

## Equality objectives for 2018-19 reviewed January 2020

**Objective 1** To ensure that the curriculum effectively supports the needs of all children, with particular reference to vulnerable groups. Every effort is made to remove barriers to full pupil participation. We ensure that the way in which issues are taught do not subject individuals to discrimination.

### **Review**

- Quality first teaching takes into account differing needs, e. g. Changes to whiteboard colour to ensure not on stark white background, learning objectives and prompts to allow children success, that is, remember to steps, word banks, writing prompts, maths step by step guides, working walls containing key vocabulary, worked examples, models and partner work. Specialist paper colour for those needing it, access to specialist dictionaries e. g dyslexia friendly, task boards used as prompts for those who need it, visual timetable of the day's activities shown.
- A wide range of mathematics manipulative used for a range of different learning styles as well as real-life examples.
- Lessons taught containing religious beliefs of groups are taught inclusively and sensitively. Questions posed in these lessons are 'bigger questions' where children are given the opportunity to discuss openly real-life scenarios and offer their opinions, whilst understanding values of respect and acceptance.
- Wider curriculum 'blocking' allows children to be taught a clear progression of skills within bespoke learning experiences.
- Real life contexts used wherever possible to allow children to engage and understand concepts easier, for e. g mathematics and wider curriculum - examples include designing and sewing Christmas stockings.
- Where possible linking subjects together to enable pupils, particularly those with barriers to learning, to gain greater engagement and understanding, for example, learning about Victorian children and how they were schooled – children dressed as Victorians and their classroom was made to look like a Victorian classroom for the day.
- Pupils having a clear purpose and intention for the end result of their learning such, for example, creating artwork and showcasing work in an art gallery where parents/carers and peers were invited along to view and give feedback.
- All pupils on the SEN register have a personalised plan with targets that are reviewed and then modified three times a year. Additional meetings take place with these parents.
- Excellent communication links between all staff members (teachers, TAs and office staff) to ensure children's needs are understood and met.
- A number of meetings also take place throughout the year with parents who have academic or emotional or social concerns about their



<b>SPAG</b>	81	93	64	77	78	78	107	106	101	106	106	106				
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**DISADVANTAGED PROGRESS AND ATTAINMENT 2018-19**

<b>Disadvantaged Progress and Attainment</b>																			
		No. of pupils with PP	No. of with PP & SEN	Reading		Writing		Maths		Combd		Reading		Writing		Maths		Combd	
		% Making Expected or Better in Year Progress										% Making Better than Expected in Year Progress							
				Dis	Non73	Dis	Non74	Dis	Non	Dis	Non	Dis	Non73	Dis	Non74	Dis	Non	Dis	Non
<b>Progress</b>	End of previous Yr	9	2	67	82	78	86	78	91			0	11	0	3	0	11		
	End Aut	12	1	83	82	83	80	83	86			8	3	8	7	8	6		
	End Spr	14	1	93	99	93	95	86	99			14	11	14	15	7	16		
	End of year	15	1	80	89	73	91	73	91			20	11	6	11	13	7		
		% Expected+										% GDS							
<b>Attainment</b>	End of previous Yr	9	2	67	86	67	81	67	84	67	79	11	25	22	16	22	8	11	5
	End Aut	12	1	83	82	83	78	83	86	83	80	0	27	0	12	17	12	0	3
	End Spr	14	1	78	82	71	78	78	89	71	77	0	26	0	12	7	15	0	4
	End of Year	15	1	73	83	73	83	67	89	67	76	7	24	0	13	13	20	0	7

**Objective 3** To provide a balance of gender role models for all children.

**Review**

- The school benefits from having a male cleaner. In addition, many other male role models are present within school based activities.
- Many visiting male role models to the school, such as sports coaches taking clubs, bike ability coaches, Safety in Action which feature visitors from police and fire service, various visits feature male role models. Additionally, residential trips feature many male team leaders, assisting the children with their activities on site during residential trips, for example, Kingswood and Scouts Adventure Centre.

**Objective 4** To ensure that in all staff appointments, the best candidate will be appointed, based upon strict professional criteria

### **Review**

- All appointments carried out with Senior Leadership Team and Governors.
- Where possible new teaching appointments are visited and observed within their current place of work before making the appointment. This allows relationships, environment and teaching skills all to be observed in a familiar environment. An example of this includes the Early Years teacher appointed who was observed at her previous school as part of the recruitment process.
- Where job shares are involved, if possible existing job share is involved in the recruitment and selection process to ensure a good fit with regards to ongoing working relationships.
- A range of activities are tested throughout the recruitment process to ensure a robust decision is made and tasks set are based on the needs and criteria of both the school and the cohort in which the new staff member will work.
- Appropriate staff have safer recruitment training giving greater guidance for appointments.
- Strict criteria are developed for all job roles. Applications are analysed against this and questions based on criteria to ensure fair and appropriate appointments are made.
- All members on interview panel have thorough discussions following interviews to ensure right appointment made.
- At least two people on the interview panel.
- Safer recruitment processes including for example DBS, references, and identification protocol strictly followed. Short listing involves both head and deputy - initially completed separately and then candidates discussed to formalise shortlist. Completed this way so as not to cloud one another's initial thoughts and decisions.