



## Equality Objectives Statement 23-24

Objective	Action	Performance Criteria	Monitoring/evidence collection	Evaluation of impact
What is to be achieved and by when?	Where will actions be found?	How will we know when we get there?	What will be our evidence? Whom and when will the evidence be scrutinised? Who, when and how will impact be evaluated?	
To monitor and analyse pupil achievement, with a focus upon potentially vulnerable groups, and act on any trends or patterns in the data that require additional support systems to be instigated	School Development Plan Subject Leaders Action Plans LPP Action Plan Inclusion Action Plan ADPR plans for pupils with SEND	Progress will be at least in line with national averages  No group will be disadvantaged in terms of progress made from their starting points  Equality for high achievers would be that they are supported to reach GD	Evidence of progress collected and analysed termly by class teachers and monitored by the SLT and subject leaders.  Pupil progress meetings used to monitor the impact of actions.  The Curriculum and Standards Committee will review pupil progress/attainment during the 1 <sup>st</sup> meeting of each term; the SDP and PP plan will be reviewed during the 2 <sup>nd</sup> meeting of each term.  Monitoring of SEF.  Interventions, and their subsequent impact, monitored at least half-termly by the DHT and AHT for Inclusion.  At least termly monitoring of all subject/area of responsibility action plans.	Spring 1 2024  Data analysis is showing an increasingly strong likelihood that girls are underachieving, compared to boys, in some of the core subjects. In the past, the school has worked to improve progress and outcomes for boys. Staff are currently reflecting on whether boys dominate class discussions, have more questions targeted at them (to ensure they are engaged in lessons) and whether, as a school, decisions have been made in the past about the purchases of learning materials e.g. graphic novels which may appeal more to boys than girls.  Further detail about the data analysis is detailed below:

				<p>School's recently released analysing school progress document shows that at the end of KS1 in 22-23, school data reverses the national trend of girls outperforming boys in reading at the expected standard or higher: 87% of our boys achieved the expected standard or higher, compared to 69% of our girls. In maths, school data followed the national trend (more boys achieving the expected standard or higher compared to girls) but school's attainment gap was wider than the national gap.</p> <p>In the multiplication tables check in year 4, national data showed a 0.4 mean score average difference (boys had a higher mean average score); however, even though school's overall mean score was only 0.2 below the national score, the mean score difference between boys and girls was 3.4.</p> <p>School's KS2 reading progress data also reverses national trends: girls made less progress than boys and the gap between these two groups was wider than the national gender gap. The attainment gap between our girls, achieving the expected standard, and national data was significant.</p>
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To provide equal access to educational opportunities for pupils, including the engagement of their parents	<p>Attendance policies and procedures</p> <p>LPP Action Plan</p>	<p>All pupils will be able to access a range of educational opportunities.</p> <p>All parents have the opportunity to effectively engage in their child's education.</p>	<p>Parental engagement will be monitored half-termly by the DHT and pastoral team.</p> <p>Pupil engagement in extra-curricular activities will be monitored by the DHT.</p> <p>Attendance data will be monitored half-termly, through governing body meetings.</p> <p>The impact of all plans will be monitored at least termly.</p>	<p>Spring 1 2024</p> <p>All protected characteristics have been considered when planning educational opportunities and no child has been discriminated against. All parents have been supported, where needed, to engage in school activities e.g. mobility support.</p> <p>The needs of children with disabilities are always considered to ensure that all pupils can engage in all activities</p>

		The gap between school absence rates and the national average will close		alongside their peers. This includes sports day, participation in afterschool clubs and during visits. Staff always check venues for suitable services e.g. ramps, suitable toileting facilities, routes that involve dropdown curbs etc.
To provide freedoms from all forms of bullying or harassment	Behaviour Policy and Procedures, restorative practice, PSHE and SCARF curriculum, collective worship planning and RSE policy.	Infrequent incidents of unacceptable behaviour/ inappropriate behaviour, including bullying and harassment.	<p>Bullying and racist incident reports and CPOMs logs will be monitored by governors.</p> <p>Behaviour logs monitored by AHT for Inclusion and reported through FGB meetings.</p> <p>Pupil voice and parent survey completed at least annually.</p> <p>The impact of all plans will be monitored at least termly.</p> <p>Monitoring of SEF.</p>	<p>Spring 1 2024</p> <p>Procedures for reporting and monitoring bullying and harassment are embedded in the culture of the school.</p> <p>Teaching of British Values and SCARF (safety, caring, achievement, resilience and friendship) are embedded in the curriculum and supplemented by additional resources/ experiences where appropriate e.g. upper key stage 2 pupils taking part in a CORAM session focussed on teaching of the 9 protected characteristics (autumn 2 2023).</p>
To create and retain a workforce that is valued for its diverse contributions and represents different	<p>Safer recruitment and induction policies and procedures</p> <p>CPD plans</p>	<p>CPD impacts on outcomes for pupils</p> <p>Appraisal process</p>	<p>Governors monitor CPD records termly and ensure that a robust Appraisal Process takes place.</p> <p>Effective performance Management of the Headteacher</p> <p>Induction records.</p>	<p>Spring 1 2024</p> <p>The school continues to foster good relations between different groups of people within its workforce.</p>

perspectives, ethnic backgrounds, experience and skills	LPP Plan		Pupil progress meetings will be used to monitor the impact of actions.	
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