

Sacred Heart Catholic Primary School & Nursery
Equalities Information for Stakeholders
May 2014

“At Sacred Heart we are a loving Christian family; who live and learn happily together, and grow in the Catholic faith.”

1. All schools have a legal duty to ensure equalities, particularly for the following protected characteristics:

- Disability
- Gender
- Gender identity and reassignment
- Pregnancy and maternity
- Race and ethnicity
- Religion and belief
- Sexual orientation

Our procedures to deliver equalities are detailed in our School Equality and Diversity Policy which was updated in May 2014.

The following information is provided to help parents, carers, governors, parish members and other stakeholders to understand how the school identifies any equality concerns in the school and how we are working to improve outcomes in these and other relevant area.

The school has tried to make this information as accessible as possible and should you require any further information, please contact Mrs Hatch via the school office.

The Governing Body would like feedback on the quality of the information that you have received through this document. Please send any comments to the Mrs Morgan, Chair of Governors, again via the school office.

All parents, carers and visitors to the school are encouraged to share information with us relating to the protected characteristics in order that the school are able to meet their needs. Any information shared will always be treated in the strictest confidence.

2. General school context

Sacred Heart Catholic Primary School is a Roman Catholic voluntary aided Primary and Nursery School in the parish of the Sacred Heart of Jesus and St John the Evangelist. It is situated in Bushey which is a separate area, but very closely allied to Watford, and the surrounding area comprises mainly of private housing. Our current school role is 310, including 30 children in our part-time morning nursery. The school admits 40 children into Reception and as children are taught in classes of 30, there are some mixed year group classes.

3. Disability

The school was built in 1971 and has stairs leading to some classrooms. An extension to the school building was completed and this part of the building includes a disabled toilet and the ramp allowing accessibility to all classrooms. The disabled

access parking space in the car park was widened and any parent with a disability issue whether permanent or temporary is allowed to park in the school car park. The school provides equipment e.g. wedged seat cushions, sloped desks and other reasonable adjustments to allow all pupils to access the curriculum. The school works closely with outside agencies.

4. Gender

The school gender balance is: 48.4% Girls 51.6% Boys

RAISEonline data for July 2013 shows that by the end of KS1, most boys and girls achieve well and above the national average. This year this is not the case for L3 attainment which is only in line with the national average.

In reading both boys and girls performed above the national average with girls achieving higher than boys.

In writing girls achieved at a higher level than boys.

Boys achieving less in reading and writing reflects the national trend.

In maths both boys and girls achieved well. Boys achieved slightly higher than girls.

At higher levels the girls performed better than the boys in writing and reading but not maths.

RAISEonline data for July 2013 shows that by the end of KS2 both boys and girls standards of attainment are significantly above the national average in all core subjects. English grammar, punctuation and spelling scores were significantly above average at levels 4 and 5.

The standards achieved by girls in writing were only slightly higher than boys.

Boys achieved slightly above the girls in reading and maths.

Outcomes at level 6 were also well above the national average and a notable achievement for the school.

Our current school plan identifies gender groups as an important aspect of our monitoring focus and addresses the differences in achievement of the different groups.

5. Gender identity and reassignment

Pupils are taught about the negative impact of gender stereotypes on individuals and groups.

6. Race and Ethnicity

Minority ethnic groups

30.8% of the student population are from minority ethnic groups (compared to 28.7% nationally).

The growing diversity of our community enhances the life of the school. The curriculum provides opportunities to explore and celebrate the diversity of the school and wider society. Curricular work on racism has raised awareness amongst our older pupils of what is and what is not racism and the development of a Racism Contract for the pupils to follow. One World week has enabled children to experience other faiths and cultures.

All groups apart from any other mixed background performed better than national averages for groups.

The achievement of these groups of pupils continues to be monitored.

Pupils for whom English is not their first language

3.8% of the student population is made up of pupils for whom English is not their first language (compared with 17.5% nationally).

RAISEonline data from July 2013 shows that at KS2 EAL pupils progress was good. This data only applies to one pupil.

The achievement of this group continues to be monitored.

7. Pregnancy and maternity

The school is happy to accommodate the particular needs of nursing or pregnant visitors to the school.

8. Religion and belief

The religious make up of the student population is as follows:

98.9% Catholic
1.1% Other Christian
0% Other faith

All children and adults are welcome in our school community. Although non-Catholic pupils currently form a very small group in our school, they contribute fully in all aspects of school life.

9. Sexual orientation

Curricular work to prevent unintentional harassment e.g. the use of homophobic language, has raised awareness amongst the older pupils of the need to think carefully about the consequences of words and actions used and their impact upon others.

10. Special Educational Needs

The proportion of pupils with special educational needs is currently 10.6%. This is lower than the national average figure (17.4%).

The proportion of pupils supported by a Statement or by external support-School Action Plus (4.5%) is below the national average (7.7%).

The proportion of pupils in school with Special Educational Needs supported through School Action (6.1%) is below the national average (9.7%).

The school invests significantly in the support of Special Educational Needs and intervention programmes for those pupils below the national average. This is of course dependent upon individual needs.

Based upon recent RAISEonline data analysis, the rate of progress for identified pupils with SEND in KS1 show they achieved above the national average. At KS2 SEND pupils at school action made significantly higher progress than the national average in reading. Interventions are set accordingly to progress their learning. (see SEND Local offer sheet on website)

11. Eligibility for Free School Meals (FSM)

Currently the Government funds a proportion of the school budget based upon the number of pupils who are eligible for Free School Meals-Pupil Premium. This is because nationally, the statistics suggest that this group of pupils do not perform as highly as other pupils. How this funding is used is outlined elsewhere on the website.

In our school, the uptake of FSM is very low (5.4%) when compared with the national figure (26.7%).

The small number of FSM learners attain well and achieve standards in line or above the national average. Interventions are set accordingly to progress their learning. (see Pupil Premium Report on website)

12. Attendance

Across the whole school attendance is good 96%.

13. Anti-bullying

Incidents of bullying and harassment are rare but are recorded and monitored according to the school policy. The school is proactive in picking up problems before they reach such an extreme stage.

The curriculum to support this includes:

- Regular PSHE lessons which focus on bullying and relationships
- Regular RE lessons and assemblies focusing on the Gospel values and how Jesus wants us to live our lives
- Anti-bullying Ambassadors leading work on anti-bullying with other pupils e.g. Smile day/Bucket filling week
- The use of a playground mediation system (with training for pupils)
- The use of play leaders (with training for pupils)
- Internet safety work with Y5 & Y6 pupils from Computing Advisory teacher
- Training for all staff
- A focus on pupil voice (including an active school council/eco-council & anti-bullying ambassadors)
- An open door policy for parents

The school continues to carry out high quality work to prevent bullying. This was recognised in March 2012 by achieving the Hertfordshire Anti-bullying Accreditation.