



Equality Data and Objectives

Reviewed June 2023

Next Due Review Date June 2026

EQUALITY OBJECTIVES

Welcome to St James CofE Primary School

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- ★ How many children are on roll at the school?

439 Pupils in total

- ★ What information on pupils is collected by protected characteristics?

The following information was correct as of June 2023:

Ethnic Categories											
White British	302	68.7%	White & Black Caribbean	7	1.6%	Indian	11	2.5%	Any Other Black Background	0	0%
Irish	0	0%	White & Asian	18	5.7%	Pakistani	0	0%	Refugee	0	0%
Any other white background	25	5.7%	White & Black African	6	1.4%	Bangladeshi	6	1.4%	Asylum Seeker	0	0%
Traveller of Irish Heritage	0	0%	Any Other Mixed Background	6	1.4%	Any other Asian background	14	3.2%	Any Other Ethnic Group	4	0.9%
Gypsy/Roma	0	0%	Chinese	9	2%	Black Caribbean	0	0	Information Refused	0	0%
White European	23	5.2%	Any other Chinese background	0	0%	Black African	3	0.7%	Information Not Obtained	0	0%

Disability Categories					
Not Collected	1	0.2%	Needs Medication	3	0.7%
No disability	402	91.6%	Speech and Language	10	2.3%
Mobility	4	0.9%	Hearing Impairment	6	1.4%
Hand Function	4	0.9%	Visual Impairment	7	1.6%
Personal Care	7	1.6%	ASD/ADHD	8	1.8%
Eating and Drinking	8	1.8%	Other Disability / Health	9	2%

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	80%	360
SEN without a statement/EHC Plan	15.5%	68
SEN with a statement/EHC Plan	2.5%	11

Gender	
Girls	215
Boys	224

Deprivation	Number	Percentage
Pupil Premium*	72	16.4%
Non-Pupil Premium	367	83.6%

*Any pupil in receipt of Free School Meals at any time during the last 6 years

Religion & Belief								
Anglican	0	0%	Muslim	16	3.6%	Sikh	1	0.2%
Baptist	0	0%	Hindu	11	2.5%	No Religion	123	28%
Buddhist	5	1.1%	Jewish	0	0%	Other Religion	3	0.7%
Christian	233	53%	Methodist	0	0%	Unknown	47	10.7%

No Information was available on the following protected characteristics which are not relevant to the Primary Age Range:

- ✦ **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender as the question had never been asked as it was not appropriate to the Primary age range.
- ✦ **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 as it was not appropriate to the Primary age range.

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
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g school councils,

Following our analysis, we have developed four Equality Objectives in order to meet the following requirements of the Equality Act:

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance Equality of Opportunity, between persons who share a relevant protected characteristic and persons who do not share it
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it

Objective 1: Attendance

Equality Objective	To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.
Why	Pre Covid whole school attendance had reached 96.45%. Post Covid whole school attendance had fallen significantly to 93.37%, which if allowed to continue will impact on pupil's ability to make progress.
How	<p>The deployment of a family support worker promotes positive relationships with parents and carers within the school community.</p> <p>Weekly attendance monitoring, concern letters, meetings with parents and public promotion of attendance. The use of positive rewards gives recognition to pupils with good attendance.</p>
Success Criteria	Whole School Attendance again reaches the school target of 97% for all pupil groups

Objective 2: Attainment

Equality Objective	To diminish differences in progress in all groups of pupils.
Why	The gap between disadvantaged and non-disadvantaged pupils in writing and reading is significant.
How	<ul style="list-style-type: none">• A whole school focus on reading is prioritised across the curriculum to ensure the best outcomes in all areas of learning. This, alongside the provision of high-quality staff CPD, ensures the most effective, current practice occurs in the teaching of reading. Where pupils are not attaining age-related expectations, targeted interventions are used to address identified gaps leading to accelerated progress.• The reading for pleasure agenda, and pupils' access to high-quality texts is upheld through the provision of high quality, age-appropriate books stored in class treasure chests for pupils to access both at home and school, thus ensuring that all pupils, regardless of background or circumstance have access to these.• Writing focus on vocabulary.
Success Criteria	Data analysis reflects that pupils are making good progress in line with the progress of other pupils not in the groups.

Objective 3: Understanding and Valuing Diversity

Equality Objective	To increase understanding of equality, diversity and inclusion by the whole school community including SLT, governors, staff, pupils and parents.
Why	The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health (51% of our SEND Register). There is a need to educate the school community thereby developing greater understanding, tolerance and empathy in relation to the needs of neurodiverse pupils.
How	<ul style="list-style-type: none"> • CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils. • Sharply focused SEMH interventions are used to support individuals' specific areas of need in relation to the above areas. The aim of the interventions is to support pupils to better understand themselves in order for them to develop strategies to enable them to engage successfully and happily in school and the wider community. • Parents are kept informed about the children's learning in relation to the school Values via displays, the school newsletter and parents' evenings. • Inclusive charter.
Success Criteria	<p>Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs.</p> <p>The whole school community, including staff, pupils and parents show respect and understanding to others.</p>

Objective 4:

Equality Objective	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.
Why	There have been incidents in school in the last year that have involved the use of prejudice language linked to the protected characteristics of race and sexuality.
How	<ul style="list-style-type: none">• Implementation of carefully designed PSHE/RSE and Religious Education curriculums deepen pupils' understanding of differences within our community and teach them to value these.• The school values promote a shared understanding of the importance of positive relationships in all aspects of school life and the wider communities to which children belong.• Curriculum evaluation and monitoring of the schemes of work.
Success Criteria	SMSC calendar support this objective. PSHE curriculum is embedded and taught consistently throughout school. Curriculum audit reflects that resources and planning demonstrates that diversity is acknowledged as well as celebrated. British values are clearly underpinned within the curriculum which the audit will also reflect.

Objective 6:

Equality Objective	We will seek to strengthen our commitment to quality communications with all parents.
Why	To develop effective communication for all members of our school community, with a focus on EAL families.
How	Development of website to allow for Google translate to be used. Key messages to be sent via email to allow for parents to use online translation tools. Follow up phone calls made to families who may require additional support. Google Translate used in office to communicate with parents where English is an additional language.
Success Criteria	Increase in the number of responses to school questionnaire and parent voice reflects that communications between home and school are effective. Impact of attendance letters seen in EAL groups. Impact of attendance at parent's evenings seen in EAL groups.

Evaluating Impact

We will engage with our school community to ensure the objectives identified are the most appropriate given the needs of the school at the current time. The Local Governing Body will monitor progress on all Equality Objectives.