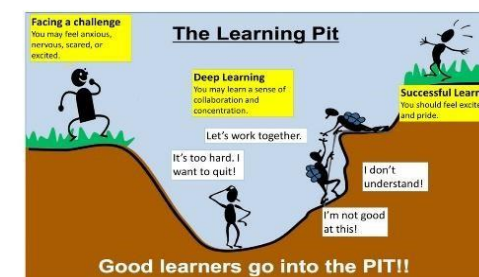




Woodgrange Infant School Equalities Objectives 2020-24

Advance equal opportunity						
Behaviour		Current situation	Objective	Actions	Lead	Progress 2023
Disability	√	<p>A learning power approach (LPA) was relaunched in Sept 2019.</p> <p>This includes all pupils and forms part of the ethos of our school. It is based on a “can do” culture</p>	<p>To ensure ALL children are motivated to learn.</p> <p>To ensure all children develop positive learning behaviours, including the ability to focus, pay attention and not miss learning</p> <p>To ensure all children have high levels of involvement in play and learning.</p>	<p>Monitor effectiveness of policy on motivating all pupils to have positive attitudes to learning and to each other.</p> <p>Monitor policy being consistently applied across the school.</p> <p>Baseline assessment of involvement.</p> <p>Observe identified children over time. Identify and follow their next steps through provision and direct teaching.</p>	SS	<p>Learning Power Approach is well embedded across the school.</p> <p>Staff training revisited the idea of the joy of the struggle- the learning pit- focusing on the need to be challenged in order to learn and progress</p>
Ethnicity	√					
Pregnancy/ maternity						
Sexual orientation						
Religion/ belief						
Gender reassignment						
Gender	√					
Eliminate Unlawful Discrimination, Harassment and Victimisation						
Behaviour		Current situation	Objective	Actions	Lead	Progress 2023
Disability	√	<p>Some children said they do not enjoy the playground at lunchtime.</p> <p>A very small group of children did not always play safely.</p>	<p>Ensure all children are safe and FEEL safe in the playground.</p>	<p>Adults proactive in guiding positive play.</p> <p>Keep tight records of any incidents. Monitor and evaluate records and take action accordingly.</p> <p>Social and emotional support/ interventions where necessary</p> <p>Mindfulness sessions for groups and individuals- for all children from Sept 20</p>	SS	<p>Considerable time is given to modelling purposeful play in the outdoor space.</p> <p>Adults introduce social games, teaching a new one weekly. This supports the maintenance of a positive playground.</p> <p>Behaviour logs are monitored by senior staff to identify any behavioural issues promptly. The records are analysed to explore potential discriminatory issues emerging.</p>
Ethnicity	√					
Pregnancy/ maternity						
Sexual orientation						
Religion/ belief						
Gender reassignment						
Gender	√					



Advance equal opportunity

SEND		Current situation	Objective	Actions	Lead	Progress 2023
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	Classrooms are highly supportive environments with visuals and language scaffolds in all areas. Teachers are given time to read and understand the detailed information around each child's needs and time to meet with the Inclusion lead, ensuring all understand how to support needs and ensure progress, through full participation in the plan do review cycle. Classroom staff plan for children with significant input from the Inclusion team for those with the highest level of need.
Ethnicity						
Pregnancy/ maternity						
Sexual orientation						
Religion/ belief						
Gender reassignment						
Gender						

Advance equal opportunity

Human resources		Current situation	Objective	Actions	Lead	Progress 2023
Disability	√	Current staff is 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	Our staff reflects our diverse community. We have actively and successfully recruited 2 more male members of staff (temporary staff) Our book stock and resources have been reviewed and extended to be more representative and authentic- we choose books very carefully. The curriculum draws examples of excellence/ achievement from the widest range of backgrounds ensuring children always see positive images.
Ethnicity	√					
Pregnancy/ maternity						
Sexual orientation	√					
Religion/ belief						
Gender reassignment						
Gender	√					

Advance equal opportunity

Attendance		Current situation	Objective	Actions	Lead	Progress 2023
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	SHS (FSW)	Although attendance was slightly lower than normal last year- 92% this reflected a national post pandemic trend.
Ethnicity	√					
Pregnancy/ maternity						

Sexual orientation				reinforce messages about absence in term time.		Systems rigorously monitor and interrogate attendance data. We have strong messaging around term time holidays and persistent absenteeism.
Religion/ belief						
Gender reassignment	√					
Gender	√					

Advance equal opportunity

Attainment		Current situation	Objective	Actions	Leads	Progress 2023
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. In 2023 the attainment of girls at the end of Year 2 was higher than boys. This gap was wider in writing than in other subjects. We will be focusing on this gap this coming year
Ethnicity	√					
Pregnancy/ maternity						
Sexual orientation						
Religion/ belief						
Gender reassignment						
Gender	√					

Foster Good Relations Between People

Parents		Current situation	Objective	Actions	Lead	Progress 2023
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	The Governing Board and school leadership are actively revisiting how we engage with parents in order to ensure all voices are heard. The annual events calendar has evolved in response to parental feedback- scaled back as many parents find it hard to get time off work in the daytime. We are actively recruiting volunteers to support reading for pleasure in our lovely library..
Ethnicity	√					
Pregnancy/ maternity						
Sexual orientation	√					
Religion/ belief	√					
Gender reassignment						
Gender	√					