

Advancing equality of opportunity for all

At Cottesmore St Mary we are committed to advancing opportunities for all regardless of their characteristics.

What we already do well at Cottesmore

- KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From each starting point, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing and in mathematics were above national figures.
- Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in writing and mathematics.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading and mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading, writing and mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in writing.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.

Our Ofsted report of 2012 says that

“In line with other pupils in the school, disabled pupils and those with special educational needs make good progress. Pupils eligible for the pupil premium are also well targeted and make good progress.”

Our 2016—2019 objective is:

Improve the attainment and progress of pupils with English as an Additional Language, so that the gaps are narrowed between pupils with these characteristics and pupils without them, and are at least in line with national rates of attainment and progress.

Fostering good relations across all characteristics

At Cottesmore St Mary we strive to foster good relationships in all areas.

What we already do well at Cottesmore

- Our school community regularly worships together.
- Our buddy system between the older and younger year groups fosters good relations between different groups of pupils.
- After school clubs include the opportunity to learn another language and our Y6 pupils have a residential trip to France. Y3-Y6 pupils are taught French.
- Topics are planned to learn about other cultures and religions.
- We hold termly forums for parents of children with EAL and SEN and additional parent sessions are run in different languages, ie Triple P in Polish.
- We serve the local community by singing at a residential home, donating to a homeless shelter at Harvest time, making sandwiches weekly for the ‘Antifreeze project’ and collecting ongoing donations for the local foodbank,
- We hold an annual EU day of languages where we celebrate languages across the school.
- Children learn about the skills of Peaceful Problem Solving through our EPR lessons. All staff use these.
- Our languages display board celebrates the variety of different languages spoken by pupils in our school.
- Activities are held annually to celebrate Black History Month.
- The school holds annual weeks celebrating other faiths, ie Judaism and Islam week. In addition to these, assemblies are held to celebrate key events and festivals in other religions. All children by the end of their time at Cottesmore, will have visited a Synagogue and a Mosque, in addition to Catholic Churches.
- Our EPR Curriculum includes the following topics on the following subjects: global education, Multicultural Britain, stereotyping, discrimination and racism.

Our Ofsted report of 2012 says that

“Cultural awareness is promoted through charitable work and strong church and community links. Pupils have the opportunities to experience different cultures through links with schools abroad.”

Our 2016—2019 objective is:

To continue to provide opportunities for pupils to learn about people from different religious and cultural background so that we continue to reduce the number of pupils who said school did not help with this in Safe at School Survey 2015 from 11% to



Cottesmore St
Mary Catholic
Primary School .



Equalities Information March 2016



Our Mission

God made each one of us, we are all His disciples.

We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.

We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.

Headteacher: Mrs Rachel Breen
Equalities Leaders: Mrs Rachel Kershaw
and Mrs Cath McLoughlin

Introduction

Schools under the Equalities Act (2010) Public Sector Duties are now required by law to publish information to demonstrate how they are complying with Public Sector Duty.

Under this Act schools must publish information to show how they have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics

Protected characteristics is the term used in the Equalities Act 2010 to describe a range of differing groups including :

- Disabled pupils and those who have special educational needs
- Boys and girls
- Minority ethnic pupils
- Pupils for whom English is an additional language
- Looked after pupils
- Young carers
- Pupils known to be eligible for free school meals
- Lesbian, gay and bisexual pupils
- Gypsy, Roma and Traveller children
- Transgender children
- Pupils from low income backgrounds
- Any other vulnerable groups

As a school we have decided to publish a leaflet to summarise the range of evidence we have to show our commitment to the Equalities Act. We have set this out under the three headings above, and have included a brief summary of what we do well. A more detailed Equalities Policy can be found on our school website in the Policies section.

School Context

- Cottesmore is a primary school of larger than average size with the vast majority of its pupils coming from Catholic families.
- The school is a two form primary serving children from ages 4-11 years.
- 48.4% of pupils are girls and 51.6% are boys in line with national averages.
- Three quarters of the pupils are of White British heritage with 26.3% from other ethnic backgrounds
- Of these ethnic backgrounds the schools three largest ethnic groups other than White British are, any other white background, White and Black African, and White and Asian.
- Over the last 3 years the numbers of pupils whose first language is not English has increased rapidly, from 5.3% in 2012 to 18.8% in September 2015 .
- Currently, there are 18 different languages spoken by pupils in the school with Polish and Arabic being the most common other languages spoken.
- 8% of pupils are on the school's special needs register. 6.2% of these pupils at SEN support level and 0.8% have an EHC plan / statement of their needs. The numbers of pupils with SEN are below national averages.
- 8.9% of pupils are known to be eligible for Free School meals – well below the national average of 26%.
- The school currently has no looked after pupils.
- Attendance is consistently above national average and in 2014-2015 it was 98%, with only 0.5% persistent absentees – much lower than national levels.
- The overwhelming majority of parents are happy with the school with 97% of parents saying their child enjoys coming to school (Parent survey October 2015)
- 2012 Ofsted questionnaires showed that “the overwhelming majority of parents and carers expressed confidence in the leadership of the school”

Our Ofsted report of 2012 says that

“Good quality provision for spiritual, moral, social and cultural development promotes pupils’ high self-esteem and confidence. Pupils and parents report that the schools ‘family atmosphere; also plays and effective part in the development of these skills. This is further reflected in their good behaviour and enthusiasm for learning.” At Cottesmore St Mary we are committed to eliminating discrimination and are aware of the requirements of the Act to do this.

Eliminating discrimination and other conduct that is prohibited by the Act

What we already do well at Cottesmore

Cottesmore has a number of policies available on their school website for parents to read at any time which highlight our determination to comply with the non-discrimination provisions set out in the Act. These include our:

- Anti—Bullying Policy
- Relationship and Sex Education Policy
- Pupil Premium Policy
- SEND information report
- Equalities policy
- EPR Policy

When all policies are reviewed Senior Leaders use a series of ‘Due Regard Prompts’ to inform decisions. For example having due regard to disability issues.

Cottesmore keeps regular records of bullying and other incidents data such as racist incidents. Cottesmore pupils undertake the ‘Safe and Well School Survey’. Over the past three years, the % of children who say they have been bullied has reduced by 6% (SASS) from 16% in 2012 to 10% (in 2015 LA average 17%). Moreover, the number of children who told someone about bullying incidents has increased significantly from 87% to 96% over recent years.

Anti-bullying work currently happening:

- Every year we hold Anti-bullying Week across the whole school.
- In 2015 we held a classroom door competition to design and decorate our doors with Anti-bullying messages.
- With the help of the School Council, we created a Children’s Guided to Anti-bullying to ensure that children know what to do if they experience bullying in school.
- We have Playground Buddies to look after children in the playground.

Our 2016—2019 objectives are:

Reduce the % of pupils who say they are being bullied at school to under 5%.

Increase the % of pupils who say that the school is good at dealing with bullying to 95% or above.