



Equality Objectives 2016-2019

2019 Review

Objective 1

To ensure that the curriculum effectively supports the needs of all children, with particular reference to pupils identified as EAL and/or SEND.

How will we do this?

- Curriculum review by year groups, ensuring differentiated provision is appropriate.
- Refresher training for all staff around strategies to support EAL and SEND pupils in lessons.
- Monitoring attainment data in foundation subjects, producing action plans to address any concerns annually.

Review – Objective 1

- Staff training by Fiona Lingard on using verbal feedback in September 2016 – a strategy which has had a big impact on EAL and SEND children, who were not able to always access written marking by teachers.
- Curriculum reviews have been carried out by all year groups and amendments have been made to identify opportunities for differentiated support (May 2017).
- Refresher training carried out by SENCO (June 2018, January 2019) and the New Communities Team (February 2017) to upskill staff.
- Training on Supporting Children with Autism in the Classroom for all staff delivered by Alison Lumley in May 2017 and Davinia Hammersley in September 2018.
- There is evidence of **improving attainment in all subjects** for pupils between 2016 and 2019.
- Staff have successfully trialed a 'live marking' approach to lessons, due to be fully implemented in the summer term. Consultation with staff and pupils identifies that both groups of stakeholders feel this has more value than written marking.
- Positive SEND peer review by Clive Lawrence (Executive Headteacher, St Giles Primary School) carried out in 2019, recognising that:
 - Progress and attainment for SEND pupils is above national averages.
 - This is an exceptionally inclusive school where all pupils; including those with SEND, are at the heart of the school's vision and motto of 'Be the best you can be!'
 - Leaders' expectations of 'not lowering but re-thinking' expectations of pupils is very transparent within the classroom.
 - Classes are streamed within Maths and English and then, within these groups, work is appropriately differentiated. This provides effective quality first teaching to 'stretch and challenge' all pupils learning needs.

Objective 2

To close the attainment gap between girls and boys at the end of Key Stage 2.

How will we do this?

- Targeted intervention, regularly reviewed for impact, for groups of Year 6 boys.
- Identification of pupils in Years 3, 4 and 5 who require early intervention to support their progress during their time at the school.
- Progress and attainment of these pupils to be discussed at termly Pupil Progress Meetings with head and deputy headteacher.

Review – Objective 2

- Data over the last three years shows that gaps in attainment between boys and girls are almost non-existent, having improved over time.
- Staff were able to identify boys of all abilities for early intervention, particularly in reading.
- In reading, a gap was identified between Pakistani boys and other boys. Staff targeted these groups in their classrooms throughout the year and will continue to do so going forwards to ensure the gaps do not reappear.