

Equality Objectives 2023-2027



Our aim is to be at the heart of the local community, ensuring equality of education and opportunity for all pupils, staff, parents and carers.

Equality Objective

To advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Whilst we are aware that 'disadvantaged' is not a protected characteristic, we still feel it appropriate to reflect on the provision that we offer to these children due to the pupil outcomes over time. Over the next four years, we aim to narrow or close the gap between Pupil Premium(PP) compared to all pupils achieving the expected standard in reading, writing and maths at the end of KS2 and between boys and girls across the school.

Why we have chosen this objective:

Current assessment data shows an attainment gap between boys and girls achieving EXS in Reading, Writing and Maths.

KS2 Pupil Outcomes shows an attainment gap between disadvantaged and non disadvantaged pupils.

% at EXS 2022 Y6	RWM	R	W	M
PP	43	43	43	43
All	53	70	57	60

Current pupil outcomes (Spring Data 2023) shows and attainment gap between boys and girls in all subjects.

All pupils Spring 2023 % at EXS	RWM	Reading	Writing	Maths
Boys	33	46	35	48
Girls	58	64	59	62

To achieve this objective, we plan to:

- Use summative assessments to quickly identify those at risk of not meeting the expected standard in one or more subjects.
- Put in place support that is additional to the quality first teaching that all pupils are expected to receive. This support may be one-to-one tuition, small group booster sessions or evidence-based interventions to accelerate progress.
- Raise the profile of these groups of children within Pupil Progress Meetings, discussing their individual learning needs.

Responsibility for leading this objective

Senior Leadership Team
Assessment Lead
Class Teachers

Timing – When do we expect to see signs of progress or success?

Timescale: By the end of July 2023 to see some improvement in pupil outcomes and ongoing for the next 4 years.

Success Criteria

Boys' attainment will improve in Reading, closing the 18% gap by at least 10%.

Boys' attainment will improve in Maths, closing the 14% gap by at least 10%.

Boys' attainment will improve in Writing, closing the 24% gap by at least 15%.

Pupil progress meetings will identify intervention needs clearly.

Quality First Teaching CPD remains a priority on the school improvement plan.

Progress made through intervention groups will be monitored and tracked.

Staff use 'Insight' to analyse pupil data well and to identify gaps in knowledge.

Parents are well informed of pupil progress and academic achievement of all pupils.

The SENDCO leads 'staff surgeries' to support teachers in ensuring that pupil targets are SMART and provision mapping is accurate and relevant for each child.

Monitoring of Progress:

A rigorous approach to Pupil Progress Meetings has been introduced (Spring 2023). All pupils who are not on track have been identified and targeted for intervention during the school day. Assessment trackers for the CORE subjects have been introduced, improving QFT and AFL. An updated process to summative assessment has been introduced (Summer 2023) where teachers are able to carry out QLA to identify specific gaps in knowledge.

Pupil progress reports have been shared with parents – a new termly report to parents has been introduced (Spring 2023)

All teachers know who their PP children are and what their individual needs are. These children have been targeted for additional daily reading.

Equality Objective

To foster good relations between people who share a protected characteristic and those who do not

Over the next four years, promote and enhance the cultural capital within our school and the wider community, including beyond the village of Willington to bring a sense of shared belonging and understanding of different religions and cultures.

Why we have chosen this objective:

Our community is predominantly a White British community in a village location and so our children have limited experience of other lifestyles, cultures and beliefs. In line with British Values and in order to ensure that children are aware of, tolerant of and supportive of others, it is important that we plan and deliver a curriculum that is diverse and celebratory of different ways of life. We have parents and community members who could share their own beliefs and culture to support the development of cultural and social capital for all of our pupils.

To achieve this objective, we plan to:

- Plan and teach lessons on issues around respecting difference as part of our regular, planned approach to Relationships Education.
- Implement the Derbyshire agreed scheme 'PSHE Matters' from September 2023

- Appoint a Mental Health/RHE lead
- Through a planned approach in assemblies, foster a culture where children learn about different cultures and where they hear about the cultures and beliefs shared by those within their school.
- Respond to world news/current affairs issues, especially those related to any individuals with protected characteristics through collective worship by using Picture News, especially with KS2 children.
- Develop our programme of educational visits based on places of worship and develop children's knowledge of other cultures through visitors in assembly or as part of planned curriculum work.
- Develop our links with people in the community who could visit school and talk in assemblies about their jobs or roles in society.
- Promote the school's position regarding equality through communication channels with parents so that there is a shared appreciation of diversity and British Values

Responsibility for leading this objective	Timing – When do we expect to see signs of progress or success?
PSHE lead – relationships education Senior Leadership Team	By end of July 2024 and ongoing.

Success Criteria

Monitoring of PSHE and Relationships Education demonstrates that teachers are planning and teaching appropriate lessons around respect, difference and diversity and that this is evidenced in books and through pupil voice.

There is an assembly/collective worship plan in place which includes planned approaches to different cultures through stories, books, art and music and more reactive assemblies are added retrospectively to this plan to monitor at the end of the year.

Over 3-4 years, children visit a place of worship at least every year and over time, visit places of worship from a variety of different religions.

A log is kept of the different speakers who have presented at school (using the external speakers guidance to ensure that content is risk assessed prior to presentation) during collective worship or through other curriculum related activities.

A variety of communication from school demonstrates the school's position – updates via Parenthub, newsletters, class pages on website etc.

Monitoring of Progress:

Summer Term 2023
 Guest speakers from the local church have been into school twice this term.
 RE lead will be co-ordinating visits to the Open Centre for the next academic year for each year group.
 A discussion around the 'Diwali festival of light' celebration has also taken place with the Friends of Willington – with potential for organising a community event in the Autumn Term.

Equality Objective	To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
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To promote spiritual, moral, social and cultural development through the provision of high quality reading materials with a diverse range of content to celebrate all protected characteristics.

Why we have chosen this objective:

To ensure that our pupils are respectful and use respectful language towards each other. Our school library is well resourced with a wide range of literature available to all children which represents different

families, different cultures, different beliefs etc and we need to consider ways to ensure that all children are accessing these books across the school and woven through the curriculum.

To achieve this objective, we plan to:

- Develop our older children as librarians who can recommend books to others and who can promote the positivity and power of reading for a greater understanding of the world outside Wellington.
- Promote the school’s position regarding equality through choosing books for the curriculum that are diverse and celebrate those with protected characteristics.
- Through a planned approach in assemblies and a reactive approach where necessary, foster a culture where it is the norm for children to speak up when they experience or are witness to abuse or bullying.
- Provide more frequent and regular safeguarding and behaviour training for staff with regards to tackling racism, sexual violence and other such behaviours.
- Discuss behaviour incidents related to protected characteristics at governing board committee meetings to ensure that we raise the profile of this area of need.
- Staff training is relevant and raises awareness of Equality and Inclusion in school.

Responsibility for leading this objective	Timing – When do we expect to see signs of progress or success?
Headteacher RHE/PSHE/SMSC lead	Ongoing - By end of July 2025.

Success Criteria

- Staff have had relevant training on Equality and Inclusion.
- A diverse range of books are shared in assembly on a regular basis to expose children to reading material that they might not otherwise choose for themselves.
- A log is kept of all new books ordered and those chosen to support diversity/cultural capital/social/spiritual/moral themes are highlighted where possible.
- Staff praise children regularly for demonstrating respect and courtesy to all (CARROT Tokens) this is established as a whole school system and is built into the behaviour for learning policy.
- School displays celebrate diversity and links with literature where possible.

Monitoring of Progress:

A whole school display is in the school entrance, celebrating the books that children have read which link to protected characteristics, equality and diversity and British Values/Equal rights.

Every class has been bought a copy of ‘For Every Child’ to read with their class and to celebrate the rights of the child. This was a whole school focus for story time sessions for one week.

Headteachers report includes reporting to governors on behaviour incidents linked to protected characteristics (July 2023)

Assemblies are mapped out for September 2023 onwards to link to British Values and the protected characteristics (through Picture News)All staff have completed the National Online Safety: Certificate in Equality and Inclusion training module. This has been introduced this term and is built into the schools behaviour for learning policy.

CARROT tokens recognise courtesy and respect towards each other around school and our school community.

