

Equality Targets for Crossdale Primary School, 2019-20

Context

Every school is required to ensure the needs of all vulnerable groups, including those covered by the Equality Act. In doing so, targets are set on a yearly basis to address any gaps in achievement, behaviour and/or attendance between groups with a protected characteristic under the Act and their non-vulnerable peers. Targets are set for the school and not cohorts.

Each year, the Equality link governor will visit to look at data and discuss any issues, assessing whether the previous year's targets have been met and to set targets for the next year in conjunction with the Head of School.

The targets for 2019-20 were set by the Head of School and Trust Administration and Governance Manager, to be discussed with the Equality link governor.

Targets for 2018-19

The following targets for 2018-19 had been set, based on issues identified from analysing the results data for the year:

Improve writing attainment for boys. Identified from data analysis; included in the School Improvement Plan as a priority objective

KS2 writing attainment saw an increase in the number of boys attaining GDS in writing and 75% of boys reaching EXS+. The cohort included 2 children who joined part way through primary school and a discussion of the needs of these children and accelerating progress in joining children took place. The previous year had no boys attaining GDS in writing. It was agreed that this target was achieved but more progress could be made.

Improve reading attainment for boys. Identified from data analysis; included in the School Improvement Plan as a priority objective.

KS2 writing saw no significant change in the number of boys attaining EXS+ with a very small cohort of boys. While progress generally for the year group was good, it was felt that this target was partially met and should be continued for 2019/20.

Improve attainment for summer born children in writing in all year groups. Identified from data analysis; included in the School Improvement Plan as a priority objective.

KS2 attainment shows an increase from 50% to 68% on the previous cohort. It was agreed that this target had been met. However with inconsistencies in attainment for summer born across all year groups, it was agreed that the target should be carried over to ensure a focus on it for an additional year.

Targets for 2018-19

The following targets for 2019-20 have been set, based on issues identified from analysing the results data for 2018-19:

Improve writing attainment for boys in all year groups. Identified from data analysis; included in the School Improvement Plan as a priority objective.

Improve reading attainment for boys in all year groups. Identified from data analysis; included in the School Improvement Plan as a priority objective.

Improve attainment for summer born children in writing in all year groups. Identified from data analysis; included in the School Improvement Plan as a priority objective.

Equality Act disclosure form returns – 2018-19

Forms are sent out during the Autumn term of the academic year. At the time of writing, no returns for children attending the school in Autumn, 2019 had been received. A reminder was sent out to parents regarding the forms. Previous years have not yielded great numbers of returns and the school remains vigilant to the needs of children whether or not adjustment has been requested.

0 forms were submitted requesting for any adjustments to be made in regard to the Equality Act.

0 forms had been returned by staff when the targets were set.

Conclusion and Actions

Analysis has shown over the past few years that there are few issues regarding vulnerable groups. However, no matter how small a disadvantage there might be, the school should be aware and addressing the barriers identified. The school holds the progress of all children as a priority and recognises that some children, by disability, gender, culture or other reason might need extra help to access learning opportunities.

There is one action recommended:

- To send out Equality Act disclosure forms in Autumn, 2020. It is advisable that the forms are included in the Induction pack for Reception children starting in September, 2020, for completion in the Summer term, 2020.

The school is mindful that regardless of whether a disclosure is made, children and adults attend the school who are protected by the Equality Act and proactive recognition of targets and adjustment should be made where it can be identified.

Report completed: 22 November, 2019 by Trust Administration and Governance Manager