

Central Primary School

Equality Review 2016



Introduction

In 2012 we published our first Equality Objective: To ensure that everyone is able to achieve their potential.

This document examines how successful we have been in achieving our Equality objective and then sets out our new Equality Objective and our action plan for meeting this objective by 2020.

Review of 2012 Target

Our Equality Objective in 2012 was: **To ensure that everyone is able to achieve their potential.**

| Pupils | Staff |
|--|--|
| a) Improved achievement and attainment (all groups) | g) Access to development opportunities (all staff) and continued development |
| b) Narrowing achievement differences between different pupil groups | h) Fair funding for development courses (CPD policy) |
| c) Providing outstanding teaching and learning | i) Training on equalities |
| d) Improving behaviour and supporting pupil reporting of incidents | j) Support to improve teaching and learning (Time/ development) |
| e) Improving pupil voice so that they can shape our school's development | k) Ensuring all policies adhered to the Equality Act |
| f) Ensuring all policies adhered to the Equality Act | |

The above table articulates the outcomes we were seeking when we established our 2012 equality objective. We have ensured that all elements have been improved and through this work we have a clearer idea of the next steps in our Equality Work and we are reviewing these next steps alongside our accreditation for the Equality Award.

Evidence

- a) Since 2012 pupil results have improved over time. This is represented in our three-year trend data which shows an improvement trend and within these outcomes for pupils in all groups have improved (Raise Online/ School Website/ SEF)
- b) Our progress results show improved progress for all pupils and pupils are performing above similar groups nationally representing outstanding progress for pupils in our school (Raise Online/ School Website/ SEF)
- c) Teaching is 80% outstanding overtime and has improved considerably since 2012. The school has improved its Ofsted grading to Good (Ofsted, June 2013) and has been graded by the Local Authority as having Outstanding teaching and learning (JARV 2015, 2016)
- d) Pupil behaviour has improved considerably over time and there have been term on term reductions in behavioural incidents, racist incidents, homophobic incidents etc. (SEF)

- e) Pupil voice has improved as the school has moved away from a school council to a family circle system in which all pupils get to contribute to the running of the school and its development. These circles are led by pupils and feed back to senior staff weekly.
- f) All policies have been updated and have an Equality Section which promotes equalities in all aspects of the school's work.
- g) All staff have regular development opportunities in school and externally to develop their skills and knowledge (Staff meetings/ Team meetings)
- h) A Continued Professional Development Policy has been written to provide a framework for supporting further professional development for staff (CPD policy)
- i) All staff have had training on Equalities (Stonewall Training/ Equalities Training)
- j) Staff have regular input from senior leaders, each other and external advisors to support improvements to teaching and additional time is given to all teachers to plan and consider the needs of their classes.
- k) All policies have been updated and have an Equality Section which promotes equalities in all aspects of the school's work.

Equality Objective 2016

The school has made good progress under its published objective from 2012 and in reviewing its Equality Objective it has reflected on its next steps and its new Equality Objective for the next four years.

Through the review the school completed as part of updating its Equality Objective it reviewed the perspective of everyone being represented in ordinary life and it felt that this is an area it could improve as its next Equality Objective.

Equality Objective 2016: To ensure that everyone is valued

| Pupils | Staff |
|--|---|
| <ul style="list-style-type: none"> a) Provide education on each strand of the 2010 Equality Act so that pupils understand the act and have the vocabulary to provide respect regardless of socioeconomic, religion, culture, ethnicity, sexual orientation, disability or sex and gender identity; b) Pupils will see and experience the protected characteristics through their everyday ordinary experience at school c) Buy and place books representing different pupils in each class's book corner so that books represent an increasing diverse range of people and are inclusive; d) Use posters and images in the corridors to provide representations that address stereotypes and provide encouragement for all pupils to achieve; e) Work with pupils to develop their skills in challenging inappropriate and discriminative language; | <ul style="list-style-type: none"> f) Provide staff training on modification of language to be more inclusive (e.g. parents/ carers not 'Mum' or 'Dad') g) Ensure that when creating resources/ selecting resources for use in class they represent a diverse range of people and are inclusive; h) To ensure that the school has books, posters and representations people with protected characteristics which are included in the everyday ordinary experience of school; i) To gain Stonewall Accreditation j) To provide further training for staff on equalities (socioeconomic, religion, culture, ethnicity, sexual orientation, disability or sex and gender identity). |

Our Equalities plan forms a central strand of our school development plans and is represented in our long term plans, our annual school development plan and our termly improvement plan.