

Equality Annual Review – May 2024

Pupil Population 2023/24

Date May 2024

Gender	Girls	201
	Boys	218
Ethnic background¹	Asian or Asian British	32
	Black, Black British, Caribbean, or African	27
	Mixed or multiple ethnic groups	43
	White	289
	Other	28
Religion²	Christian	185
	Buddhist	1
	Hindu	11
	Jewish	0
	Muslim	11
	Sikh	1
	Other	7
FSM	None	203
	Eligible	67
	Not Eligible	352
SEND	None	339
	EHCP	25
	SEND (not EHCP)	55

Equality Objectives 2022-26

We believe that equity at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We are committed to establishing, maintaining and developing a school culture and ethos which promotes equality of opportunity for all, opposes all forms of harassment, prejudice, and discriminations, and which publicly celebrates diversity and the achievements of all.

We intend to achieve this through:

Objectives	Progress/Outcomes 2023/24
Fostering a positive atmosphere of mutual respect and trust among pupils and staff from all ethnic, religious, and socio-economic backgrounds	Pupils say that they feel safe and happy in school. All backgrounds are respected and celebrated as part of our St. Nicolas family. Our school vision and values reflect everyone 'living life to the full'.

¹ <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/ethnic-groups>

²

<https://www.ons.gov.uk/aboutus/transparencyandgovernance/freedomofinformationfoi/listofrecognisedreligionsinenglandandwales>

	<p>Ofsted said: "Pupils behave very well around the school. They are respectful of each other and adults. Adults know pupils well and are quick to identify where a pupil may need more support." 'Value of the month' are developed and explored in a variety of ways which include both weekly whole school and class assemblies. These are supported by our bespoke assembly programme of study that introduces each value through a key story in the bible where we reflect how this teaches us how to apply these values in our lives.</p> <p>Pupils' different backgrounds and faiths are celebrated and recognised at various points during the school year.</p>
<p>Ensuring equality of access to all opportunities for all pupils in order that they might be prepared for their next step in life</p>	<p>Pupil Premium Strategy outlines access to clubs, wider curriculum opportunities and adaptations in provision to ensure equity for all.</p> <p>Pupils with SEND are well supported to ensure they are able to access and participate in wider school life and extra-curricular activities.</p>
<p>Choosing teaching topics and using resources that reflect the diversity, interests, and concerns of our school (and the wider local) community</p>	<p>Jigsaw PSHCE scheme ensures we cover all statutory requirements.</p> <p>Our school Book Spine includes books that reflect diversity and inclusivity to provide children with opportunities to reflect on their own backgrounds and 'open a window' to the world. Our St. Nicolas curriculum includes projects that the children are interested in and includes links to local community. Ofsted said: "Leaders are committed to creating a curriculum which is unique and reflects the school's place in the local area."</p>
<p>Preventing and dealing effectively with bullying and harassment</p>	<p>Anti-bullying policy and effective practice. Incidents of bullying are dealt with effectively in line with our policy.</p> <p>Ofsted said: "Pupils respond positively to leaders' very high expectations of behaviour. This means that the school feels calm wherever you go, and pupils feel happy and safe. Pupils say that bullying is very rare and that if it were to occur, teachers would deal with it effectively."</p> <p>Jigsaw PHCE scheme ensures children have the understanding and tools to identify bullying and follow the appropriate steps to manage it if and when it happens.</p>
<p>Ensuring that parental financial constraint does not restrict pupil engagement at school, attending school trips or afterschool clubs</p>	<p>Ofsted said: "Leaders carefully consider support for disadvantaged pupils by ensuring they have opportunities. These include the school's numerous after-school activity clubs as well as the breakfast club."</p> <p>Subsidised trips for disadvantaged pupils.</p>
<p>Monitoring progress and attainment of pupils from specific groups to ensure that everyone achieves their best</p>	<p>Achievement of pupils from specific groups is monitored through a summative assessment point three times a year. Teachers use assessment for learning and their knowledge of the child to monitor their progress regularly to ensure they achieve their potential.</p> <p>Governors monitor achievement of specific groups.</p>

<p>Actively considering new and review previously identified barriers to learning</p>	<p>School council and pupil voice informs school development priorities. Stakeholder engagement to ensure different perspectives are considered. Barriers are reviewed at assessment data points, this informs how we adapt our provision.</p>
<p>Ensuring that methods of communication reflect and accommodate the diversity of the school community</p>	<p>Paper copies of communication (newsletters, Knowledge Mats etc.) are made available. These are translated for families with English as an Additional Language. School information is shared on the website and can be easily accessed on mobile devices. Parent Mail is used to keep families informed.</p>