engagement
	To actively encourage pupils from protected groups to participate in relevant clubs	High quality clubs with good attendance		- pupil engagement

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	MA	- raise profile of online safety and threats from social media
	To monitor the protected characteristics	Incidents of discrimination and harassment continue to be monitored and appropriate action taken. Behaviour and Safety is outstanding	AB	- monitor impact of behaviour policy on the number of incidents logged
	To appraise and familiarise all stakeholders of our Public Sector Equalities	Relevant school policies are on the website or MLE and stakeholders know this	KA	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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

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

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 8534 0476](tel:02085340476).

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. (Information retrieved from SIMS (on 24.01.20))

Number of pupils on roll	401
% of pupils with an EHCP or SEN Support	8.5%
% of pupils with English as an Additional Language	40.9%
% of pupils eligible for free school meals	11.7%

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 retrieved from SIMS (on 24.01.20) and SENCO	2018-19		2019-20	
		Number			
	Roll	380		401	
	Gender	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>
		182	198	193	208
Ethnicity	White:				
	White - British	2	1	2	2
	Any other White background	4	4	6	5
	White Eastern European	24	16	16	25
	Mixed:				
	White & Black Caribbean	3	2	2	2
	White & Black African	12	6	6	12
	White & Asian	1	0	1	1
	Any other Mixed Background	18	12	15	18
	Asian or Asian British:				
	Indian	1	5	4	0
	Any other Asian background)	2	4	4	2

	Black or Black British:				
	Caribbean	17	29	30	26
	Black Nigerian	25	21	23	27
	Other Black African	43	39	44	51
	Any other Black background	19	22	23	21
	Other:				
	Chinese	1	0	0	1
	Filipino	5	6	7	5
	Other Ethnic Group	5	2	2	6
	Parent/pupil preferred not to say	0	3	1	0
	Information Not Yet Obtained	1	0	0	3
	Latin/South/Central American	12	7	5	10
	Roma	0	1	1	0
	Turkish/Turkish Cypriot	1	1	1	1
	None	2	1	0	0
(CES Census data)	Religion/Belief				
	Catholic	253		279	
	Christian	104		104	
	No religion	0		1	
	Buddhist	2		2	
	Hindu	5		4	

	Other	8	11
	Not yet assigned	0	0
Special Educational Needs	EHCP	2	2
	SEN Support	37	34
Profile of Need (Totals based on no. of pupils at SEN Support	Specific Learning Difficulty	1	2
	Moderate Learning Difficulty	6	4
	Severe Learning Difficulty	4	2
	Profound & Multiple Learning Difficulty	0	0
	Social, Emotional & Mental Health	2	3
	Speech, Language and Communication Needs	13	13
	Hearing Impairment	1	1
	Visual Impairment	0	0
	Multi-Sensory Impairment	0	0
	Physical Disability	0	0
	Autistic Spectrum Disorder	8	7
	Other Difficulty/Disability (Complex Learning Needs)	0	0

Analysis

Comparison of data:

Gender: Boys outnumber girls in our school (208 boys compared to 193 girls).

Ethnicity: Our largest ethnic group is Other Black African with 95 pupils (23.7% of the school population). This is followed by Black Nigerian with 50 pupils (12.5%), Any other Black Background with 44 pupils (10.9%) and White Eastern European with 41 pupils (10.2%). These four groups account for account for 67.3% of the total school population.

Free School Meal Eligibility: The number of pupils eligible for free school meals are 41 (10% of the school population).

Special Educational Needs: The percentage of pupils with SEND is lower than the National statistics (8.5% of pupils have an EHCP or SEN support compared with a national figure of 14.4%). The two main areas of SEND for our pupils are Speech, Language and Communication Needs (SLCN) and Moderate Learning Difficulties (MLD). We have two pupils who have Education Health Care Plans and nine pupils who receive High Needs Funding.

Religion/Belief:

The predominant religious belief in the school is Catholic accounting for 304 pupils (73.7% of the school population). The second largest religious category is Christian with 88 pupils or 21.4% of the total school population. These two largest groups account for 95.1% of the school population.

Attendance: - Information retrieved from St Francis' School Profile 2019 (on 23.01.20)

	2018	2019 (up to Autumn term)
	%	%

% of sessions missed due to overall absence	3.2	3.3
% Persistent absentees absent for 15% or more sessions	6.7	9.3

Comment

Over the last two years the percentage of overall absence has increased by 0.1% and the percentage figure for persistent absentees absent for 15% or more sessions has increased by 2.6%. 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 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	81	92	83	81	81	79	94

- The School average for all Reception pupils was above Newham and National benchmarks in all core areas
- Boys at St Francis' performed better in comparison than the National average in the core areas except in Personal, Social and Emotional development

Key stage 1 2019 breakdown by pupil characteristics analysis summary

	R+W+M		Reading		Writing		Maths		Scienc e
	Exp	High	Exp	High	Exp	High	Exp	High	Exp
School	75%	13%	80%	25%	76%	16%	85%	27%	80%

- The School average for all KS1 pupils was above the expected attainment for Newham and National benchmarks in all areas except Science
- Boys at St Francis performed better in comparison than the National average in the core areas except Science. Boys were slightly lower in Science compared to the Newham expected level. They were, however, able to match the expected Reading attainment compared to Newham and exceed the levels in Writing and Maths.
- School data shows that girls performed better in comparison to the boys in all core areas except Mathematics

Key stage 2 2019 breakdown by pupil characteristics analysis summary (Data for 2019 is provisional)

| R+W+M | Reading | Writing | Maths |

	Cohort	Exp	High	Exp	High	Exp	High	Exp	High
England	644774	65%	11%	73%	27%	78%	20%	79%	27%
Newham	476 1	75%	15%	80%	31%	84%	26%	86%	38%
School	55	73%	18%	80%	36%	85%	31%	84%	40%

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

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	81	92	83	81	81	79	94

Table 2: Pupils making expected (2 steps) and above progress Sum 2 2019 to Aut 2 2019

	<u>Reading</u>	<u>Writing</u>	<u>Mathematics</u>
--	----------------	----------------	--------------------

Year 6 (49 pupils)	77.6%	79.6%	71.4%
Year 5 (51)	86.3%	84.3%	76.5%
Year 4 (54)	70.4%	74.1%	90.7%
Year 3 (54)	70.4%	81.5%	74.1%
Year 2 (56)	85.7%	91.1%	85.7%
Year 1 (51) *	94.1%	62.7%	94.1%

(* Year 1 data Aut 1 - Aut 2 2019 - 1 expected step of progress)