

# Crowan Primary School – Equality Objectives 2020 – 2024



Since April 2012, public bodies (including schools) have been required to publish one or more equality objectives.

Good practice suggests that these objectives should be: specific, measurable, achievable, relevant and time-related.

- See SPCMAT Equality Policy
- See Crowan Primary School’s Accessibility Plan
- See Spiritual, Moral, Social and Cultural calendar

Ours school Equality Governor is: Mr. Kevin Thomas

Equality objectives <i>April 2016 – April 2020</i>	Actions to be taken	Impact	Monitoring
<p><b>1) To include opportunities within the school curriculum to explore different disabilities, medical conditions and special educational needs:</b>  <i>How do these affect individuals?</i>  <i>How do people manage these disabilities, conditions and special needs?</i>  <i>What can be done to help ensure full inclusion and opportunities for people with these disabilities,</i></p>	<p>a) Each teacher will plan opportunities to include discussions within the planned PSHE weeks (2 each term).                      b) Visitors will be invited to discuss different disabilities with the children and how these can be managed in day-to-day life.                      c) Positive role-models will be celebrated in assemblies, Circle Time and appropriate subject lessons.</p>	<p><i>i) There will be evidence of improving pupil knowledge and understanding about different disabilities, medical conditions and special educational needs within the wider community.</i></p>	<p>This will be undertaken by the Headteacher and parents governors.                      The impact/success of the agreed actions will be reported back to the meetings of the Local Governing Body when the School Improvement Plan is discussed: feedback also features in the termly Headteacher’s Reports to the LGB.</p>

<p><i>medical conditions and special needs?</i></p> <p><i>Protected groups to benefit:</i></p> <ul style="list-style-type: none"> <li>○ <i>Disability</i></li> </ul>			
<p><b>2) To further foster links and inter-generational opportunities for the children to learn from the older residents of the local community.</b></p> <p><b>To develop children’s knowledge, understanding of and experience of fundamental British values.</b></p> <p><i>Protected groups to benefit:</i></p> <ul style="list-style-type: none"> <li>○ <i>Age</i></li> <li>○ <i>Disability</i></li> <li>○ <i>Gender</i></li> <li>○ <i>Race</i></li> <li>○ <i>Religion or belief</i></li> </ul>	<p>a) Links with ‘Storyline’ in Year 5 &amp; Year 6 will be explored to develop the children’s knowledge and appreciation of change over time, and to build relationships between the generations.</p> <p>b) The school will actively promote the opportunity for the older village residents to volunteer their time in the school and to contribute to different topics/lessons.</p> <p>c) Knowledge of fundamental British values will be explored during the dedicated PSHE weeks in all year groups.</p>	<p><i>i) There will be evidence of children and the older residents of the local community working together to share stories, memories, thoughts and ideas.</i></p> <p><i>ii) Children will be able to talk about how society, rules, rights and responsibilities, views and perceptions of different issues, have all changed over time.</i></p> <p><i>iii) The children will have an increased knowledge of fundamental British values and will be able discuss these within the context of the school community, e.g. having experience of polling and democratic decision making.</i></p>	
<p><b>3) To include within the PSHE curriculum opportunities for the children to explore different family arrangements across a greater range of cultures represented within modern day Britain.</b></p> <p><i>Protected groups to benefit:</i></p> <ul style="list-style-type: none"> <li>○ <i>Age</i></li> </ul>	<p>a) The PSHE lessons will have planned opportunities for discussion of different families and cultures.</p> <p>b) Each teacher will use classroom displays, books etc to present a range of different family arrangements and to celebrate different cultures and diversity.</p>	<p><i>1) There will be evidence of improving pupil knowledge of different family arrangements (e.g. single parent families; same sex parenting; extended family living arrangements; service families..) and traditional cultural differences between peoples living in modern day Britain.</i></p>	

<ul style="list-style-type: none"> <li>○ Disability</li> <li>○ Gender</li> <li>○ Race</li> <li>○ Religion or belief</li> <li>○ Sexual orientation</li> <li>○ Gender reassignment</li> </ul>		<p><i>ii) Children from all different family arrangements and different cultures will feel included, supported and valued.</i></p>	
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<b>Equality objectives</b> <b>April 2020 – April 2024</b>	<b>Actions to be taken</b>	<b>Impact</b>	<b>Monitoring</b>
<p><b>1) To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.</b></p> <p><i>Protected groups to benefit:</i></p> <ul style="list-style-type: none"> <li>○ Disability</li> <li>○ Gender</li> <li>○ Race</li> <li>○ Religion or belief</li> <li>○ Sexual orientation</li> <li>○ Gender reassignment</li> </ul>	<p>a) All staff will be reminded of our responsibility with regards to the Equality Act.</p> <p>b) Policies and procedures will be reviewed to ensure that they promote equality of opportunity.</p> <p>c) The school curriculum will be reviewed to ensure that it adequately provides for opportunities to promote understanding and tolerance of all groups.</p> <p>d) A calendar of events, visits and visitors will be planned to recognise and celebrate different faiths and cultures.</p> <p>e) The school will introduce the new CIOS-Brook PSHE curriculum to supplement the existing schemes.</p>	<p><i>i) Children are able to talk confidently about the differences between various religions, cultures and groups of people within British society and the wider-world.</i></p> <p><i>ii) Children celebrate diversity and show tolerance of those who have different beliefs, views and practices to their own.</i></p> <p><i>iii) The staff will encourage open discussion about issues of equality and diversity where opinions can be shared, debated and challenged as appropriate.</i></p>	<p>The Curriculum Leader for PSHE, the Headteacher and the nominated equality governor will monitor the impact of the agreed actions, formally reporting to the Local Governing Body at least once each year.</p> <p>*Feedback will be taken from the School Council and Parent Forum meetings.</p> <p>The nominated governor for pupil welfare and wellbeing will monitor the children’s confidence and self-esteem through pupil conferencing opportunities.</p>

<p><b>2) To actively narrow the gap in attainment between girl and boy pupils in all year groups in mathematics.</b></p> <p><i>Protected groups to benefit:</i></p> <ul style="list-style-type: none"> <li>○ Disability</li> <li>○ Gender</li> <li>○ Race</li> </ul>	<p>a) The progress and attainment of girls and boys in mathematics will be routinely tracked.</p> <p>b) Early interventions will be introduced to address identified barriers to learning.</p> <p>c) Staff training/CPD opportunities will be used to introduce strategies to help raise the aspirations and expectations of the girls through the use of the learning environment and methods/resources used.</p>	<p><i>i) The girls will achieve at least as well as the national average in terms of progress and attainment.</i></p> <p><i>ii) The gap between the attainment and progress of girls and boys will reduce year-on-year.</i></p> <p><i>iii) The classroom environment will promote the engagement of girls by identifying and celebrating the achievement of successful women mathematicians, scientists, poets, adventurers etc.</i></p>	<p>The Curriculum Leader for PSHE, the Headteacher and the nominated equality governor will monitor the impact of the agreed actions, formally reporting to the Local Governing Body at least once each year.</p>
<p><b>End of key stage 2 outcomes:</b></p> <ul style="list-style-type: none"> <li>● The 2019 KS2 average progress score in maths for the boys was <b>-0.19</b> (based on 11 boys who took the SATs). This compares to -1.24 based on 4 boys in 2018 and -7.05 in 2017.</li> <li>● The 2019 KS2 average progress score in maths for the girls was <b>-2.94</b> (based on 4 girls). This compares to -2.59 based on 7 girls in 2018 and -3.82 in 2017.</li> <li>● The average Scaled Score for the boys in 2019 was 105.8 compared to 102.3 in 2018 and 101.4 in 2017.</li> <li>● The average Scaled Score for the girls in 2019 was 102.5 compared to 102.6 in 2018 and 104.6 in 2017.</li> <li>● The gender gap in attainment 2019 was 3.3 compared to 0.3 in 2018 and 3.2 in 2017 (in favour of the boys).</li> <li>● The progress gap in 2019 was 2.8 in favour of the boys compared to 1.3 in 2018 with the girls making greater progress than the boys in 2017 (+3.2).</li> </ul> <p><b>End of key stage 1 outcomes:</b></p> <ul style="list-style-type: none"> <li>● In 2019, 75% of the girls (9/12 girls) in the cohort attained EXS+ at the end of KS1 in Maths compared to 33% (1/3 girls) in 2018 and 62% (8/13 girls) in 2017. This equates to a three year rolling average for the girls of 57% at EXS+.</li> <li>● In 2019, 50% of the boys (2/4 boys) in the cohort attained EXS+ at the end of KS1 in Maths compared to 90% (9/10 boys) in 2018 and 100% (7/7 boys) in 2017. This equates to a three year rolling average of 80% at EXS+.</li> </ul>			

<p><b>3) To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs.</b></p> <p><i>Protected groups to benefit:</i></p> <ul style="list-style-type: none"> <li>○ <i>Disability</i></li> <li>○ <i>Gender</i></li> <li>○ <i>Race</i></li> <li>○ <i>Religion or belief</i></li> <li>○ <i>Sexual orientation</i></li> <li>○ <i>Gender reassignment</i></li> </ul>	<p>a) The Senior Leadership Team will ensure equality of opportunity permeates the whole curriculum and ethos of the school.</p> <p>b) The teaching staff will review the curriculum offer to ensure that it acknowledges the richness and diversity of British society.</p> <p>c) The Curriculum Leaders will review the resources used in delivering the curriculum to ensure non-stereotypical images are used in order to overcome pre-conceived ideas of gender, ethnic origin, culture or religion.</p> <p>d) The pupils will be recognised for their individual strengths and contributions and ‘pupil voice’ will be enhanced across the school.</p>	<p>i) A positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school will be evident.</p> <p>ii) There will be clearly identified opportunities and planned activities within the school’s curriculum for all pupils to explore the diverse nature of British society.</p> <p>iii) The resources used in each classroom and for each subject will multicultural and non-sexist. New resources, books and materials, will provide positive images of all groups.</p> <p>iii) Assemblies, visits, visitors and planned PSHE lessons will help prepare the children for their part in a wider society.</p> <p>iv) Circle Time opportunities will be used to enable pupils to recognise their own worth and that of others; the children will display positive self-esteem and feel valued as individuals.</p>	<p>The Curriculum Leader for PSHE, the Headteacher and the nominated equality governor will monitor the impact of the agreed actions, formally reporting to the Local Governing Body at least once each year.</p> <p>The nominated governor for pupil welfare and wellbeing will monitor the children’s confidence and self-esteem through pupil conferencing opportunities.</p>
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