

Review of Strategic Equality Plan 2016 – 2022 at March 2017

Section 1 - Introduction

The school's plan has been developed in conjunction with the governing body, thereby representing the Local Authority, the parent group and the wider community.

Relevant information is gathered biannually and used to target underperforming groups from across the school.

The policy is reviewed annually and progress during the year reported on.

The head teacher takes a lead in implementing the policy.

Section 2 - Identifying, collecting and using relevant information

The school collects relevant information biannually in order to address underperformance in identified groups.

Data is cross referenced with test data to ensure that it is reliable – systems for collecting data are effective.

The school ensures that data relating to ethnicity, sexual orientation and religion are all collected as part of the employment process. Such data is analysed centrally.

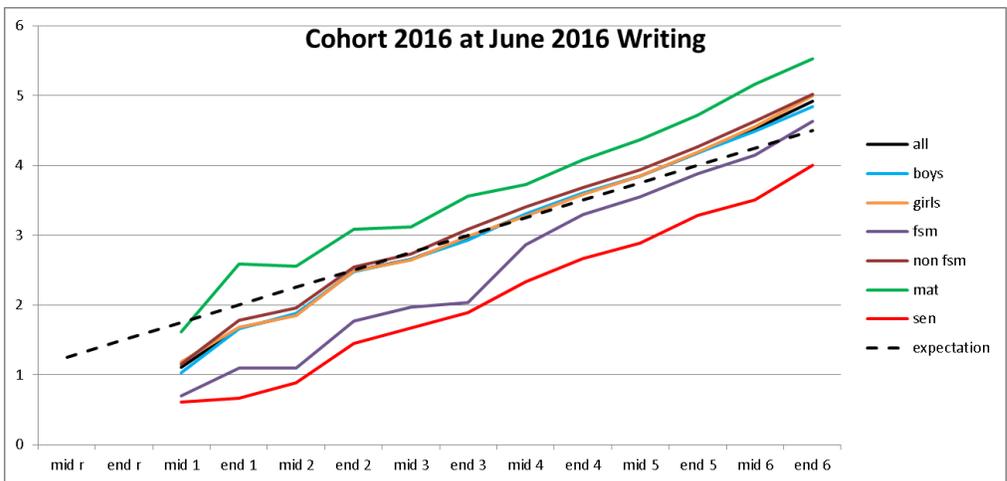
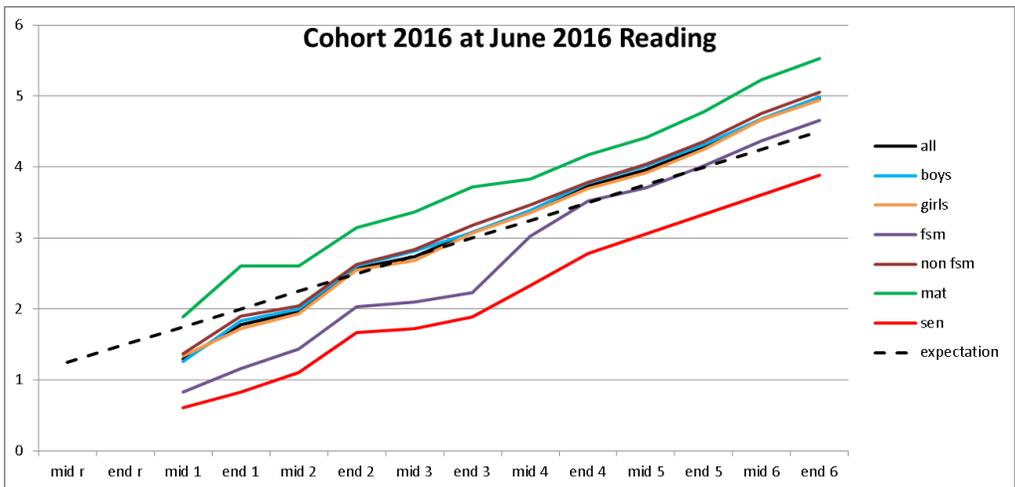
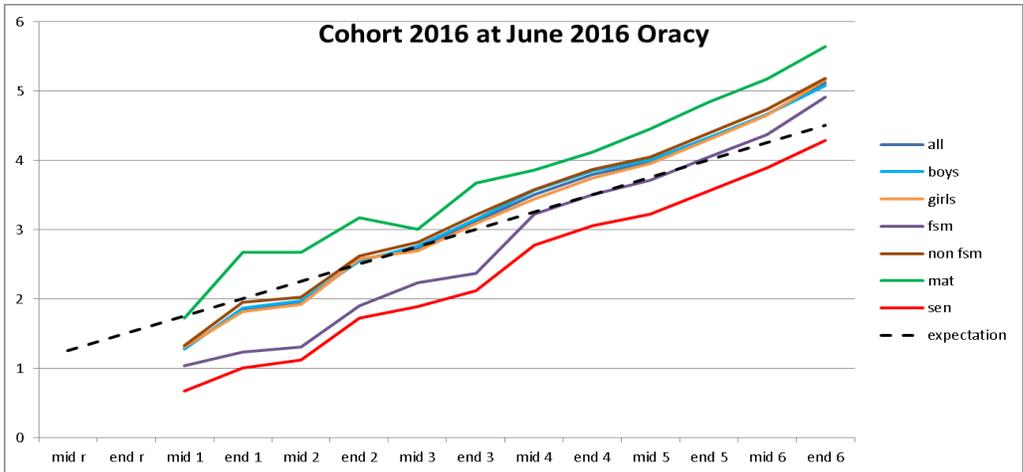
Section 3 - Objectives

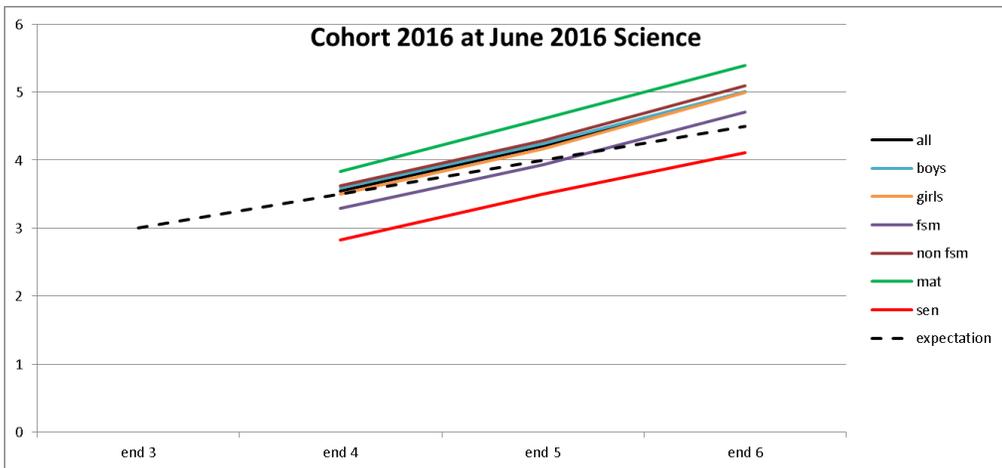
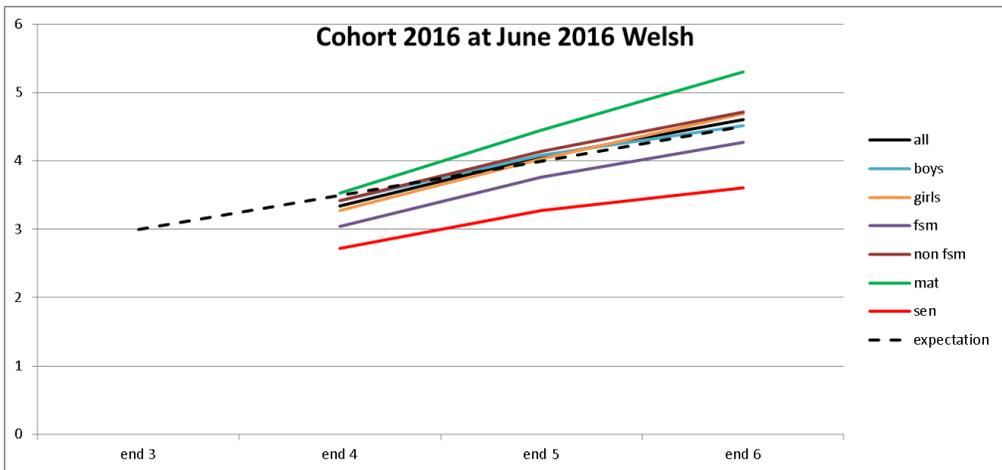
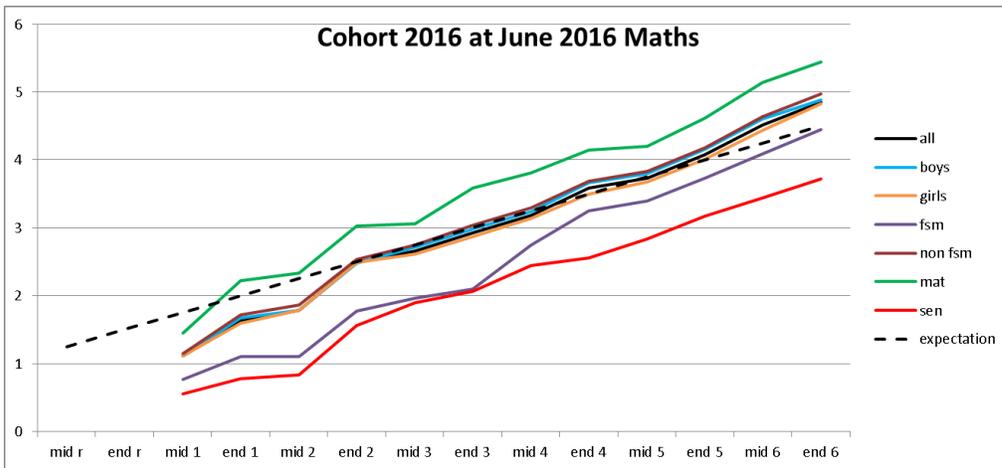
Equality Objective 1.

Improve the attainment of FSM children so that it is above Family Schools and in line with National Averages.

End of KS2 data 2016

Teacher assessment trackers Cohorts 2016





Overall there appears to be a bridging of the gap in FSM and non FSM pupils but FSM pupils still do not attain in line with the whole cohort - this is particularly marked in the current Year 4 (Cohort 2019). Exit data in July 2016 shows that, with the exception of Welsh,

FSM pupils reached the expected level with a significant narrowing of the gap over time in oracy, reading, writing and maths.

Equality Objective 2.

Improve the attainment of boys when compared with girls.

Gender

- Exit data shows very little disparity between the performance of boys and girls, with similar outcomes in all areas over time. There are exceptions, such as 2016, but this was expected due to the high level of need of several girls (SEN / vulnerable groups). However, when looking at these measures, the greatest variation is in writing. This pattern is consistent across the school. Cohort 2016 shows no difference between boys and girls whereas Cohort 2017, as with Cohort 2019, shows a significant gap in attainment across all areas. The data does not point to a significant gender issue, rather differences between cohorts. Generally, however, boys appear to be slightly stronger in maths and girls in writing, but differences are marginal.

Equality Objective 3.

Raise awareness of Equality Issues amongst all stakeholders

SB / RD undertaken recent training on strategic equalities – staff meeting on protected characteristics scheduled for Summer Term 2017.