

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
CRAYFORD**

Equality Statement and Objectives

Autumn 2017

**To be reviewed: Autumn 2018 – Teaching and Learning
– Mrs Schmidt**

Mission Statement

The teachers and governors of St. Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.

THE AIMS OF ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ARE:

- to nurture the uniqueness of each individual as a member of God's family
- to ensure that the Catholic faith is at the heart of the whole school experience
- to create a well ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.
- to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices
- to deliver a relevant curriculum with equal access for all pupils
- to encourage and support each child to achieve the highest standards of which they are capable
- to encourage each child to become a concerned compassionate member of society determined to promote justice and peace
- to promote good working relationships based on mutual cooperation and trust
- to provide a welcoming place for parents
- to work in harmony with the parish and the local community.

St Joseph's Catholic Primary School

Equality Statement and Objectives

As a Catholic school, St Joseph's follows Canon Law and the teachings of the Catholic Church.

We are a community committed to equality for all our students and employees and as such welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and foster good relations. We recognise the protected characteristics of:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

Aims

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupil's extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers and the local community.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

The Characteristics of our Community 2017-18

Number on roll	207
Percentage of girls	48.3%
Percentage eligible for FSM	6.2%
Percentage of ethnic minorities	56.5%
Largest minority – black African	33.5%
English as an Additional Language	28%
Special Educational Needs (SA)	13%
Special Educational SA+ & Statement	1%
Looked after	0%
Attendance	97.2%
Exclusions	0

Due Regard for Equality

As a school, we deal promptly and effectively with all incidents and complaints of bullying and harassment related to the protected characteristics.

Incidents are recorded and we notify those affected of the action we have taken.

The school building and environment continues to modernise to improve accessibility for people with disabilities.

We ensure our curriculum, resources and the presentation of the school promote positive images of all peoples, including teaching about other faiths and visiting other places of worship.

We monitor the attainment and progress of all our pupils by gender, ethnicity, SEND, FSM, pupil premium. Where necessary we take actions to address any negative trends (or gaps), this includes drawing up of individual education plans, working with focus groups of children and targeting of extra resources.

Constitution and Engagement

The school is proactive in seeking, acting on suggestions and participating in community events.

Principle Means of Engagement

- School Council
- Eco Warriors
- Regular newsletters
- Head's Coffee Mornings
- PTA
- Open evenings
- Working with other local schools
- Taking part in community initiatives
- Pupil and parent surveys

Equality Target 2017/18

- To improve the progress of low attaining pupils across the school in writing so percentage working at expected levels improves by 9% for each class
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Equality Targets and Impact 2016/17

- Target the More Able to ensure the percentage of pupils achieving greater depth in reading, writing and maths for KS1 and 2 will be above National

Greater Depth – KS2 Results				
	2016		2017	
	St Joseph's	National	St Joseph's	National
Reading	20%	19%	28%	25%
Writing	7%	15%	24%	-
SPaG	33%	23%	45%	31%
Maths	20%	17%	28%	23%
Combined	7%	5%	17%	8%

Greater Depth- KS1 Results				
	2016		2017	
	St Joseph's	National	St Joseph's	National
Reading	20%	24%	27%	-
Writing	10%	13%	30%	-
Maths	17%	18%	27%	-

Impact of school improvement strategies in 2016/17 impacted positively on the attainment of More Able pupils with percentages of pupils reaching greater depth better than National.

Equality Targets and Impact 2015/16

- To improve progress and attainment of pupils entitled to Pupil Premium

KS2 Progress		
	Pupil Premium Pupils (cohort 5)	All Pupils
Reading	0.5	-1.03
Writing	-0.2	0.62
SPaG	n/a	
Maths	1.56	0.48

Progress for Pupil Premium children was better than their peers in reading and mathematics

KS2 Attainment		
	Pupil Progress Average Score	All Pupils of St Josephs Average Score
Reading	100.2	101.8
Writing	Not available	
SPaG	103.4	105.8
Maths	102.2	104.1

Attainment of Pupil Premium children was lower than their peers.

Equality Targets and Impact 2014/15

- To improve attainment of children entitled to Pupil Premium
- To close the gap between children with low and middle prior attainment in Year 2 by the time they reach Year 6

	13/14 National	14/15 National	13/14 St. Joseph's	14/15 St. Joseph's
Attainment of pupils Pupil Premium	27.0	27.2	33.8	26.7
Attainment of pupils not entitled to Pupil Premium	29.4	29.5	31.9	30.6
Gap	2.4	2.3	(1.9)	3.9

Pupil Premium children out performed their classmates in 13/14 however in 14/15 attainment was lower than their peers and the gap was greater than National.

	13/14 National	14/15 National	13/14 St. Joseph's	14/15 St Joseph's
Children with low prior attainment	23.1	23.2	25.5	24.4
Children with middle prior attainment	28.8	28.9	31.1	29.6
Gap	5.7	5.7	5.6	5.2

The National gap has remained the same for low prior attainment however St. Joseph's gap is better than National and improving.

In 2013/14 our equality targets were to:

- Improve writing of boys in KS1

	Boys	Girls	Gap
KS1 Writing Results: Boys 2012/13	13.3	N/A	N/A
KS1 Writing Results: Boys 2013/14	15.1	N/A	N/A
Improvement	1.8	N/A	N/A

The boy's performance was improved by 1.8 APS

In 2012/13 the school set equality targets to:

1. Reduce the gap between girls and boy's mathematics

	Boys	Girls	Gap
KS2 Mathematics Results 2011/12	29.8	28.5	1.3
KS2 Mathematics Results 2012/13	30.0	29.0	1.0
Improvement			0.3

The gap was improved by 0.3

2. Reduce the gap between girls and boys English

	Boys	Girls	Gap
KS2 English Results 2011/12	29.0	30.0	1.0
KS2 English Results 2012/13	30.0	29.8	0.2
Improvement			0.8

The attainment Average Point Score improved by 0.8

Signed: *M Lawrence*
Chair of Governors

Date: September 2017