

Annual Equality Report 2013-2014

Introduction

The purpose of this report is to provide information on how the school and governing body have due regard to meeting the three aims of the general duty, as set out in the Equality Act 2010, that is to:

- eliminate unlawful discrimination;
- promote equality of opportunity; and
- promote good relations between people of different groups.

St John's and the governing body are committed to promoting good relations and mutual respect within and between our pupils, staff, governors and the parent, carers and guardians of our pupils, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for and dependents or any other reason which cannot be shown to be justified.

Elimination of unlawful discrimination

One racist incident has been reported to Governors.

Promotion equality of opportunity

Curriculum:

This year children have engaged in a wide variety of learning situations to encourage this. These include:

- How women, disabled and people of African origin were treated during Victorian times
- Learning about Douglas Bader who, during WWII, overcame his disability and continued to serve in the Air Force
- The Yanomano Tribe in the Amazon Rainforest and how their lives are different to ours
- Researching the lives of Nelson Mandela, Mo Farrah and Louis Braille during a topic on famous people and having Literacy groups named after current paralympians
- The purchase of a set of dolls with a variety of disabilities
- School council have equality on their agenda for every meeting

Pupil Progress:

Nationally there is evidence that pupils in the groups below have a greater tendency to make less than expected progress. We monitor the rate of progress of these pupils to see that it is appropriate.

The progress of the groups of pupils listed below was analysed between May '13 and May '14.

Children who are eligible for the pupil premium:

- 81% have made expected progress or better than expected progress in writing
- 86% have made expected progress or better than expected progress in maths
- 78% have made expected progress or better than expected progress in reading

Children who have English as an additional language:

- 85% have made expected progress or better than expected progress in writing
- 89% have made expected progress or better than expected progress in maths
- 90% have made expected progress or better than expected progress in reading

Children who are on the special educational needs register:

- 71% have made expected progress or better than expected progress in writing
- 71% have made expected progress or better than expected progress in maths
- 65% have made expected progress or better than expected progress in reading

Both boys and girls are making above expected progress in maths and reading.