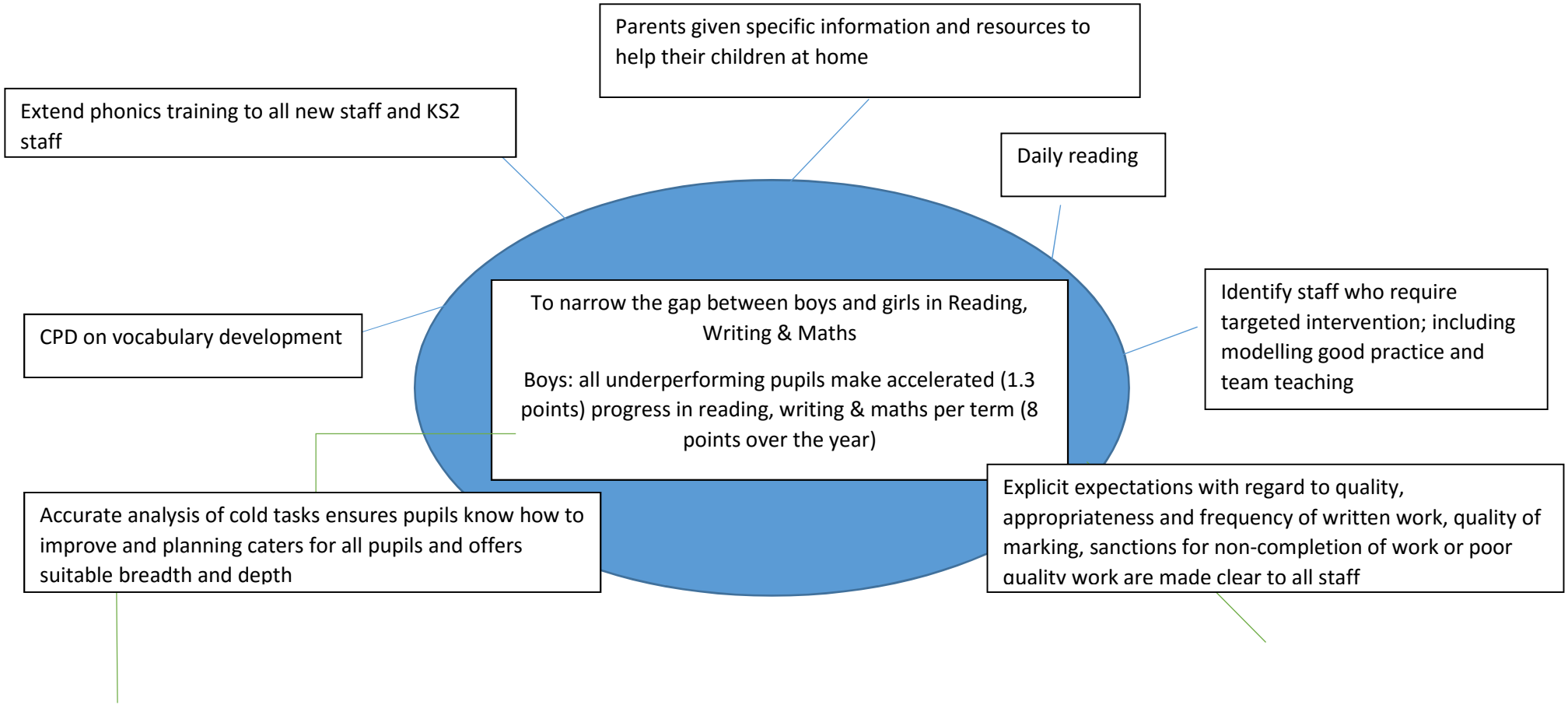
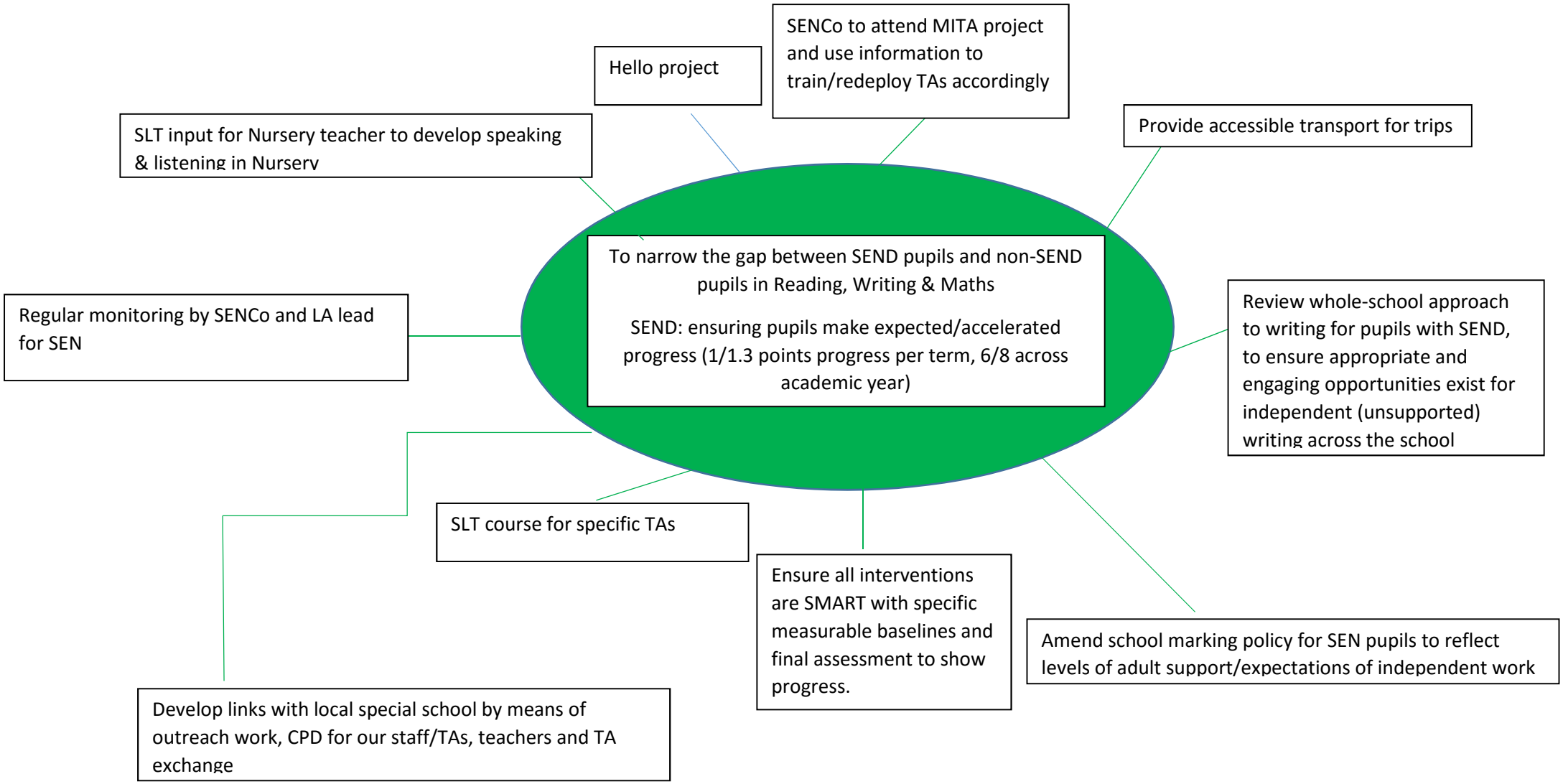
Equality Objectives January 2017 – 2021

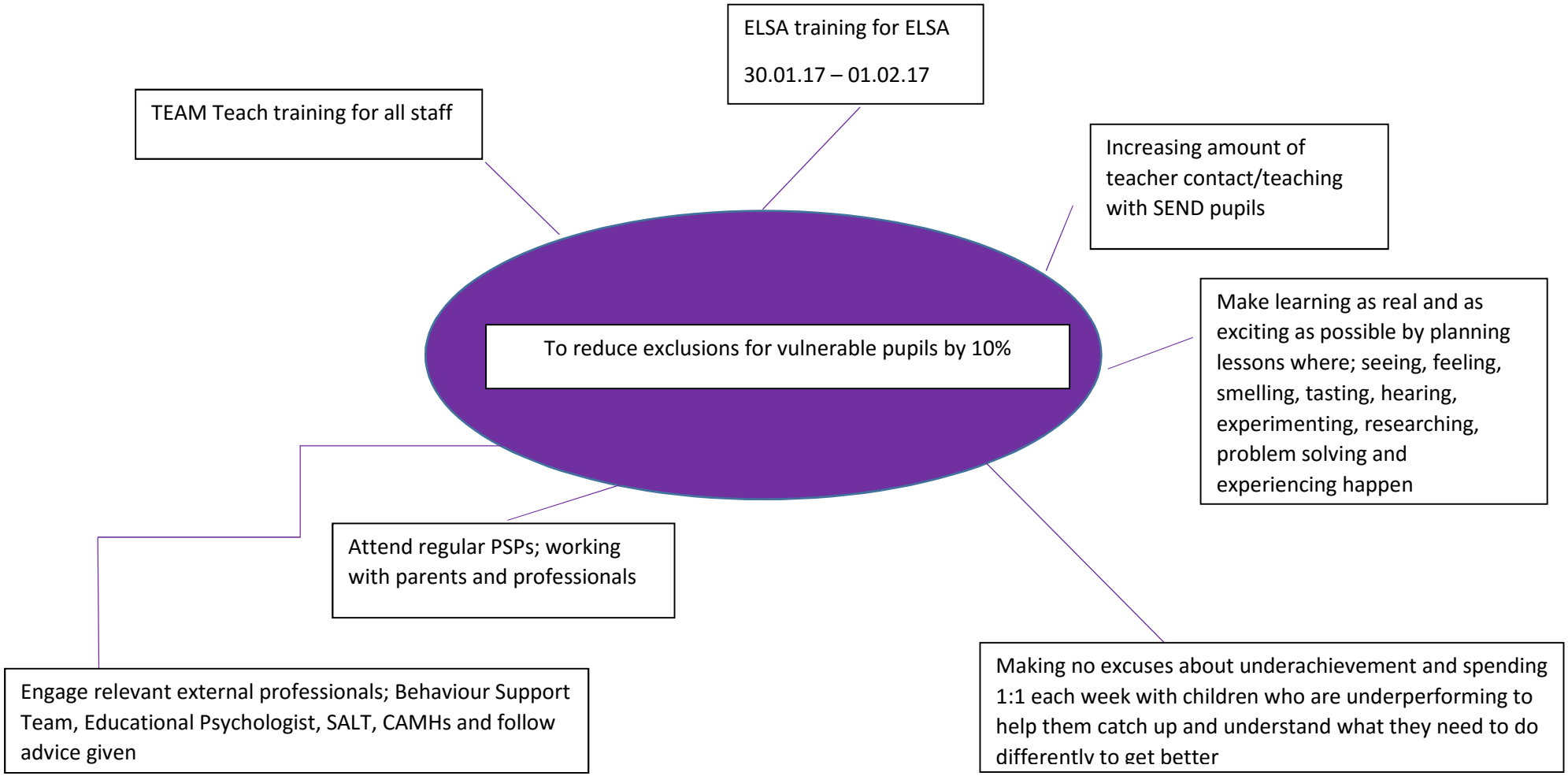
Breakdown of groups against protected-characteristics

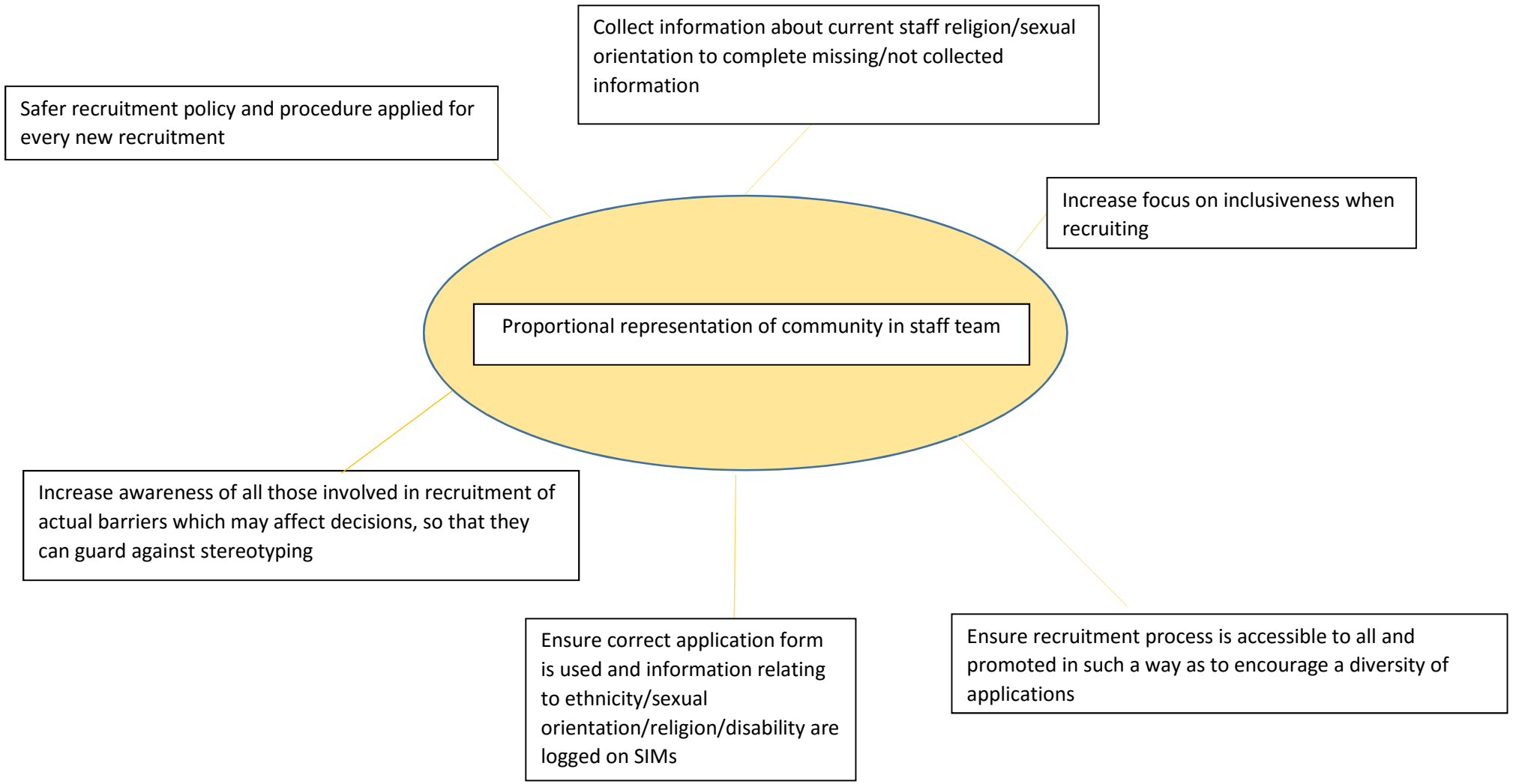
Protected-characteristic	Number in school (Pupils attending school)	Staff (SIMs information)
Disability	46	0
Gender reassignment	0	0
Pregnancy and maternity	0	1
Race:		
Black-African	59	0
White and Black African	21	0
White and Black Caribbean	23	0
Information Not Yet Obtained	14	9
White-British	104	40
Any Other White Background	65	2
White and Asian	4	0
Bangladeshi	5	0
Any Other Asian Background	34	1
AOMB	19	0

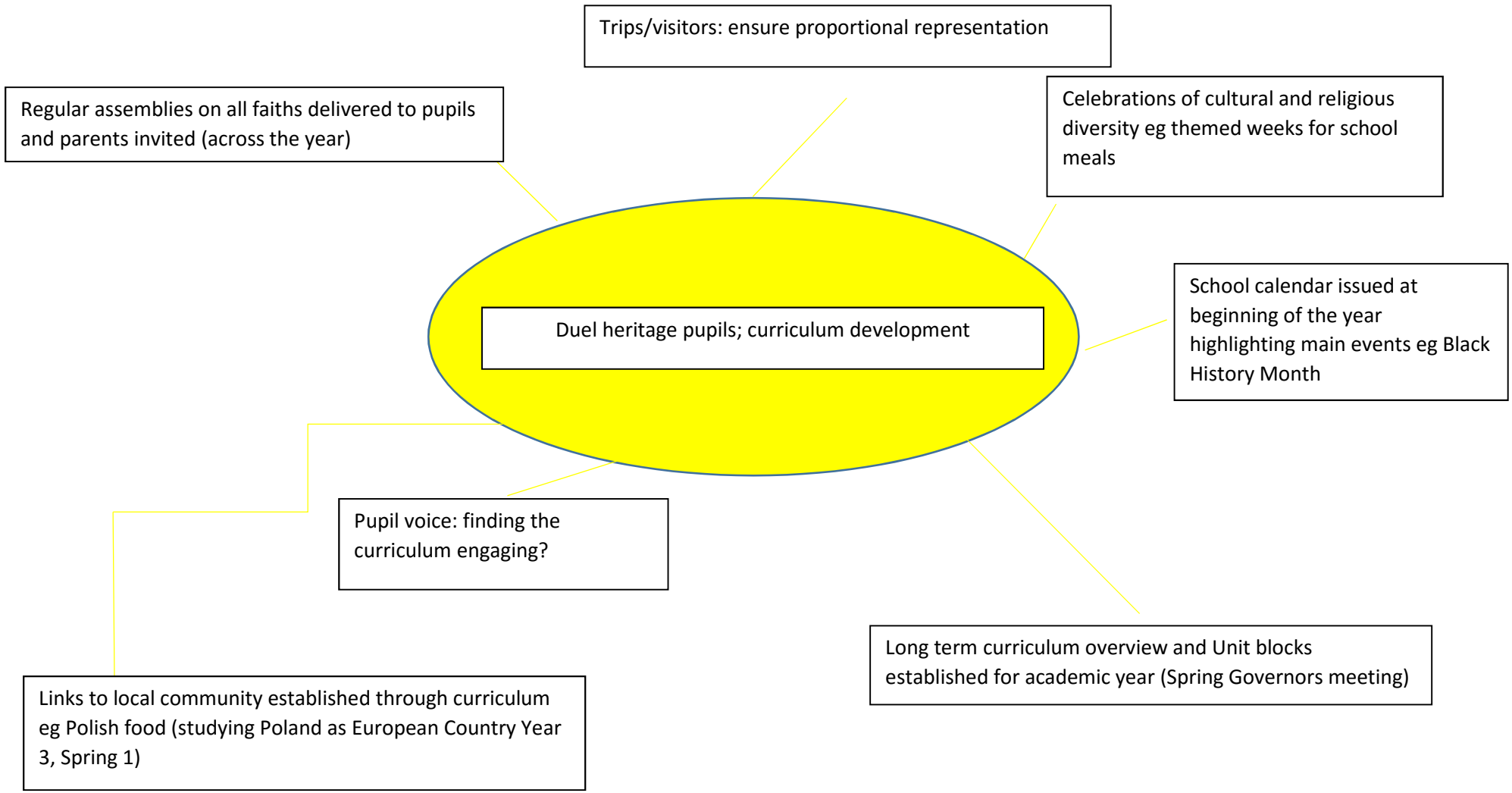
Traveller of Irish Heritage	2	0
Refused	1	0
Any Other Ethnic Group	3	0
Black Caribbean	8	0
Pakistani		4
Religion or belief:		
Christian	196	
No Religion	97	
Muslim	80	
Hindu	16	
Refused	16	
Other Religion	2	
Sikh	2	
Information not collected		57
Sex:		
Male	201	10
Female	210	47
Sexual orientation:		
Lesbian women and gay men		
Bisexual people		
Heterosexual people		
Information not collected		57


Parents given specific information and resources to help their children at home
Extend phonics training to all new staff and KS2 staff
Daily reading
To narrow the gap between boys and girls in Reading, Writing & Maths
Boys: all underperforming pupils make accelerated (1.3 points) progress in reading, writing & maths per term (8 points over the year)
CPD on vocabulary development
Identify staff who require targeted intervention; including modelling good practice and team teaching
Accurate analysis of cold tasks ensures pupils know how to improve and planning caters for all pupils and offers suitable breadth and depth
Explicit expectations with regard to quality, appropriateness and frequency of written work, quality of marking, sanctions for non-completion of work or poor quality work are made clear to all staff


To narrow the gap between SEND pupils and non-SEND pupils in Reading, Writing & Maths
SEND: ensuring pupils make expected/accelerated progress (1/1.3 points progress per term, 6/8 across academic year)
Hello project
SENCo to attend MITA project and use information to train/redeploy TAs accordingly
SLT input for Nursery teacher to develop speaking & listening in Nursery
Provide accessible transport for trips
Regular monitoring by SENCo and LA lead for SEN
Review whole-school approach to writing for pupils with SEND, to ensure appropriate and engaging opportunities exist for independent (unsupported) writing across the school
SLT course for specific TAs
Ensure all interventions are SMART with specific measurable baselines and final assessment to show progress.
Amend school marking policy for SEN pupils to reflect levels of adult support/expectations of independent work
Develop links with local special school by means of outreach work, CPD for our staff/TAs, teachers and TA exchange


ELSA training for ELSA
30.01.17 – 01.02.17
TEAM Teach training for all staff
Increasing amount of teacher contact/teaching with SEND pupils
To reduce exclusions for vulnerable pupils by 10%
Make learning as real and as exciting as possible by planning lessons where; seeing, feeling, smelling, tasting, hearing, experimenting, researching, problem solving and experiencing happen
Attend regular PSPs; working with parents and professionals
Engage relevant external professionals; Behaviour Support Team, Educational Psychologist, SALT, CAMHs and follow advice given
Making no excuses about underachievement and spending 1:1 each week with children who are underperforming to help them catch up and understand what they need to do differently to get better


Collect information about current staff religion/sexual orientation to complete missing/not collected information
Safer recruitment policy and procedure applied for every new recruitment
Increase focus on inclusiveness when recruiting
Proportional representation of community in staff team
Increase awareness of all those involved in recruitment of actual barriers which may affect decisions, so that they can guard against stereotyping
Ensure correct application form is used and information relating to ethnicity/sexual orientation/religion/disability are logged on SIMs
Ensure recruitment process is accessible to all and promoted in such a way as to encourage a diversity of applications


Trips/visitors: ensure proportional representation
Regular assemblies on all faiths delivered to pupils and parents invited (across the year)
Celebrations of cultural and religious diversity eg themed weeks for school meals
Duel heritage pupils; curriculum development
School calendar issued at beginning of the year highlighting main events eg Black History Month
Pupil voice: finding the curriculum engaging?
Long term curriculum overview and Unit blocks established for academic year (Spring Governors meeting)
Links to local community established through curriculum eg Polish food (studying Poland as European Country Year 3, Spring 1)

Priority	Timescale/leader	Outcome/Success criteria	Monitoring or Evidence Base
To secure accelerated progress and improve attainment for boys in reading, writing & maths To narrow the gap between boys and girls in Reading, Writing & Maths	Timescale: see RAP termly. Progress 1.3 points per term (accelerated progress) SLT: Team Leaders/subject Leaders taking specific responsibility (see RAP for details)	All pupils make 1 point progress per term. All underperforming pupils make at least 1.3 points progress per term (8 points over the year).	SLT/LA adviser Monitoring Days, including pupil voice, learning walks, book & planning scrutiny PPMs Lesson Observations
To narrow the gap between SEND pupils and non-SEND pupils in Reading, Writing & Maths	Timescale: see RAP termly. Progress 1.3 points per term (accelerated progress) SLT: Team Leaders/subject Leaders taking specific responsibility (see RAP for details)	SEND: ensuring pupils make expected/accelerated progress (1/1.3 points progress per term, 6/8 across academic year)	SLT/LA adviser Monitoring Days, including pupil voice, learning walks, book & planning scrutiny PPMs Lesson Observations
To reduce exclusions for disabled pupils by 10%	Timescale: July 2018 SLT: Team Leaders/subject Leaders taking specific responsibility (see RAP for details)	10% reduction in exclusion of disabled pupils	SLT/LA adviser Monitoring Days, including pupil voice, learning walks, book & planning scrutiny PPMs

			Lesson Observations
Proportional representation of community in staff team	Timescale: July 2021 SLT	Increased % of diversity within the staff community	Staff surveys % increase in cultural diversity within the staff community
Duel heritage pupils; curriculum development	Timescale: 2017/18 curriculum Deputy Head SLT: Team Leaders/subject Leaders taking specific responsibility	Curriculum overviews/blocks, books and work will evidence an increased awareness of cultural diversity and relate to pupils cultural heritage	Monitoring days Pupil Voice PPMs/data