



# St Michael's

## CATHOLIC PRIMARY SCHOOL

**MISSION STATEMENT**

*"In the footsteps of Jesus,  
we strive to achieve excellence in everything we do"*

# Equalities Policy

Agreed by Staff  
Agreed by Governors

March 2015  
March 2015

Review Date

January 2019

## Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. As a Catholic Community we believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God. Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. Our Mission puts God at the centre of all that we do and informs every aspect of school life. We recognise, therefore, that equality of opportunity applies to all members of the school community: pupils, staff, parents/carers, governors and the wider community.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

St Michael's Mission Statement underpins the place of the school within the Catholic Christian Community, in the local setting of the London Borough of Newham and in the wider fellowship of the Catholic community. This policy provides information and an analysis, which ensures that the school complies with its Public Sector Equalities Duty (PSED), as prescribed in the Equalities Act 2010.

## **School Ethos, Vision & Values**

Inclusiveness is at the heart of our Equality Policy and our school mission statement. The pursuit of equal opportunities for all regardless of race, gender, opportunity or disability is the foundation of our approach to education. Our school aims demonstrate our commitment to personalised development of every child in our care.

## **OUR SCHOOL AIMS**

For all pupils to develop into successful learners and achieve their full potential through high quality, purposeful learning.

To nurture and develop every child to become responsible and caring members of the community.

To work in genuine partnership with families and the wider community.

To provide for every child an enjoyable curriculum in a high quality, stimulating environment.

To challenge, support and develop our staff to create an outstanding workforce.

### **The Public Sector Equality Duty**

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly defines seven groups of people who are considered under the legislation to have direct protection from the framework of the Public Sector Equality Duty (PSED). At St Michael's Catholic Primary we feel that our strong and historic Christian Ethos, Gospel Values and community involvement lead us to be committed to creating and sustaining an environment of mutual tolerance, respect, dignity and good relations. Our Gospel Values commit us to protecting vulnerable groups and guarding against discrimination, harassment and victimisation in any form. This viewpoint mirrors directly the three General Duties of the PSED.

### **The General and Specific Duties of the Public Sector Equality Duty – Equality Act 2010**

#### General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

#### Specific Duties

To publish information

You will find here information about our school community – Appendix 1

How we will meet the General Duty & Specific Duty

The production of our Equality Scheme provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty

We will actively seek to:

- Promote equality of opportunity for all pupils, staff, parents and stakeholders
- Eliminate harassment and discrimination that is unlawful under the Act
- Promote positive attitudes towards all –This means not representing people in a demeaning way; not pretending they do not exist; and not representing them anywhere at all
- Encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.

- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

### Equality Objective – Action Plan

Equality Objectives – Actions we will take after careful thought (analysis) – Appendix 2

The school has an Equalities Action Plan, to address the equalities objectives, which is based on the analysis in Appendix 1.

All the information and analysis is from the school improvement plans, evaluations and student data. We use the information to improve education for all groups in the school. Pupils who are underachieving / doing less well have additional provision to ensure improvement.

The vast majority of this information is already used by the school to develop strategies to ensure we are doing well for all our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives

### **Promoting Equality: Curriculum**

- We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:
- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

- There is a consistently high expectation of all pupils. To secure the best possible outcomes we recognise that:
- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

### **Promoting Equality: The ethos and culture of the school**

- At St Michael's School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

### **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors on an annual basis the number of prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

St Michael's School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;

- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL or pupils with disabilities are made to feel welcome.

### Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

### Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Head Teacher.

1 <sup>st</sup> Review Date	January 2013
2 <sup>nd</sup> Review Date	January 2014
3 <sup>rd</sup> Review Date	January 2015
4 <sup>th</sup> Review Date	March 2016
Senior Member of Staff Responsible	Katy Ward

## **Appendix 1 - St Michael's School Equalities Information and Analysis**

### Section 1. Who Comes to Our School? (Information obtained from Raise online)

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		St Michael's School		National Data
		Number	%	%
Gender	Girls		49.8%	49%
	Boys		50.2%	51%
	White British		4.4%	71.6%
	Irish		0%	0.1
	Other White and European		4.4%	4.7
	Gypsy Roma/ Irish Traveller/ Other		0%	0.3%
	Mixed Heritage		6.7%	4.8
	Black - Caribbean Heritage		5%	1.3%
	Black- African Heritage		22.8%	3.4%
	Black – Other		3.9%	0.7%
	Asian – Indian		16.7%	2.7%
	Asian – Pakistani		0%	4%
	Asian – Bangladeshi		0%	1.6%
	Asian - Any Other Asian Background		14.4%	1.6%
	Chinese		0%	0.4%
	Any other minority ethnic group		20.6%	1.6%
	Statement		0%	1.4%
First language	English		24.4%	83.2
	Other		75%	16.6
Religion/Belief	Buddhist/Taoist	0	0%	
	Christian	260	100%	
	Hindu	0	0%	
	Jewish	0	0%	
	Muslim	0	0%	

	Sikh	0	0%	
	Other	0	0%	
	Refused	0	0%	
	No Religion	0	0%	
Special Educational Need	No Special Educational Needs	224	89.9%	79.5%
	School Action	13	5.3%	8.9%
	School Action Plus	12	4.9%	7.7%
	Statemented	0	0%	
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	0		
	Behaviour, Emotional & Social Difficulties	11		
	Hearing Impairment	0		
	Moderate Learning Difficulty	4		
	Visual Impairment	0		
	Multisensory Impairment	0		
	Physical impairment	1		
	Profound & Multiple Learning Difficulty	0		
	Speech Language & Communication Need	3		
	Specific Learning Difficulty	2		
Severe Learning Difficulty	1			
Other Difficulty/Disability	1			

National data on pupil statistics is available at the following website:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml>

Special educational needs information is available at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001007/index.shtml>

Analysis/comments:



#### Analysis of the school population:

St Michael's is an oversubscribed, vibrant Catholic Primary School with 260 children on roll. The pupil population of St Michael's continues to be diverse. Most of our families are from African heritage and we have many families from the Philippines and from India. Most of our children enter nursery with very little language or self-help skills, therefore much of what is written in our SDP supports our development of these very basic skills. White UK pupils make up approximately 4 % of the school population. Children from practising Catholic families have priority in accordance with the Admissions criteria, however, all parents are welcome to apply for places and are offered application forms.

#### Comparisons to National data:

The challenges we face in relation to our children's knowledge of English on entry is shown when compared to the National data. 75% of our children have English as an additional language compared to 16.6% nationally.

#### Attendance

	School	National
	%	%
Authorised	2.6%	Data not available
Unauthorised	0.1%	
Persistent Absence Absent for 15% or more	1.1%	3.6%

National information is available at the following website:

<http://www.education.gov.uk/rsgateway/whatsnew.shtml>

#### Analysis/comments:

##### Things we have done well this year:

Attendance at St Michael's is good and continues to improve. The school day has been extended in the morning and children are now encouraged to come into school from 8.40 to; engage in challenge activities; attend some booster classes; one to one support or have some help with their homework. This has proven very successful and has improved the punctuality of many of our children. We now have a 'Start Active' breakfast club for the children to assist our working parents and provide children with a healthy start to the day.

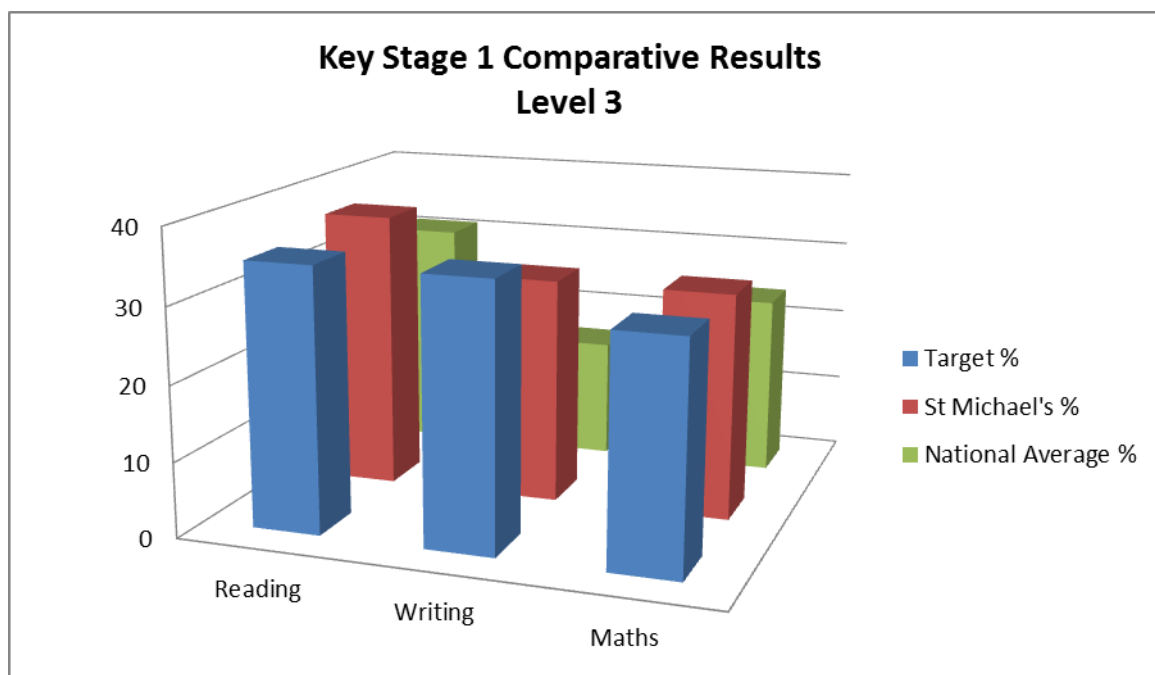
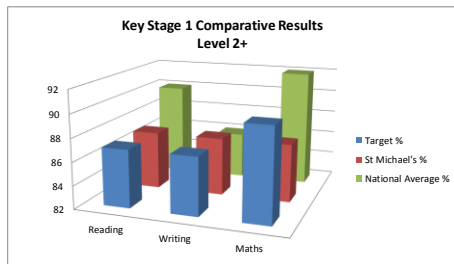
##### Things we would like to improve next year:

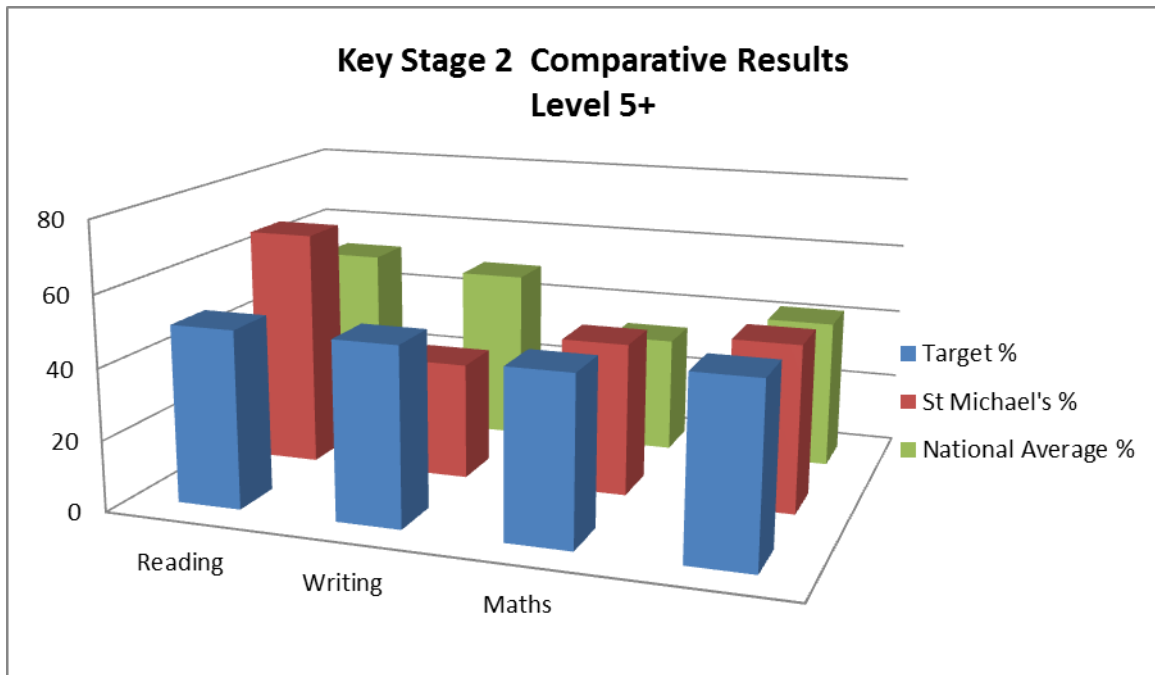
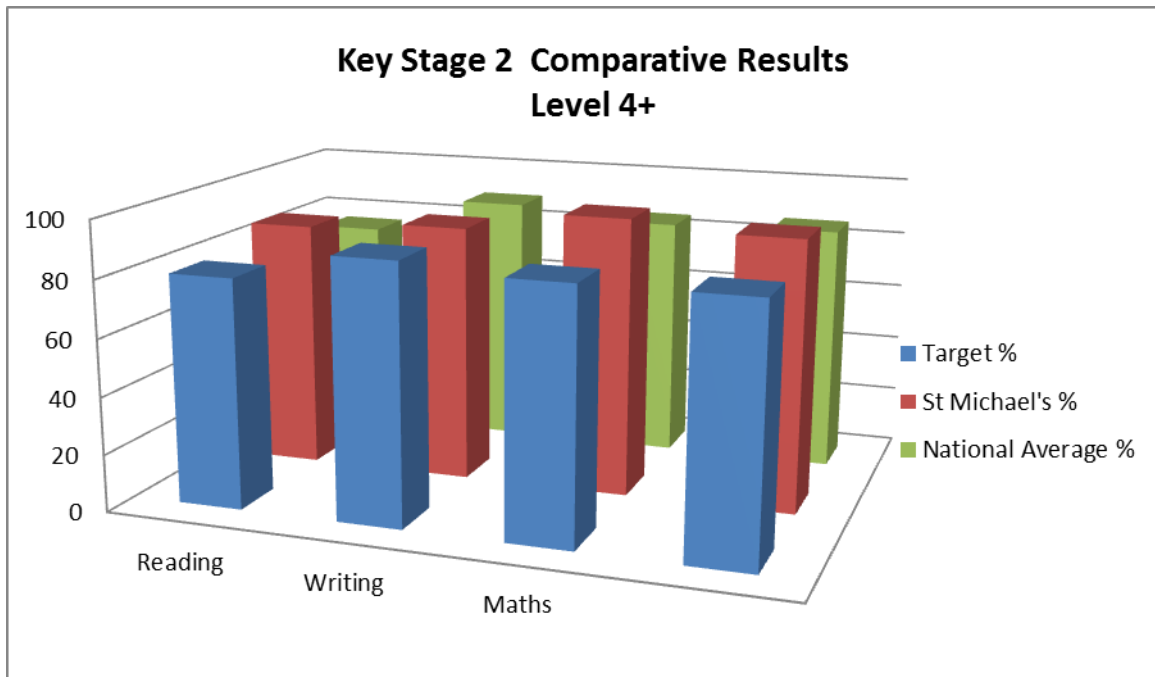
Next year we will continue to monitor attendance on a weekly basis, taking swift action to liaise with families where attendance falls below 95% and if lateness is persistent. Particular families are to be targeted and offered a 'Start Active' breakfast club place.

## Section 2. Advance Equality of Opportunity Between People who share a protected characteristic and those who do not – Equality Act 2010

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

### Attainment Data





This is how our school compares at the end of Year 2(Key Stage 1)

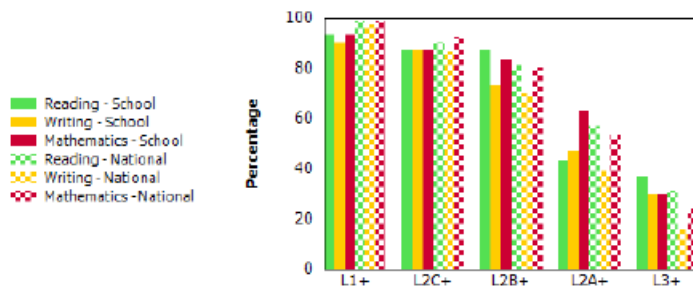
St Michael's Catholic Primary School (URN: 102773 DfE No. 3165307)  
**Attainment at Key Stage 1**



**Chart 4.2.1 and Table 4.2.2: Percentage of pupils attaining or surpassing each level at Key Stage 1 by Subject - 2014 (KS1.3)**

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 1. The bars on the graph show the percentage of pupils in the school and nationally who attain the required standard for each level. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

**Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution**



		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	2	28	26	26	13	11
	School	0	7	93	87	87	43	37
	National	0	2	98	90	81	57	31
	Difference	0	5	-5	-3	6	-14	6
	Significance	-	-	-	-			
Writing	Entries	0	3	27	26	22	14	9
	School	0	10	90	87	73	47	30
	National	0	2	97	86	70	39	16
	Difference	0	8	-7	1	4	7	14
	Significance	-	-	-	-			
Mathematics	Entries	0	2	28	26	25	19	9
	School	0	7	93	87	83	63	30
	National	0	1	98	92	80	53	24
	Difference	0	5	-5	-5	3	10	6
	Significance	-	-	-	-			

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

St Michael's Catholic Primary School (URN: 102773 DfE No. 3163507)



### Attainment at Key Stage 2

**Table 4.3.1: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2014 (KS2.3)**

The table below show the cumulative distribution of the levels achieved by the school for Key Stage 2. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

		A/T	<L3	L3+	L4+	L4B+	L5+	L6
<b>Mathematics</b>	Entries	0	1	29	28	25	14	3
	School%	0	3	97	93	83	47	10
	National%	0	4	96	86	76	42	9
	Difference%	0	0	1	7	7	5	1
	Significance	-	-	-	-	-	-	-
<b>Reading</b>	Entries	0	1	29	27	21	10	0
	School%	0	3	97	90	70	33	0
	National%	0	5	95	89	78	49	0
	Difference%	0	-2	2	1	-8	-16	0
	Significance	-	-	-	-	-	-	-
<b>Writing (TA)</b> (Writing TA is reported as a level)	Entries	0	0	30	29	-	13	1
	School%	0	0	100	97	-	43	3
	National%	0	4	96	85	-	33	2
	Difference%	0	-4	4	12	-	10	1
	Significance	-	-	-	-	-	-	-
<b>English Grammar, Punctuation and Spelling (EGPS)</b>	Entries	0	0	30	26	24	20	2
	School%	0	0	100	87	80	67	7
	National%	0	6	94	76	68	52	4
	Difference%	0	-6	6	10	12	15	3
	Significance	-	-	-	-	-	-	-

## Attainment at Key Stage 2

**Table 4.3.2: Key Stage 2 Proportion achieving or surpassing Level 4 in tests (KS2.4A)**

**Percentage of Key Stage 2 pupils achieving level 4 or above**

	Mathematics, Reading, Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
<b>All Pupils</b>	30	87	79		30	93	86	-	30	90	89	-	30	97	85	-	30	87	76	
<b>Gender</b>																				
Male	18	89	76	-	18	100	86	-	18	89	87	-	18	100	81	-	18	89	72	
Female	12	83	82	-	12	83	86	-	12	92	90	-	12	92	90	-	12	83	81	-
<b>Free School Meals*</b>																				
FSM	5	100	67	-	5	100	78	-	5	100	82	-	5	100	76	-	5	100	66	-
Non FSM	25	84	83	-	25	92	90	-	25	88	92	-	25	96	89	-	25	84	81	-
<b>Children Looked After</b>																				
CLA	0	0	48	-	0	0	61	-	0	0	68	-	0	0	59	-	0	0	50	-
Not CLA	30	87	79		30	93	86	-	30	90	89	-	30	97	85	-	30	87	76	
<b>Disadvantaged pupils</b>																				
Disadvantaged pupils	5	100	67	-	5	100	78	-	5	100	82	-	5	100	76	-	5	100	66	-
Other pupils	25	84	83	-	25	92	90	-	25	88	92	-	25	96	89	-	25	84	81	-
<b>Prior Attainment</b>																				
Low	7	71	30	-	7	71	51	-	7	86	57	-	7	86	43	-	7	57	28	-
Middle	20	90	86	-	20	100	92	-	20	90	95	-	20	100	94	-	20	95	83	-
High	3	100	99	-	3	100	100	-	3	100	100	-	3	100	100	-	3	100	99	-
<b>Non-mobile pupils</b>																				
Pupils on roll throughout years 5 & 6	28	86	80		28	93	87	-	28	89	90	-	28	96	86	-	28	86	78	
<b>English as a First Language</b>																				

## Attainment at Key Stage 2

	Mathematics, Reading, Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English or believed to be English	5	100	79	-	5	100	87	-	5	100	90	-	5	100	86	-	5	100	76	-
Other than English or believed to be other	25	84	75		25	92	85	-	25	88	84	-	25	96	82	-	25	84	77	
Unclassified	0	0	44	-	0	0	55	-	0	0	56	-	0	0	49	-	0	0	46	-
<b>Special Educational Needs</b>																				
No Identified SEN	20	90	90	-	20	100	94	-	20	90	96	-	20	100	95	-	20	95	87	-
SEN without a statement	10	80	42	-	10	80	63	-	10	90	69	-	10	90	55	-	10	70	39	-
School Action	7	86	47	-	7	86	67	-	7	100	74	-	7	100	62	-	7	71	42	-
School Action plus	3	67	36	-	3	67	56	-	3	67	62	-	3	67	46	-	3	67	34	-
SEN with a statement	0	0	15	-	0	0	25	-	0	0	29	-	0	0	19	-	0	0	18	-
<b>Ethnicity Group</b>																				
<b>White</b>																				
British	1	100	79	-	1	100	87	-	1	100	90	-	1	100	86	-	1	100	76	-
Irish	0	0	83	-	0	0	90	-	0	0	92	-	0	0	89	-	0	0	82	-
Traveller of Irish Heritage	0	0	39	-	0	0	55	-	0	0	58	-	0	0	50	-	0	0	37	-
Gypsy/Roma	0	0	29	-	0	0	43	-	0	0	45	-	0	0	37	-	0	0	26	-
Any other White background	2	100	71	-	2	100	84	-	2	100	81	-	2	100	77	-	2	100	70	-
<b>Mixed</b>																				
White & Black Caribbean	1	100	75	-	1	100	83	-	1	100	88	-	1	100	83	-	1	100	74	-

## Attainment at Key Stage 2

	Mathematics, Reading, Writing (TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
White & Black African	1	0	81	-	1	100	86	-	1	0	91	-	1	100	88	-	1	100	80	-
White & Asian	0	0	83	-	0	0	89	-	0	0	92	-	0	0	89	-	0	0	83	-
Any other mixed background	0	0	81	-	0	0	87	-	0	0	90	-	0	0	87	-	0	0	80	-
<b>Asian or Asian British</b>																				
Indian	5	80	86	-	5	80	92	-	5	100	92	-	5	100	91	-	5	100	87	-
Pakistani	0	0	75	-	0	0	83	-	0	0	85	-	0	0	83	-	0	0	77	-
Bangladeshi	0	0	80	-	0	0	87	-	0	0	88	-	0	0	87	-	0	0	83	-
Any other Asian background	5	80	83	-	5	80	90	-	5	80	90	-	5	80	88	-	5	80	85	-
<b>Black or Black British</b>																				
Black Caribbean	0	0	73	-	0	0	81	-	0	0	87	-	0	0	82	-	0	0	73	-
Black African	8	100	78	-	8	100	85	-	8	100	88	-	8	100	85	-	8	75	81	-
Any other Black background	0	0	74	-	0	0	81	-	0	0	86	-	0	0	83	-	0	0	76	-
<b>Chinese</b>																				
Any other ethnic group	7	86	73	-	7	100	84	-	7	86	83	-	7	100	79	-	7	86	74	-
Unclassified - Refused	0	0	79	-	0	0	86	-	0	0	89	-	0	0	85	-	0	0	77	-
Unclassified - Information not obtained	0	0	50	-	0	0	61	-	0	0	63	-	0	0	56	-	0	0	50	-

National information is available at the following website:  
<http://www.education.gov.uk/rsgateway/whatsnew.shtml>  
 Analysis/comments:



3 areas school has developed this year: Links are clearly set out between school policy and practice

As a school we have worked hard this year to continue to improve and raise standards. Children come into nursery with few basic skills and this needed to be addressed. We restructured the timetable to incorporate non-negotiable sessions for both English and Maths to help teach children the very basic skills. We also introduced 'Active Learn' which encourages children to practice and refine their maths skills through a range of timed competitive games. We continue to embed Big Maths, which will continue to help children secure basic numeracy skills. We also still have two discrete science lessons to improve the quality of the teaching of investigative science. This has had a huge impact on standards and attainment which can be seen through our termly analysis. The MLE has also been a huge success and has enabled some great links between home and school. The Leadership team meet regularly to analyse performance according to gender or ethnic background at Pupil Progress Meetings. If it is felt that for any reason a child is under-achieving this is investigated and action taken. There has been a great focus on marking and feedback to enhance and move children's learning forward. As can be seen from the data above our children with English as an additional language make outstanding progress by the end of year 6 in comparison with national averages.

3 areas we would like to improve next year:

We will continue to develop our teaching of English, Maths and science to raise standards. We will continue to address our focus on marking and feedback to impact and enhance learning. There will also be a real focus on learning and we will be continuing to develop outstanding teaching throughout St Michael's. Our new Learning Challenges Curriculum will be embedded throughout the school and questioning will form a strong part of our teaching. Reading will also be a focus this year and we intend to hold workshops for parents to encourage them to be more aware of the benefits of reading with their children at home.

#### Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	The development of children's basic skills Developing consistency in teaching Raising standards in year 6 Raising the standards of both reading and science.
Admissions and Transfer:	As a school we work hard to ensure a smooth transition to secondary schools. We hold an annual meeting for new reception parents and conduct parent interviews. We make initial home visits for nursery children. We meet with the head of year of our two feeder secondary schools to discuss the year 6 group moving to year 7.

Participation :	All children have equal access to after school clubs and a register is kept in the office to ensure children have fair access to clubs. Teachers are not responsible for selecting children and the office staff ensure that boys and girls are weighted fairly.
Student progress:	As a school we are pleased with the exceptional progress that is made by the end of year 6 by our EAL children. We are working hard to raise attainment in all classes and develop consistency amongst classes.
Flexible curriculum arrangements	Our Learning Challenge Curriculum allows for a wide range of flexible curriculum arrangements. Teachers have the freedom to choose questions for their topics which will stimulate and will be appropriate for their cohort. We are currently developing a scheme of work to help support some of our SEN children who are transferring to secondary schools in September. They will be taught basic self help/life skills to help them prepare for their transition. Reasonable adjustments are constantly made for all children regardless of SEN.

Analysis/comments:

<p>3 areas school has developed this year:</p> <ul style="list-style-type: none"> <li>• All classes now have two discrete science lessons to develop the use of SC1.</li> <li>• Basic skills now being taught in all classes and a real focus on reading in classes.</li> <li>• Phonic sessions are established and well used in key stage 1 classes.</li> <li>• All children are heard read on a weekly basis.</li> <li>• Teachers spend time reading 1:1 with pupil premium children.</li> </ul>
<p>3 areas we would like to improve next year:</p> <ul style="list-style-type: none"> <li>• 90%+ attainment in year 6 Maths and Reading and Writing.</li> <li>• Achieve inclusion mark</li> <li>• 100% outstanding teaching</li> <li>• Embed The Learning Challenges Curriculum</li> <li>• Good assessment process - responding to the idea of assessing without levels.</li> </ul>

### Section 3. Foster Good Relations Between People who share a protected characteristic and those who do not – Equality Act 2010

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	<p>At St Michael's we work hard to promote social and emotional well-being.</p> <p>Children are automatically entered into a house team which competes each week to earn the most house points. This gives the children a sense of community and helps them to settle socially and emotionally.</p> <p>Children new to St Michaels are taken on a guided tour and are supported by a confident child to help them settle in.</p> <p>Nursery children are home visited and given a piece of paper to draw a picture on to bring back on their first day.</p>
Student Voice:	<p>School council have played an active role in school life through their meetings and duties.</p> <p>Prefects take responsibility for school fruit tuck shop, sorting and washing stock, taking and recording money collected and liaising with school office.</p> <p>All children have the opportunity to contribute to school council discussions through their school council reps and through various discussion/contribution boxes throughout the school.</p>
Positive Imagery:	<p>During each topic we try to display positive images which are appropriate and relevant for the children.</p> <p>During assemblies key people are discussed to highlight different subjects and issues for the children.</p> <p>During our Black history month we study different historical figures.</p> <p>During the Olympics we studied both Olympians and Paralympians with the children.</p>

Community Links:	As a catholic school we have strong links with our community. We attend mass as a whole school on holy days of obligation. The choir sing at the local old people's home at regular times during the year. Through our house teams we raise money for three charities: Cafod, WWF, Francis House and Great Ormond Street Hospital. We also fund raise for Cafod, 'Children in Need' and give food during harvest to Community Links.
Cultural ideas, Religion and Belief	Our RE curriculum ensures that children are taught about their own faith and also teaches children to appreciate and learn more about the beliefs of others.
Removing Barriers and Reasonable Adjustments:	Children are assessed every half term and provision for these children is carefully considered by the Senco and the class teacher. We also conduct termly pupil progress meetings, to discuss under performing groups of children and look at ways in which we can support these children. Children are then grouped and provision is made accordingly. As a small school we feel that we are in a unique position to know each child personally.
Links with wider communities	We are continuing to develop good international links with a school in Dubai. We also work closely with the local primary and secondary schools in our deanery.
Partnerships with Parents:	We have a very active parents association (SMSA) which raises lots of money for the school. We offer a wide range of meetings and workshops to inform parents about their children's education. Our MLE has also made communication with parents easier and is becoming increasingly more popular.

Analysis/comments:

<p>3 areas school has developed this year:</p> <ul style="list-style-type: none"> <li>• The role of prefects and development of pupil voice.</li> <li>• Our school MLE.</li> <li>• The success of the Pupil Progress Meetings.</li> </ul>
<p>3 things we would like to improve next year:</p> <ul style="list-style-type: none"> <li>• To conduct more questionnaires with parents to develop the workshops that are offered.</li> <li>• To record reasonable adjustments made and introduce provision mapping for SEN.</li> <li>• To encourage classes to visit more places of worship next year.</li> </ul>

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	At St Michael's we have very few exclusions due to our excellent behaviour policy and the work we conduct with children. There has been one isolated incident which resulted in a one day exclusion for violent behaviour. After the exclusion we worked together as a staff to put something in place to support this child in a small group situation.
Victimisation and Discrimination:	There are very few incidents of victimisation or discrimination due to the school's strategies to enhance tolerance and understanding. These include: Catholic school ethos / mission statement International Evening Culturally relevant curriculum Focus weeks Studying world religions / assemblies Local / national and international links with partnership schools
Monitoring of incidents:	Racial Incidents are recorded by the SLT. Vulnerable children are monitored on a weekly basis by the SLT.
Anti Bullying and Harassment:	This is dealt with in our PSHCE/ RE lessons. Specific weeks such as anti-bullying week/ cyber bullying also have an important place in the school calendar. We also have an e safety curriculum for each year group which helps to educate children about the dangers of being online.
Training and awareness raising about discrimination and bullying issues	The school gives children training during lesson time and through assemblies which gives children reminders of what to do if they are feeling threatened/ bullied etc. All staff have training on equalities at St Michael's during a whole school INSET. All staff are aware of procedures.

#### Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010

Analysis/comments:

<p>3 things school has developed this year:</p> <ul style="list-style-type: none"> <li>• Development of games in the playground at playtime and lunchtime</li> <li>• School Council training</li> <li>• Through assemblies children are more aware of what constitutes bullying and to support their peers effectively.</li> </ul>
<p>3 things we would like to improve next year:</p> <ul style="list-style-type: none"> <li>• More training for children and teaching assistants on managing incidences in the playground.</li> <li>• Circle time sessions with groups of children.</li> </ul>

#### Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
School Council:	School council are currently discussing how to improve playtimes.
Pupil voice:	All pupils have the opportunity to discuss issues during class councils which will then be shared by their representatives during school council meetings. Prefects, head boy and girl and house captains meet termly with the headteacher to discuss any issues or concerns.
Parents/Carers /Guardians:	Parents are regularly asked to complete questionnaires and there is an open or policy for parents to come and discuss any concerns they may have with staff. Our headteacher is going to introduce Head teacher forums this term to create stronger links with parents.
Staff:	Staff are invited to make contributions or suggestions during the whole school INSET where matters regarding equalities are discussed. The confidential staff questionnaire also enables the leadership team to address any areas of concern.
Governors:	Governors involved in whole school INSET where matters regarding equalities are discussed or planned. Curriculum committee governors question and approve policies. Governors reflect the make-up of the school population.

Satisfaction with our service:	Child / parent and staff surveys show high levels of satisfaction with the school. These surveys are analysed by the SLT to ensure that any concerns are dealt with.
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**Workforce – staffing and training**

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

Area of focus	Significant information that we can address for following year
Promoting opportunity	All staff are involved in performance management and given targets and asked to reflect on training needs. This will continue next year.
Fostering good relations	Relevant appraisal system that identifies areas of improvement and builds on previous years targets.
Prohibiting harassment	Open door policy employed by the head teacher. All staff are treated equally and fairly.

This information was ratified by the governors on .....

Our school information will be reviewed on .....

Signed .....

St Michael' School Equality Objectives:

1. Advance Equality of Opportunity Between People who share a protected characteristic and those who do not as defined by Equality Act 2010

Date: January 2015

Objective	Current situation	Success criteria	Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
To develop children's reading skills.	At St Michael's we only had a valued added of 99.6 for reading. Level 4 - 90% Level 5 - 33%	For all children to be able to effectively answer questions and analyse texts	HT/SLT	SDP	
To develop the children's thinking skills and their ability to answer and pose questions.	Currently some of our children have poor speaking skills.. They need support to develop their fluency and ability to question and reason.	Children to have improved speaking and listening skills. Children to be able to debate current issues.	SLT KW	SDP	
To continue improve the planning and provision for more able children.	We need to monitor and ensure that our G&T children are being adequately challenged	Good planning which shows differentiation  Good outcomes for G&T children	SENCO All staff	SDP	
To develop the science attainment	Children have limited general knowledge and cannot seem to predict and answer scientific questions	Children will have a better scientific knowledge  PSQM acheievd	JD HT	Science action plan	



Equality Objectives:

2. Foster Good Relations Between People who share a protected characteristic and those who do not as defined by Equality Act 2010

Date: January 2015

Objective	Current situation	Success criteria	Lead Person:	Links school policy or school development/ improvement plan	Actioned by (date)
To conduct more questionnaires with parents to develop the workshops that are offered.	Parents are currently not attending some workshops. The curriculum workshop was well attended however for other workshops the attendance has been poor.	Tailor made workshops that target the needs of parents. Parents better informed and empowered.	KW (DHT)	SDP	
To record reasonable adjustments made and introduce provision mapping for SEN.	Reasonable adjustments are made for children however this needs to be recorded on plans and be more explicit.	Provision mapping in place and all staff involved in the process.	SENCO All staff	SEN action plan	
To develop homework talk topic tasks for children and their families	Children seem to have a very limited knowledge of subjects. This then poses problems when teachers are teaching humanities	Children will be supported by parents and will be taken to museums and will discuss topics which will give them prior knowledge	All	Homework Action plan	

Equality Objectives:

3. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010

Date: January 2015

Objective	Current situation	Success criteria	Lead Person:	Links school policy or school development/ improvement plan	Actioned by (date)
To improve the way teaching assistants and children manage incidences in the playground.	Playground buddies need more training on how to deal with minor disagreements. Teaching assistants need to be more consistent.	To have a happier playground where there is a shared sense of discipline.	SLT Teaching assistants Playground buddies	SDP	
To develop the social and speaking skills of particular groups of children through circle time.	Particular groups of children are currently having difficulties in social situations.	To improve the behaviour and social skills of children and their ability to deal with situations.	HT Teaching assistants	SDP	