

St Johns Catholic Primary School
Equalities Information for Stakeholders
May 2013

Let the Light of Christ Shine in us.

All schools have a legal duty to ensure equalities, particularly for the following protected characteristics:

- Disability
- Gender (including gender orientation, identity and reassignment)
- Pregnancy and maternity
- Race and ethnicity
- Religion and belief

Our procedures to deliver equalities are detailed in our Equality and Diversity Policy. The following information is provided to help parents, carers and other stakeholders to understand how we identify any equality concerns in the school and how we are working to improve outcomes in these and other relevant areas.

We have tried to make this information as accessible as possible and should you require any further information please contact the school.

All parents and carers are encouraged to share information with us relating to the protected characteristics in order that we are able to meet their needs. Any information shared will always be treated in the strictest confidence.

General School Context

With 232 pupils on roll, the school is an average sized one form entry Catholic Primary School. While the school is located within the town of Baldock, we attract pupils from the surrounding villages and from areas of Bedfordshire.

Disability

The school was built over 40 years ago, but in recent years has made adjustments to aid accessibility for all. A disabled parking space and a front door buzzer at wheelchair height make the school initially accessible. Although there are steps within the school, making wheelchair movement around the school difficult for direct travel, there are wheelchair friendly routes to all areas of the school. Supporting bars have been installed by all the internal steps and support bars are also installed in the children's toilet facilities.

Gender

The current school gender balance is 48.7% girls and 51.3% boys.

By the end of KS1 both boys and girls achieve above the national average, with a tendency for boys to out-perform girls in Reading and Maths – girls marginally out-perform the boys in Writing.

Such performance is continuously monitored and informs teaching and learning foci.

By the end of KS2 both boys and girls achieve either broadly in line with, or above, the national average. Boys and girls achieve equally in Reading, boys slightly out-perform girls in Writing and out-perform girls in Maths.

This performance is continuously monitored and informs teaching and learning foci.

Gender identity and reassignment

Pupils are taught about the negative impact of gender stereotypes on individuals and groups.

Race and ethnicity

1. Minority ethnic groups: 18.1% of our student population are from minority ethnic groups (compared to 26.3% nationally).

The changing diversity of our community enhances our school. It is actively celebrated through teaching and learning to reflect the whole school community. The achievement of all groups is closely monitored on a termly basis.

2. Pupils for whom English is not their first language: 7.9% of our student population is made up from children for whom English is not their first language (compared to 17.5% nationally).

By the end of KS2, these children achieve higher than the national average in all subjects.

The achievement of this group is continually monitored.

Pregnancy and maternity

The school is happy to accommodate the particular needs of nursing or pregnant visitors to the school.

Religion and belief

The religious faith make up of the student population is:

86% Catholic

9% Other Christian

5% Other Faith

All children are welcome in our school community. Although non Catholic pupils currently form a small group in our school, they are fully included in, and contribute fully to, all aspects of school life.

Sexual orientation

Curricular work to prevent unintentional harassment, e.g. the use of homophobic language, has raised awareness amongst older pupils of the need to think carefully about the consequences of words and actions used and their impact upon others.

Special Educational Needs

The proportion of pupils supported by a Statement of Educational Needs or by intervention at School Action + is 8.9%, slightly above the National average of 7.9%. However, those pupils registered and supported at School Action is below the National average of 10.6% at 5.4%.

The school invests significantly in the support of children with Special Educational needs. Generally pupils at St Johns with SEND, in both Key Stages, achieve higher than the National average. (This is very much, dependant upon individual needs – progress for some SEND pupils should not be measured solely against general data.

Eligibility for Free School Meals (FSM)

Currently the Government funds a proportion of the school budget based upon the number of pupil who are eligible for Free School Meals. This is because nationally, the statistics suggest that this group of pupils do not perform as highly as other pupils.

At St John's the uptake of FSM is low at 9.2%, compared to the National average of 26.2%. By the end of KS2 this group of pupils tend to achieve to a higher level than those measured against the National average.

The achievement of this group is continuously very closely monitored and it's impact is measured against the financial investments that are made by the school.

Attendance

Since becoming an Academy, St John's monitors the attendance of all pupils in partnership with the Attendance and Wellbeing department at HCC. The Government places an expectation that overall attendance will not fall below 96.7%. The school strives to keep attendance at this level or above, although is currently marginally below, mainly as a result of families continuing to take holidays during term time. Every request for a leave of absence is considered individually and needs and circumstances are taken into account.

Anti-Bullying

Incidents of bullying and harassment are extremely rare, but are recorded and monitored according to the school policy. We always aim to address and rectify problems before they reach an extreme stage. A proactive approach by the school supports this, including:

- Regular PSHE lessons which focus on the effects of bullying and building positive relationships
- Additional Circle Time and Circle of Friends sessions in Year 6 (2013)
- The use of playground 'buddy' and 'play leader' systems, with training for pupils leading this
- Friendship benches and prayer benches
- Communication / worry boxes
- Protective Behaviours strategies
- Training for staff
- Listening to the student voice – particularly through an active school council.
- A welcoming policy for parents.

All information is based on validated 2012 data as verified by DfE and appears in RoL.