

Equality Action Plan 2020 – 2021

Success Criteria:						
<ul style="list-style-type: none"> All children will have made progress to at least expected level by year end 2021 (recovering from missed teaching – Covid-19) 						
Objective	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
Objective (link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include who, resources and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Formative plan in use to address and review gaps	SB – possible TA staff to lead catch-up programmes	1x Staff meeting after T1 assessment – gap analysis	Gap analysis complete and plan in place for further recovery SB evaluate & implement catch-up programme as needed	Gap analysis updated – plan in place for further recovery	Evaluate progress through gap analysis – use of catch up programmes. Review materials used & update as needed	Gap analysis records & progress tracked on Target Tracker
Strategies to support & challenge to mastery level are in place.	SB All teaching staff	Feedback time after lesson observations	Lesson observations / book & planning review. Feedback constructively – review T&L methods as appropriate Resources audited & updated	Review of target children (T3) – development of secure mastery understanding	Target children reach mastery level in end of year/Key Stage assessments Book/planning scrutiny – teaching & learning strategies evident?	Book/planning scrutiny record Lesson observation records
EAC addresses arising needs to meet needs of all learners	RB, NM-B, VL	Office time	Make efficient responses to Covid_19 guidance Review school survey	Make efficient responses to Covid_19 guidance Respond to survey	Make efficient responses to Covid_19 guidance -	School community remains safe, all pupils access learning in equal measure

Equality 2019-2020

Meet the needs of vulnerable pupils

There was mixed success with funding acquisition. Funding was acquired for some additional and long standing pupils but the school still awaits a decision on one major application; assumed delayed owing to lock down.

Run behaviour project

The project successfully provided guidance to most pupils. After a hugely challenging start, the school reached a point mid-way through the year where behaviour for pupils in all years became acceptable through sheer hard work on the part of the staff.

Set expectation for transition times

Complete success by year end.

Build respect and consideration for others

The large majority of pupils respect and consider others. They understand that some behaviours occur as a result of medical, mental health or other unknown (to them) reasons and that it is appropriate to address the behaviour in different ways. Some children have been exceptional in their respect, tolerance and attempts to help and support those in difficulty. Some are exceptional in their own personal development in learning to regulate their own behaviour.

Equality 2018-2019

LGBT

References to gender identity were removed from the uniform section of the Prospectus. LGBT issues were discussed in staff meetings so that staff are aware of the possible needs of some pupils. The PSHE coordinator will be the transition lead should that become necessary. A gender re-assignment policy was not deemed necessary but literature has been purchased to address or pre-empt any questions raised by pupils about gender issues.

Develop focused support for children with Specific Learning Difficulties related to maths

All proposed actions were implemented but success was limited owing to a variety of personal issues experienced by individual pupils. Differences in attainment were diminished but not sufficiently to meet the expected standards in combined subjects.

Ensure library accessible to all children and re-stocked

All actions were implemented but with partial success. This objective needs to be continued so that all pupils in the school make effective use of the library resource.

Provide opportunities to explore physical pursuits for lifelong active leisure

100% children participated in enhancement activities over the course of the year which provided access to physical experience beyond the curriculum, widening their knowledge of the range of physical activities available to them.

All pupils had access to additional physical activity 4 days per week

41% (Yr 2,3,4,5,6) attended Football Club

86% (Yr R,1,2) attended Little Sports

15% (Yr R,1,2,3,4,5,6) attended hockey club

25% (Yr 2,3,4,5,6) attended multi-sports club

52% (Yr 3,4,5,6) attended Rounders club

44% (Yr 4, 5,6) attended Cricket club

24% (Yr 1,2,3,4,5,6) attended Tennis club

75% pupils across the school attended at least one sports club

100% pupils met the swimming standards

Equality 2017-2018

Ensure needs of all SEN children are met effectively

Case studies demonstrate outstanding standards in inclusive practice which impact greatly on pupils highly positive attitudes to learners of all nationalities, abilities, disabilities and medical/learning conditions. The school goes the extra mile to ensure that pupils attend school, participate fully and that all are valued and respected as individuals.

Provide opportunities to explore physical pursuits for lifelong active leisure

100% pupils benefited from the opportunities to experience a range of active pursuits to prepare them for making active choices in later life.

100% pupils

Made rapid progress with regard to learning to swim and 100% Yr 6 met the end of Yr 6 swimming standards

Faced their fears and rose to the challenge of riding horses.

Learnt new skills during the skating and scooting day which they continue to practise out of school.

Enjoyed a brief introduction to archery learning about strict codes of conduct for safety in this more unusual activity

Sportsmark Award – Bronze; the highest award possible for this school to achieve