

# Christopher Rawlins CE Primary School – Equality Objectives 2023-2026



The Equality Act 2010 requires schools to publish specific and measurable equality objectives:

Equality Objective	Why we have chosen this objective?	Success Criteria	Monitoring
<p>To ensure that new curriculum planning promotes understanding and respect for diversity</p>	<p>We recognise that our school and local communities do not fully reflect the diversity of modern Britain and we therefore want to ensure our children develop understanding and respect for all and are able to recognise and celebrate the contributions and richness such diversity brings.</p>	<p>School's inclusive vision is enacted through policies and practice.</p> <p>Respect and celebration of diversity is modelled in all interactions in school.</p> <p>Curriculum is reviewed to ensure that reflects diversity of modern British society and contributions made in all areas by men and women from a full variety of backgrounds and cultures.</p> <p>Review of PSHE curriculum to ensure it covers key areas of learning: Health and Well-being, Relationships and Living in the Wider World – that reflect diversity and respect for all.</p> <p>School worship recognises people of all faiths and none – and allows for understanding of teaching and celebration of festivals from a range of faiths.</p> <p>Children champion the rights of others through positive action.</p>	<p>Governors, ODBE Advisor, SIAMS – monitor impact of vision throughout school.</p> <p>Governors, ODST Advisor, SLT monitor curriculum diversity and how this is reflected to wider community.</p> <p>Governors, ODBE Advisor, SIAMS monitors effectiveness of school worship</p>

## Evaluation May 2024

SIAMS March 2024 recognised that work had started to ensure the curriculum was inclusive. Curriculum lead to work with subject leaders to ensure there is a wider representation of different cultures in books used as part of English long term plan, artists, musicians and scientists. Pupil voice recognises that children understand that they all have different needs. Sports Council work around inclusivity of girls football is a good example of using positive action to bring about change.

<p>To improve provision and outcomes for children for whom English is an additional Language</p>	<p>Though we have limited numbers of children with English as an additional language, these numbers have increased in recent years and we recognise that as a group these children make less progress on average than their peers, especially in EYFS and KS1.</p> <p>We also think these children might be disproportionately impacted by partial closures of school due to Covid-19.</p>	<p>Early assessment of needs of children entering school with EAL</p> <p>EAL children identified as a 'group' when reviewing progress and assessment data to ensure effective monitoring</p> <p>Staff provided with opportunities for CPD linked to supporting children with EAL</p> <p>Staff have access to assessment, learning resources and intervention programmes which are helpful in supporting children with EAL</p> <p>Positive engagement with parents of children with EAL</p>	<p>SENDCo - working in partnership with class teachers - to monitor early assessment and transitions</p> <p>SLT – to monitor progress and outcomes using data.</p> <p>Subject Leads – to monitor impact of EAL in their subjects</p> <p>Governors – to monitor progress and outcomes, CPD, parental engagement</p>
<p><b>Evaluation May 2024</b></p> <p>Introduced Bell Language assessment tool to be used alongside key data points, to address gaps in learning and understand support needed to progress further. Continue to develop next academic year.</p>			
<p>To ensure equality and fairness in access and engagement by all identified groups in all aspects of learning and school life.</p>	<p>Children benefit from a wide range of extra-curricular activities, sporting events, trips, visits etc and parents are encouraged to get involved in a wide range of family activities as well as engaging in children's learning. However, we have never undertaken a formal review of engagement of specific parent and pupil groups to ensure equality in engagement.</p>	<p>All children have equal access to wider and extra curriculum activities.</p> <p>Extra-curricular clubs are attended by the widest range of children possible and no one is disadvantaged by any protected characteristic.</p> <p>Family activities including parental engagement in children's learning are fully inclusive.</p> <p>Effective support is offered to ensure all families are effectively included.</p> <p>Diversity of school and local community is celebrated.</p>	<p>SLT – Robust monitoring of extra curricula clubs and student roles (House Captain, School Council)</p> <p>SENCo- to monitor specific needs of individuals are met</p> <p>Pastoral Lead – to monitor and support equality in engagement by parents</p> <p>Governors – Robust monitoring of parental engagement - meetings, questionnaires, committees</p>

<p>Monitor and analyse pupil achievement and attendance data by disadvantage, race, gender and disability, and act on any trends or patterns in the data that require additional support for pupils</p>	<p>Whole school data shows a difference between achievement of groups of children and all other children, in particular FSM and PPG children.</p> <p>Attendance shows (2022/2023) that % of children who are FSM and SEN have higher rates of absence</p>	<p>Class teachers and leaders identify pupils who are struggling and act quickly to provide intervention to help them catch up quickly.</p> <p>Achievement and attendance data analysed by disadvantage, race, gender and disability and monitored as part of the Headteachers Report each term.</p> <p>The gap in attainment between vulnerable pupils and their peers has closed</p> <p>There are high levels of attendance and progress for all groups of children (termly monitoring by HT)</p> <p>More vulnerable pupils are meeting statutory ARE at the end of the year. (termly monitoring at Teaching and Learning meetings)</p>	<p>Attendance monitoring and Safeguarding Governor monitoring termly understand key barriers and actions taken</p> <p>SENCO to work with Headteacher to address attendance below 90% with children who have SEN. SEN Governor to monitor actions</p> <p>Governors to monitor impact through Curriculum committee</p>
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**Evaluation May 2024**

Access to clubs is made available for all, and where needed can be supported financially using Pupil Premium Eligibility, or Feoffees. School are proactively working with Feoffees and High Flyers to support access to Breakfast Club children for those who need it most.

July 24: Attendance of disadvantaged children (93%) and SEN children (92%) is slightly below whole school attendance data which is 95%. There is a crossover group of 12 children between these two categories.





