

St Anne's Fulshaw CE Primary School Equalities Information and SMART Objective

Welcome to St Anne's Fulshaw CE Primary School

We have used the following process to assist us in identifying some of the barriers to our pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

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

126 Pupils in total

Using the SIMs data the following information was available:

Ethnic Categories							
White British	102	White & Black Caribbean	0	Indian	2	Any Other Black Background	0
Irish	1	White & Asian	0	Pakistani	3	Refugee	0
Any other white background	7	White & Black African		Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	7	Any other Asian background	0	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	2	Black Caribbean	0	Information Refused	2
White European	0	Any other Chinese background	0	Black African	0	Information Not Obtained	0

Disability Categories					
Not Collected	120				
No disability	0	Problems with Incontinence	0	Needs Medication	10
Problems with Mobility	1	Problems with Communication	0	Other Disability / Health Problem	0
Problems with Hand Function	0	Problems with Hearing	2		
Problems with Personal Care	0	Problems with Vision	1		
Problems with Eating and Drinking	0	Problems with ASD / Aspergers	2		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	72.2	91
First Concerns	7.1	9
SEN Support	19.0	24
EHCP	1.6	2

Gender	
Girls	57
Boys	69

Religion & Belief					
Anglican	0	Church of England	0	Sikh	0
Baptist	0	Hindu	0	No Religion	51
Buddhist	0	Jewish	0	Other Religion	1
Catholic	0	Methodist	0	Unknown	4
Christian	67	Muslim	3		

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.

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,

Admissions

Having viewed recent information about the local community (2011 Census) it appears that the school is significantly more diverse than its local community. The local demographics detail a much larger proportion of White British families living in the Wilmslow West and Chorley Ward than children attending the school (96.2% as opposed to 81%). The proportion of Asian children attending the school is approximately three times greater than the local demographic data would indicate (6% vs 1.8%). The proportion of children who are from 'any other mixed background' or 'any other white background' is significantly higher than the local demographic (6% in both cases as opposed to 1.3% locally).

We only collect very limited diversity data during the admission process which relates to protected characteristics. These are gender and SEND. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The first time we collect wider diversity data is during the autumn term when we complete a census type form for the Local Authority.

Attainment

Equality Objective: To explore and understand the issues further so that the school can begin to narrow the gap.

Why: The proportion of pupils with SEND at the school is significantly boy-heavy, which means that headline, gender-specific achievement information should be analysed and interpreted with caution. Our school's spring term 2021 assessment data indicates that, amongst pupils with no SEND, there is a gap between the proportion of boys working at or above the expected standard in writing, compared to girls (66% compared to 77%).

How: Evaluate the impact of current methods introduced during the current academic year. Explore any links between attendance and achievement for the identified group.
Areas for further investigation may include:

- the impact of any absence through bubble closures, including repeated absence
- the impact of any interventions which have been trialled as part of the MISP school improvement activity during the autumn and spring terms
- engagement with remote learning and any barriers encountered

Outcomes: The gap between the proportion of boys and girls achieving the expected standard or higher in writing is reduced, and is closer to the national average for all pupils by the end of Key Stage 2 (2019 all pupils 78% / boys 72% / girls 85%).

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve

How: We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data. This will happen in the autumn term.

We will then map this new information against the demographic data we hold. Where we identify an under-represented group we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism.

We will measure the success of this by conducting annual staff surveys.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives and outcomes for St Anne's Fulshaw CE Primary School will be monitored by the governing body termly.