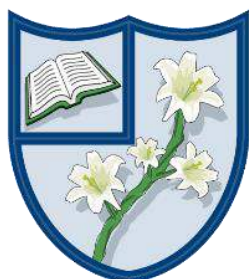


St. Mary's Catholic Primary School

Equality Statement

2022-2023



This equality statement complies with advice set out in the 2010 Equality Act and should be read in conjunction with the school Equality Policy.

At St. Mary's Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

St. Mary's Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At St. Mary's Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Equality in Teaching and learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

As a result of the Public Sector Equality Duty, we publish the following information about our pupils based on the Ofsted Inspection Data Summary Report 2022:

- **92% of pupils are recorded as White British.**
- **4% of pupils are EAL**
- **8% of pupils have SEN support**
- **1.2% of pupils have an EHC plan**
- **49% of pupils have been eligible for free school meals at any time in the last 6 years.**
- **The school location deprivation indicator was in quintile 5 (most deprived) of all schools.**
- **The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.**

All pupils have access to the same broad and balanced curriculum.

We monitor the progress of pupils identified by Ofsted as “vulnerable” to ensure that their needs and aspirations are met to the best of our abilities, and to ensure that they are not disadvantaged in relation to other pupils.

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

We eliminate discrimination by:

- Adoption of the single Equality Scheme.
- Our behaviour policy ensures that all children feel safe at school and addresses bullying.
- Reporting, responding to and monitoring all racist incidents.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of parents/carers and pupils in school development.
- Listening to parents/carers.
- Listening to pupils at all times.

Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

We foster good relations by:

- Ensuring that St. Mary’s Primary School maintains strong links with our local community.
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Our equality objectives 2021 - 2022 were:

1. In response to COVID-19 and national school closures (Jan 21 – Mar 21), monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils and their families.
2. In response to COVID-19 and national school closures (Jan 21 – Mar 21), and the possibility of continued disruption to education, monitor levels of parental and pupil engagement in home learning to ensure equity and fairness in access and engagement.
3. To review the safeguarding curriculum against documents published in 2021 following national incidents of discrimination and abuse.

The impact has been:

1. Through forensic gap analysis following the closures during 2021 the curriculum was adapted to address identified and emerging needs. The National Tutoring Programme, was engaged to support children identified as making below expected progress within writing and mathematics. As a result of rigorous in-house interventions and adaptive teaching, our Y6 cohort closed the attainment gap between September 2021 and July 2022 in Reading, GPS, Writing and Maths.
2. Online platforms continued to be used by all classes to provide home learning and homework (Class Dojo YR – Y6 and Teams Y1+). The homework policy was reviewed and updated to reflect latest educational research and effective practice. Home learning provided was rooted in pre-learning, retrieval and deliberate practice.
3. The personal development curriculum was reviewed against the OFSTED report into peer-on-peer abuse in schools and the HCSP annual analysis of incidents and trends within the county. CPOMS categories were refined and widened to enable forensic analysis of discrimination incidents and peer-on-peer abuse (now child-on-child abuse).

Equality Objectives 2022-3

At St. Mary's Catholic Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To rigorously monitor and analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in all subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.