

School context

St Paul's Walden School has a mixed catchment. In September 2017, 73% of pupils live in the parish, with the remaining pupils living beyond the parish. Attendance at St Paul's Walden School is above national.

The children join the school in Reception working at the age related expectation or below. Pupils in Reception make good progress and most achieve the Early Learning Goals. Achievement and progress across the rest of the school is good. A below national proportion of pupils (10%) are regarded as SEND.

In September 2017, a smaller than average proportion of pupils are disadvantaged (12%). Most pupils are from a white British background with 23% of pupils from a wide range of different heritages.

In September 2017, the school has 105 pupils on roll, of which 61 pupils are boys. The school notes that the greatest proportion of boys is in the current Reception, year 1 and year 2 cohorts. 67% of pupils Reception and KS1 are boys. The school is aware that national data demonstrates that girls outperform boys at the expected standard in all subjects at KS1 and KS2.

During 2016-2017, the school recorded two incidents of bullying and one incident of racism. These incidents were managed via our school policy and procedures and were resolved.

Our School's Equality Objectives

An analysis of needs within the school identified the following areas for further development:

Target	Strategy	Outcome	Timescale	Led by	Review
To raise attainment and narrow the gap for vulnerable boys in writing.	Curriculum provision, adult provision and learning tasks Educational provision is based on interest and skill to be refined	Vulnerable boys meet/exceed their targets based on previous achievement Staff are able to use strategies to guide boys' learning to help boys meet/exceed writing targets.	Autumn 2017 – ongoing	English subject leader SENCO Class teachers Headteacher Teaching assistants	
To ensure that school experience is not disadvantaged gender imbalance on school roll.	Provision of enrichment curriculum, lunchtime experiences and clubs which are of interest to pupils regardless of gender Introduce unisex toilets in KS1	Children are equally entitled to access enrichment curriculum, lunchtime experiences and clubs regardless of gender. The school accommodation does not disadvantage the boys in KS1.	Autumn 2017 – ongoing	Headteacher Subject leaders Class teachers Midday supervisors School business manager	

	Use pupil voice opportunities to find out what experiences/skills children want to acquire.			Premises staff	
To develop a rolling programme to ensure that all staff are training in managing the needs of hearing/visually impaired pupils	Access bespoke training from advisory service. Disseminate advice to staff via INSET and written guidance.	The needs of hearing/visually impaired children are fully met, so that they achieve their potential across the curriculum. All staff have a clear understanding of the needs of hearing impaired children, and ensure that the curriculum is accessible to them. Staff are confident in managing associated equipment.	Autumn 2017 – ongoing	SENCO Class teachers Teaching assistants	
Promote equality and challenge discrimination	Introduction of whole school values Embed into curriculum, opportunities to explore male/female/BME or disabled role models. Staff to use the school Behaviour Blueprint to address any discriminatory views and challenge them in an appropriate way. To use the PSHE curriculum to challenge thinking in an age appropriate and sensitive way. Introduce links with schools internationally. Continuation of KS2 subscription to The Week, for children to explore current affairs.	Children understand school values and use them to guide their behaviour choices Pupils believe that gender, race or disability are not barriers to achievement, progress or opportunity. PSHE sessions/conversations with adults allow opportunities for children to learn about appreciating diversity and the impact of actions on the school community and beyond. Children have opportunities to learn about life beyond Whitwell.	Autumn 2017 – ongoing	Headteacher Class teachers Teaching assistants Midday supervisors	