

**Llandaff City Church in Wales Primary School
Annual Equality Report for
April 2019**



Published 1st April 2019

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Report Aims

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the previous academic year. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting only four months progress. Therefore this report contains information relating to the 2017-18 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

We are mindful of both the General and Specific Duties of the Equality Act but have also worked with the spirit of the Act. As a school we are committed to the principles of Equality for All and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our service to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to

1. tackle discrimination, harassment and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics
3. Foster good relations between people of different protected characteristics

Our report also describes how we have used our equality data and information in planning our equality objectives and how we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan relating to teaching pupils, managing the school and training staff during the 2017-18 academic year.

It also contains information relating to the Specific Duties in the Equality Act particularly to those Duties relating to Training, Assessment of Impact, Collection and Use of Equality Data and our Strategic Equality Plan.

Section One contains an introduction and background to the development of our Strategic Equality Plan for the previous academic year. This section includes information relating how we collected equality data and information or consulted to inform our plan. This section describes how useful we feel our equality data and information has been in developing objectives and assessing the impact of our policies and practice.

Section Two describes how far we have progressed against the actions and objectives listed in our Strategic Equality Plan for the previous academic year only.

Section Three contains any additional information that we feel is relevant to the Equality Duties and our work as a school to promoting equality and tackling discrimination

Section Four is a statutory report containing certain staff equality data relating to recruitment and selection, including salaries.

Section 1 – Introduction

We used data that is available via PLASC and our enrolment/admissions data to help us identify inequalities between pupils from different protected characteristics (such as gender gaps in attainment in mathematics and literacy). We have found that our data for pupils was very robust for pupils with protected characteristics (including disability).

As a result of this level of analysis of our equality data, we were able to develop actions specific to those particular groups (see Section Two of this document). This information is also included in our School Improvement Plan.

However, although we have this equality information as it applies to pupils we found that we have very little data on parents relating to these protected characteristics, as we have not previously been required to collect this data for purposes of PLASC or through admissions forms. To this end we have amended our Pupil Admission form for parents to include information regarding disability and reformed an EEG group [within the Christian Ethos and Wellbeing Committee] with parent and Governor representatives. This group has been formed representing as wide a group of protected characteristics as we were able to and can now support and shape the SEP objectives to meet the equality needs of our school.

Additionally we have only adequate information relating to these characteristics as they apply to **staff** because equality monitoring of application forms has not historically collected this information. This information will be collected and reflected in the 2018-19 period. We will assess the effectiveness of this approach at the end of the next academic year.

In terms of homophobic incidents in school, we have adopted the Education Service's system for recording and reporting identity based incidents which include monitoring of racist, homophobic, disablist and other forms of incidents and bullying in schools and data will be better in this area going forward.

Another challenge we have faced in terms of equality information is that we have historically shredded the application forms of unsuccessful applicants for jobs along

with the equality monitoring form. Therefore, in this report we are unable to report on unsuccessful applicants for 2017-18 however we understand that the new process around data storage is being developed at Education Service level for the whole city and once that is rolled out we will be able to do this. While we wait for this new system to roll out we will stop shredding equality monitoring forms and develop a way of storing this information anonymously for the purpose of future reporting.

Section 2 – Progress of Our Objectives

We have reviewed and redrafted our SEP in September 2017 to cover a 4year period to ensure our targets are less generic and include clear, specific targets and tasks detailing exactly how we have implemented the Equality Duties.

Detailed, specific progress will only be reported on the detailed, specific targets and tasks for the 2017-18 period that are related to the Protected Characteristics.

Outcome:			
Objective	Target	Action	Progress to date
Raise Awareness of Equality and Diversity Issues among Pupils, Staff and Governors	To ensure the school community at all levels are committed to fulfilling the Equality Duties	Audit places of worship attended by our families -use Parent Questionnaire to gather results.	Audit carried out/data collated. SLT coordinate visits to school to lead Collective Worship/class worship from the range of Faith leaders relating to our families.
		Participate more fully in annual events relating to protected characteristics – e.g. One World Week, Black History Month, Show Racism Red Card ...	School participates annually in Anti Bullying Week [November]– see Collective Worship File. Nurture Programme implemented following audit of pupils’ needs [2016]. Racism Red Card Workshops planned for Spring 2 Term ’19.
		Amend current data collection and monitoring of all anti discrimination incidents in order to be proactive in reducing negativity related to all protected characteristics	School implements ‘County Monitoring Bullying and Equality Identity Based Incidents’ system to replace the ‘Racist incident monitoring system’. Admin staff received training in collating above data using SIMMS.
Develop the quality and use of our Equality Monitoring and Data Collection	To monitor equality and to report termly to the Governing Body	Termly reported to Governors in Headteacher’s Report	SLT contributes to the Headteacher’s report termly relating to Equality issues to date
Reduce Gaps in attainment and attendance between pupils from protected groups	To reduce the gap between boy’s and girl’s performance in Mathematics at end of KS2 – girls out performed boys achieving level 4 and level 5+ July 17	CPD training for all teaching staff to use a TAPAS interactive and practical approach to all mathematical lessons	Training Nov’17 undertaken and resource audit carried out. New resources purchased and disseminated to year groups.
		Introduce new Maths Scheme – ABACUS across whole school	SOW implemented from Autumn 2 2017. Further 2 sessions of training delivered in

			Spring/Summer term 2018 for all staff.
		Incorporate weekly mathematical reasoning /problem solving activities into whole school curriculum including rich tasks.	Timetables show weekly sessions being delivered across whole school.
		Half Termly Monitoring of pupils standards in Mathematical development to be discussed within Accountability Meeting for all staff	INCERTS/Year on a Page and Flight Path assessment tools used regularly to monitor and address gaps in attainment.
	To reduce the gap between boy's and girl's performance in Science at level 5+ - girls outperformed boys	CPD training to be implemented for all teaching staff to support understanding of Level/ Outcome statements and evidence required for moderation.	2 Science CPD INSET sessions delivered. Examples of evidence required to match statements shared with staff.
		Source new Science scheme of work	New scheme of work implemented in KS2; F Phase suggested activities disseminated to year groups by subject leader.
		Half Termly Monitoring of pupils' standards in Mathematical development to be discussed within Accountability Meeting for all staff	INCERTS/Year on a Page and Flight Path assessment tools used regularly to monitor and address gaps in attainment.

Section 3 – Additional Information

Equality and the International Dimension

At Llandaff City C/W Primary we are incredibly proud of our work through the International Dimension. We have strived to make sure that **all** our children develop as global citizens, allowing them a window into different cultures and countries, preparing them for life in a global society. The school has a vital role in preparing pupils for international citizenship. The promotion of the International Dimension in all aspects of the curriculum assists in removing barriers between cultures, encouraging openness, equality and positive communication between individuals and groups.

Llandaff City has an International Dimension policy where it states that as a school we have a commitment to gender, disability and racial equality. The aims of the International Dimension encourage pupils to develop awareness and understanding of their position as global citizens within the world and the rights and responsibilities this involves. The International Dimension also enables children to counter cultural bias in all forms by enabling them to develop informed views and opinions. Pupils are also given opportunities to develop their knowledge and understanding of the historical, geographical, political and economic circumstances which have led to the diversity of the civilisations.

Opportunities for investigating equality issues can be delivered throughout each of the eight Key Concepts of the global dimension through all appropriate areas of the curriculum. These eight Key Concepts we recognise as: diversity, conflict resolution, global citizenship, human rights, interdependence, social justice, sustainable development and values and perceptions.

For several years Llandaff City has had very strong links with Mugurameno Primary school in Zambia and with Bodikuna Government Primary school in Bangladesh from Summer 2015, as a result of funding from the British Council through the Connecting Classrooms Partnership project. This funding has enabled teaching staff from Mugurameno Primary and Bodikuna Government Primary to visit Llandaff City Primary, observing and teaching lessons as well as participating in reciprocal projects based on a variety of themes which focus on the core skills of critical thinking, literacy and numeracy. The projects have been carried out in both of our partner schools and work has been exchanged to

encourage further development of the skills of collaboration, empathy, self-awareness and critical thinking.

Every year Llandaff City celebrates Fairtrade Fortnight which also focuses on Fairness and Equality, a wide range of activities are planned for each class to carry out and a whole school collective worship introduces the theme for that particular year.

Collective worship is also utilised as a starting point for focussing on fairness and equality throughout the world, pupils are encouraged to reflect on their own lives and those of others as well as learning about key influential figures who strived for equality within their own nations such as Nelson Mandela and the long walk to freedom.

Section 4 – Employment Information

Post Type	GENDER	£0 - £10,000	£10,001 - £20,000	£20,001 - £30,000	£30,001 - £40,000	£40,001 - £50,000	£50,001 plus	Grand Total
Lead Teacher	Female							
Support Staff	Female	8	11					19
Support Staff			2		1			3
Teacher	Female		7	2	8			17
Teacher	Male					3		3
Teaching Assistant	Female	5	7					12
Teaching Assistant	Male		1					1
Total		13	28	2	9	3		55