

## LITTLE GADDESSEN CHURCH OF ENGLAND PRIMARY SCHOOL

### EQUALITY OBJECTIVES & COMPLIANCE INFORMATION

Approved February 2016

Review by February 2020

#### BACKGROUND

Little Gaddesden Primary School is committed to meeting its public sector duties in line with the Equality Act (2010) and welcomes and acknowledges its responsibilities to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics identified in the Equality Act (2010) are; race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation.

The school has a duty to:

(a) to publish information to demonstrate how the school is complying with the Public Sector Equality Duty (to be updated annually). As the school has fewer than 150 employees, only pupil-related information is required to be published.

(b) to prepare and publish equality objectives (to be updated at least once every four years)

The school follows Department for Education guidance in not publishing information which relates to fewer than 3 people (school staff or pupils) so that individuals cannot be readily identified.

#### EQUALITY OBJECTIVES

At Little Gaddesden Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socioeconomic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

- **Objective 1:** To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

- **Objective 2:** To use Pupil Premium Funding effectively to support vulnerable learners.
- **Objective 3:** To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

### **MONITORING**

Compliance will be monitored annually by the Curriculum Committee using; RAISEonline data, SEN Link Governor reports, Hertfordshire Improvement Partner Reports, the Headteacher's Pupil Premium report and other relevant information.

### **PUBLICATION OF INFORMATION**

The Governing Body will publish the equality objectives and compliance information on the school website.

## COMPLIANCE INFORMATION - UPDATED FEBRUARY 2016

The Governing Body's Curriculum Committee has completed its annual review to consider whether the school is meeting its equality objectives and concluded that it is on track based on the following evidence and information.

1. **The Hertfordshire Improvement Partner (HIP)** visited the school in November 2015 to review the quality of groups of pupils' learning and their progress. This included:
  - Pupils with learning difficulties and disabilities – Assessment (1)
  - Disadvantaged pupils – Assessment (2)
  - Minority ethnic pupils - Assessment (2)

The assessment was based on the quality of learning experienced by the pupils across the school combined with assessment information about progress and data for the last three years. The report noted that the numbers within each group were generally very small. The quality was assessed as 'good' for disadvantaged and minority ethnic pupils and 'outstanding' for pupils with learning difficulties and disabilities.

2. **The OFSTED Inspection Dashboard** was considered by Governors following its publication in October 2015. The report identified the following strengths for 2015;
  - The value added at Key stage 2 in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
  - The proportion of disadvantaged Key Stage 1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading, writing and mathematics.

AND

- Key Stage 2 value added was broadly average or above in all subjects
- From each starting point, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing and in maths were above national figures.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.

No weaknesses were identified in the report.

3. **Pupil Premium Information.** Governors noted that the Headteacher's report on Pupil Premium for 2014-2015 gave detailed information on how funding had been used to support a variety of measures (interventions, participation in clubs/activities) and attendance, progress and outcomes.

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