

Stubbins Primary School

Policy for Equality Duty & Equality Action Plan

With specific reference to Accessibility and the Prevent Duty

2019 - 2022



At Stubbins School, children are at the centre of everything we do.

We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community.

We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.

1 Statement of Principles

Stubbins School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

The policy outlines the commitment of the staff, pupils and governors of Stubbins School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. **Every** member of the school community, whatever their characteristics, should feel safe, secure, valued and of equal worth.

These characteristics include age, disability, gender re-assignment, marriage & civil partnerships, pregnancy & maternity, race, religion or belief, sex, sexual orientation.

At Stubbins School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Accessibility

Our Accessibility Plan forms part of this Equality duty, as it is one of the ways in which we ensure that everyone in our school community can participate without discrimination.

Equality & Extremism – The Prevent Duty

Equality can only be promoted and achieved in an atmosphere of mutual respect and acceptance, which is why we consider the Equality Duty and Prevent Duty to be inextricably linked. In order to foster an atmosphere of equality, we aim to prevent extremism of any kind. We use the following accepted Governmental definition of extremism which is:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.”

There is no place for extremist views of any kind in our school, whether from internal sources: pupils, staff or governors; or external sources: school community, external agencies or individuals. Our pupils see our school as a safe place where they can legitimately be supported to explore controversial issues safely in a learning context and where our teachers encourage and facilitate this. We have a duty to ensure this happens in order to secure common values and ethos of diversity, inclusion and democracy and the central tenants of British values.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to risks for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches some children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, including via PSHE. We will adopt the methods outlined in the Government’s guidance ***Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools (November 2014)*** and ***The Prevent duty Departmental - advice for schools and childcare providers (June 2015)***

We will ensure that all of our teaching approaches help pupils to build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues and be relevant to the current issues and insight into extremism and radicalisation by:

- Making a connection with young people using a pupil centred approach;
- Facilitating a ‘safe space’ for dialogue;
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted’s School Inspection Handbook September 2015 and will include the sound use of assemblies to help further promote this rounded development of our pupils.

2 Ethos and Atmosphere

- At Stubbins School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an *openness* of atmosphere, which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.
- We are committed to providing a working environment free from discrimination, bullying, harassment and victimisation.
- We empower children to be confident and resilient to negative influences.
- We encourage everyone in school to report any discriminatory behaviour.

3 Policy Development

We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. This policy applies to the whole school community. It has been drawn up because of the outcomes of a transparent process and through consultation with:

- Pupils
- Parents
- Staff
- Governors

This policy should be read in partnership with our policies on:

- ***Recruitment & Selection & Staff Induction***
- ***Anti- Bullying***
- ***Special Educational Needs***
- ***PHSE & Citizenship***
- ***Teaching & Learning***
- ***Assessment***
- ***Risk Assessment***
- ***All our staffing policies, e.g. Pay, Appraisal, & Grievance.***

4 School in Context

Children

We have 208 children on roll.

Gender:

We currently have 103 boys and 105 Girls on role.

Pupil Premium:

The number of children eligible for pupil premium is 15, or 7%, below the Lancashire Average of 24.2%.

Free School Meals:

The number of children eligible for free school meals is 5, or 2.4%, below the Lancashire Average of 17.4%.

Mobility:

We have a lower than average number of children who join our school late, 11.1% compared to 16.1% Lancashire average. The number who leave is broadly average, 4.3% against Lancashire 4.4%.

Ethnicity:

Our school population is currently 89% White British. All but 4 of our children are registered as having English as their first language.

Disability:

We have a child with physical difficulties.

SEN:

We have fewer than average children at SEN support (8.7%), and one child with an EHC. This is largely due to our tracking and intervention policies, which aim to meet the needs of the children before SEN registration is required.

CLA:

We have 2 looked after children.

EAL:

We have 4 children with English as an Additional language

Socio-Economic indicators:

Health, Employment, Housing and Income all fall within band C which is in the lowest 40%. All other indicators are in band B which is between 60% and 75% - around the above average level.

The range of children in our school reflects the local community that is a small town of industrial heritage.

Staff

We have 27 members of staff in total.

Gender:

23 are female and 4 are male.

Ethnicity:

Most of our staff are White British, with one having Albanian as their first language.

Disability:

We have one member of staff who has a disability.

Performance

- The progress pupils make overall has fluctuated historically but remained broadly in line with the national average for reading, writing and mathematics at the end of key stage 2. The evidence seen in pupils' work shows that progress for current pupils is good overall.
- The results of national tests show that pupils' attainment at the end of key stage 2 has remained consistently above the national average in reading, including the proportion of pupils working at the higher standard.
- In 2018, results of the national tests show that, although attainment has remained above the national average in writing, only a small proportion of Year 6 pupils were working at a greater depth. Pupils' attainment in grammar, punctuation and spelling dipped below the national averages in 2018.
- Work in pupils' books highlights the improvements pupils have made in their knowledge and understanding of grammar, punctuation and spelling. Pupils make good progress in their writing. However, in some year groups in key stage 2, the opportunity to apply their knowledge in greater depth in their writing varies.
- Pupils' attainment for mathematics in key stage 2 has improved over the last three years and was above the national average in 2018, including at the higher standard. This improvement was confirmed by work in pupils' books seen during the inspection, including pupils' work in both key stage 1 and key stage 2. These also show that pupils use their knowledge and understanding of mathematical operations accurately, particularly multiplication. Pupils who spoke to the inspector explained how using the online multiplications programme at home had helped them to improve their fluency and accuracy.
- Detailed assessment information for pupils with SEND indicates that they are making good progress. This is because of the help that they receive. This successfully responds to their individual needs.
- The small proportion of pupils who are disadvantaged receive support individually or in small groups, particularly for their social and emotional development. This is having a positive impact on the good progress they make academically.

What does the school need to do to improve further?

- Continue to develop the curriculum so that pupils have the opportunity to improve their specific knowledge and understanding further in subjects other than reading, writing and mathematics.
- Further develop the impact of subject leaders for English and mathematics by ensuring that they:
 - routinely check the quality of teaching, particularly in writing in key stage 2
 - evaluate the impact of leaders' actions on pupils' progress, including the application of knowledge and skills in mathematics.
- Further improve teaching and progress in writing and mathematics by:
 - Further promoting pupils' accurate use of grammar, punctuation and spelling in their writing.
 - Ensuring that writing is taught systematically and consistently across the school, so that pupils make the progress of which they are capable.
 - Improving pupils' application of their mathematical knowledge and understanding to solve increasingly challenging problems.

5 Monitoring and Review

We collect and analyse a range of equality information.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

We collect and analyse a range of profile information for our staff and governors:

- Applicants for employment
- Staff and Governing Body profiles
- Attendance at training events.
- Staff appraisal & performance management.
- Disciplinary & grievance cases

We are careful to follow the guidance in our **CONFIDENTIALITY POLICY**.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head Teacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions.
- Work with the governing body on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy.

6 Developing Best Practice

Teaching & Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

Provide positive examples of all groups of people, challenging stereotypes & celebrating the contribution of all humankind to a pluralistic society.	Provide equality of access for all pupils to a broad & balanced curriculum & quality resources, both in school & on visits, having due regard for their individual needs & differences.	Use teaching methods, language & materials which deal sensitively with diversity & difference, ensuring that all people feel valued & develop high self-esteem.	Teach children to question, to be advocates & to challenge their own viewpoints & those of others leading to justice & equality at school & in the wider world.
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These aims apply to all who work with our children, both in school and on visits.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. To achieve this, we will:

Follow all recruitment & selection procedures strictly, using staff & governors who are aware of how to avoid discrimination, bias & preconception.	Encourage the career development & aspirations of all staff with due regard for personal need & the development of the school as a diverse community.	Provide staff induction & development for all which increases the awareness of different groups of pupils & their needs, so promoting appropriate provision.	Distribute staff within school wherever possible so that there is a balance of staff from different groups at each stage of a child's schooling. e.g. male / female
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Employment policy and procedures are reviewed regularly to check conformity with legislation.

Partnerships with Parents/Carers/Families and the Wider Community

We believe in effective partnerships with parents/carers to help all pupils to achieve their potential. To promote these, we will:

Ask parents, carers and the community for their feedback in order to tailor what we do to their needs and those of the children.	Have due regard for individual communication needs in our contacts with parents, carers & families.	Encourage all parents & carers to participate in the life of the school wherever possible by offering flexible opportunities.	Work with the local community to offer access to all groups of people to a range of events, activities & services.
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In all these things, the safety & interests of the children are paramount.

7 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The head teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The head teacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

8 Commissioning and Procurement

We will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. We will use, wherever possible, suppliers and contractors approved and registered with Lancashire County Council.

9 The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10 Publicising the Policy and Plan

Our Equality Policy & Plan will be publicised:

- In our School Brochure
- On the School Website
- Annually, posted out to all parents / carers and interested parties.

11 Annual Review of Progress

We will review our POLICY and ACTION PLAN annually, producing an annual report. The Action Plan (Appendix A) incorporates an annual audit which measures impact (Equality Impact Assessments), and sets targets which span a three year period, (short, medium and long term).

Last review: January 2019

Mr J Danson (Headteacher) _____

Mr P. McKennell (Chairman of Governors) _____

Action Plan

Our Action Plan aims to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are often referred to as the three aims of the general equality duty.

Priority Area 1: Our Accessibility Plan.

Current Position:

- Our children with SEND are closely monitored through our SEND policies and practices and support for these pupils is strong.
- Physically, our school is broadly accessible to all and there have been improvements in pathways and internal classroom layouts.
- The front door has a removable ramp for use when wheeled access is required.
- There is no toilet for disabled users.
- We have a hearing loop in the main hall only.
- Our field and woodland are not as accessible as they could be.

Timescale	Objectives (Desired Outcomes)	Action Required	How will this be measured?
1 Year (01.2020)	<ul style="list-style-type: none"> • Have an accessible front entrance. • Signage in place for visually impaired. • Provide calming environment for those who need reduced visual stimulation. 	<ul style="list-style-type: none"> • Raise paving to front entrance to allow level access. • Consider signage / colours when purchasing to assist those with visual impairment. • Purchase natural alternatives for displays & tables. Use calm classroom colours for those who would benefit. 	<ul style="list-style-type: none"> • Level access achieved, making entry into school easier. • Replaced signage is appropriate for the visually impaired. • The classroom environment for those children is 'toned-down' and behaviour is calmer.
2 Years (01.2021)	<ul style="list-style-type: none"> • Enable those with hearing difficulties in all areas. • Plan a toilet for disabled users. 	<ul style="list-style-type: none"> • Purchase portable hearing loop. • Contact District Surveyor to draw up a plan for accessible toilet. 	<ul style="list-style-type: none"> • The hearing loop is in place and operational. • The plan is in progress and costings considered.
3 Years (01.2022)	<ul style="list-style-type: none"> • Complete facilities for an accessible toilet. • Consider wheelchair access to other areas of school (e.g. field / woodland) 	<ul style="list-style-type: none"> • Contractors employed to complete the works. • Survey of grounds and consideration of cost, liaising with District Surveyor. 	<ul style="list-style-type: none"> • Toilet is accessible and used easily. • A plan is drawn up to provide additional access next year.

Review:

01.2020

Priority Area 2: A broad and balanced curriculum for all.

Current Position:

- We are in the early stages of creating a bespoke curriculum for our children.
- The curriculum does cover other races, faiths and cultures, but this aspect could be stronger.
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Timescale	Objectives (Desired Outcomes)	Action Required	How will this be measured?
1 Year (01.2020)	<ul style="list-style-type: none"> • Pupils enabled to study the theme in greater depth and classrooms can be developed for each topic. • Enable each child to shine in something, boosting self-esteem. • Enable all children can engage with something that interests them, as well as trying something new. • Encourage all children to find their specialism and shine, in particular disadvantaged pupils. 	<ul style="list-style-type: none"> • Reduce the number of topics covered to 1 per term, whilst maintaining the skills taught. • Create a broad and balanced range of opportunities for all pupils that children are able to choose without prejudice. Link to British Values. • Review our extra-curricular clubs offer, ensuring a broad and balanced range of clubs. • Enable children to access the wider curriculum*, regardless of social background. 	<ul style="list-style-type: none"> • Topic plan in place. Classrooms developed to inspire children. Topic work shows greater depth. • British values at the heart of our school (assemblies etc.) Children not restricted by gender / ability etc. • Opportunities for children inspire all to raise their own aspirations (careers week / science week etc.) • The monitoring of pupil engagement shows that all children are accessing opportunities regardless of background.
2 Years (01.2021)	<ul style="list-style-type: none"> • The teaching of other races / faiths / cultures & backgrounds is at least good and promotes inclusivity. • Resources to teach about other races / faiths / cultures & backgrounds are high quality and appropriate. 	<ul style="list-style-type: none"> • Staff training is in place to upskill teachers to deliver lessons. • Audit of resources and purchase of any required to ensure we are equipped. 	<ul style="list-style-type: none"> • Staff deliver at least good lessons in this area (lesson obs / book look) • Quality resources are in place and staff know where they are and how to use them.
3 Years (01.2022)	<ul style="list-style-type: none"> • The curriculum meets the needs of the current pupils. • Curriculum Leaders monitor and promote their subjects. 	<ul style="list-style-type: none"> • Consider pupils needs and adjust the curriculum accordingly. • Strengthen Curriculum Leaders ability to monitor, promote and deliver training on their subjects. 	<ul style="list-style-type: none"> • Curriculum is adjusted and all pupil's needs met. • Curriculum Leaders are confident in knowing the strengths of teaching across the school and delivering improvement.

Review:

01.2020

Priority Area 3: The attainment & progress of different groups.

Current Position:

- We closely monitor the attainment and progress of all children and our new tracking system is enabling us to focus on specific groups.
- The attainment and progress of different groups is not significantly different and small numbers of some groups make meaningful comparison difficult; however some groups do perform less well and we need to be vigilant in addressing the reasons for this.
- We are beginning to focus on those groups which are particularly pertinent to our school.

Timescale	Objectives (Desired Outcomes)	Action Required	How will this be measured?
1 Year (01.2020)	<ul style="list-style-type: none"> • Teachers take ownership of the pupil's attainment and progress and have open and honest conversations about how to improve further. • Standards in the core subjects are at least maintained and hopefully improve. 	<ul style="list-style-type: none"> • Teachers complete the Pupil Tracker and Pupil Progress Review meetings highlight children who require challenge or support on a termly basis. • Ensure that any emerging priorities in standards are addressed swiftly and effectively. 	<ul style="list-style-type: none"> • Records of pupil progress meetings show children identified and teacher's plans show how their needs are being met in order to address issues. • Children make improved progress and attainment rises as a result (Pupil Tracker).
2 Years (01.2021)	<ul style="list-style-type: none"> • To address the recurring 'external' issues which prevent some children from making progress. • All children to make good progress and reach their potential. 	<ul style="list-style-type: none"> • Audit recurring 'external' issues: e.g. How many children do not read at home? How many children are regularly late? • Put measures in place to mitigate for these issues. e.g. Homework club? Help for families? 	<ul style="list-style-type: none"> • The issues identified are mitigated through interventions etc. • Children make improved progress so that attainment is more in line with their peers
3 Years (01.2022)	<ul style="list-style-type: none"> • Staff are trained in teaching strategies that meet the emerging needs of learners. • Re-evaluate the way in which we identify groups. Are there any trends we have missed or groups we have not noticed? 	<ul style="list-style-type: none"> • Organised staff training to meet emerging needs. • In depth analysis of children who underperform to establish if there are patterns or trends which we have not previously identified. 	<ul style="list-style-type: none"> • Evidence of training and verbal feedback from staff. • Audit completed and findings published and distributed to be used to inform future action.

Review:

01.2020

Priority Area 4: Pupil mental health.

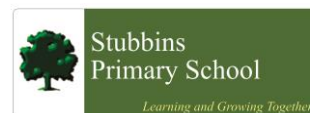
Current Position:

- There are an increasing number of children who do not access the full curriculum due to mental health issues.
- We are beginning to adapt our environment to make it calmer.
- We are providing some support for these children, although our skills could be improved in this area.
- Staff are genuinely caring and nurturing; however, there is a need to seek training opportunities in order for us to understand the needs of all our children and how to support their mental wellbeing.

Timescale	Objectives (Desired Outcomes)	Action Required	How will this be measured?
1 Year (01.2020)	<ul style="list-style-type: none"> • All involved understand that mental health is normal and o.k. to talk about. • Children with mental health issues identified. • The needs of these children are understood and supported. • Staff are trained in mental health issues. 	<ul style="list-style-type: none"> • Introductory staff meeting about mental health and then discussions in class with children around the topic. • Teachers asked to identify any children who are causing concern. • Advice sought on the needs of these children and advice actioned. • 06/01/2020 INSET training – ACES and children's mental health. 	<ul style="list-style-type: none"> • There have been discussions around mental health across the school and it is seen as a normal part of life. • We are aware of who these children are and what causes concern. • Evidence of a proactive approach to supporting identified children. • Training takes place and verbal feedback from staff is positive.
2 Years (01.2021)	<ul style="list-style-type: none"> • Policy is written for Mental Health in School. This includes pro-active teaching; a '<i>mental health curriculum</i>' as well as remedial action. • Staff are aware of mental health issues and how to seek help in supporting them. 	<ul style="list-style-type: none"> • Look at guidance for MH policy and write one that suits our school's needs. • Policy is talked through with staff at a staff meeting / Governors at Governors meeting any questions or concerns addressed. 	<ul style="list-style-type: none"> • Policy is in place and the 'mental health curriculum' integrated into practice. • Staff & Governors have been involved in the introduction and implementation of the policy.
3 Years (01.2022)	<ul style="list-style-type: none"> • The MH Policy is up and running and the MH curriculum is being implemented. • All pupils are supported and able to make progress. 	<ul style="list-style-type: none"> • Check on lessons and adherence to policy. • Look at the attainment and progress of the identified children. 	<ul style="list-style-type: none"> • Policy and Practice through lesson obs etc. • Pupil Tracker shows how the identified children are progressing.

Review:

01.2020



Equality Impact Assessment

How well is our policy & action plan working for all groups?

Priority Area 1: Sex & Gender

Review:

01.2017

The gap in attainment between boys and girls is as follows:

KS2 end of year tests:

Reading is broadly the same.

Writing: Girls do better than boys (by 16%)

Maths, boys do better than girls (by 30%)

KS1 end of year tests:

Reading is broadly the same, although more girls achieved greater depth.

Writing: Girls do better than boys (by 11%)

Maths, Girls do better than boys (by 8%)

KS1 end of year tests:

The number of boys and girls attaining a good level of development was broadly the same.

Much work has been done discussing with the children the equality of ability and opportunity for boys and girls. This is something which needs to be maintained. Staff are aware of equality issues, but we need to remain vigilant to avoid seemingly harmless sexist remarks or expectations.

01.2018

Our Library books have been audited and many older books discarded due to out of date imagery and messages. An extra £1000 on top of the library budget was used to ensure that up to date books which project equality of expectation for all genders could be purchased. The issue of gender stereotypes is ongoing and is continually challenged. The issue is not so much with written or visual messages but with the messages we give out in the language we use.

Our topic plan is now broad and balanced and this year we have introduced mind-mapping to enable teachers to take topics in the direction of children's interest, more tailored to their needs. Our displays are carefully planned to avoid stereotyping and the Christmas play actively challenged gender stereotypes.

01.2019

At the end of 207/18 Academic Year, our results showed:

EYFS Achieving GLD – Boys 76.5% Girls 83.3%

Y1 Phonics Achieving expected standard: Boys: 47.1% Girls: 61.5%

KS1 at least expected standard:

Reading Boys: 73.3% Girls: 86.7% Writing Boys: 53.3% Girls: 80% Maths Boys: 80% Girls: 80%

KS2 at least expected standard:

Reading Boys: 85.7% Girls: 70.6% Writing Boys: 85.7% Girls: 82.4% Maths Boys: 85.7% Girls: 82.4%

This data suggests that, while Girls perform better than Boys in the EYFS & KS1, Boys are achieving at least as well by the time they reach year 6.

The Pupil Attitude Questionnaire for 2017-18 showed positive results as follows:

Being Healthy Boys: 79% Girls 81%

Behaviour & Staying Safe: Boys: 87% Girls 86%

Assessment for Learning Boys: 90% Girls: 86%

Enjoyment & Engagement Boys: 80% Girls: 85%

This shows that boys and girls have broadly the same attitudes to school, which is encouraging.

Priority Area 2: Disability (Accessibility Plan)

Review:

01.2017

The path to the infant playground has been completed and is wheelchair & buggy friendly. Half termly premises checks continue to be carried out. The parent questionnaire mentioned the height of the gate in the Infant playground, and this has been checked. Pupils regularly suggest emerging issues through the school council and these are dealt with as they arise. Staff bring any concerns to the attention of the Headteacher or Site Supervisor and these are quickly actioned

01.2018

The EYFS / KS1 areas have been refurbished and a uniform paint scheme adopted. Signs have been chosen for clarity and simplicity and unnecessary signage removed. A meeting is to be held with the surveyor to plan future refurbishments, following the same scheme.

01.2019

We have yet to develop wheelchair access to the woodland area or shelter for the outdoors. This is mainly due to cost constraints. This is something we would like to do going forward and will be included in the next cycle of improvements.

Priority Area 3: Race, Religion or Belief

Review:

01.2017

A whole school hall display on British values specifically focussed on equality and diversity. Staff have had training on avoiding stereotypes and prejudices, although this is an area in which we need to remain vigilant.

01.2018

There has been an increase in the number of children from backgrounds other than 'White British', which has been great for the whole school community. Discussions with classes around this have been very valuable. Sadly, the establishment of a link with another school has been problematic. We have been unsuccessful in arranging exchange visits and this is an area that we must make headway next year.

01.2019

We have had no racist incidents and all stakeholders are positive about people of all races and backgrounds. There is a need for some staff development to develop our understanding of the issues surrounding difference and this will be included in our next cycle.

Priority Area 4: Sexual Orientation

Review:

01.2017

There have been some incidents, which have caused people to feel uncomfortable, although these were swiftly dealt with by the headteacher. Generally, we are an inclusive community, but training and education needs to continue in order to prevent seemingly innocent comments or assumptions that can cause distress.

01.2018

There have been several assemblies delivered by the headteacher that affirm that everyone is valued, no matter who they love. Posters from Stonewall have been displayed around school 'Different Families, Same Love' and these were part of a hall display 'Everybody Different, Everybody Equal'. The school website affirms that people are not discriminated against on grounds of sexual orientation. Children who belong to same-sex partnerships have been supported where necessary.

01.2019

The range of resources in school has continued to become more inclusive of people from different backgrounds. This is not something we have 'forced' as we want to include things naturally rather than as token gestures. This will be ongoing as we move forward.