

Woodgrange Infant School Equalities Objectives 2020-24

| Advance equal opportunity | | | | | | |
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| Behaviour | | Current situation | Objective | Actions | Lead | Progress 2022 |
| Disability | √ | A learning power approach (LPA) was relaunched in Sept 2019.  This includes all pupils and forms part of the ethos of our school.  It is based on a “can do “ culture | To ensure ALL children motivated to learn.  To ensure all children develop positive learning behaviours, including the ability to focus, pay attention and not miss learning  To ensure all children have high levels of involvement in play and learning. | Monitor effectiveness of policy on motivating all pupils to have positive attitudes to learning and to each other.  Monitor policy being consistently applied across the school.  Baseline assessment of involvement.  Observe identified children over time. Identify and follow their next steps through provision and direct teaching.. | SS | Learning Power Approach is well established across the school. Focus Fox is visibly supporting learning behaviour.  Reception children are being introduced to the characters and Learning Powers as they settle.  Staff training continues to focus on adapting our provision in order to provoke curiosity and promote high quality play with deep levels of engagement and wellbeing.  Staff are increasingly well attuned and responsive to children’s needs and interests. |
| Ethnicity | √ |
| Pregnancy/ maternity |  |
| Sexual orientation |  |
| Religion/ belief |  |
| Gender reassignment |  |
| Gender | √ |
| Eliminate Unlawful Discrimination, Harassment and Victimisation | | | | | | |
| Behaviour | | Current situation | Objective | Actions | Lead | Progress 2022 |
| Disability | √ | Some children said they do not enjoy the playground at lunchtime.  A very small group of children did not always play safely. | Ensure all children are safe and FEEL safe in the playground. | Adults proactive in guiding positive play.  Keep tight records of any incidents. Monitor and evaluate records and take action accordingly.  Social and emotional support/ interventions where necessary  Mindfulness sessions for groups and individuals- for all children from Sept 20 | MS | Daily mindfulness sessions are established across the school.  The use of the Colour Monster story was to introduce a range of vocabulary and visual prompts to give children the language to describe their emotions and feelings is embedded in 2022.  This sits alongside the Learning power approach )LPA)  We have refocused on our PSHE curriculum through the introduction of relationships and health education and invested in quality books that support the exploration of different themes and are more representative of the community we serve. Books to use to explore relationships are available in a staff library to support a range of topics |
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| SEND | | Current situation | Objective | Actions | Lead | Progress 2022 |
| Disability | √ | Pupils with high needs have a tailored menu of activities designed to meet their needs.  The majority of support is in class due to the playful approach to learning | To ensure we continually monitor and evaluate and improve our offer. | Deepen the level of teacher involvement in planning/ provision of specialist sessions.  Monitor provision to ensure we offer a broad and balanced curriculum responsive to needs.  Extend training programme. | NdS | Staff induction focuses on how to create an inclusive classroom ethos and environment. Learning conversations each term discuss learners and their needs, supporting staff to be responsive to them. These are rigorously followed up by school leaders to provide ongoing support and to ensure quality and consistency.  Classroom staff plan for children with significant input from the Inclusion team for those with the highest level of need. |
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| Human resources | | Current situation | Objective | Actions | Lead | Progress 2022 |
| Disability | √ | Current staff very female dominated.  Staff are drawn from a wide range of ethnic backgrounds. | To ensure staff body are fully representative of the wider community and that children have positive role models in a wide range of roles.  Ensure the curriculum always presents positive role models and helps raise aspirations. | Be open and transparent about all of our staff procedures.  Review recruitment strategy to ensure it has a wide appeal and draws attention. | SS | The staff are drawn from an increasingly diverse range of backgrounds. We have male role models in caring roles. We ensure we present diverse images and examples of significant people.  A thorough review of the curriculum led by a working party with Governor input has strengthened opportunities to explore as wide a range of role models as possible.  We now have a sharper focus during BHM. |
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| Attendance | | Current situation | Objective | Actions | Lead | Progress 2022 |
| Disability | √ | Attendance at 95%  No obvious group with lower attendance. | Improve attendance overall being vigilant that no patterns emerge for particular groups. | Be rigorous in monitoring attendance  Work with parents where attendance is falling.  Continue to reinforce messages about absence in term time. | SHS  (FSW) | Attendance 2021-2 was 93%- in line with national. The gender gap closed.  There is no obvious gap between different groups of children due to our proactive approach. |
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| Attainment | | Current situation | Objective | Actions | Leads | Progress 2022 |
| Disability |  | There are some gaps in attainment between boys and girls. These vary year to year and according to the cohort.  Children with EAL do not perform as well as children with English as a mother tongue, particularly at GDS.  A smaller % of disadvantaged pupils achieve GDS than other children (although outcomes compare well to national averages) | For a similar % of boys and girls in KS1 to achieve greater depth in their learning in reading and writing and to meet or exceed ELGs at the end of EYFS  To promote the development of communication skills and vocabulary to support all children to access learning and achieve.  This will be demonstrated by improvements at GDS for pupils with EAL.  Increase the proportion of disadvantaged pupils achieving GDS, particularly in writing. | Monitor and track progress rates  Focus on target children in Pupil progress reviews  Evaluate long targeted observations of children in self directed learning- how well are they accessing provision? How well are adults extending their learning? What more must be put in place or adapted?  Involve FSW and Dana where Teacher makes a referral for additional support  Ensure all KS1 teachers are responsive to learners interests and needs.  Speech and language underpins the whole school curriculum and oracy is a focus for every element of teaching. | DD/ MS/  MO  BDk | Ongoing training ensures we are focused and responsive.  We have established open relationships with families and maintained post lockdown.    Outcomes show disadvantaged pupils most impacted by lockdown.  Boys out-performed girls in KS1 2022 in all subjects except writing GDS. However we can see this can be accounted for through the makeup of the cohort with a smaller number of girls (35 compared to 60 boys.  In this cohort 50% of girls were summer born compared with 22% of boys.  The gender gap remains a challenge and we monitor the progress of both boys and girls, beyond the headlines in the data. |
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| Foster Good Relations Between People | | | | | | |
| Parent partnership | | Current situation | Objective | Actions | Lead | Progress 2022 |
| Disability | √ | Parent reported communication is a strength at Ofsted Nov 2019  We know some groups of parents are under represented at school events and that these parents are the group we need to reach. | To ensure all parents feel welcome at events and feel their voice is heard and valued  To ensure the Governing Board is representative of the school community | Make sure teachers are more accessible  Tailor approach to target audience.  Be persistent in how we try to engage parents.  Visit other settings to learn from them  Constantly evaluate | DD | We have sustained a close partnership with parents and maintain the trusting relationships we built up in 2020/21. Escorted weekend visits in summer 22 were well attended and supported parents to network with each other.  Our school calendar includes celebratory events to bring different parts of the school community together ever more closely.  School leadership and the Governing Board keep a sharp focus on efforts to ensure we receive and respond to feedback from as wide a group of parents as possible. |
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