



St. Mary's CE Primary School, Davyhulme

EQUALITY INFORMATION & OBJECTIVES

St. Mary's School examined available data to identify some of the potential barriers to their pupils in accessing education provision.

Understanding Our School Community – Pupils (as of January 2025)

We are a small primary school with 175 children on role. Our pupil population is very stable with most pupils living within the parish of St. Mary's, although a number of children travel from outside the Parish. Children come generally from white British backgrounds. We have welcomed a number of international new arrivals over the last two years and have helped them adapt to their new setting.

Numbers of pupils eligible for Pupil Premium support is below national levels at 12%; this is often an indicator of social deprivation. Approximately 13% of children speak English as an additional language. We have approximately 25% children from ethnic minority backgrounds. Our children with Special education Needs represent 22%. Children with physical disabilities represent 4% of pupils.

Using the SIMs data the following information was available:

Ethnic Categories							
White British	130	White & Black Caribbean	6	Indian	6	Any Other Black Background	1
Irish	0	White & Asian	1	Pakistani	5	Refugee	0
Any other white background	3	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	11	Any other Asian background	3	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	5	Black Caribbean	0	Information Refused	1
White European	0	Any other Chinese background	0	Black African	3	Information Not Obtained	0



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Disability Categories (ongoing)

Not Collected / indicated	0	Needs Medication	1	Other Disability / Health Problem	1
No disability	161	Problems with Incontinence	1		
Problems with Mobility	2	Problems with Communication	0		
Problems with Hand Function	0	Problems with Hearing	2		
Problems with Personal Care	1	Problems with Vision	0		
Problems with Eating and Drinking	0	Problems with ASD / Aspergers	6		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	79.4%	139
School Support	17.2%	30
EHCP	3.4%	6

Gender

Girls	95
Boys	80

Religion & Belief

Buddhist	0	Hindu	1	Other Religion	4
Christian	115	Jewish	0	No Religion	35
Sikh	0	Muslim	7	Unknown	13



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No Information was available on the following protected characteristics:

Gender Reassignment - The school does not record or request data on gender reassignment. It is however an area where the school has experience in supporting a child through transition.

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.

Comparison with local community demographic data:

The school's admission policy gives priority to siblings and to children who have been baptised.

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



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In setting the school's equality objectives the school has considered how they would contribute to

- Fostering Good Relationships
- Eliminating discrimination
- Advancing Equality of Opportunity
- Promotion of British Values

Equality Objective 1: Ensure the school's curriculum, resources, activities and environment promote positive attitudes to the UK's diverse community.

- Why:** From our analysis of our school profile against the wider demographics of the UK we know that our intake is not representative. We want our children to be exposed to a variety of visits/visitors which represent this diversity. Additionally, over the last 4 years we have welcomed a number of international new arrivals from a range of countries.
- How:** Through the RE/PSHE curriculum, to arrange for a variety of visits/visitors from different faith groups to widen the children's experience. Also in the teaching of RE, there is a balance of 50% teaching about Christianity and 50% other world faiths including humanism. In day to day school life to ensure an ethos of welcome and support for children and families from all backgrounds.
- Outcome** Pupils to have greater understanding of the differences and similarities between religions and cultures which are part of the UK, and a wider understanding of children's heritage. Work done as part of these visits will become part of the learning environment in school.



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Equality Objective 2: To ensure equality of opportunity for children with identified needs in speech, language and communication including ASD

Why: An increasing number of children throughout the school are presenting as having needs in SEMH.

How: Children will be identified for support at an early stage and will be supported with their learning through the use of small group interventions. Whole school wellbeing support through use of Jigsaw scheme and Zones of Regulation. ELSA support for pupils with identified needs. Additional Place2Be support for pupils needing higher level therapeutic support.

Outcome: Pupils with individual needs are well supported and able to access learning in all classes. As a consequence, they make good progress.

The equality objectives for our school are monitored by the Governing Body.