

Review of Equality Action Plan Dec 2015

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Review milestones
Objective 1: To make visible the social aspects of children's learning I school in order to maximize individual learning potential, accelerate progress and raise attainment and further develop the learning community	Race/Ethnicity Religion or belief	<ul style="list-style-type: none"> eliminate discrimination advance equality of opportunity foster good relations 	Head Curriculum Leader Professional Development Leader Deputy/SENCO Teachers	<ul style="list-style-type: none"> Children grow in awareness of themselves and others and gain skills to successfully navigate the social world they are part of. Learning increases as children's participation and engagement in their families and communities increases Improved social relationships, greater self-respect and respect for others and a coherent school community An effective policy that teaches children their rights and responsibilities Improved behavior for learning and behavior around the school Incidents of bullying and serious behavior decrease Children increasingly resolve their own conflicts peacefully 	<ul style="list-style-type: none"> Staff and governors monitor the impact of a social learning agenda in school
<p>Our current rating for this objective is Green because:</p> <ul style="list-style-type: none"> During collective worship the children are able to discuss complex views about how people are different and how important it is to accept and value difference Visits from leaders of a range of faiths stimulated good questions and discussions. The visitors commented on the quality of the children's understanding and desire to learn. Staff have audited the attributes that are currently having the greatest impact and those that are needing further development Reflective logs demonstrate how the children are demonstrating key Christian values and social learning attributes e.g. <i>This week I have been thinking about how much my friends are compassionate and forgive me for my mistakes (Y5)</i> Displays and home learning demonstrated the children's understanding of the importance of treating people equally INSET day led by Centre of Excellence for Social Learning – focus on Learning Styles and Kathlyn Butler's Winnie the Pooh characters. This has been introduced to all children. Social Learning agenda handout for families – given out during Consultation Evening Enrichment day with a focus on worship. Children responded artistically to the question 'Where is God?' Children's comments demonstrate the positive impact of worship. The Rights and Responsibilities Policy adopted and launched. Training given to all staff Enrichment Day focus on making Healthy Choices Values Education embedding well – visit from Bishop and Deputy Director of Diocese Children are using the language of learning across the whole school The restorative approach to behavior is embedding – improved behavior – less yellow cards/red cards – less children losing Golden Time Minimal class disruption to learning 					

Objective 2: To evaluate the achievement of vulnerable/disabled groups ensuring that there are no significant differences	Race/Ethnicity Disability Gender	<ul style="list-style-type: none"> eliminate discrimination advance equality of opportunity 	Head Deputy/SENCO Teachers	<ul style="list-style-type: none"> All vulnerable children are identified and their progress measured. All children to be attaining age related expectations in each year group, except those with complex needs. Pupils with exceptional needs make good progress. 	<ul style="list-style-type: none"> Reviewed by SLT termly Evaluated and published annually
<p>Our current rating for this objective is Amber because:</p> <ul style="list-style-type: none"> All pupils' progress has been monitored closely by the Leadership team with the teachers Most groups are making good progress Half termly pupil progress meetings with teachers discuss vulnerable pupils Most of the pupils with complex needs are making good progress in a range of areas The progress of children with disabilities and special educational needs, is generally good The achievement of KS1 was in line with national and just below in reading and writing. This reflects a number of children with significant language and communication difficulties. The achievement of pupils in KS2 was just above national except in EGPS. This reflects a difficulty with spelling for some children as a result of dyslexia. The progress of children in KS2 identified at SEN compares favourably to national. The school has a high number of traveller children who make good progress and attain standards in line with the national average. Over time the traveller children make progress faster than their peers nationally. The achievement of disadvantaged pupils in receipt of pupil premium is good overtime. The schools performance for disadvantaged pupils was recognised by the schools minister who wrote to congratulate the school The achievement of KS1 pupils in receipt of PPF was below that of their peers however a quarter of those children have significant needs. Disadvantaged pupils in KS2 made good progress and achieved higher than their national peers. The gap between disadvantaged pupils and other pupils was closed at L4 and was narrowed at L5. The achievement for KS2 pupils in receipt of PPF was above their peers nationally and other peers. 					
Objective 3: To ensure the provision for vulnerable/disabled groups matches their needs.	All	<ul style="list-style-type: none"> eliminate discrimination advance equality of opportunity foster good relations 	Head Deputy/SENCO Teachers	<ul style="list-style-type: none"> All vulnerable/disabled pupils in identified intervention groups to show accelerated progress after each 	<ul style="list-style-type: none"> Reviewed by SLT termly Evaluated and published

				<p>intervention programme.</p> <ul style="list-style-type: none"> • Transition for vulnerable/disabled pupils is detailed and as a result, pupils settle into new classes quickly. • Pupils with complex needs have additional or separate planning. • Reasonable adjustments to the environment are made for all pupils with disabilities or complex needs. 	<ul style="list-style-type: none"> • annually
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Our current rating for this objective is **Amber** because:

- There are very detailed intervention reviews which evaluate the effectiveness of all interventions in school, termly. Nearly all are judged effective, some are highly effective (see intervention reviews)
- SEND provision is reviewed constantly and adjustments are made to ensure the progress of the pupils.
- This term a specific Pupil Premium review was led by the SLT to discuss the progress of PPF children and plan for further improvements. These reviews included book review, pupil voice, listening to pupils read, learning walks and teacher discussions.
- English Book scrutiny, English in house moderation, Book Week and Poetry Recital to parents
- Maths Book scrutiny, Maths moderation and two Maths Week
- Y6 Boosters started, KS1/KS2 SAT meetings
- CPD focus on cooperative feedback to engage children in self- assessment and improvement
- Base Review – children making good progress
- For children with significant needs a range of professionals are employed such as, Educational Psychologists, Family Support Workers, Speech Therapist, Counsellors, and specialist teachers.
- Children have made the transition from classes well because of the range of strategies which use the advice of external professionals and training
- Highly trained inclusion assistants have been employed to support vulnerable pupils and pupils with specific needs
- The creation of the purpose built support base, Puffin Class, for pupils with specific and special needs provides a calm and well-resourced area for learning
- Children with complex needs are planned for specifically by the teacher. Some of these pupils have a personalised curriculum that uses their interest and takes account of their specific needs.
- Pupil progress meetings identify pupils who need intervention in English and maths. Their progress is monitored and reviewed at the next meeting. .

- Children with BSED are identified and receive a range of interventions from external professionals such as play therapist, educational psychologist, hearing specialist, autism specialist, behaviour outreach workers
- Children in receipt of high level BSEMH make good social & emotional development. Their academic progress is more challenging to accelerate.
- There are significant numbers of children who are seen by an NHS and private speech therapist. We employ two of our own speech assistants who are ELKLAN trained. The majority of the children receive 1:1 support and there are vocabulary groups for some. With the exception of a few children with complex needs all are progressing well with their targets.
- EY staff have been trained on I Can strategy for developing SAL. Two nursery staff members are EY ELKLAN trained and most have training in Makaton.

Objective 4: All policies to include a standard Equality Impact Assessment form.	All	<ul style="list-style-type: none"> ▪ eliminate discrimination ▪ advance equality of opportunity ▪ foster good relations 	Governors Head SLT Subject leaders	<ul style="list-style-type: none"> • Every policy will have an Equality Impact Assessment form that indicates that any equality issues are identified and addressed appropriately. 	<ul style="list-style-type: none"> • Updated as policies are updated. • Evaluated and published annually
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Our current rating for this objective is **Green** because:

- All new policies included the impact statement from 2014