



School Equalities Information Spring 2019 and SMART Objectives

ST MICHAEL'S PRIMARY SCHOOL

St Michaels Primary School has used the information derived from our annual parental census returns along with other SIMS data and attainment data held in school to help us identify some of the barriers to our pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

- How many children are on roll at the school? 249
- What information on pupils is collected by protected characteristics?

Using the SIMS data, the following information was available:

Ethnic categories

White British	85.6%	Any Other Mixed Background	7.2%
Any other white background	2.2%	Any other Asian background	1.1%
White & Asian	2.2%		

Disability Categories

Not Collected	0	Needs Medication	3	Other Disability / Health Problem	14
No disability	246	Incontinence	2		
Mobility	2	Communication	2		
Hand Function	1	Hearing	2		
Personal Care	1	Vision	0		
Eating and Drinking	0	Autism / Asperger's	2		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	92%	227
School Support	5.7%	14
Statement or EHCP	2.0%	5

Gender – whole school	
Girls	43.8%
Boys	56.2%

Religion & Belief							
Buddhist	1	Muslim	5	Other Religion	1	No Religion	13
Christian	226	Hindu	2	Sikh	0	Refused	1

No Information was available on the following protected characteristics:

- Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Comparison with Local Community Demographic Data:

Basic Characteristics Trend

St Michael's CofE (Aided) Primary School (URN: 106350)

Basic characteristics trends

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Basic characteristics trends

This is final data for 2017/2018.

		2016		2017		2018	
	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL	
Number on roll	249	275	247	279	242	281	
Male %	53.4	51.0	53.0	51.0	56.2	51.0	
Female %	46.6	49.0	47.0	49.0	43.8	49.0	
Ever 6 FSM %	7.1	25.2	6.1	24.3	5.7	23.5	
Minority ethnic groups %	9.3	31.6	10.9	32.3	14.4	32.9	
SEN with statement or EHC plan %	1.2	1.3	0.8	1.3	1.2	1.4	
SEN support %	2.8	12.1	6.1	12.2	5.4	12.4	
English additional language %	1.1	20.1	0.5	20.7	1.1	20.9	
Stability %	89.0	85.7	90.2	85.7	90.6	85.8	
School deprivation indicator	0.10	0.21	0.10	0.21	0.10	0.21	

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Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions – identified as action
- Attainment – identified as action
- Attendance – no concerns identified
- Engagement in school activities – no concerns identified
- Exclusions – no exclusions
- Prejudice related incidents – identified as an action
- Rewards and sanctions – no concerns identified
- Representation on school bodies e.g. School Council – no concerns identified

Admissions

Having viewed recent information about the local community it appears that the school is becoming more diverse and yet less diverse than that of the country as a whole. English as an additional language fluctuates with each new intake; therefore, we have devised a proactive strategy to support those pupils entering school with a low level of English.

Equality Objective:

Develop a process to better engage with all faith communities in our local area.

Intent: From our wider analysis of our school profile against the demographics of national picture we know that our intake is not entirely representative. We want to understand our community better and ensure that all sections feel they can benefit from and have equal access to our education provision.

Implementation: We have devised a programme of integrated assemblies and RE teaching which represent the multi-faith nature of our intake. We shall also enlist the help of the wider community to help deliver this programme.

Impact: Develop an even broader assembly pattern is developed and established, and where possible in RE lessons and our foundation curriculum, we will engage with visitors from the faith communities.

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Contextual statement about Attainment

All the attainment data is on the school's website. We are a high attaining school who work hard to address any barriers to accessing education. A very large majority reach the phonics standard and KS1 and KS2 attain above National. The three-year average reading attainment score is 107.7 in the top 10% of all schools nationally. In 2018, 81% of pupils achieved the expected standard in reading, writing and maths, 17% above the national proportion which is statistically significant. We believe this is because we have a robust tracking system for every child. We ensure progress is made according to their individual prior attainment and track this from EYFS. We have six phases to identify SEN and a very clear interventions policy available on the website.

The school is currently focusing on writing progress and attainment. We have altered topics to be as engaging as possible to all children, we have fine-tuned our marking and assessment criteria and expect standards in writing to continue to improve as a result of staff training, monitoring and moderation.

Groups

EAL

The school is in the lowest 20% of schools for the proportion of EAL (1.1%) The EAL pupils matches the performance of English First pupils at expected and language has not been a barrier to attainment.

Ethnicity

The school has 8 out of 17 possible ethnic groups. None of the groups are statistically significant enough to draw conclusions about barriers to education. Every child and family is treated as an individual at the school, and the White British group (85.6%) is the only group of meaningful size and its results are a mirror of the group as a whole.

Attainment Objectives

Equality Objective:

To explore and understand the issues further so that the school can continue to develop greater rates of progress in writing.

Intent:

Although the school has begun a great deal recently to increase progress rates in writing, it is essential that with a reducing budget we continue to identify children at risk and/or who are vulnerable. By early identification of need we will continue to provide support where and when needed.

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Implementation:

Evaluate the impact of current teaching methods in spelling and vocabulary introduced in the previous academic year;
Further develop cross curricular writing to engage children in a wide range of meaningful writing opportunities.

Impact: Continued increasing rates of writing progress as seen in 2018 Analysing School Performance as well as in our own teacher assessments.

Prejudice related incidents Objectives

Equality Objective:

To ensure the school offers the best possible education of tolerance and respect for each other in order to embed British Values

Intent: We are aware that our demographic is majority white British. We are aware that we need to encourage tolerance and respect for all faiths, ethnic backgrounds.

Implementation: Through our cross curricular topics, our assemblies we will reinforce these values.

Impact: There will be increased understanding between children of different and no faith and respect for each other. That records of the isolated incidents of racist language, often used without understanding will be minimal.