

Annual Report of Progress towards Equality Objectives in our three-year Equality Scheme (2020-23)

At the 2022 summer term meeting of the full governing body, the Headteacher referred to the three year Equality Scheme which included equality objectives, an access plan and community cohesion plan. The Scheme is due for renewal in March 2023.

Equality objectives:

- (i) To narrow the attainment gap for FSM children.
Staff were looking at Y6 internal data for 2021, when 90% of the whole class received ARE in reading, writing, maths, science, RE and SPAG. There were [redacted] children in the PP cohort in the disadvantaged category and [redacted] did not achieve expected standard in any area so data showed 66% attainment for PP children. Across school, ie from Y1 to Y6, the number of children in PP who achieved exceeding in any area was lower proportionately than the number of non-PP children who achieved exceeding across school. The Headteacher recognised that staff needed to look at whole school data, rather than compare raw data per class.
- (ii) To close the gap in EYFS between boys and girls GLD
[redacted] boys and [redacted] girls did not achieve GLD in 2021. School wanted to close the gap where boys were the majority but the interventions this year were for all children.
In 2022, 25/31 children achieved a Good Level of Development at the end of their Reception year. Of the 6 who did not achieve GLD, [redacted] were boys and [redacted] was a girl.
- (iii) To continue to promote involvement of male carers in school.
There were some male parents and carers involved in school. These gentlemen had accompanied classes on trips, and there was now also a male reading volunteer. During a reflective visit from Catholic headteachers, it was noted positively that there were male carers at the Nursery stay and play session.
- (iv) To improve global dimension in the school curriculum
School used CAFOD work in assemblies, interwoven throughout prayer and liturgy, with fundraising in Lent linked to work on Mission Together. Children took part in globally recognised events and the Headteacher explained that the curriculum was not just what was taught in the classroom but was part of the Catholic life of the school and in prayer and liturgy.
- (v) Improve attendance and punctuality of PP children
School offered and paid for breakfast club provision for [redacted] PP children for over a year. Attendance for some PP children was not as good as the Headteacher wanted it to be. Although school was proactive, they needed to discuss options to parents to suit their individual situation. The Headteacher had applied for some penalty charge notices for both PP and non-PP children. Attendance and punctuality was the first point at any Early Help, CIN or CP meeting.

Access Plan:

- (i) Improvements in access to the curriculum
This was done within provision so reasonable adjustments were made, although staff always needed more knowledge about access as the dynamics of the

population changed. Staff had received training from CLAS, SEMH on ADHD, the Pupil Support Service and virtual training from the EP about dyslexia and dyscalculia.

- (ii) Physical improvements to the environment to increase access to education and improvement services
The Headteacher wanted to have a disabled access toilet but this was not viable within the budget as school had to pay the first £10,000.
- (iii) Improvements in provision of information in a range of formats for disabled pupils
School was able to provide a range of formats, such as work with enlarged print, picture exchange symbols, etc.

Community Cohesion Plan:

- (i) Continue to promote understanding of other faiths.
The Headteacher referred to the Y5 topic in summer 2 and visit to the mosque. School had three multi-faith weeks (Islam, Hinduism and Judaism).
- (ii) Develop the PSHE curriculum to increase children's appreciation of diversity.
The Headteacher felt that this was covered within the Jigsaw scheme of work and met Ofsted requirements.
- (iii) Continue to develop and promote Philosophy for Education
- (iv) Equity between groups in school
School reflected the protected nature of the religion or belief of staff, children and parents in school policies.
- (v) Engagement with all people
Staff encouraged visitors from other faiths and cultures into school. The Headteacher had included a multi-faith celebration within the SDP and to develop links with another local school with a contrasting cultural intake, whilst maintaining the Catholic character of St Peter's. The RE lead was beginning a programme of educational visits to promote understanding of different cultures and customs. School had links with Tameside Heritage Trust, Stalybridge Street Fest, church and parish, All Saints High School, Stalybridge Library, Cheetham's Park and Stalybridge town centre.