

St Anne's Fulshaw CE Primary School Equalities Information and SMART Objective

Welcome to St Anne's Fulshaw CE Primary School

We have used the following process to assist us in identifying some of the barriers to our pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?

73 Pupils in total

- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available:

Ethnic Categories							
White British	47	White & Black Caribbean	0	Indian	0	Any Other Black Background	5
Irish	0	White & Asian	1	Pakistani	1	Refugee	0
Any other white background	8	White & Black African		Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	8	Any other Asian background	1	Any Other Ethnic Group	0
Gypsy/Roma	1	Chinese	1	Black Caribbean	0	Information Refused	0
White European	0	Any other Chinese background	0	Black African	0	Information Not Obtained	0

Disability Categories					
Not Collected	72				
No disability	0	Problems with Incontinence	0	Needs Medication	4
Problems with Mobility	1	Problems with Communication	0	Other Disability / Health Problem	0
Problems with Hand Function	0	Problems with Hearing	0		
Problems with Personal Care	0	Problems with Vision	1		
Problems with Eating and Drinking	0	Problems with ASD / Aspergers	5		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	67.1	49
First Concerns	0	0
SEN Support	26.0	19
EHCP	6.84	5

Gender	
Girls	34
Boys	39

Religion & Belief					
Anglican	0	Church of England	0	Sikh	0
Baptist	0	Hindu	0	No Religion	19
Buddhist	0	Jewish	0	Other Religion	0
Catholic	0	Methodist	0	Unknown	2
Christian	46	Muslim	6		

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g school councils,

Admissions

Having viewed recent information about the local community (2021 Census) it appears that the school is significantly more diverse than its local community. The local demographics detail a much larger proportion of White British families living in the Wilmslow West and Chorley Ward than children attending the school (92.9% as opposed to 64.4%). The proportion of children from an Asian / Asian British / Asian Welsh background attending the school is greater than the local demographic data would indicate (4.1% vs 3.2%). The proportion of children from an Black / Black British / Black Welsh / Caribbean / African background attending the school is far greater than the local demographic data would indicate (6.8% vs 0.3%). The proportion of children who are from 'any other mixed background' or 'any other white background' is significantly higher than the local demographic (24.6% as opposed to 3.6% locally).

Attainment

Equality Objective: To explore and understand the issues further so that the school can begin to narrow the gap.

Why:	The number of boys with identified SEND at the school is double the number of girls, which means that headline, gender-specific achievement information should be analysed and interpreted with caution. Our school's summer term 2025 assessment data indicates that, amongst pupils with no SEND, there is a gap between the proportion of boys working at or above the expected standard in reading and writing, compared to girls, however boys with SEND perform better in maths. Boys without SEND perform better than girls in all subjects. The proportion of pupils from non-White British ethnic groups is represented in the school's SEND statistics in line with the school's overall profile.
How:	<p>Evaluate the impact of current methods introduced during the current academic year. Explore any links between attendance and achievement for the identified group.</p> <p>Areas for further investigation may include:</p> <ul style="list-style-type: none">• the impact of any absence, including repeated absence• the impact of any interventions which have been trialled as part of the school improvement activity• any other barriers encountered
Outcomes:	The gap between the proportion of boys and girls achieving the expected standard or higher in reading, writing and maths is reduced, and is closer to the national average for all pupils by the end of Key Stage 2.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve

How: We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data. This will happen in the autumn term.

We will then map this new information against the demographic data we hold. Where we identify an under-represented group we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism.

We will measure the success of this by conducting annual staff surveys.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives and outcomes for St Anne's Fulshaw CE Primary School will be monitored by the governing body termly.