

**ST MARY'S LEWISHAM CE PRIMARY SCHOOL
SINGLE EQUALITY SCHEME 2022 - 2025
PART A: SCHEME
PART 2: ACTION PLAN**

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Scheme due for review: September 2024 – to be reviewed annually
Headteacher: Christine Graham
Lead Person: Sandra Noble
Governor: Marcia Skinner

1. Our Distinctive Character, priorities and Aims

1.1 Characteristics of our school

Leadership

The school was awarded a 'Good' grade with Outstanding Personal Development following an OFSTED section 5 inspection in December 2021.

The school was awarded 'Excellent' for the SIAMs inspection (which examines the spiritual and moral aspects of school life). We have also achieved Value Based Education Quality Mark, the RE Quality Mark, the Healthy Schools Bronze Award, The IQM Centre of Excellence Award (Inclusion Quality Mark) and St Mary's CE is the first Sanctuary School in London. We are constantly working to improve equality and the lives of our pupils, their families and members of our local community.

School Community

Our school community is a wonderful mix of people. People of different abilities, races, religions and cultures all share in the life of our school and we welcome everyone.

St Mary's C of E School is a one-form entry school. We have children from multiple ethnic minority backgrounds, currently 94.78%. This is significantly higher and more than three times the National average. We have many languages spoken in the school and a high level of pupils who speak English as an additional language (70%), this is also far higher and more than four times the national average. different languages are spoken by our families. The school serves a significantly economically disadvantaged community plus many of our families are low income single parents.

There have been improvements to the refurbishment of the early years building and Key Stage 2 classrooms to improve and enhance the teaching and learning environment. There has been an upgrade in the interactive wipe board screens. The back playground to KS2 also had a major overhaul with new equipment and grass which has improved the facilities for Physical Education as well as providing a better quality play area for the children. A climbing frame and resurfacing has taken place in the KS1 playground.

Staffing

This has remained relatively stable recently. This year we have an ECT teacher in her first year in Reception Class.

1.2 Vision for the School

School Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on his message of equality, peace and justice, guided by his words '*As I have loved you, so you must love one another*' (John 13:34).

Mission Statement

St Mary's school serves our community by providing the highest quality of education and experiences so everyone can achieve their full potential. Faith is at the heart of our life together which celebrates our diversity. Christian values unite and guide our relationships based on respect, responsibility and forgiveness.

1.3 Setting Priorities

Our priorities are:-

Children

- Narrowing the attainment gap between different groups of children e.g. Black Afro-Caribbean, White British and Disadvantaged Children in the school
- Challenging race and gender stereotypes in worship and through our creative curriculum
- Keeping children safe in school (see safeguarding policy).

Our community

- Tackling the involvement of children and young people, parents and carers from minority ethnic backgrounds
- Improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language
- Working to promote unity with other faith schools and places of worship within the community.

Our school community

- Improving the involvement of disabled children and young people, staff and parents and carers
- Tackling bullying based on race, religion, gender, disability, sexuality or poverty
- Embedding our school values
- The causes of any gender pay gap or differences between groups not an issue due to the single status exercise carried out by LBL
- Promoting positive attitudes toward diversity; through creative curriculum, Black History Month, International Day, PSHE (Personal, Social, Health & Economic) curriculum and daily worship
- Members of staff to find fulfilment and satisfaction.

1.4 Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic * and people who do not share it
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it
4. To work towards our values and mission statement and ensure there is a common vision and sense of belonging by all as a part of our school and local community
5. To help all in school appreciate and value the diversity of people's different backgrounds and circumstances treating all fairly and equally
6. To encourage our parents to support the whole child

*FOOTNOTE: the nine protected characteristics are – age, disability, gender reassignment, marriage & civil partnership, pregnancy and maternity, race, religion or belief and sex.

2. Principles of Our SES (Single Equality Statement)

2.1 Single equality statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Mary's CoE Primary School.

2.2 Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

2.3 Purpose of the SES

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnerships, age or beliefs as defined within existing equalities legislation.

The purpose of our Single Equality Scheme (SES) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our 'Provisions, Criteria and Practices' (PCPs). We recognise within this Scheme the inequality linked to poverty and socio-economic factors. We support vulnerable groups by offering breakfast club, after school clubs, interventions, laptop loans, behaviour support through New Woodlands outreach services and Multi-agency children support professionals e.g. Educational Psychologist or Specific Learning Difficulties team (see Local Offer & SEN policy).

Our SES enables us to meet our **duties** under equality legislation, and to achieve the following for all groups:

- Eliminate all forms of unlawful discrimination
- Eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority – this is done by recording on an incident card which is added to ScholarPack)
- Advance equality of opportunity through vision, strategy and practice
- Foster good relations
- Promote community cohesion
- Narrow the attainment gap in outcomes between children.

Through our SES we make links to all our policies, actions, curriculum, support, training and activities within the school.

Community Cohesion

Legal Requirements

The Education and Inspections Act 2006 introduced a new duty for schools to promote community cohesion.

What is community cohesion?

A cohesive community is one in which:

- There is a common vision and sense of belonging for all communities
- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities

Schools and their communities

Community Cohesion needs to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the school community – our pupils, their families, school staff, school governors, stakeholders and users of the school's facilities
- the local community – our school in its geographical community and the people who live or work in the area including churches, other places of worship, schools, shops and local businesses
- the UK community – we are by definition part of this the global community – formed by EU and international links

2.4 A Relevant and Proportionate Approach

In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the equality issues within our school and relevant to our PCPs. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on PCPs that have the greatest effect, or potential effect on relevant stakeholders.

We do not assume that existing representation alone determines relevance, so we apply the principle of anticipatory duty (see 2.4 below) in helping us to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality, such as young carers.

We ask whether our PCPs affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic monitoring of outcomes, impact assessment and action planning incorporating the fullest possible participation of stakeholders. We work on self-esteem and motivation in many ways, such as:

- achievement worship
- class led worship
- nominate a friend
- post cards home
- PSHCE curriculum
- school council and faith group
- daily worship
- links to St Mary's Church and local faith groups
- school values
- learning powers
- promoting reflection and inner-peace
- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum
- we also make full use of outside agencies

2.5 Participation

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children, parents and carers are involved as is their entitlement.

Our consultative groups include representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our school and organised in such a way as to promote direct participation.

SLT	– Christine Graham
Link Governor	– Marcia Skinner
Parent Governor	- Mohamed Jalloh
Staff representative	– Vicki Stead
SENCO	– Caroline Maseko

Associate	– Sandra Noble SBM
Associate	– Matt Wright DHT
Associate	- School Council Representative

The school involves stakeholders including children, staff, parents/carers and other users of the school in relation to all equality's duties. We consider the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely considered when we set priorities.

2.6 Anticipation

We apply the principle of the 'Anticipatory Duty' in all aspects of our SES which means that we think ahead about how our PCPs may affect different members of our school. This is embodied specifically in the process of risk assessment in our school policies and we consider not only the impacts but also the potential impacts, whether positive or negative.

3. Responsibilities

3.1 Governing Body

The governing body has a duty to promote equality of opportunity and eliminate discrimination. The SEN link Governor visits (see link governor visits appendix 2). Functionally, the governing body discharges this responsibility through the Senior Leadership Team.

3.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- Raising awareness of all the duties within the whole school community
- Referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC)
- Ensuring understanding of the broad legal definition of disability
- Sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school
- Working with trade unions to implement the relevant duties in employment functions
- Attending appropriate equality and diversity training
- Promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Ensuring that action plans are undertaken for all protected characteristics
- Setting up of a consultative group which includes representation from.

SLT	– Christine Graham
Link Governor	– Marcia Skinner
Parent Governor	– Mohammed Jalloh
Staff representative	– Vicki Stead

Senior Teacher	- Susanne Rowe
SENCO	– Caroline Maseko
Associate	– Sandra Noble SBM
Associate	– Matt Wright DHT
Associate	- School Council Representative

- Ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately
- Providing appropriate training for staff, Governors and other members of the school community
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

3.3 All Members of the School Community

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, children and young people etc) contribute to ensuring that our school is a fair, just and cohesive community by:

- Contributing to the SES implementation and review process
- Raising issues with line managers which have an impact or potential impact on the school's PCPs (Primary Care Provider)
- Maintaining an awareness of, and professional interest in, the school's current SES and the PCPs to which it relates
- Implementing PCPs in accordance with agreed protocols and standards
- Behaving with respect and fairness to all members of the school community.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

4. The working party

Our consultative groups are involved throughout the planning, monitoring and evaluation of the SES. The Key Functions of the consultative groups are:

- Keeping up-to-date with current legislation and guidelines
- To ensure the involvement of the widest possible range of people representing the different protected characteristics
- To ensure the involvement of trade unions regarding the equality's duties
- To arrange for the gathering of information relating to all protected characteristics
- To consider arrangements for impact assessments
- To report to the leadership team on outcomes of information gathering and impact assessment.

5. Information gathering

5.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. This is achieved through our data assessment. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

5.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- Identification of children, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language; this is done through Induction to Reception class and Nursery (including home visits)
- Pupil attainment and progress data relating to different groups
- Children's views actively sought and incorporated in a way that values their contribution; (pupil questionnaires and surveys)
- Regular parent surveys
- Children's groups that give them a voice and reflect the views of all children in the school – School council and Faith group
- Sports and activities choices of all groups
- Uptake of the extended school offer by group
- Exclusions data analysed by group
- Records of bullying and harassment on the grounds of any equality issue
- Data on the recruitment, development and retention of employees
- Outcomes of activities promoting community engagement and community cohesion
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage (evaluation forms from parenting classes).

6. Outcomes

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse). Our outcomes are recorded in summary form on Part B: Action Plan of our SES. Where a robust analysis of outcomes reveals poorer outcomes for any particular group it triggers the equality impact assessment process.

7. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed PCPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PCPs are developed in an increasingly inclusive and equitable way.

Screening PCPs helps us know how much each one promotes, or has the potential to promote equality, and whether or not a full equality impact assessment is necessary. Screening is not a substitute for full equality impact assessment but an aid to managing the impact assessment process. We are aware that many PCPs have the potential to affect different groups in different ways and this is factored into the screening process.

This policy and our action plan are drawn up with regard to the school's duties as described in this SES and the appendices, and are subject to the process of impact assessment in relation to potential positive or adverse impacts.

8. Action Plan

We have an action plan covering all relevant protected characteristics. These describe how we are acting to fulfil both the general and specific duties.

Our action plan is cross referenced with the School Development Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- Equality Strand
- Action
- Monitoring impact of the actions
- Monitoring who is responsible for implementation
- Timescales
- Impact

Our SES relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them.

The school evaluates the effectiveness of the SES on a regular basis, through the governing body and with Ofsted when the school is inspected.

9. Publication and reporting

The resources committee decides how best to publish the SES. The school provides a copy which is displayed in the lobby area and actively makes it available to parents/carers and others, including those identified as difficult to engage on the school website.

The school reports annually on the progress made on the action plans and the impact of the SES itself on school ethos and practice within the school.

10. Review

As part of the review of the SES, the school commits to:

- Revisiting and analysing the information and data used to identify priorities for the SES and action plans. This incorporates use of the overview of outcomes;
- Using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- Involve the participation of a full range of stakeholders
- Be evidenced based - using information and data that the school has gathered and analysed
- Use the evidence to do accurate impact assessments which inform priorities.

11. Summary of our most recent review:

Implement new action plan in line with most recent Ofsted inspection.

Updated: September 2023

Review Date: September 2024

Appendix 1 – Updated September 2023

St Mary's CE School

Annual Equality Assessment 2022/23

In support of the St Mary's CE School Equality Policy, St Mary's School is committed to the elimination of discrimination, the advantage of equality of opportunity and fostering good relations in relation to age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race (includes ethnic or national origins, colour or nationality), religion or belief (or lack of belief), sex or sexual orientation.

As part of our demonstration of commitment St Mary's School has reviewed national and local evidence which might highlight areas of potential inequality, developed a (series of) Equality Objective(s) which we are working towards, and developed an Action Plan of activities to support the achievement of our Equality Objective(s).

This Annual Equality Assessment documents our work in this area, including:

1. Understanding Our Community
2. Understanding our School
3. Promoting Equality
4. Our Performance 2022/23
5. Our Equality Objective(s) for 2023/24 (Part 2 – Action Plan)

By publishing this assessment, we seek to both demonstrate our active involvement in ensuring equality for all as well as encouraging the support and involvement of our community.

1. Understanding Our Community

St Mary's serves a diverse, multi-cultural community, which is ever changing, mainly due to the fact that Lewisham Council move families who are in temporary council accommodation on to outside boroughs and adults without leave to stay often move from area to area. We have seen a change in the make-up of our community with the arrival of children from additional ethnic backgrounds such as Chinese, Romanian and Spanish over the past couple of years. This has further enriched our community. Crime is at an extremely high level at 97.52% with violent crime at a staggering 99.36%. There is a high level of deprivation and our ward is in the top 20% in England, at twice the national average. Unemployment is high and housing is a constant worry for many of our parents. There are a significant number of pupils who live in cramped conditions. Families are living in temporary accommodation or move from property to property with no permanent address.

2. Understanding Our School – September 2023

Whole School Summary September 2023

Year	Nursery 1	Nursery 2	Reception	1	2	3	4	5	6	Total
Any Other Black Background	0 0%	0 0.0%	1 3.85%	1 3.23%	0 0.0%	1 3.33%	1 3.45%	3 10.0%	2 6.67%	9 3.91%
Any Other Ethnic Group	0 0%	0 0.0%	1 3.85%	2 6.45%	1 3.57%	1 3.33%	0 0.0%	1 3.33%	0 0.0%	6 2.61%
Any Other Mixed Background	0 0%	0 0.0%	1 3.85%	0 0.0%	2 7.14%	0 0.0%	0 0.0%	0 0.0%	1 3.33%	4 1.74%
Any Other White Background	0 0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 10.0%	0 0.0%	0 0.0%	1 3.33%	4 1.74%
Asian and Any Other Ethnic Group	0 0%	1 3.85%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 6.9%	0 0.0%	0 0.0%	3 1.3%
Asian and Chinese	0 0%	1 3.85%	0 0.0%	0 0.0%	0 0.0%	1 3.33%	0 0.0%	0 0.0%	0 0.0%	2 0.87%
Bangladeshi	0 0%	1 3.85%	0 0.0%	0 0.0%	1 3.57%	0 0.0%	0 0.0%	0 0.0%	1 3.33%	3 1.3%
Black African	0 0%	8 30.77%	6 23.08%	4 12.9%	5 17.86%	5 16.67%	7 24.14%	2 6.67%	4 13.33%	41 17.83%
Black and Any Other Ethnic Group	0 0%	0 0.0%	0 0.0%	3 9.68%	2 7.14%	1 3.33%	1 3.45%	2 6.67%	2 6.67%	11 4.78%
Black Caribbean	0 0%	5 19.23%	2 7.69%	3 9.68%	2 7.14%	4 13.33%	7 24.14%	11 36.67%	7 23.33%	41 17.83%
Black European	0 0%	1 3.85%	2 7.69%	1 3.23%	4 14.29%	4 13.33%	3 10.34%	1 3.33%	2 6.67%	18 7.83%
Black Nigerian	0 0%	1 3.85%	1 3.85%	1 3.23%	2 7.14%	1 3.33%	1 3.45%	1 3.33%	0 0.0%	8 3.48%
Chinese	0 0%	0 0.0%	1 3.85%	2 6.45%	1 3.57%	1 3.33%	1 3.45%	3 10.0%	5 16.67%	14 6.09%
Filipino	0 0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 3.33%	0 0.0%	0 0.0%	0 0.0%	1 0.43%
Indian	0 0%	1 3.85%	2 7.69%	0 0.0%	1 3.57%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 1.74%
Information Not Yet Obtained	0 0%	3 11.54%	1 3.85%	1 3.23%	1 3.57%	1 3.33%	1 3.45%	1 3.33%	1 3.33%	10 4.35%

Year	Nursery 1	Nursery 2	Reception	1	2	3	4	5	6	Total
Kurdish	0 0%	0 0.0%	1 3.85%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 3.33%	0 0.0%	2 0.87%
Latin/ South/ Central American	0 0%	0 0.0%	0 0.0%	1 3.23%	1 3.57%	0 0.0%	1 3.45%	0 0.0%	0 0.0%	3 1.3%
Other Mixed Background	0 0%	0 0.0%	0 0.0%	1 3.23%	0 0.0%	2 6.67%	0 0.0%	0 0.0%	0 0.0%	3 1.3%
Roma	0 0%	0 0.0%	0 0.0%	0 0.0%	1 3.57%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.43%
Sinhalese	0 0%	0 0.0%	1 3.85%	1 3.23%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.87%
Sri Lankan Other	0 0%	0 0.0%	1 3.85%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.43%
Sri Lankan Tamil	0 0%	0 0.0%	1 3.85%	0 0.0%	0 0.0%	1 3.33%	0 0.0%	0 0.0%	0 0.0%	2 0.87%
White and Asian	0 0%	0 0.0%	0 0.0%	1 3.23%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 3.33%	2 0.87%
White and Black African	0 0%	1 3.85%	0 0.0%	2 6.45%	0 0.0%	2 6.67%	0 0.0%	0 0.0%	1 3.33%	6 2.61%
White and Black Caribbean	0 0%	0 0.0%	0 0.0%	1 3.23%	1 3.57%	1 3.33%	1 3.45%	1 3.33%	0 0.0%	5 2.17%
White British	0 0%	1 3.85%	1 3.85%	3 9.68%	2 7.14%	0 0.0%	1 3.45%	3 10.0%	0 0.0%	11 4.78%
White Eastern European	0 0%	0 0.0%	0 0.0%	1 3.23%	0 0.0%	0 0.0%	1 3.45%	0 0.0%	2 6.67%	4 1.74%
White English	0 0%	0 0.0%	1 3.85%	0 0.0%	1 3.57%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.87%
White European	0 0%	1 3.85%	2 7.69%	1 3.23%	0 0.0%	0 0.0%	1 3.45%	0 0.0%	0 0.0%	5 2.17%
White Other	0 0%	1 3.85%	0 0.0%	1 3.23%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.87%
Total number of students in year group	0	26	26	31	28	30	29	30	30	230

Exclusions 2021/22

MIS Analysis (Ethnicity x Type) Numbers represent: Count			
	Fixed Term Days	No. incidents	Total Students
White/Black African	0	0	0
White/Black Caribbean	4	2	1
White	1	1	1
Black African	3	1	2
Black Caribbean	4	2	2
Chinese	0	0	0
Portuguese	1	1	1
Refused	0	0	0
Total	13	8	7

Leavers/New Starters 2022/23

Leavers	21
New Starters	20

(Outside of normal starter and leaver term dates i.e. Reception & Year 6)

3. Promoting Equality

St Mary's School is the oldest school in Lewisham, opened in 1833. We celebrate a diverse multi-cultural community, in which over **40** languages are spoken. This is three times the national average for English as a Second Language.

The highest priority at St Mary's School is to ensure that our children feel safe. This runs through all we do. The daily issues faced by our families can lead to children becoming angry and frustrated. This can lead to them lashing out either physically or verbally. To counteract this and to help children deal with how they feel more positively, the school promotes and encourages our Christian Ethos and School Values. Each month has a different value when it is promoted and brought to the front of the children's minds. Children are re-introduced to a new value word through a whole school assembly and then as the month progresses work is produced to encourage and promote the value. The beat of which is celebrated at an assembly at the end of each month. The School Values are utilised to encourage a good and positive side to their lives, which by the time they leave St Mary's will be embedded for life. By using the School Ethos and Values as a learning tool and by everyone modelling them by example, the school is showing how to follow the right path and discouraging negative behaviour. Prejudges of all kinds are discouraged and dealt with immediately and the Christian school values are an excellent way of helping to achieve this.

4. Our Performance 2022/23 (Lewisham & National % still to be published)

St Mary's CE Primary School – School Achievement outcomes 2022/23

EYFS

Percentage of children achieving a Good Level of Development (GLD)*

	St Mary's CE School	Lewisham	National
Overall GLD	62%	%	65%

**Areas considered are: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy and Mathematics*

Year 1 Phonics Screening Check

Percentage of children achieving the expected standard

	St Mary's CE School	Lewisham	National
Y1	83%	%	75%
Y2 rechecks	93%	%	87%

Key Stage 1

Percentage of children achieving the expected standard

	St Mary's CE School	Lewisham	National
Reading, Writing & Maths Combined	63%	%	63%
Reading	77%	%	67%
Writing	70%	%	58%
Maths	77%	%	68%

Key Stage 2

Percentage of children achieving the expected standard

	St Mary's CE school	Lewisham	National
Reading, Writing & Maths Combined	69%	%	59%
Reading	83%	%	74%
Writing	76%	%	69%
Maths	72%	%	71%
English Grammar, Spelling and Punctuation	83%	%	72%

Percentage of children achieving the high level of attainment KS2

	St Mary's CE school	Lewisham	National
Reading, Writing & Maths Combined	0%	%	%
Reading	24%	%	%
Writing	%	%	%
Maths	24%	%	%
English Grammar, Spelling and Punctuation	48%	%	%

Progress measure* (value added from KS1 to KS2) (still to be published)

	St Mary's CE school	Lewisham	National
Average progress in Reading	To be published		
Average progress in Writing	To be published		
Average progress in Maths	To be published		

*Progress is a value-added measure. The national average for progress is 0.

Average Scaled Score

	St Mary's CE school	Lewisham	National
Reading	102		105
Maths	104		104
English Grammar, Spelling and Punctuation	103		105

5.Our Equality Objective(s) for 2022-2025

September 2023 - Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
ALL	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff and governors should be aware of this plan through governors and staff meetings.	Analysis of parent activity on the school website. Analysis of questionnaires completed by parents. Equality Plan featured in minutes of governing body and Children and Family committee meetings. SLT monitor the impact of the policy throughout the curriculum.	Headteacher / designated member of staff	Plan approved by Governors 2023 Scheme published on website autumn 2023 Parents made aware in Newsletter autumn 2023 Staff made aware in staff meetings autumn 2023	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan.
ALL	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability, on a termly basis.	<i>Headteacher / Governing Body</i>	Autumn, Spring and Summer data captures.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
ALL	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation, confidence and achievement levels.	Head of School/ Curriculum coordinator/ Inclusion Manager/ Teachers	On-going	Notable increase in participation and confidence of targeted groups
ALL	Recognise and represent the talents of disabled pupils in	<i>Gifted and Talented register monitored by race, gender</i>	<i>Member of staff leading on G&T</i>	On-going	<i>Analysis of the and Gifted Talented register</i>

	Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	<i>and disability.</i>			<i>indicates it is changing to reflect the school's diversity</i>
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Art subject Leader Displays coordinator Class teachers	On-going	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	On-going	More diversity in school council membership
All	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Head of School / Governing body will use the data to raise questions and assess the impact of the school's response to incidents i.e. Have whole school / year group approaches led to a decrease in incidents? Can repeat perpetrators be identified? Are pupils and parents satisfied with the response?	Head of School / Governing Body/ Inclusion manager/ Children and Families Committee	Reporting: Autumn, Spring and Summer Terms	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

All	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and cheerleading, to make participation rates more reflective of the school population.	Target girls for extended school sports provision. Increased participation of girls in sports clubs.	Member of staff leading on sports / PE	On-going	More girls take up afterschool sports clubs
All	Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.	Pupil interviews Data Lesson observations Curriculum planning	Literacy subject leader Class teachers Inclusion Manager	On-going	Boys are reading more books, attainment of boys reading increases
All	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	As needed	More girls take up afterschool sports clubs
All	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas	Lesson observations Assemblies Curriculum planning School visits	RE/PSHE Coordinator School visits coordinator.	Ongoing Increased awareness of different	Boys are reading more books, attainment of boys reading increases