

St Joseph's Catholic Primary School

The St Joseph's Equality Scheme

Report: February 2017

St Joseph's Equality Scheme was approved in October 2013 following consultation with parents, staff, governors and other parties. A report on progress under the Scheme was made in March 2015. This report covers progress and developments since then.

Vision and Values

St Joseph's remains fully committed to the School's Vision and Values as set out in the Equality Scheme. As a Catholic School we actively promote values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church. We are confident that our continued focus on the Gospel Values will give our pupils the necessary awareness of what it means to be a good citizen in Britain today, and embed in them the building blocks of a future successful and productive life.

At St Joseph's Catholic Primary School we believe in celebrating the increasingly diverse cultural backgrounds of our community whilst also promoting and holding true to what we recognise to be British Values.

School Context

There have been no significant changes to the School Context as set out in the Equality Scheme except that the school now has 29% pupils with S.E.N. and 27% pupils with E.A.L..

Training

Issues relevant to the Equality Scheme are regular items for staff training. In addition, the Head and all staff (teaching and non-teaching) have done PREVENT training, as have the Chair of Governors and four other governors.

Governors had an in-house training session on Understanding Assessment Data for Primary Schools in March 2017. This covered briefing on the

new methods of assessing achievement and progress. It also included how to use the revised RAISE on-line data to analyse data for particular groups of pupils eg pupil premium pupils.

Recent staff training relevant to the School's Equality Scheme includes

- Mathematics - Singapore Bar Method
- Guided Reading
- Neurodiversity
- Wellcome Programme
- Speech and Language Training
- ASD Training
- Geometry
- RE – Catholic Social teaching
- Visual Coding
- PREVENT
- Safeguarding

Relevant Policies

All policies are reviewed regularly by Governors and are brought up to date as needed. The Governors review and adopt the model policies prepared by Hertfordshire County Council.

Tracking Progress

The Governors at their main meetings regularly review both RAISE ONLINE data and the SEF Report. This enables the performance of specific groups of pupils to be tracked and information sought as needed on performance. A notable achievement at St Joseph's is that for disadvantaged pupils their progress is in the top 10% of schools.

Different Cultures and Faiths

St Joseph's is a Catholic school and we have children with parents from many countries. We make strong and positive efforts to celebrate the diversity in the school and to raise the awareness of pupils of other religions and culture.

Activities during the last year or so include

- Other Faiths' weeks (as part of the RE Curriculum). Pupils learn to respect and appreciate pupils from cultures other than their own; and also learn about the faiths of pupils who do not hold the Christian faith.
- Cross-curricular themes ensure children learn about a range of cultures and develop an awareness of other cultures
- Pupils have many opportunities to participate in and develop their learning through sporting, cultural and arts events (Dance festival, end of year performances, mini Olympics)
- Range of themed weeks/days enable all children to demonstrate their skills and learning to a wider audience e.g. Judaism, Diwala. Year 6, for example, celebrated a Passover meal.
- School is working towards achieving International School Status. Classes are linked with other schools globally.

Progress in meeting Equality Objectives

The original Equality Objectives with reports on progress towards these objectives are set out below. We have made particular progress in “improving girl’s attainment and progress in mathematics”; and “Improving understanding and appreciation of other faith groups” is firmly embedded in the work of the school. Other objectives still need special commitment

So new objectives have been adopted; these are set out separately at the end of this section.

| Equality Objectives | Protected Characteristic | R | A | G | General Duty | Responsibility | Measurable success Indicator | Timing | Review date | Impact |
|--|--------------------------|---|---|---|--|--|--|-------------|----------------------------|---|
| 1. Improve girls’ attainment and progress in mathematics | Gender | | | X | To increase girls’ knowledge and understanding in mathematics. | Maths Subject Leader All Class Teachers | The average point score of girls in mathematics at end of KS1 and KS2 is no more than one point behind that of the boys. Progress to be similar in line with boys | Half termly | July 2013 February 2017 | KS2 2016 Scale scores girls achieved 103.3 and 2.86 progress (higher than boys) |

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|--|------------|--|---|---|--|-----------------------------|---|-------------|-----------|---|
| Raising the achievements of SEN Support pupils at KS1 | Disability | | X | | To improve pupils with SA+ skills in reading, writing and maths. | SENCO All Class Teachers | Attainment and progress in line with National Data KS1 Reading 11.6APS Writing 10.3 APS Maths 12.2 APS APS n/a now | Half termly | July 2014 | Maths is the same as SEN Support Group Nationally 33%. Reading is below SEN support pupils nationally 17% /33%) Writing is similar |
| Raising the achievements of SEN Support at KS2 | Disability | | | X | To improve pupils with SA skills in reading, writing and maths. | SENCO All Class Teachers | Attainment and progress in line with National Data KS2 Reading 25.8APS Writing 24.2APS Maths 25.5APS APS n/a now | Half termly | July 2014 | Maths, and Writing attainment and progress is the above for SEN Support compared to National data. Reading SEN support attainment is similar to SEN Support pupils nationally but progress is sig above. |
| Improving understanding and appreciation of other faith groups | All | | | X | To improve pupils' appreciation of other faith groups | All Staff | Pupils, visit other places of worship at least once per year or more, 'Other Faith' leaders visit the school to help develop pupils' understanding. | Termly | July 2014 | Pupils have visited other places of Worship and Other Faith leaders have visited the school. |

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| Continuing Olympic theme of looking at cultures in the school and celebrating them across the school | All | | X | To improve pupils' appreciation and understanding of cultures | All Staff | Pupils' knowledge and understanding of other cultures improves. More children at age related expectation in topic work. Sports days are linked to other cultures. | Termly | July 2014 | System working well. Children enjoy days. This system has been linked to Catholic Social teaching and British Values. |
| Communication and Openness. | All | | X | To improve comms with parents and other stakeholders. | SMT and Governors | Parents and other stakeholders feel better informed and more involved in the life of the school. | Termly | July 2014 | Parents forum – monthly Parents may e –mail class representatives. |

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New Objectives 2017

| Equality Objectives | Protected Characteristic | R | A | G | General Duty | Responsibility | Measurable success Indicator | Timing | Review date | Impact |
|--|---------------------------------|----------|----------|----------|--|---|---|---------------|--------------------|---------------|
| 1. Improve pupils with EAL ' attainment and progress in reading | <i>ethnicity and race</i> | | | | To increase pupils with EAL ' attainment and progress in reading | Literacy Subject Leader All Class Teachers | Attainment and progress to be similar in line with pupils with EAL nationally | Half termly | February 2018 | |
| Raising the achievements of SEN Support pupils at KS1 in reading | Disability | | | | To improve pupils with SEN, skills in reading, | SENCO All Class Teachers | Attainment and progress to be similar in line with pupils with SEN nationally | Half termly | February 2018 | |

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|---|-----|--|---|--|-----------------------------|---|-------------|---------------|---|
| To improve speaking and listening, reading and writing outcomes PPG in FS | All | | | To improve PPG pupils reading skills | SENCO All Class Teachers | Attainment and progress to be similar in line with pupils with SEN nationally | Half termly | February 2018 | |
| Continuing Olympic theme of looking at cultures in the school and celebrating them across the | All | | X | To improve pupils' appreciation and understanding of cultures | All Staff | Pupils' knowledge and understanding of other cultures improves. More children at age related expectation in topic work. Sports days are linked to other cultures. | Termly | February 2018 | |
| Communication and Openness. | All | | X | To improve communications with parents and other stakeholders. | SMT and Governors | Parents and other stakeholders feel better informed and more involved in the life of the school. | Termly | February 2018 | Parents forum – monthly Parents may e –mail class representatives. |