



Children and learning at the heart of our CARE-ing community

Public Sector Equality Duty: Meeting the needs of **all** members of the school community

Updated: April 2024
Shared with Governors: May 2024

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded CARE values:

1. We try to ensure that everyone is treated fairly and with respect.
2. We want to make sure that our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our Class Representatives.
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We set our Accessibility Plan objectives for a 3 year period and review the progress annually.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

1. pupils from certain cultural and ethnic backgrounds
2. pupils who belong to low-income households and pupils known to be eligible for free school meals
3. pupils who are disabled, or who are in the process of being diagnosed as disabled
4. pupils who have special educational needs
5. boys in certain subjects, and girls in certain other subjects.
6. vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

In addition to this short statement, we also have a full school policy on Equality & Diversity for School Staff.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
2. **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
3. **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Old Fletton Primary School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

Part 1: Information about the pupil population and their achievements compared to National where available

Number of pupils on roll at the school: 434 including Nursery (as at 1st May 2024)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Number of pupils with disabilities: 49 (SEN register 30th April 2024)

| Disability |
|---|
| The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' |

There are pupils at our school with different types of disabilities and these include:

1. Asthma & Eczema
2. Physical Disability
3. Genetic Syndromes
4. Sensory processing disorder
5. Autism
6. Global Learning delay
7. Visual / Hearing impairments
8. Epilepsy
9. Speech and language

| Y6 Pupil Data on Special Educational Needs (ASP 2022/23) | | | | | | | | | | | | |
|--|---------------|-------------|---|---|-------------------|------|------|---------------------------------|------|------|---------------------------------|---|
| | No. of Pupils | % of cohort | KS2 National Standards reading, writing & maths | KS2 Old Fletton achieved ARE reading, writing & maths | National Progress | | | Old Fletton End of KS2 Progress | | | National Attendance (ASP 22/23) | Old Fletton Attendance - whole school (ASP 22/23) |
| | | | | | R | W | M | R | W | M | | |
| No identified SEN | 48 | 87% | 70% | 61% | 0.41 | 0.62 | 0.45 | 1.36 | 0.24 | 0.64 | 94.5% | 93.8% |
| SEN Support | 7 | 13% | n/a | 14% | N/A | N/A | N/A | 2.03 | 0.25 | 4.78 | 92.1% | 90.8% |

| Y6 Pupil Data on Gender (ASP 2022/2023) | | | | | | | | | | | | |
|---|---------------|-------------|---|---|-------------------|-------|-------|---------------------------------|-------|------|---------------------------------|---|
| | No. of Pupils | % of cohort | KS2 National Standards reading, writing & maths | KS2 Old Fletton achieved ARE reading, writing & maths | National Progress | | | Old Fletton End of KS2 Progress | | | National Attendance (ASP 22/23) | Old Fletton Attendance - whole school (ASP 22/23) |
| | | | | | R | W | M | R | W | M | | |
| Female | 33 | 60% | 63% | 61% | 0.29 | 0.87 | -0.77 | 2.39 | 0.86 | 1.02 | 94.2% | 94.3% |
| Male | 22 | 40% | 56% | 45% | -0.21 | -0.76 | 0.82 | 0.03 | -0.68 | 1.24 | 93.9% | 92.6% |

| Pupil Data on Ethnicity and Race (26th April 2024) | | | | | | | |
|--|-------|-------|-------|-----------------------------|------|-------|-------|
| | Boys | Girls | Total | | Boys | Girls | Total |
| White British | 23.0% | 22.4% | 45.4% | Mixed white & Black African | 1.6% | 0.9% | 2.5% |
| White European | 7.8% | 10.1% | 17.9% | Black Caribbean | 0.2% | 0.7% | 0.9% |
| Any other ethnic group | 0.5% | 0.0% | 0.5% | Chinese | 0.7% | 0.2% | 0.9% |
| Any other mixed | 0.5% | 0.9% | 1.4% | Portuguese | 0.0% | 0.5% | 0.5% |
| Pakistani | 1.8% | 1.6% | 3.4% | White other | 1.8% | 1.8% | 3.6% |
| Other Asian | 1.6% | 1.6% | 3.2% | Black African | 4.4% | 4.1% | 8.5% |
| Indian | 1.2% | 1.4% | 2.6% | Gypsy / Roma | 0.2% | 0.2% | 0.4% |
| Mixed White & Asian | 1.4% | 0.9% | 2.3% | Iraqi | 0.5% | 0.5% | 1.0% |
| Mixed White & Black Caribbean | 0.9% | 0.5% | 1.4% | | | | |
| Iranian | 0.2% | 0.0% | 0.2% | | | | |
| Any other Black | 0.2% | 0.0% | 0.2% | | | | |

| Pregnancy & Maternity - (Correct as at 26th April 2024) | | | |
|---|---|--------------------------------------|---|
| Pupils who are pregnant | 0 | Pupils who have recently given birth | 0 |

| Religion & Belief (Correct as at 26th April 2024) | | | | | | | |
|---|-------|-------------|-------|-------|-----|----------|------|
| Christian | 36.2% | Muslim | 12.7% | Hindu | 2.1 | Buddhist | 0.2% |
| Sikh | 0.9% | No Religion | 43.3% | Other | 3% | Unknown | 0 |

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| Pupil Data on English as an Additional Language (EAL) (Correct as at 26th April 2024) | | | | |
|---|------|-------|---------------|----------------------------|
| | Boys | Girls | No. of Pupils | % of the school population |
| No. of pupils who speak English as an additional language | 88 | 103 | 191 | 44% |

| Pupil Data on pupils from low-income backgrounds (Correct as at 26th April 2024) | | | | |
|--|------|-------|---------------|---------------------------------------|
| | Boys | Girls | No. of Pupils | % of the school population R-Y6 (417) |
| No. of pupils eligible for Free School Meals (FSM) inc. Pupil Premium | 79 | 82 | 161 | 39% |

| Pupil Data on Vulnerable pupils (Correct as at 8th May 2024) | | |
|---|---------------|----------------------------|
| | No. of Pupils | % of the school population |
| No. of pupils for whom home circumstances are known or believed to be challenging | 44 | 10.14% |

| Pupil Data on Children in Care (Correct as at 8th May 2024) | | |
|---|---------------|----------------------------|
| | No. of Pupils | % of the school population |
| Pupils who are currently in care | 1 | 0.23% |

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school.

Attainment of all groups

We are prioritising closing the gap to National standards of attainment and progress for all groups, with particular emphasis in Reception and Year 6

Following the success of this we will the look to examine the attainment and progress of our pupil premium pupils.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.
4. We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.
5. We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis.
6. The Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values.
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
9. We provide training to all staff in relation to dealing with bullying and harassment incidents.
10. We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

| Disability: We are committed to working for the equality of people with & without disabilities | | |
|--|--|--|
| How we advance opportunity | How we foster & promote community cohesion | Impact & what we plan to do next |
| <p>We set challenging targets to ensure our children with disabilities make good progress.</p> <p>We provide good quality training for our staff on inclusion.</p> <p>When required we gain external advice and support for many different professionals</p> <p>We promote positive links with our parents.</p> <p>There is a designated Governor for SEN.</p> <p>Specific targeted support where appropriate.</p> <p>Annual reviews</p> <p>Liaising and working in partnership with a number of professional organisations.</p> <p>A wide range of resources stored in an easily accessible central location known as the Booster Base!</p> | <p>Our school admissions criteria which welcomes all pupils.</p> <p>We work with private Nurseries ensuring transfer into Reception is effective & as smooth as possible</p> <p>We liaise with special schools in the City and beyond regarding effective provision</p> <p>Regular meetings with parents.</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p> | <p>Children experience a positive start.</p> <p>Parents are kept well informed.</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Effective inclusion of children with disabilities.</p> <p>Pupil voice shows that our children with additional needs are happy in school</p> |
| | | <p>NEXT STEP: 2015/16</p> <p>Renew the EQualities award which enables us to review our whole school practices.</p> <p>Awarded in Spring 2017.</p> |
| | | <p>NEXT STEP: 2016/17</p> <p>Review outdoor provision to ensure a greater opportunity for all children to access our full grounds.</p> <p>To be completed 2018/19</p> |
| | | <p>NEXT STEP: 2019/20</p> <p>To refine our curriculum using AQA recognised units of learning for children whose learning ability is below that of the national curriculum.</p> |
| | | <p>NEXT STEP: 2020/21</p> <p>To ensure during partial closure due to Covid-19 to work closely with families to encourage access to school or modified home learning experiences.</p> |
| | | <p>NEXT STEP: 2021/22</p> <p>Support families with technical support for homework and the introduction of the Opening Worlds humanities curriculum.</p> |
| | | <p>NEXT STEP: 2022/23</p> <p>Increase SEND support within school with an extra 3 days per week for trainee SENCO.</p> |
| | | <p>NEXT STEP: 2023/24</p> <p>Fund SENDCO qualification and create a high quality sensory room.</p> |

NEXT STEP: 2024/25

Create a high quality additional teaching space for SEND pupils, invest in a tracking resource to capture children's progress in small steps.

| Ethnicity & Race incl EAL Learners: We are committed to working for the equality of all ethnic groups | | |
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| How we advance opportunity | How we foster & promote community cohesion | Impact & what we plan to do next |
| <p>Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact.</p> <p>A supportive network, we use a variety of strategies to support our new families. Children are buddied up with a child within their class "Fletton Friend"</p> <p>We set targets to improve the attainment and progression rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p> | <p>An informal open door policy, staff are available at the start and end of the day.</p> <p>We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p> | <p>Children experience a positive start.</p> <p>Parents are kept well informed and they do attend school events: Grandparents' Day, productions, curriculum events etc.</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Pupil voice is monitored regularly as part of our cycle & it shows that our children with EAL are happy in school</p> |
| | | <p>NEXT STEP: 2015/16</p> <p>Renew the EQualities award which enables us to review our whole school practices.</p> |
| | | <p>NEXT STEP: 2016/17</p> <p>Review outdoor provision to ensure a greater opportunity for all children to access our full grounds.</p> <p>To be completed 2018/19</p> |
| | | <p>NEXT STEP: 2019/20</p> <p>To increase the English speaking ability of our EAL parents through additional free parent classes extending to Nursery parents.</p> |
| | | <p>NEXT STEP: 2020/21</p> <p>To ensure during partial closure simple communications through MarvellousMe to allow families to receive information which they can then google translate to ensure full understanding of requirements and provision.</p> |
| | | <p>NEXT STEP: 2021/22</p> <p>Introduction of the Opening Worlds humanities curriculum that ensures ethnicity and diversity is part of a rich daily diet.</p> |

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| | | <p>NEXT STEP: 2022/23</p> <p>Continue the rollout of the Opening Worlds humanities curriculum. Continue to celebrate Black History Month through access to targeted books and encourage all pupils to read widely from them.</p> |
| | | <p>NEXT STEP: 2023/24</p> <p>Purchase and use Flash Academy online resource for personalised learning opportunities.</p> |
| | | <p>NEXT STEP: 2024/25</p> <p>Launch new curriculum following curriculum review ensuring that the curriculum represents ethnicity and diversity as part of a rich daily diet.</p> |

| Gender: We are committed to working for the equality of both sexes | | |
|---|--|---|
| How we advance opportunity | How we foster & promote community cohesion | Impact & what we plan to do next |
| <p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</p> <p>We set targets to improve the attainment of particular groups of boys and girls.</p> <p>The Class Representatives ensures both boys and girls views are equally represented.</p> <p>Sports teams: these are equally represented by boys and girls.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</p> | <p>We support all our children in their interests of running lunchtime clubs: Zumba - Starwars: interest led, not gender led</p> <p>We try to ensure we include positive, non stereotypical images of men & women in the curriculum</p> <p>We work closely with families where their child's gender identity is in contrast to their physical presentation</p> | <p>Children's attainment does not show any systematic differences in attainment</p> <p>Ofsted positively recognise our curriculum in all our recent inspections</p> |
| | | <p>NEXT STEP: 2015/16</p> <p>Renew the EQualities award which enables us to review our whole school practices.</p> |
| | | <p>NEXT STEP: 2016/17</p> <p>Review outdoor provision to ensure a greater opportunity for all children to access our full grounds.</p> <p>To be completed 2018/19</p> |
| | | <p>NEXT STEP: 2019/20</p> <p>To implement CAT testing and PASS questionnaire to gain greater insight into children's perception of themselves and the school. To inform SLT in any strategic changes and developments.</p> |
| | | <p>NEXT STEP: 2020/21</p> <p>Due to the Covid-19 pandemic no specific actions are being taken other than our normal inclusive practice.</p> |

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| | | <p>NEXT STEP: 2021/22</p> <p>The introduction of the new RSE curriculum ensures gender stereotypes are challenged. This is in line with the DfE expectations and parents/carers have been consulted.</p> |
| | | <p>NEXT STEP: 2022/23</p> <p>Following our recent Ofsted inspection where no inequalities in this area were identified we will maintain our current inclusive provision.</p> |
| | | <p>NEXT STEP: 2023/24</p> <p>We will continue to promote our football teams which include both genders.</p> |
| | | <p>NEXT STEP: 2024/25</p> <p>We will ensure that all after school clubs have equal representation for both genders.</p> |

| Religion & Belief: We are committed to working for equality for people based on their religion, belief or non belief | | |
|--|---|---|
| How we advance opportunity | How we foster & promote community cohesion | Impact & what we plan to do next |
| <p>We support our pupils to build their sense of identity and belonging through our whole school values system of CARE : 'R' respecting one another</p> <p>We promote inclusion for all our faith groups, holding parents evening if necessary, eg SRE curriculum.</p> | <p>We visit the places of worship in Peterborough as part of our RE curriculum cycle</p> <p>We follow closely the agreed RE syllabus from Peterborough</p> <p>We are implementing the Cambridgeshire PSHE curriculum to encourage deeper thinking and reflection about some bigger issues</p> <p>We forge links with our local Methodist Church.</p> <p>We recognise and celebrate where appropriate to our context significant religious events from different religions</p> | <p>We have very few racists incidents</p> <p>We have a well resourced RE curriculum that supports the children's understanding and experiences of the differing religions</p> |
| | | <p>NEXT STEP: 2015/16</p> <p>Renew the EQualities award which enables us to review our whole school practices.</p> |
| | | <p>NEXT STEP: 2016/17</p> <p>Maintain free visits to places of worship in the city as part of the RE curriculum.</p> |
| | | <p>NEXT STEP: 2017/18</p> <p>Review the curriculum to maximise the opportunity of achieving the RE Mark.</p> <p>We are the first maintained school in Peterborough to achieve the RE Mark.</p> |

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| | | <p>NEXT STEP: 2019/20</p> <p>In line with the whole school curriculum review our RE curriculum will be mapped even more closely and linked more closely to topics covered.</p> |
| | | <p>NEXT STEP: 2020/21</p> <p>To publish the knowledge organisers for the RE curriculum ensuring all families are aware of and can support the content covered.</p> |
| | | <p>NEXT STEP: 2021/22</p> <p>Reviewing the resources for RE from the Opening Worlds curriculum that will compliment our new humanities curriculum. We intend to reinstate free visits to places of worship in Peterborough as part of this curriculum following the removal of Covid restrictions.</p> |
| | | <p>NEXT STEP: 2022/23</p> <p>We will rollout the Opening Worlds RE curriculum to Year 3. This year we are developing stronger links with the newly appointed Reverends at our local church.</p> |
| | | <p>NEXT STEP: 2023/24</p> <p>We will rollout the Opening Worlds RE curriculum to Year 4. We will continue to develop our strong links with the Reverends at our local church.</p> |
| | | <p>NEXT STEP: 2024/25</p> <p>We will amend our curriculum offer to ensure that we are compliant with the new agreed syllabus for RE.</p> |

Part 4: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

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| <p>Annual Questionnaire - pupils & parents (Ofsted Questionnaire as of July 21)</p> <p>Weekly updates</p> <p>Consultation Evenings</p> <p>Informal morning/end of day chats with teachers, head & deputy</p> <p>Electronic comments received - email</p> <p>Marvellous Me</p> <p>Class Representatives</p> <p>Governor monitoring visits</p> |
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Part 5: Our equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages, we felt it appropriate to have an objective for each group.

We will regularly review the progress we are making to meet our equality objectives.

| Equality Objectives : | | | | |
|-----------------------|-------------------------|---|---|-----------------|
| Date set | Type of group objective | Objective | Measure | Achieved date |
| May '15 | Disability | Working with local authority on the SEND board ensuring EHC process is positive and developing increased parent voice. | Parent voice clear in EHC plans & SENCO clear on EHC process | May '16 |
| May '15 | Religion | To achieve the RE Quality Mark. | Achieve the RE Quality Mark | Completed 18/19 |
| May '15 | Ethnicity | Increase EAL parental engagement in school based activities and knowledge of curriculum | Parent voice & support is clear & evident across the school | May '16 |
| May '16 | ALL | To review whole school practices to renew the Equalities Award | New award received by Oct '16 | Spring '17 |
| May '17 | Religion | Maintain free visits to places of worship in the city as part of the RE curriculum. | Children accessing opportunities to appreciate and understand other faiths. | Ongoing |
| May '17 | ALL | Review outdoor provision to ensure a greater opportunity for all children to access our full grounds. | Pupil voice comments positively on improved playtimes in questionnaire. | Summer '18 |
| May '19 | SEND | To refine our curriculum using AQA recognised units of learning for children whose learning ability is below that of the national curriculum. | AQA units used | June '20 |
| May '19 | EAL | To increase the English speaking ability of our EAL parents through additional free parent classes extending to Nursery parents. | Nursery parent classes | June '20 |

Equality Objectives :

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|----------|------------|--|---|----------|
| May '19 | ALL | To implement CAT testing and PASS questionnaire to gain greater insight into children's perception of themselves and the school. To inform SLT in any strategic changes and developments. | CAT and PASS used in Yrs 2-6 | June '20 |
| May '19 | ALL | In line with the whole school curriculum review our RE curriculum will be mapped even more closely and linked more closely to topics covered. | Published curriculum on the website by Dec '19 | June '20 |
| June '20 | Disability | To ensure during partial closure due to Covid-19 to work closely with families to encourage access to school or modified home learning experiences. | Parent voice and support is clear across the school | May '21 |
| June '20 | Ethnicity | To ensure during partial closure simple communications through MarvellousMe allow families to receive information which they can then google translate to ensure full understanding of requirements and provision. | Parent voice and support is clear across the school | May '21 |
| June '20 | Religion | To publish the knowledge organisers for the RE curriculum ensuring all families are aware of and can support the content covered. | Knowledge organisers published on the website by Dec '20 | May '21 |
| May '21 | Disability | To support families with technical support for homework ensuring full access. | Children recording weekly homework success on their swans | May '22 |
| May '21 | All | To introduce the Opening Worlds humanities curriculum to ensure ethnicity and diversity is part of a rich daily diet. | Pupil voice questionnaire feedback | May '22 |
| May '21 | Gender | To introduce the new RSE curriculum ensuring gender stereotypes are challenged in line with DfE expectations. | Monitoring by RSE lead through memory mats | May '22 |
| May '21 | Religion | To review the resources for RE from the Opening Worlds curriculum with the view to implementing from September. | Monitoring by RE lead through memory mats | May '22 |

Equality Objectives :

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|---------|------------|---|--|----------------|
| May '22 | Disability | Increase SEND support within school with an extra 3 days per week for trainee SENCO. | Budget allocated by FReSH committee. Increased number of children accessing SEND support in school and through other agencies. | April '23 |
| May '22 | Ethnicity | Continue the rollout of the Opening Worlds humanities curriculum. Continue to celebrate Black History Month through access to targeted books and encourage all pupils to read widely from them. | Opening Worlds resources used in humanities lessons. Increase in number of resources children can access that reflect ethnic diversity. | April '23 |
| May '22 | Gender | Following our recent Ofsted inspection where no inequalities in this area were identified we will maintain our current inclusive provision. | Attainment between girls and boys will be broadly the same across all year groups. | April '23 |
| May '22 | Religion | We will rollout the Opening Worlds RE curriculum to Year 3. This year we are developing stronger links with the newly appointed Reverends at our local church. | Year 3 children will access the Opening Worlds RE curriculum in lessons from Sept 22. Local religious leaders will be invited into school for celebratory events and an increase in our engagement with the local church events. | April '23 |
| May '23 | Disability | Fund SENDCO qualification and create a high quality sensory room. | Budget allocated by FReSH committee. Increased number of children accessing SEND support in school and through other agencies. | September 2023 |
| May '23 | EAL | Purchase and use Flash Academy online resource for personalised learning opportunities. | Budget allocated by FReSH committee. Increased number of children accessing language resources. | June 2023 |
| May '23 | Gender | We will continue to promote our football teams which include both genders. | Maintained opportunities for both boys and girls to participate in team sports. | September 2023 |
| May '23 | Religion | We will rollout the Opening Worlds RE curriculum to Year 4. We will continue to develop our strong links with the Reverends at our local church. | Year 4 children will continue to access the Opening Worlds RE curriculum in lesson. | September 2023 |

Equality Objectives :

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|---------|------------|---|---|--|
| May '24 | Disability | We will create a high quality additional teaching space for SEND pupils, invest in a tracking resource to capture children's progress in small steps. | Budget allocated by FReSH committee. High need pupils accessing high quality teacher led provision. | |
| May '24 | EAL | We will launch new curriculum following curriculum review ensuring that the curriculum represents ethnicity and diversity as part of a rich daily diet. | Published curriculum will show representation of ethnicity and diversity. | |
| May '24 | Gender | We will ensure that all after school clubs have equal representation for both genders. | Club registers will show equal representation of both boys and girls at clubs. | |
| May '24 | Religion | We will amend our curriculum offer to ensure that we are compliant with the new agreed syllabus for RE. | Published curriculum will show compliance with the new agreed syllabus. | |