



Equality objectives for 2019-2020 reviewed February 2021; further update 2022

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, including throughout lockdown. 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 manipulatives 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. Children are encouraged to speak openly, thus allowing adults to help children understand the bigger picture, whilst also ensuring children are taught to gain information from a range of sources, highlighting possible 'fake news' stories.
- 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.
- Reading is now (2021-22) taught as a whole class, therefore ensuring higher level texts are accessible to all children.
- Where necessary separate activities are planned to ensure that children with specific needs can still access and achieve the given objectives. Eg PE when children have physical disabilities.
- Pupils having a clear purpose and intention for the end result of their learning, 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.
- SLT, teachers and SENCo ensure children are contacted regularly throughout lockdown to check on their well being and to ensure/improve children engagement.
- SENCo ensures vulnerable/SEN children are contacted and/or their parents are contacted to discuss any relevant support or help is needed. SENCo now offering to complete home visits where necessary to observe children's behaviour and offer support; tackling any areas of concern in a supportive and positive manner.
- Excellent communication links between all staff members (teachers, TAs and office staff) to ensure children's needs are understood and met. Staff involved with SEN/vulnerable children are updated regularly.
- A number of meetings also take place throughout the year with parents who have academic, emotional or social concerns about their children. An open door policy also encourages parents to discuss any worries or concerns, thus picking up on issues sooner. Staff provide meeting times promptly for parents with concerns to ensure any issues are shared/acted upon quickly.
- Provision maps now form a key focus within every Pupil Progress Review which is attended by class teachers and SLT (including subject leads) to ensure the quality of provision is robustly measured and reviewed. Prior to each new Pupil Progress Review, teachers send SLT and SENCo updated provision maps with impact noted. Teachers now also bring a *draft* provision map for the upcoming term highlighting future provisions needed based on children's needs and vulnerabilities.
- Intervention Groups target vulnerable groups; academic and socially. 1:1 support is also provided dependent on the need.
- Further development within the staffing team to ensure mental health and well being is fully discussed and understood. A staff well being champion has been appointed with a focus on both staff and children's positive mental health. The champion raises awareness, meets regularly with SLT to discuss mental health initiatives to promote well being amongst the whole school community.
- Discussions held within classes to help children understand how they can look after their own and others' well being. Mental Health awareness day is also celebrated and planned activities completed within each class across the school.
- Well being further developed within UKS2 to include class 'chatterbox' where the children can easily let staff know if they are feeling unhappy or struggling to deal with any issues or worries.
- Reasonable adjustments are made to ensure that as far as possible, all pupils are included in all activities in school, including those with disabilities. Where possible health care professionals are consulted with to gain advice and discuss any additional needs.
- Specific training is attended by all staff (or individuals if more appropriate) to ensure that knowledge and understanding of vulnerable groups or children with specific needs is well understood and can be effectively planned for; eg hearing impairment awareness, ADHD.

Objective 2 To ensure that there are no differences in progress or confidence due to cultural background, belief, gender,

race or disability.

Review

- Wide variation of texts taught giving children from differing backgrounds and genders. This gives the children good opportunities to progress and have access to engaging materials that offer them 'real' and varied experiences.
- Curriculum development during 2021-22 has resulted in conscious and deliberate planning to introduce the children to a wider range of people for a variety of cultures and races, so that the planned curriculum is less white- British dominant- for example, in Key Stage 1 there is now a focus on Mary Seacole rather than Florence Nightingale. Within our school curriculum we openly challenge stereotypical images and ideas and use these within assemblies for example we plan assemblies around influential people including women who are significant in STEM etc. We have also explore how people with complex and significant disabilities are successful individuals.
- Various groups monitored within data analysis of in year progress and attainment data.
- No apparent differences have been noted following pupil progress meetings.

Last set of reported data (2019):

2019: 14 children, each child is 7%	School % at EXS+			National % at EXS+			School Average scaled scores			National Average scaled scores			School Progress Measure (National = 0)			Disadvantaged School Progress Measure		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	81	86	64	71	75	73	107	105	102	104	105	104	-0.2	-0.3	-3.8	2.1	-0.4	-2.8
Writing	94	86	86	76	78	78							2.1	2.2	-0.4	-1.5	2.2	-2.2
Maths	75	79	71	75	76	79	104	104	102	104	104	105	-2.5	-1.0	-4.5	-0.1	-0.3	-6.8
Combined	69	79	57	61	64	65												
SPAG	81	93	64	77	78	78	107	106	101	106	106	106						

DISADVANTAGED PROGRESS AND ATTAINMENT 2018-19

Disadvantaged Progress and Attainment

		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	Non 74	Dis	Non	Dis	Non	Dis	Non73	Dis	Non74	Dis	Non	Dis	Non
Progress	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						
Attainment	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 caretaker. 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.
- Curriculum development during 2021-22 has ensured that there was a balance of role models used as a focus within the wider curriculum and the school curriculum. For example, influential women in science and history have been a focus within assemblies and lessons in order to challenge overtly and covertly an underlying stereotypes and biased ideas in the classroom.

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 candidates 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 within a familiar environment.
- 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.
- During Lockdown or where social distancing rules need to be strictly adhered to, school visits, prospective staff interviews and assessments are carried out via virtual platforms, such as Teams, Zoom etc.
- SLT have been trained in 'safer recruitment' 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.
- As a minimum, two people are involved in all recruitment of staff.
- Safer recruitment processes and protocol strictly followed, for example: DBS, references, and identification. 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.