



**EQUALITY INFORMATION AND OBJECTIVES
(PUBLIC SECTOR EQUALITY SCHEME STATEMENT
FOR PUBLICATION)
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Public Sector Equality Duty

The Equality Act 2010 replaced all previous discrimination law. It has simplified the law and extends protection from discrimination in some areas.

School must adhere to the following:

- Protection against discrimination is extended to pupils who are pregnant or who have recently given birth, and pupils who are undergoing gender reassignment.
- It is now unlawful for employers to ask health related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work.
- New positive action provisions will allow schools to target disadvantage experienced by pupils with particular protected characteristics.
- It is now unlawful to victimise a pupil for anything done in relation to the Act by a sibling or parent.
- The Act will extend the reasonable adjustments duty to require schools to provide auxiliary aids and services to disabled pupils.
- The previous specific duties on schools have been combined into the new Public Sector Equality Duties (PSED)
- There is a requirement to have an Access Plan to improve access for disabled pupils

Protected characteristics:

It is unlawful for a school to discriminate by treating individuals less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity
- Marriage and Civil Partnership

Children and young people under the age of 18 have limited protection under the Age characteristic. It is lawful to treat people differently because of their age in circumstances where the law allows, or requires, people to be treated differently because of their age.

School Content

Darlington is located at the southern tip of the North East of England region. The Borough is regarded as the 'gateway' to the Tees Valley and the wider North East region of England, lying adjacent to the Yorkshire and Humber region, with which it shares a boundary, formed by the River Tees.

Darlington is a historic market town, surrounded by open countryside. The town's development has been closely associated with the railway age and associated manufacturing. Darlington's population is expected to rise steadily to 110,771 by 2021 from its current 105,000. There are currently 15,478 children in primary and secondary schools (Spring 2014 census) and this number is projected to rise until at least 2020. Darlington saw the 4th fastest growth rate in the child population in the whole of the North of England between 2010 and 2011.

About three quarters of the working population of the Borough have jobs based in Darlington. There has been a significant change in the structure of the Darlington economy. Employment in manufacturing has declined dramatically (to 9.2%), but in contrast, the service sector has grown strongly and now accounts for almost 80% of jobs in Darlington. The public sector, including local government, national government and health, is a major employer. The November 2013 NEET rate in Darlington is 6.8%, a decrease from March 2013. Of the 1,105 18-24 year olds claiming Job Seekers Allowance, 195 of them have been claiming for over 12 months.

There are marked contrasts in the life chances and quality of life of people in the Borough, according to where they live. According to the Index of Deprivation 2010, Darlington has some of the most deprived areas of England, and is ranked 75th most deprived local authority out of 326 in England. 31% of the population live in seven wards that are amongst the 10% most deprived in the country, whilst about 7% live in two wards that are amongst the least deprived nationally. There is a 13-year difference in life expectancy between the best and worst wards, and unemployment varies from 12.2% for the inner Central ward (March 2010), to 1.7% in the suburban Hummersknott ward.

St Augustine Profile

St Augustine's is a 4-11 Faith school that receives students with a wide range of physical, educational, emotional and spiritual needs. St Augustine's is an average size primary school which serves mainly Catholic families who come mostly from the south and west of Darlington, a locality where socio-economic characteristics range widely from well above to well below average. The number of pupils eligible for free school meals is below average. Most pupils are from a White British heritage, but a small number from Poland and Lithuania have recently joined the school and are learning to speak English. The proportion of pupils with learning difficulties and/or disabilities, including those with a Statement of Special Educational Need, is below average. In recognition of the school's work, it has the Artsmark Gold award, Investors in People award, Healthy School award and the Local Authority Inclusive School award.

Basic Characteristics for Pupils

Whole school context in 2016/17



St Augustine's RC Primary School

URN: 139531 LAESTAB: 8413308

Phase of education: Primary
Headteacher: Martina McCollom
Pupils: 209
Gender: Mixed
Special needs provision:

Local authority: Darlington
Admissions policy: Not applicable
Ages: 4-11
Denomination: Roman Catholic

School level trends

2017 Quintile
 Bottom 20% Top 20%
 Q5 Q4 Q3 Q2 Q1

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
% girls								
School	54	55	53					
National	49	49	49					

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
% eligible for FSM at any time during the past 6 years								
School	13	14	16					
National	26	25	24					

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
% of pupils first language not/believed not to be English								
School	11	13	14					
National	19	20	21					

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
% of pupils with SEN support								
School	12.3	7.1	3.3					
National	13.0	12.1	12.2					

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
% of pupils with a SEN statement or EHC plan								
School	1.5	1.0	1.0					
National	1.4	1.3	1.3					

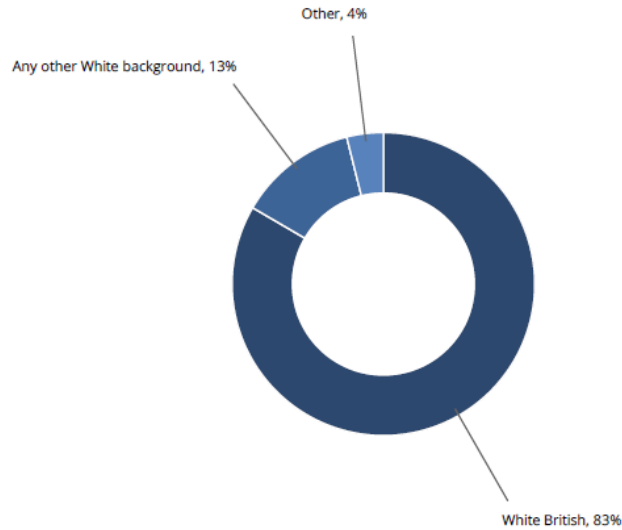
	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
School deprivation indicator								
School	0.2	0.2	0.2					
National	0.2	0.2	0.2					

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
Number on roll								
School	204	210	209					
National	269	275	279					

Schools details as of 3 January 2018

Ethnicity

This school has 4 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.



Analyse School Performance based on validated 2017 data

Protected Characteristics: Sex - Pupils

NC Year Group	Number on Roll	% Boy/Girl
Pre-Compulsory	28	54 / 46
1	29	48 / 52
2	30	60 / 40
3	32	50 / 50
4	30	47 / 53
5	31	52 / 48
6	29	21 / 79
School Total	209	47.4 / 52.6

Spring School Census January 2017

Protected Characteristic: Religion/Belief - Pupils

	Total	Roman Catholic		Other	
		No	%	No	%
Male	108	105	97%		
Female	100	99	99%		
Total	208	204	98%	4	2%

Catholic Education Services Census January 2018.

Protected Characteristic: Disability - Pupils

The data on the primary needs of pupils with SEN met by SEN support or a statement, are obtained from the School Census

Main SEN Type	SEN Support	Statement/ EHC plan
Specific Learning Difficulty		0
Moderate Learning Difficulty	4	0
Severe Learning Difficulty	0	0
Profound & Multiple Learning Difficulty	0	0
Social, Emotional and Mental Health	0	0
Speech Language and Communication		
Hearing Impairment	0	
Visual Impairment	0	0
Multi-Sensory Impairment	0	0
Physical Disability	0	0
Autistic Spectrum Disorder	0	0
SEN support but no Specialist Assessment	0	0
Other Difficulty/Disability	0	0
School Total	7	2
Percentage of school roll	3.3	1.0

Spring School Census January 2017

Protected Characteristic: Race - Pupils

Ethnic group	School %	National Primary %
White		
British	83.4	67.2
Irish	0.0	0.3
Traveller of Irish heritage	0.0	0.1
Romany or Gypsy	0.0	0.4
any other White background	12.7	6.8
Mixed		
White & Black Caribbean	0.0	1.6
White & Black African	0.0	0.8
White & Asian	0.0	1.4
any other mixed background	0.0	2.2
Asian or Asian British		
Indian	1.7	2.9
Pakistani	0.0	4.3
Bangladeshi	0.0	1.7
any other Asian background	0.0	1.8
Black or Black British		
Caribbean	0.0	1.1
African	0.0	3.8
any other Black background		0.8
Chinese	0.0	0.4
Any other ethnic group		1.9
Parent/pupil preferred not to say	0.0	0.7
Ethnicity not known	0.0	
First language		
English	85.6	79.3
Other	14.4	20.6
Unclassified	0.0	0.1

Spring School Census January 2017

Protected Characteristic: Sexual Orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's affective file.

Protected Characteristic: Marriage and Civil Partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded in the schools affective file. Any changes to contact details are recorded on SIMS.

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

Protected Characteristic: Gender Reassignment

















No data is collected by the school about gender reassignment and the pupil or staff population.

2017 Key Stage 2 Progress by pupil group

Breakdown	Cohort	Progress Scores		
		Reading	Writing	Mathematics
All pupils	27	2.21	0.92	-0.68
Male	6	0.30	-3.36	1.09
Female	21	2.76	2.14	-1.19
Disadvantaged	7	-0.60	-2.83	-3.88
Other	20	3.20	2.23	0.44
Ever 6 FSM	7	-0.60	-2.83	-3.88
Children looked after	1	■	■	■
SEN with statement or EHC plan	0	N/A	N/A	N/A
SEN support	3	■	■	■
No SEN	24	2.60	2.34	-0.19
On roll in years 5 and 6	25	1.92	0.50	-0.75
English first language	24	1.56	0.81	-1.16
English additional language	3	■	■	■
Low overall	1	■	■	■
Middle overall	16	3.67	0.84	-0.49
High overall	10	1.20	2.08	0.14

Analyse School Performance based on validated 2017 data

2017 Key Stage 2 Attainment by pupil group

Breakdown	Cohort	% Achieving the expected standard or higher in Reading, Writing and Mathematics		% Achieving at a higher standard in Reading, Writing and Mathematics	
		School	National Benchmark	School	National Benchmark
All pupils	27	70	61	19	9
Male	6	67	57	0	7
Female	21	71	65	24	10
Disadvantaged	7	29	-	0	-
Other	20	85	67	25	11
Ever 6 FSM	7	29	-	0	-
Children looked after	1				
SEN with statement or EHC plan	0	N/A	-	N/A	-
SEN support	3				
No SEN	24	79	70	21	10
On roll in years 5 and 6	25	72	63	16	9
English first language	24	75	-	21	-
English additional language	3				
Low overall	1				
Middle overall	16	56	56	0	1
High overall	10	100	95	50	26

Analyse School Performance based on validated 2017 data

Staff by Occupational Group and Gender

Where employees hold more than one contract with the School they have only been included once in the figures below in the post in which they have more contracted hours.

	Male		Female	
	Number	Percentage	Number	Percentage
Leadership	0	0.00	2	7.41
Teaching (Inc. TLRs)	0	0.00	8	29.63
Teaching Assistants	1	3.70	6	22.22
Admin	0	0.00	2	7.41
Site, Cleaning, Catering	0	0.00	8	29.63
Total	1	3.70	26	96.30

	Male		Female	
	Number	Percentage	Number	Percentage
Gender	1	3.70	26	96.30
Disability	0	0.00	1	3.70

Staff by Religion

Number of Staff	Roman Catholic	Christian	Church of England	Methodist	No Religion	Not collected	Other Religion
27	15	0	0	0	0	12	0

Staff by Ethnicity

Number of Staff	White British	White Irish	White, any other White Background	Not obtained
27	24	1	1	0

Protected Characteristic: Staff Pregnancy/Maternity

Number of Staff	Pregnant	Maternity
27	1	0

Collecting and analysing equality information for pupils at St Augustine's

St Augustine's is an inclusive school and we aim to use the curriculum and learning to encourage all individuals to fulfil his or her potential. We collect and analyse the following equality information for our pupils:

- Attainment levels
- Attendance levels
- Exclusions (internal and external)
- Participation in extra-curricular activities & school visits
- Behaviour incidents (Including Racist Incidents)

Collecting and analysing equality information regarding employment and Governance at the St Augustine's

St Augustine's is committed to providing a working environment free from discrimination, victimisation and harassment where staff are valued for their ability and skill to provide the best opportunities for pupils. We aim to recruit an appropriately qualified workforce that is representative of all sectors of the community in which we work. We collect the following profile information for our staff:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Performance Management

Equality Objectives

The following equality Objectives have been identified:

- to promote British Values and implement the Prevent Duty
- to anticipate and support the needs of incoming pupils with English as an Additional Language.
- to extend changes to the physical environment to meet the needs of pupils with hearing impairment.
- To support the higher attainment and progress of disadvantaged pupils in Reading.

Review

Equality information will be updated annually and published on the College web site. Progress against Equality Objectives will be reviewed by the Local Management Board annually and updated every 4 years.