

Equality Objectives for the Academic Year 2017 – 2020 (Review)

The Equality Act 2010 requires schools to publish specific and measurable equality objectives that demonstrate that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Our equality objectives are based on our analysis of data and other relevant evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. Our School Development Plan and subsequent leadership action plans reflect these objectives. We regularly review the progress we are making to meet our equality objectives.

Equality objective	Actions to be taken	Lead person	Timescale	Impact
Improve the outcomes of vulnerable groups of children.	<ul style="list-style-type: none"> • Full analysis of current pupils to establish where gaps exist. • Appoint a full time SENDCo to support teachers with planning and advice. • Appoint Governor Champion for inclusion • Training with staff to use a new assessment system that allows them to analyse where progress may be slow or where gaps exist. • Programme of intervention support in place for vulnerable pupils • Information and data reported to FGB • Inclusion action plan in place • Data to be used more wisely as evidence to support what intervention is needed. • Continue to employ the services of a play therapist to support children most in need. 	HT/ DHT / SENDCo / VC (Gov)	By January 2020	<p><i>Cross reference to Pupil Premium Strategy reviews (available on school website)</i></p> <p>For 2019, in KS1 the progress measure for higher performing vulnerable groups in reading were EAL and lower prior attainers and in writing, lower prior attainers (EYFS emerging). Percentage of PP children achieving RWM combined is 60% in line with national average for non-PP pupils. Our FSM pupils out performed non-FSM in RWM combined. Our SEND Support pupils have out-performed national average of all pupils by 3%. The three-year trend is the gap is closing for RWM combined between FSM and not FSM pupils. Progress for FSM has increased year on year and in 2019 progress of FSM children outperformed progress of non-FSM.</p>

				<p>For 2019, in KS2 the RWM combined attainment for FSM pupils was 63% in line with national average for all pupils. EAL pupils scored 75% RWM which is 2% above schools all pupils and 12% above national average all pupils. Attainment and progress for disadvantaged pupils has increased year on year since 2017.</p> <p>School counsellor has continued to work individually with families through drop in sessions, and offer workshops and staff training. Parental engagement with this is positive.</p>
<p>Ensure that there is equality of opportunity for all groups of children.</p>	<ul style="list-style-type: none"> • Through a carefully planned set of monitoring activities, ensure that the standards of teaching and learning for all children remains at least good. • Ensure that children who are disadvantaged are considered for enrichment activities. • Children with SEN or EAL are supported through appropriate activities with advice from the SENDCo. Children with an EHCP have a 1 to 1 support. • Pupil progress meetings will always have a focus for vulnerable groups • Teachers / TAs will receive CPD to enhance their practice. • Provide an online learning platform and reading scheme to capture those reluctant readers, or those with less home support to engage with learning at home. • Introduce a new scheme for English (Power of Reading) to improve quality first teaching for all children. 	<p>HT / DHT / AHT / SENDCo</p>	<p>January 2020</p>	<p>Monitoring activities evidence that T and L remains at least good throughout the school.</p> <p>Disadvantaged children are subsidised and fully included in enrichment activities across the school and given priority for activities such as Brilliant Club Cooking Club and Culture Club. Disadvantaged pupils have taken part in locality maths, English and ambassador events.</p> <p>TAs have had extensive training through SENDCo and outside providers (WSCC, SALT) to support with CPD. Key stage provision maps are in place identifying support and intervention across the school.</p> <p>Termly pupil progress meetings always have a focus on vulnerable groups.</p> <p>Online learning platforms have been purchased and used in school and at home. Parent hubs have been offered for reading and additional support for reading is in place in school.</p> <p>Power of Reading is embedded across the school.</p>

<p>Increase the level of parental engagement to support all groups of children.</p>	<ul style="list-style-type: none"> • Introduce a Parent Hub that addresses topics our parents want to talk about, including SEN • Play therapist and SENDCo to engage parents through wellbeing coffee mornings. • EYFS / KS1 to have family reading time to encourage parents to come into school and see the value of reading with their child and how we teach reading at school. • In the summer term, provide reading workshops for our families to see how we teach reading in school. • SENDCo/ PP champion to invite parents in during parents evening events to offer support to families. • The Play therapist to provide support for our most vulnerable families. • Use celebration assembly to invite parents in to celebrate the successes of our children. 	<p>SENDCO / DHT / AHT/ EC</p>	<p>January 2020</p>	<p>Parent hubs have been planned for and remain to be planned for.</p> <p>Play therapist continues to be successful and parent workshops for mental health and emotional resilience have been well attended.</p> <p>Family reading is embedded across KS1. Phonics workshops have been offered to parents.</p> <p>Parents evenings are offered to parents over and above that with the class teacher to those families deemed necessary.</p> <p>Celebration assembly is embedded as weekly event in school and well attended by parents.</p>
<p>Promote an understanding and respect for differences</p>	<ul style="list-style-type: none"> • Identify opportunities within the curriculum to study other countries, faith and cultures and to celebrate diversity • Use democratic circles as a tool for debate across vertically grouped children for topics on 'respecting differences, self, environment' • Use assembly to celebrate important festivals for major religions. • Promote the schools vision, values and aims in everything we do. 	<p>Everyone / SLT to check curriculum coverage.</p>	<p>January 2020</p>	<p>In line with the new EIF curriculum review is underway and this action will be carried forward to the next cycle.</p> <p>Democratic circles happen weekly for Y2-6 and a P4C approach is being trailed in Y3.</p> <p>Key stage assembly plans include events from the faith calendar.</p> <p>School vision and values are clearly on display in the hall and referenced through assemblies and in class. These are currently under review.</p>