**Two Moors Primary School Impact Review - Equality Objectives (2018/19)**

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| **Equality Objectives:**  |
| Within the School’s current School Improvement Plan we have set the objective that the following groups of pupils will achieve attainment / progress in line with the National Average:* Boys
* Girls
* Children who have English as an Additional Language (EAL)
* Children with Special Educational Needs and Disabilities (SEND)

Under the School’s Equality Policy, we will also monitor the level of Bullying and Prejudice / Hate Incidents (BPHI) with the aim to eliminate discrimination and harassment across all the protected characteristics.**Key Strategies:** * Strategies to improve the overall quality of teaching and marking across the School
* CPD on subject knowledge and development of effective interventions
* Changes in accountability for pupil progress through the development of the leadership and management structure of the School.
* Raising awareness of BPHI through the Curriculum, in areas such as PSHE and in the promotion of national events such as Anti-Bullying Week
* Promotion and evaluation of the School’s Anti-Bullying Policy
* To develop further action plans in consultation with parents through the annual Parent Questionnaire and in consultation with pupils through the School Council
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| **Impact Review for 2018/2019:** |
| **KS2 Children: Girls / Boys**

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| **Two Moors Primary School** | **All Pupils** | **Girls** | **Boys** |
| No of Pupils at end of KS2 | 55 | 21 | 34 |
| % Pupils meeting the expected standard in R/W/M | 69% | 71% | 68% |
| (National) | (65%) | (70%) | (60%) |
| Progress in Reading | -0.2 | -0.5 | -0.1 |
| Progress in Writing | 0.4 | -0.6 | 1 |
| Progress in Maths | -1.1 | -2.6 | -0.2 |

National Data for 2018/2019 is evidencing a 10% gap between the % of Girls who met the expected standard in Combined (Reading /Writing /Maths) and the % of Boys who met that standard. At Two Moors, the gap between attainment of Girls and Boys was 3%, which is 7% smaller than the National Gap above.In terms of attainment within the individual core subjects at the end of Key Stage 2, Girls were above National in Maths and in line for Reading and Writing. Boys were above National for Reading and Writing and broadly in line for Maths. In terms of progress, the data is showing no significant difference between Boy / Girl groups.This is a very positive picture for the School, giving clear evidence of the impact of work on reducing the gender gap over recent years. For example, there has been a focus on Boy’s Reading and, more latterly, on Girl’s Maths.Link to Compare Selected Schools and Colleges: GOV UK.**KS2 Children with (EAL) English as an Additional Language**Nationally published data is suppressed, due to lower numbers of pupils within the group and risks of identifying individual pupils. However, non-published DFE data held by the School is showing no significant difference between this group of pupils and their peers.Link to Compare Selected Schools and Colleges: GOV UK.**KS2 Children with SEND ( Special Educational Needs and Disabilities)**Nationally published data is not available. Non-published DFE data and other data held by the School is showing that, while this group is below non-SEND pupils nationally, there is evidence that almost all pupils have made progress against their starting points.**BPHI (Bullying Prejudiced / Hate Incidents) Information**The School had no reported incidents during the 2018/2019 academic year. |
| **Describe the improvement needed:**The School needs to better at sharing what it is doing, for example, on its Website.Consideration is being given to the development of a designated Equality Page, within ongoing plans to develop and update the design of the School’s Website. This Page can then be used to show more clearly how the School is complying with the Equality Act 2010 and how it is advancing equality of opportunity. This could include:* A link to the School’s Equality Policy
* A link to the School’s Review of its Equality Objectives. While work will continue to close any gaps within the core subjects of Literacy and Maths, there will also be an ongoing development of the wider Curriculum within the School Improvement Plan. This will include the development of a robust procedure for monitoring progress and attainment data within the Foundation Subjects, such as Foreign Languages, History and Music, for all pupils, by the School’s new Foundation Subject Leaders.
* A calendar of events for the year which show assemblies or other activities being planned to promote positive attitudes to pupils with protected characteristics e.g. LBGT+
* Any other report to the Governing Body which may show further evidence of monitoring and planning to meet the needs of pupils with protected characteristics. For example: attendance, numbers of pupils taking part in extra-curricular activities, such as Residential Trips, reports on the attainment and progress of pupils and the numbers of any Bullying Prejudice/Hate Incidents.

*(To note that all reports will be required to take note of General Data Protection Regulations (GDPR), including the need to be careful not to publish any information which could identify individual pupils*) |

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| Reviewed by the Governing Body on 11 February 2020 |