

## EQUALITY AND DIVERSITY

### REPORT TO GOVERNORS: 29<sup>th</sup> January 2019

The School believes our Equality Policy provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that the staff and governors continue to tackle issues of disadvantage and underachievement of different groups. A summary report of progress is given to Governors annually and is as follows:

#### **Progress on Targeted Objectives for 2017/18**

- 1) All staff have had the Prevent training to go along with their generalist safeguarding training.
- 2) A SENDCo (Ruth Ashby) has been employed by the school on a supply basis. This started in February 2018. Since being employed, Ruth has been used in a number of ways including applying for additional funding, which was granted in July 2018. Ruth has also developed our pupil profile approach to SEN, especially when it comes to prioritising certain targets during intervention time in and out of class. This has allowed us to shorten the gap for SEND pupils through accelerated progress for all pupils in their various areas of need.
- 3) Meaningful and age appropriate lessons have been reviewed and implemented in upper key stage 2 – particular focus was given to sex education. We now have a link set up with a Ghanaian school – Dwaaho Methodist Primary School – Link teacher – Francis Dzobor. Photos shared of both schools – pen pals to now be established.
- 4) Gender performance gap still remains when it comes to Year 6 data for Writing and Maths – this year it swapped over with the girls being behind the boys. However, whole school data suggests that the gap has narrowed steadily since last year.

#### **Progress and attainment by Target Groups**

##### **KS1 % meeting expected standard by key groups**

	No pupils	Reading		Writing		Maths	
		School %	National %	School %	National %	School %	National %
All	11	91	75	73	70	82	76
Boys		86	71	86	63	71	75
Girls		100	80	50	77	100	77
PP	n/a	-	-	n/a	-	-	-
Disadvantaged	n/a	-	-	-	-	-	-
SEND	n/a	-	-	-	-	-	-
Eng first language		100	75	80	70	90	76
Eng additional language		0	75	0	70	0	76

KS1 attainment shows 9% = 1 child.

Nationally, our children in KS1 have achieved above average in all subjects. Girls, at the expected standard, achieved more than boys in Reading and Maths.

### KS2 % Pupil Group gap analysis

KS2 attainment shows 10% = 1 child.

	Reading			Writing			Maths		
	Progress score	Ave scaled score		Progress score	%EXS		Progress score	Ave scaled score	
	Sch	Sch	Nat	Sch	Sch	Nat	Sch	Sch	Nat
All	0.51	107.7	105	-0.97	80	78	0.8	107.8	104.2
Boys	5.02	111.8	104.2	1.33	100	72	5.12	107.2	104.4
Girls	-2.49	105	105.9	-2.5	67	84	-2.09	108.5	104
Dis	-0.55	112	106.1	2.87	100	83	-1.87	105.5	105.3
Other	0.63	107.2	106.1	-1.4	100	83	1.09	107.7	104.1
SEND Sup	n/a	-	-	-	-	-	-	-	-
EHC	n/a	-	-	-	-	-	-	-	-
EAL	-9.7	95	105	-11.15	0	78	-9.05	94	104.4
Non EAL	1.65	109.1	105	0.16	89	78	1.89	108.7	104.4

Overall, progress was well within the expected parameters (floor standards) of -5.0 to 0.0 in Reading and Maths, and -7.0 to 0.0 in Writing. It's important for the NON EAL section to be viewed as the true reflection of the school's progress achievements. Boys out-performed the girls in all subjects for 2017/18 in Year 6 – this is a contrast to last year where girls were ahead of boys in Writing and Reading. Girls continue to be behind in Maths and this therefore remains a key teaching and learning target in our SEF and SDP.

### Training

The Headteacher (Will Webb) has continued to update all staff's generalist safeguarding training. Clear training matrix is being used to ensure that no staff is without the most up to date training.

Diocese training has been brought in for staff and governors to establish a better understanding of the new SIAMS framework and to collaboratively create a new Christian vision for the school that is specific to The Ridgeway and the village of Childrey.

### Incidents

No incidents of inappropriate behaviour relating to equality have been raised during 2017/18.

## **Objectives for 2018-19**

### 1) Training:

Subject governors and Subject coordinators to work together throughout 2018/19 (Jan 2019 and July 2019 meetings - minimum) to ensure that all assessment groups are understood and that action plans address what the data is showing.

Subject coordinators to meet with fellow coordinators from Stanford in the Vale to share best practise and to reflect on ways that different assessment groups are being catered for.

### 2) SEND:

a) Have our SENDCO in school for more hours this year to cope with the EHCP applications that are needed.

b) Continue to shorten the gap in progress for SEND pupils in all subjects.

### 3) Race and Diversity:

a) To develop the newly established relationship with Dwaaho Methodist Primary School.

### 4) Gender:

Reduce the gap in performance levels in writing between boys and girls by the end of KS2

Reduce the gap in performance levels in Maths between girls and boys by the end of KS2.