

School Equality Objectives 2016-19

(Updated January 2019)



Advance equality of opportunity between people who share a protected characteristic and those who do not.

Objective/ Rationale	Actions	Success Criteria	Strand							Lead Person	Evidence																									
			Sex	Race	Disability	Religion/Belief	Sexual Orientation	Gender Reassignment	Pregnancy/Maternity			Age																								
To improve attendance of children who are eligible for Pupil Premium.	Track and monitor the attendance of all children and key groups. Identify clear strategies to support targeted families to make improvements to overall attendance.	Attendance of Pupils with Pupil Premium in line with or exceeding national averages. Reduction in the number of Pupils with Pupil Premium who are PA (in line with national averages).									Hilary Gornall (Pastoral Manager)	<p><u>Summer Term 2018</u></p> <p>Key group attendance:</p> <table border="1"> <tr> <td>Group</td> <td>%</td> </tr> <tr> <td>Overall</td> <td>96.3</td> </tr> <tr> <td>P Premium</td> <td>94.1</td> </tr> </table> <p>Persistent absence information:</p> <table border="1"> <tr> <td>Group</td> <td>%</td> </tr> <tr> <td>Overall</td> <td>7.35</td> </tr> <tr> <td>P Premium</td> <td>1.9</td> </tr> </table> <p><u>Autumn Term 2018</u></p> <p>Key group attendance:</p> <table border="1"> <tr> <td>Group</td> <td>%</td> </tr> <tr> <td>Overall</td> <td>97%</td> </tr> <tr> <td>P Premium</td> <td>94.3%</td> </tr> </table> <p>Persistent absence information:</p> <table border="1"> <tr> <td>Group</td> <td>%</td> </tr> <tr> <td>Overall</td> <td>7.7</td> </tr> <tr> <td>P Premium</td> <td>15.7</td> </tr> </table>	Group	%	Overall	96.3	P Premium	94.1	Group	%	Overall	7.35	P Premium	1.9	Group	%	Overall	97%	P Premium	94.3%	Group	%	Overall	7.7	P Premium	15.7
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<p>To improve attendance of boys throughout school.</p>	<p>Track and monitor the attendance of all children and key groups.</p> <p>Identify clear strategies to support targeted families to make improvements to overall attendance.</p>	<p>Attendance of boys in line with or exceeding national averages.</p> <p>Reduction in the number of boys who are PA (in line with national averages).</p>	<p>X</p>										<p>Hilary Gornall (Pastoral Manager)</p>	<p>Summer Term 2018</p> <p>Key group attendance:</p> <table border="1"> <tr> <th>Group</th> <th>%</th> </tr> <tr> <td>Overall</td> <td>96.3</td> </tr> <tr> <td>Boys</td> <td>95.9</td> </tr> <tr> <td>Girls</td> <td>96.3</td> </tr> </table> <p>Persistent absence information:</p> <table border="1"> <tr> <th>Group</th> <th>%</th> </tr> <tr> <td>Overall</td> <td>7.35</td> </tr> <tr> <td>Boys</td> <td>4.9</td> </tr> <tr> <td>Girls</td> <td>2.4</td> </tr> </table> <p>Autumn Term 2018</p> <p>Key group attendance:</p> <table border="1"> <tr> <th>Group</th> <th>%</th> </tr> <tr> <td>Overall</td> <td>97.0</td> </tr> <tr> <td>Boys</td> <td>97.1</td> </tr> <tr> <td>Girls</td> <td>97.0</td> </tr> </table> <p>Persistent absence information:</p> <table border="1"> <tr> <th>Group</th> <th>%</th> </tr> <tr> <td>Overall</td> <td>7.7</td> </tr> <tr> <td>Boys</td> <td>8.4</td> </tr> <tr> <td>Girls</td> <td>7.0</td> </tr> </table>	Group	%	Overall	96.3	Boys	95.9	Girls	96.3	Group	%	Overall	7.35	Boys	4.9	Girls	2.4	Group	%	Overall	97.0	Boys	97.1	Girls	97.0	Group	%	Overall	7.7	Boys	8.4	Girls	7.0
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<p>To narrow the attainment gaps of boys against that of the girls.</p>	<p>Use SPTO to track the achievement of boys.</p> <p>Identify boys at risk of underachievement through Pupil Progress Meetings.</p> <p>Ensure boys are carefully targeted through teaching and intervention.</p>	<p>Boys perform at least as well as girls at end of KS assessments.</p> <p>Boys make at least as good progress through each key stage.</p>	x									<p>Jo Waterhouse (Headteacher)</p>	<p>Key Stage Outcomes</p> <p>Key Stage 1 2017:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>78%</td> </tr> <tr> <td>Maths</td> <td>63%</td> <td>78%</td> </tr> </tbody> </table> <p>Key Stage 2 2017:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>42%</td> <td>79%</td> </tr> <tr> <td>Reading</td> <td>50%</td> <td>93%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>86%</td> </tr> <tr> <td>Maths</td> <td>58%</td> <td>79%</td> </tr> </tbody> </table> <p>Key Stage 1 2018:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>82%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>77%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>82%</td> </tr> </tbody> </table> <p>Key Stage 2 2018:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>73%</td> <td>42%</td> </tr> <tr> <td>Reading</td> <td>67%</td> <td>77%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>85%</td> </tr> <tr> <td>Maths</td> <td>80%</td> <td>69%</td> </tr> </tbody> </table>	Subject	Boys	Girls	Reading	69%	78%	Writing	38%	78%	Maths	63%	78%	Subject	Boys	Girls	Combined	42%	79%	Reading	50%	93%	Writing	42%	86%	Maths	58%	79%	Subject	Boys	Girls	Reading	60%	82%	Writing	60%	77%	Maths	67%	82%	Subject	Boys	Girls	Combined	73%	42%	Reading	67%	77%	Writing	67%	85%	Maths	80%	69%
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To challenge stereotypes throughout the school.	<p>Review different curriculum events/activities to ensure all pupils are included.</p> <p>Ensure curriculum displays throughout school show a diversity of pupils from a range of backgrounds.</p> <p>Monitor behaviour logs to review incidents including different key groups.</p>	All different characteristics proportionately represented through different activities, clubs and curriculum events throughout the school.	X	X	X	X	X	X			<p>Jo Waterhouse (Headteacher)</p> <p>CPOMs Analysis 2017/2018:</p> <table border="1"> <thead> <tr> <th>Type</th> <th>Pupils</th> <th>Incidents</th> </tr> </thead> <tbody> <tr> <td>Behaviour</td> <td>58</td> <td>210</td> </tr> <tr> <td>Homophobic</td> <td>5</td> <td>5</td> </tr> <tr> <td>Racist</td> <td>3</td> <td>4</td> </tr> <tr> <td>Bullying</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <p>Parent Questionnaires (January 2019) indicate: 98% of parents report that their child 'is happy at this school'. 98% report that their child 'feels safe'. 68% report that the school deals effectively with bullying (35% didn't know).</p> <p>Pupil Questionnaires (March 2018) indicate: 100% report feeling happy and safe at school. 72% report that they feel the school deals effectively with bullying (28% didn't know).</p> <p>July 2018: Diversity and British values displayed centrally around school.</p> <p>September 2018: First of the Month Checks ensure that instances of discriminatory behavior are followed up promptly.</p> <p>September 2018 Barnardos BEAMS Ambassadors training.</p>	Type	Pupils	Incidents	Behaviour	58	210	Homophobic	5	5	Racist	3	4	Bullying	5	9
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<p>To ensure all pupils are aware of, appreciate, and value difference and diversity.</p>	<p>Review different curriculum events/activities to ensure all pupils are included.</p> <p>Ensure curriculum displays throughout school show a diversity of pupils from a range of backgrounds.</p> <p>Monitor behaviour logs to review incidents including different key groups.</p>	<p>All sections of society are celebrated through school events and activities.</p> <p>Children express positive views about people who are different to themselves.</p>	x	x	x	x	x	x	x	x	<p>Jo Waterhouse (Headteacher)</p>	<p>CPOMs Analysis 2017/2018:</p> <table border="1" data-bbox="1671 147 2005 315"> <thead> <tr> <th>Type</th> <th>Pupils</th> <th>Incidents</th> </tr> </thead> <tbody> <tr> <td>Behaviour</td> <td>58</td> <td>210</td> </tr> <tr> <td>Homophobic</td> <td>5</td> <td>5</td> </tr> <tr> <td>Racist</td> <td>3</td> <td>4</td> </tr> <tr> <td>Bullying</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <p>Parent Questionnaires (January 2019) indicate: 98% of parents report that their child 'is happy at this school'. 98% report that their child 'feels safe'. 68% report that the school deals effectively with bullying (35% didn't know).</p> <p>Pupil Questionnaires (March 2018) indicate: 100% report feeling happy and safe at school. 72% report that they feel the school deals effectively with bullying (28% didn't know).</p> <p>July 2018: Diversity and British values displayed centrally around school.</p> <p>September 2018: First of the Month Checks ensure that instances of discriminatory behavior are followed up promptly.</p> <p>September 2018: Barnardos BEAMS Ambassadors training.</p>	Type	Pupils	Incidents	Behaviour	58	210	Homophobic	5	5	Racist	3	4	Bullying	5	9
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<p>To keep children safe from bullying and respond promptly to signs of potential bullying and inappropriate behaviour.</p>	<p>Ensure bullying is addressed through lessons, curriculum events and themed weeks.</p> <p>Clearly record all incidents of bullying and the type of behaviour in incident logs.</p> <p>Review behaviour logs to monitor any repeated incidents and how pupils respond to actions.</p>	<p>All children and key groups of pupils feel safe in school.</p> <p>Children know what to do and who to speak to if they feel at risk of bullying.</p> <p>Children involved in bullying incidents respond to any actions from the school.</p>	x	x	x	x	x	x	x	x	<p>Jo Waterhouse (Headteacher)</p>	<p>CPOMs Analysis 2017/2018:</p> <table border="1" data-bbox="1669 146 1997 313"> <thead> <tr> <th>Type</th> <th>Pupils</th> <th>Incidents</th> </tr> </thead> <tbody> <tr> <td>Behaviour</td> <td>58</td> <td>210</td> </tr> <tr> <td>Homophobic</td> <td>5</td> <td>5</td> </tr> <tr> <td>Racist</td> <td>3</td> <td>4</td> </tr> <tr> <td>Bullying</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <p>Parent Questionnaires (January 2019) indicate: 98% of parents report that their child 'is happy at this school'. 98% report that their child 'feels safe'. 68% report that the school deals effectively with bullying (35% didn't know).</p> <p>Pupil Questionnaires (March 2018) indicate: 100% report feeling happy and safe at school. 72% report that they feel the school deals effectively with bullying (28% didn't know).</p> <p>July 2018: Diversity and British values displayed centrally around school.</p> <p>September 2018: First of the Month Checks ensure that instances of discriminatory behavior are followed up promptly.</p> <p>Pupils make good use of worry box and support from the Pastoral Manager.</p> <p>September 2018 Barnardos BEAMS Ambassadors training.</p>	Type	Pupils	Incidents	Behaviour	58	210	Homophobic	5	5	Racist	3	4	Bullying	5	9
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<p>To develop and implement systems to record and monitor incidences of discriminatory behaviour for key groups.</p>	<p>Ensure discrimination is addressed through lessons, curriculum events and themed weeks.</p> <p>Clearly record incidents of bullying incidents, including discriminatory behaviour in incident logs.</p> <p>Review behaviour logs to monitor any repeated incidents and how pupils respond to actions.</p>	<p>All children and key groups of pupils feel safe in school.</p> <p>Children know what to do and who to speak to if they feel at risk of bullying or discrimination.</p> <p>Behaviour logs clearly record incidents of discriminatory behaviour and identify next steps.</p>	x	x	x	x	x	x	x	x	<p>Jo Waterhouse (Headteacher)</p>	<p>CPOMs Analysis 2017/2018:</p> <table border="1" data-bbox="1669 149 2005 381"> <thead> <tr> <th>Type</th> <th>Pupils</th> <th>Incidents</th> </tr> </thead> <tbody> <tr> <td>Behaviour</td> <td>58</td> <td>210</td> </tr> <tr> <td>Homophobic</td> <td>5</td> <td>5</td> </tr> <tr> <td>Racist</td> <td>3</td> <td>4</td> </tr> <tr> <td>Bullying</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <p>Parent Questionnaires (January 2019) indicate: 98% of parents report that their child 'is happy at this school'. 98% report that their child 'feels safe'. 68% report that the school deals effectively with bullying (35% didn't know).</p> <p>Pupil Questionnaires (March 2018) indicate: 100% report feeling happy and safe at school. 72% report that they feel the school deals effectively with bullying (28% didn't know).</p> <p>September 2018: First of the Month Checks ensure that instances of discriminatory behavior are followed up promptly.</p> <p>Pupils make good use of worry box and support from the Pastoral Manager.</p>	Type	Pupils	Incidents	Behaviour	58	210	Homophobic	5	5	Racist	3	4	Bullying	5	9
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