

# St George's C. E. Primary School



## Equality Data and Objectives

**Reviewed: December 2023**

## **Equality data and objectives**

*Stage 1: Understanding our school community – Pupils – [updated December 2023](#)*

**How many children are on roll at our school?**

552

**What information on pupils with protected characteristics is available?**

Using ScholarPack, the following information is available:

### **Disability**

<b>Hearing Impairment &amp; Visual Impairment</b>	8
<b>Autism Spectrum Condition &amp; Physical</b>	6
<b>Number of children with an Individual Health Care Plan</b>	8

### **Ethnicity**

<b>White British</b>	428	<b>Black Caribbean</b>	1
<b>Chinese</b>	3	<b>White Asian</b>	5
<b>White and Black Caribbean</b>	4	<b>Other Pakistani</b>	8
<b>White and Black African</b>	2	<b>Black African</b>	22
<b>Indian</b>	21	<b>White other</b>	1
<b>White European</b>	16	<b>Black other</b>	5
<b>Other mixed</b>	22	<b>Other</b>	15

### **Sex**

<b>Boys</b>	<b>Girls</b>
290	262

We do not have information available on gender reassignment, religion or sexual orientation.

### 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
- Representation on school bodies e.g. school councils,

### Our Equality objectives – set July 2021

1. To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

*Why* – From tracking on CPOMS, there has been an increase in Racist Incidents logged over the last 12 months.

*How* – Investigate embedding British Values into the curriculum as well as continuing to embed the school values. The PSHE curriculum visits discrimination on an annual basis. Celebrate special themed days/weeks. Focus on national events such as Black History Month and Asian History Month. ‘On the spot’ teaching dependent on any issues that may arise. Ensure there are official procedures in place for prejudice incidents and teachers know how to respond to these.

*Review September 2022 – We have recently reviewed how each year group embeds British Values within their curriculum and are continuing to embed this. From reviewing CPOMS, teachers are doing ‘on the spot’ teaching when any discriminatory issues arise. In the last academic year, we have celebrated multiple special themed days/events such as South Asian Heritage Month and Black History Month. The Inclusion Lead has also completed an equality learning walk with the Multi-Cultural Development Team (from the Local Authority) and has created an action plan to focus on the development points.*

*Review December 2023 – We continue to celebrate themed days such as Black History Month. This year there was a focus on Nelson Mandela. We have also purchased a library of Little People books which the children can borrow. They are frequently used at lunchtimes and the children enjoy reading them. We have also had visitors into school such as Samba drummers and African Dancers. The PSHEE curriculum has also changed to ‘Programme Builders for PSHE Education’ which has a focus on protected characteristics on an annual basis including race and religion.*

2. To narrow the gap between boys and girls in reading by the end of Key Stage 1.

*Why* – Looking at Spring Term data 2021, 32% of boys (Year 1 and 2 combined) were below in reading compared to 26% of girls (Year 1 and 2 combined).

*How* - look at high interest, low reading age books across the whole school, small steps grids, promoting a love for reading, reader of the week, whole-school reading events, reading buddies, audit books to check interest for boys, intervention groups for those children with low reading ages.

*Review September 2022 – A range of high-quality books have been bought across all year groups including books with diverse main characters or authors. We have continued promoting a love for reading through different events such as pyjama day and World Book Day. We have recently changed our phonics programme to Little Wandle which includes Keep Up and Catch-Up interventions – so far the children are responding well to this.*

*Review December 2023 – Reading continues to be an area of focus across the whole school. The English Team have purchased a range of books over the year to benefit the whole school including diverse books for Foundation Stage. There has been a 'Reading Challenge' week which included a 'Sponsored Read' and 'Pyjama Day' and a 'Read-a-thon'. We have also created Reading Shed Monitors to be responsible for the Reading Sheds at playtimes. Each year group also has a focus author where they will read a range of books from one author. There continues to be a gap between girls and boys across the school however this has reduced compared to 2021. As a whole-school, 28.45% of boys were below in reading compared to 21.50% of girls in reading. In phonics, 85% of girls passed their phonics screening compared to 72% of boys.*

3. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

*Why* – 82% of our intake identify as White British. We want to ensure that our children are well-rounded and are understanding of different races and ethnic groups as well as different religious beliefs.

*How* - Investigate embedding British Values into the curriculum as well as continuing to embed the school values. Celebrate special themed days/weeks. Check coverage of RE curriculum and religions taught across the school. Give children the opportunity to teach their peers. Once Covid regulations are eased, look at inviting in religious visitors and visit different places of worship.

*Review September 2022 – In the last academic year, we have celebrated multiple special themed days/events such as South Asian Heritage Month and Black History Month. In Key Stage One, the children develop an understanding of Christianity, Islam and Hinduism. Whereas in Key Stage Two, they build upon their prior learning as well as introducing Judaism, Humanism and Sikhism.*

*Review December 2023 – The RE curriculum has been adjusted to ensure that each year group has a focus religion whilst also learning about other religions.*

*Year 1 – Christianity*

*Year 2 – Islam*

*Year 3 – Hinduism*

*Year 4 – Sikhism*

*Year 5 – Judaism*

*Year 6 – Buddhism*

Year groups have also been encouraged to visit places of worship. In the last academic year, Year 2 and 4 visited Telford Central Mosque, Year 4 visited the Sikh Gurdwara and Year 5 also completed an Online Judaism Workshop.

The data and progress towards objectives will be reviewed annually.