



Through God's grace, a community growing in knowledge and understanding



St. Laurence Catholic Primary School Equality Report & Objectives

At St Laurence, we welcome our general duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to:

- age (as appropriate)
- disability
- ethnicity
- gender including issues of transgender
- marital status and of maternity and pregnancy
- religion and belief
- sexual identity

Although the Equality Act 2010 does not refer to inequalities relating to socio-economic circumstances, we are mindful of the impact of such inequalities and include these in our commitment to promoting Equality.

This report fulfils the school's specific duties under the Equality Act (2010) to publish information about how we meet the general duties of the Equality Act and to publish the school's Equality Objectives.

In September 2016, our school was awarded the Equality Award. Here, we report on some highlights of our work to promote equality in 2017

1. Our Commitment to Equality

We teach the importance of British Values within a framework of Catholic Christian Values.

We are guided by our mission statement 'Through God's grace, a community growing in knowledge and understanding.' We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27). Our Catholic ethos, which includes explicit reference to Christian and British values, makes a tangible difference to the way we work together in school and with our wider communities.

- We collect data about the composition of our school three times a year. At our last school census (January 2018), we had 282 pupils of whom:
 - 44% identify as Male
 - 56% identify as Female
 - 40% are children for whom English is an Additional Language (EAL)
 - 16% are children with a Special Educational Need and/or Disability (SEND)
- School documentation emphasises zero tolerance towards racism, homophobia, sexism and disability. Any incident relating to these issues is reported to the Headteacher who maintains a monitoring file and makes termly reports to the Local Authority (LA) via the PRIDE website.
- We are a Stonewall Champion school
- Our school is accredited by the Living Wage Foundation as a Living Wage Employer
- We have a nominated governor for Equality
- The school community accesses regular training on equality and diversity

2. Narrowing the Gap

All our teachers monitor the attainment and progress of different pupil groups rigorously. This monitoring is overseen by our Inclusion Manager and is reported to the Governing Body.

When we refer to "different pupil groups, we are referring to:

- Differences in Gender
- Different Ethnic backgrounds
- Children for whom English is not their first language (EAL)
- Children who are eligible for Free School Meals (FSM; the school receives a Pupil Premium (PP) funding grant for each of these children)
- Children who have Special Educational Needs and/or a Disability and/or long term Medical Needs (SEND).
- Gypsy, Roma & Traveller children
- Children who are on the "Gifted & Talented" register

- Looked after children
- We arrange homework sessions/clubs for children who might face challenges with homework
- We access support from Cambridgeshire Race, Equality & Diversity Service (CREDS) for children new to English
 - All our teachers and Teaching Assistants (TAs) have training on supporting the needs of children for whom English is an additional language and classrooms are set up with a range of resources, including visuals to support new to English learners.
 - Our teaching assistants (TAs) hold pre-teaching language interventions for targeted groups,
- The Traveller support team within CREDS work with identified vulnerable Travellers to help engage them in learning and develop a positive attitude towards education.
- A range of Nurture groups support vulnerable groups of children, e.g. play therapy, social skills, time to talk, lunchtime club etc.
- The Headteacher and Deputy Head (Pastoral) monitor attendance closely by whole school, year group, and identified groups (SEND, PP, EAL)
- Children with high levels of need have an additional support plan which is reviewed termly.
- We use British Sign Language throughout school for prayers, plays, assemblies and songs

3. Fostering Good Relations

Our RE curriculum is grounded in acceptance of each individual's identity. Our Religious Education (RE) and prayer life are Catholic in nature. At the same time, we celebrate and value the contribution that children of other faiths make to the spiritual development of the School and each of us as individuals. We welcome the opportunity to explore differences and similarities between different faiths; we recognise that such exploration provides the opportunity to strengthen our faith(s). All assemblies are based on the highlighted half termly Gospel values. The values are: Responsibility and Community, Peace and Hope, Compassion and Thankfulness, Generosity and Forgiveness, Wisdom and Respect and Courage and Justice. These values and school activities that promote the fostering of good relations are celebrated in our school newsletters and on our website. Common examples include:

- Visits to Christian and non-Christian places of worship
- Visitors from Catholic, other Christian tradition and representatives from other world faiths
- Close links with CAFOD

4. Equality of Opportunity and Positive Action

We promote equality of opportunity in various ways:

- Our school uniform policy is non-gender specific, simple and low cost
- Sports competitions are monitored to ensure equality of opportunities for boys and girls.
- Risk Assessments are in place to support individuals with impaired mobility
- Our Accessibility Plan is published and available on our school website
- Our Charges and Remission policy states that no child is excluded from the wider curriculum due to a lack of funds/contribution.
- There is a translate button on the school website for EAL parents/those with limited English.
- We access support from interpreters via CREDS and via bilingual teaching assistants
- Applications are monitored for equal opportunities through anonymised review of data post recruitment
- All staff who leave have the opportunity for an exit interview or questionnaire and outcomes are analysed to identify any possible patterns or trends.

5. Celebrating Diversity

We have implemented the International Primary Curriculum, which incorporates an international element by including diverse and international learning objectives for a range of topics. These learning objectives teach the children about how the subject would be understood in other countries and cultures, and consequently challenge stereotyping.

- Modern foreign language lessons are taught throughout key stages 1 and 2 during which the teacher encourages children to consider and compare with their home languages.
- The Paralympics are celebrated in school and children are encouraged to recognise that athletes are a product of hard work and resilience, irrespective of disability
- The school has a long history of supporting the Traveller community and works to ensure they are fully involved in school life.

- Pupils have ongoing experiences of texts and other resources relating to a diverse range of cultures and lifestyles. **Class and common display areas in school celebrate a wide range of aspects of diversity and promote British Values of cohesion**

Equality Objectives & Outcomes for 2016-17

Objectives	How will this be measured?	Timeframe	2016-17 outcomes
<p>1. For the percentages of both boys and girls achieving the expected standard in all 3 subjects* to be above the national average at Key Stage 1</p> <p>(*for both objectives, "all 3 subjects" means "reading/writing/maths combined")</p>	<p>Comparison of percentage of all children nationally achieving expected standard in all 3 subjects against:</p> <ul style="list-style-type: none"> i. Percentage of boys in school achieving expected standard in all 3 subjects, and ii. Percentage of girls in school achieving expected standard in all 3 subjects 	To be monitored annually from 2017-2020	<p>Percentages achieving the expected standard in all 3 subjects were:</p> <p>Boys: 58.8%</p> <p>Girls: 51.9%</p> <p>School: 55%</p> <p>National: 63.7%</p>
<p>2. For the percentages of both boys and girls achieving the expected standard in all 3 subjects to be above the national average at Key Stage 2</p>	<p>Comparison of percentage of all children nationally achieving expected standard in all 3 subjects against:</p> <ul style="list-style-type: none"> i. Percentage of boys in school achieving expected standard in all 3 subjects, and ii. Percentage of girls in school achieving expected standard in all 3 subjects 	To be monitored annually from 2017-2020	<p>Percentages achieving the expected standard in all 3 subjects were:</p> <p>Boys: 66.7%</p> <p>Girls: 64.7%</p> <p>School: 66 %</p> <p>National: 61.1%</p>

Our Equality Objectives for 2017-18 remain:

Objectives	How will this be measured?	Timeframe
<p>1.For the percentages of both boys and girls achieving the expected standard in all 3 subjects* to be above the national average at Key Stage 1</p> <p>(*for both objectives, "all 3 subjects" means "reading/writing/maths combined")</p>	<p>Comparison of percentage of all children nationally achieving expected standard in all 3 subjects against:</p> <ul style="list-style-type: none"> iii. Percentage of boys in school achieving expected standard in all 3 subjects, and iv. Percentage of girls in school achieving expected standard in all 3 subjects 	To be monitored annually from 2018-2020
<p>2.For the percentages of both boys and girls achieving the expected standard in all 3 subjects to be above the national average at Key Stage 2</p>	<p>Comparison of percentage of all children nationally achieving expected standard in all 3 subjects against:</p> <ul style="list-style-type: none"> iii. Percentage of boys in school achieving expected standard in all 3 subjects, and iv. Percentage of girls in school achieving expected standard in all 3 subjects 	To be monitored annually from 2018-2020

