



Annual Equality Report 2017

Equality aims:

- Eliminating discrimination, harassment and victimisation.
- Advancing equality of opportunity within our school and the wider community.
- Fostering good relations and promoting positive attitudes to differences between people of different backgrounds, gender, sexual orientation, ethnic origins, cultures, faiths and capabilities.

At St John's Primary School we fully support the Equality Act 2010 and the principle of inclusion. The leadership team and governors at school will review the progress we are making towards our equality targets at least once a year with regard to the following characteristics: race, disability, gender, gender identity, gender reassignment, age, pregnancy/maternity, marital status, sexual orientation, religion/belief and socio-economic status.

Characteristics of the school (based on 2016-17 data)

St John's has 441 mixed pupils on roll. The social deprivation indicator is low (0.1 compared to a national average of 0.2) but the stability is lower than national due to many families moving geographically in and out of the school.

By the end of KS2 attainment is well above the national average, with the percentage of children meeting the expected standard in reading, writing and maths being 67% (compared with the national average of 61%). Progress from KS1 to the end of KS2 for all children is very strong at 2.89 (reading), 2.16 (writing) and 2.14 (maths).

Gender

The proportion of girls in the school is 48% compared to 49% nationally.

Boys and girls both perform above national expectations by the end of KS2, with +2% (boys) and +11% (girls) above the national average in the combined reading, writing and maths scores.

Boys are performing above the national level but below girls in reading and writing at KS2 - see the data below:

Attainment	Reading	Writing (TA)	Maths
------------	---------	--------------	-------

[Type text]

Boys	105.4	82% at the expected standard	107.4
Girls	110.4	86% at the expected standard	107.1

Boys also perform less well than girls at writing in KS1, with 59% at the expected standard compared to 71% of girls. Boys are below girls in reading: 71% compared to 76%. English leaders in school will investigate ways to reduce this gender gap.

Ethnicity and EAL

The school is made up of 69% white British children, 5% mixed ethnicity children, 14% white other, and 12% other (comprising 10 additional minority ethnic groups). In fact the school has 12 out of the 17 recognised ethnic groups but many of these numbers are small. 17% of pupils have English as an additional language (compared to the national average of 21%).

We focus carefully on our provision for the increasing number of EAL children who are learning English. These children are tracked to ensure they make suitable progress. Each child with significant EAL will be supported by an LSA and follow the Racing to English intervention. The school aims to provide a parent buddy for new parents who arrive with little or no English. We have a systematic process for induction of children and this ensures that these children make excellent progress.

The curriculum is derived in part from pupil interests but also aims to ensure positive images, awareness and reflection of our culturally diverse community. We have themed days and weeks throughout the year – e.g. culture week, arts week, music week, Black history month – that highlight equality issues and celebrate role models from a range of backgrounds. We use the local community as a resource and get involved in a range of cultural events. We are a ‘Unicef Rights Respecting School’ which enables us to explore both local and global issues around inequality and promotes respect for others.

Religion and belief

We collect data on religion to advance equality of opportunity. Of our families, 42% are Christian, while 38% identify themselves as having no religion. There is a range of other religions reported by our families: 3% Muslim, 2% Catholic, 2% Sikh, 2% Hindu, 1% Jewish, 0% Buddhist, 1% other, 8% not specified.

The school values the diversity within our community and recognises the wide range of members of faith groups as well as those who have no religion. Our whole school events reflect this, with active participation of our wider community in celebrating special days and festivals, e.g. Easter and Christmas, Diwali, Eid.

Our RE and PSHE (Jigsaw) curricula contribute to the elimination of discrimination, harassment and victimisation and promotion of equality of opportunity. The curriculum is assessed and monitored carefully to ensure that these values are modelled and to prepare our learners for modern society.

[Type text]

Socio-economic status

The proportion of children entitled to Free School Meals is currently 2.4% (significantly below the national average of 24%), while Pupil Premium is at 4.3%. The progress rates of disadvantaged children are below the rates of their peers; this is currently a whole-school focus.

Disability / Long-term medical conditions

We currently have no children registered disabled. We do have 7 children with long-term medical needs, and we work closely with families and external agencies to ensure that appropriate support is in place. We have in place an accessible toilet and shower facilities. We will monitor the progress of these children to ensure that their medical needs do not become a barrier to learning.

Special Educational Needs

The proportion of children with SEND (School Support) is 9.3%, just below the national level of 12.2%. The proportion of children with an Education Health and Care Plan (EHCP) is 0.7% compared to the national average of 1.3%. Children with moderate learning difficulties and speech and language needs are the most prevalent groups in school.

Children with SEND attain less well than their peers by the time they leave us in Y6 but they have typically come from lower starting points. SEND progress across KS2 in writing was good (2.66% this year); however, maths at -0.51 and reading at -1.78 need a whole-school focus this year. Senior leaders and class teachers analyse the performance of children with SEND (along with that of all children) at least three times yearly, and the SENDCo ensures tracking of SEND children and reports to governors throughout the school year.

Sexual orientation

We currently have no pupils identified as having sexual orientation other than heterosexual. However, we are committed to eliminating discrimination, harassment and victimisation and advancing equality of opportunity. We have annual whole school focus weeks on anti-bullying and sex and relationships education which address homophobia. We also ensure advancement of equality of opportunity by using positive images in assembly and within the curriculum. We report all incidents of homophobia to the local authority and the governors, and take positive steps to deal with any issues that arise.

Health and wellbeing

The school takes children from predominantly the Clifton and Redland Ward; however we do attract small numbers of children from across the city. We use data provided by the local authority to identify trends in health and well-being, as well as school-based data. Levels of obesity are lower than in the rest of Bristol. The school invests in promoting healthy lifestyles through the PSHE, science and PE curricula. Some of our children need additional help with their emotional development; the school provides a variety of support, such as counselling and play therapy. Our children typically lead active lifestyles outside school but to ensure they move more in school we

[Type text]

have introduced a regular 'mile' run to improve fitness on top of twice weekly PE lessons. Around 90% of pupils walk to school.

Key Equality Objectives

Based on the analysis above, we have identified the following objectives as key areas for development:

1. To raise the attainment and rates of progress of those children entitled to Pupil Premium and those with SEND across the whole school in reading, writing and maths.
2. To target children in need of emotional support through therapeutic approaches to ensure they make progress.
3. To investigate ways to reduce the gap in attainment between girls and boys in reading and writing.

These key objects are now part of our Equality Action Plan 2017-20