



Dr Radcliffe's CE Primary School, Steeple Aston

EQUALITY OBJECTIVES – Summer '23 to Summer '26 – Evaluated to end Spring 2024.

1. Equality Objective: To continue to monitor the progress of SEN / PP children to ensure they make good progress across reading, writing & maths & catch up over time to reach expected standards where possible.

Protected Characteristics: DISABILITY

Times Scale: 3 Years

Actions Required: Progress and attainment tracking of SEN / PP children using Target Tracker and individual teachers' record keeping systems. Monitoring of intervention programmes. Monitoring through pupil progress meetings with subject coordinators.

How we know we are making progress: Attainments and progress gaps will begin to close. Children will be nearer to meeting standards for that subject within their year group.

Evaluation: Spring 2024

SENDCO and PPCo attend Pupil Performance Review meetings with class teams and Headteacher each long term.

Progress and attainment of those groups tracked, including reporting to Curriculum Committee.

Intervention programmes being monitored, including setting up of new Provision Mapping software and Insight Assessment software.

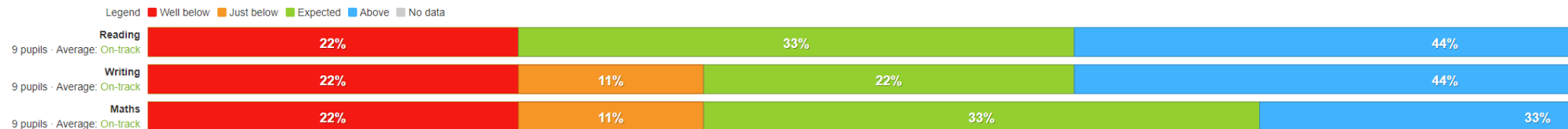
SEN Support data as at Spring 2024 – progress across academic year from September 2024

<i>Progress across 4 terms – 4 points expected.</i>			<i>Average of Displayed Subjects</i>			<i>Reading</i>			<i>Writing</i>			<i>Mathematics</i>		
◆	No. ◆	% ◆	Sum2 22-23 ◆	Spr2 23-24 ◆	Progress ◆	Sum2 22-23 ◆	Spr2 23-24 ◆	Progress ◆	Sum2 22-23 ◆	Spr2 23-24 ◆	Progress ◆	Sum2 22-23 ◆	Spr2 23-24 ◆	Progress ◆
SEN Support	20	12.3	46.8	50.8	4.0	47.5	51.5	4.0	46.4	50.3	3.9	46.5	50.8	4.3
Education, health and care plan	5	3.1	48.4	51.3	2.9	48.8	52.4	3.6	46.8	49.4	2.6	49.6	52.0	2.4
Not SEN	137	84.6	48.7	53.0	4.3	48.9	53.1	4.2	48.6	52.9	4.3	48.7	52.9	4.2

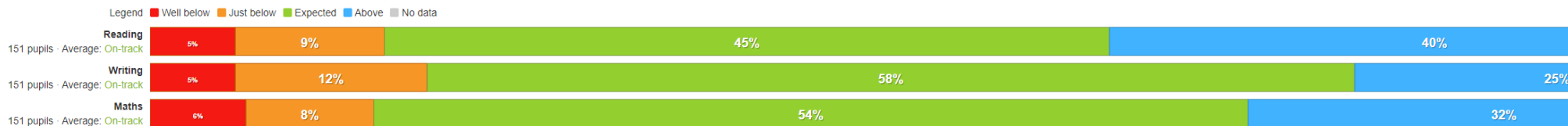
PP Data updated as at end Summer 2024 (new assessment system) for attainment Y1 to Y6 – NB small PP cohort (each PP child 11%)

Continue with new assessment system and provision software re SEN outcomes.

Attainment Overview for Pupils who are pupil premium, in class 1TS/KR, 2CL, 3KM/TrF, 4JS, 5TF or 6BR - 2023-2024 Summer 2 - Main Assessment



Attainment Overview for Pupils who aren't pupil premium, in class 1TS/KR, 2CL, 3KM/TrF, 4JS, 5TF or 6BR - 2023-2024 Summer 2 - Main Assessment



2. Equality Objective: Re-evaluate the curriculum and celebrations within the school to ensure that they reflect the diversity of our school community and the wider world. Recognise the important contribution of EAL children to the school.

Protected Characteristics: RACE / RELIGION

Times Scale: 3 Years

Actions Required: Look for opportunities to celebrate key religious festivals through the year e.g. Eid / Hannukah. Ensure these are included withing collective worship sessions through the year. Review curriculum planning to ensure that there are ample opportunities to celebrate people of colour and their important contribution to history. All classes to take part in Black History month every October and to understand why there is a Black History Month. Teachers with EAL students to look for opportunities for those children to share their first language in class.

How we know we are making progress: Our curriculum will be fully reflective of the diversity of the UK / wider world. Children from different faith / ethnicities will feel celebrated and included. Children will understand the value of studying diversity and this will be reflected in both parent and pupil surveys. Children with EAL will feel celebrated an included within lessons and their own year groups.

Evaluation:

Included within collective worship sessions.

Curriculum planning reviewed.

Black History Month. Work with Equaliteach (including staff training)

Neurodiversity Week. International Women's Day. See <https://www.dr-radcliffes.org.uk/diversity/>

EAL - More sharing of other languages in school.

<https://www.dr-radcliffes.org.uk/diversity/>

3. Equality Objective: To showcase the school's work on equality and diversity.

Protected Characteristics: RACE / RELIGION / SEXUAL ORIENTATION / DISABILITY / GENDER

Times Scale: Continuous

Actions Required: Maintain and update the diversity page on the school website showcasing the excellent work on diversity and inclusion which is taking place. Ensure links and signposting to other websites is still valid and appropriate.

How we know we are making progress: Website will be up to date with relevant examples of children's work. Existing links and signposting will be checked, relevant and working.

Evaluation: See <https://www.dr-radcliffes.org.uk/diversity/>

4. Equality Objective: To continue to monitor progress across the curriculum in relation to boys' and girls' attainment and progress and to ensure that there is no obvious gender variation in attainment and where there is that there is a justifiable reason (e.g. large group of SEN girls or boys in a particular year group).

Protected Characteristics: GENDER

Times Scale: Reviewed annually following the school's annual data return.

Actions Required: Classroom teachers and subject coordinators to review data following data drop to look for any obvious variations in attainment between girls and boys. Where this is the case – there needs to be a justifiable narrative as to why. Where there is no justifiable narrative – plans need to be in place to address the gender imbalance.

How we know we are making progress: No / less perceptible difference in attainment between genders. Where gender difference in terms of attainment is identified – plans in place to remedy.

Evaluation:

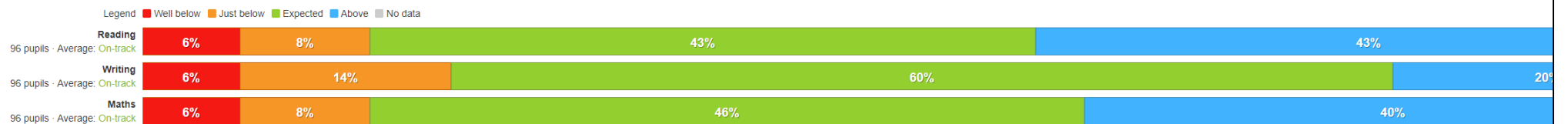
Progress – no significant difference overall.

Progress across 4 terms – 4 points expected.			Average of Displayed Subjects			Reading			Writing			Mathematics		
📈	No. 📈	% 📈	Sum2 22-23 📈	Spr2 23-24 📈	Progress 📈	Sum2 22-23 📈	Spr2 23-24 📈	Progress 📈	Sum2 22-23 📈	Spr2 23-24 📈	Progress 📈	Sum2 22-23 📈	Spr2 23-24 📈	Progress 📈
All Pupils	162	100.0	48.5	52.6	4.1	48.7	52.9	4.2	48.3	52.4	4.1	48.4	52.6	4.2
Males	96	59.3	49.5	53.6	4.1	49.7	53.9	4.2	49.2	53.3	4.1	49.5	53.7	4.2
Females	66	40.7	47.0	51.2	4.2	47.1	51.4	4.3	47.0	51.1	4.1	46.9	51.0	4.1

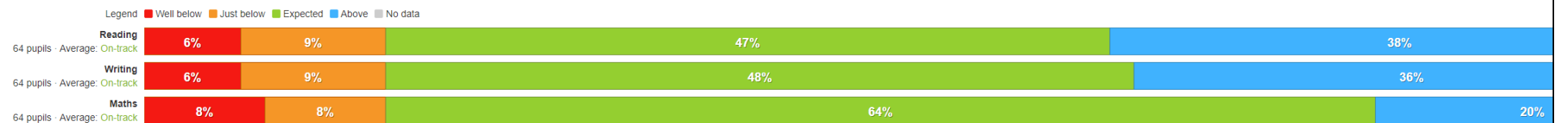
Boy/girl PP Data updated as at end Summer 2024 (new assessment system) for attainment Y1 to Y6 – 96 boys and 64 girls – boys larger cohort.

Main difference in attainment for action – Writing Greater Depth (boys) and Maths Greater Depth (Girls)

Attainment Overview for Pupils in class 1TS/KR, 2CL, 3KM/TrF, 4JS, 5TF or 6BR, who are boys - 2023-2024 Summer 2 - Main Assessment



Attainment Overview for Pupils in class 1TS/KR, 2CL, 3KM/TrF, 4JS, 5TF or 6BR, who are girls - 2023-2024 Summer 2 - Main Assessment



5. Equality Objective: To monitor attendance at clubs and extra-curricular activities to ensure all groups of children are accessing extra-curricular activities regardless of age, socio-economic status or other limiting factor.

Protected Characteristics: AGE / DISABILITY / GENDER / FAITH / BELIEF

Times Scale: Continuous

Actions Required: Attendance records to be kept by staff or outside providers – these to be analysed through the lens of gender / PP / age / SEN. Action to be taken if equality of opportunity is not apparent.

How we know we are making progress: The school will aim to maintain a good balance of children attending after school clubs and extra-curricular activities. This should be inclusive of genders, children with SEND or PP children. Where children are identified that might not be attending because of a socio-economic reason (e.g. no parent to pick them up / childcare issues) the school will look for ways that we can support families so that their children can attend. When gender variation is an issue, the school will endeavour to address this through encouraging the participation of boys and girls and challenge any negative stereotypes that might exist regarding participation in certain extra-curricular activities. (Examples could be, but not limited to – boys attending dance club or choir, girls attending football clubs).

Evaluation:

Moved Dance Club to another day to encourage more boys to attend which was effective (from 1 of 14 in T2s 3 and 4 to 6 of 18 in Ts 5 and 6).

QuadKids (30/21 B/G)

(Girls' football team set up in 23/24 – well attended)

Non-competitive sports day as part of NOSSP (including for those who had not represented the school before)

Look to publicise cricket club and tennis club for girls.