

LITTLE GADDESSEN CHURCH OF ENGLAND PRIMARY SCHOOL

EQUALITY OBJECTIVES & COMPLIANCE INFORMATION

Approved June 2020

Review by June 2023

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; ASP data, SEND 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 JUNE 2020

The Governing Body 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 2019 to review the quality of groups of pupils' learning and their progress. This included:

- Pupils with special educational needs and disabilities
- Disadvantaged pupils (PPG)
- Children Looked After Pupils
- English as an Alternative Language Pupils

The assessment was based on the quality of learning experienced by the pupils across the school combined with assessment information about progress and attainment. Overall, the outcomes for pupils were assessed to be outstanding.

The report noted that attainment at the end of Early Years, Key Stage 1 (KS1) and Key Stage 2 (KS2) is above both national and Herts levels. This has been maintained over a number of years.

Of particular note are the school's KS2 achievements, where many categories assessed were in the highest 20% of the country.

- In 2019 94.1% of pupils achieved the Phonics Screening Check. Whilst this is a slight decrease from 2018 the school's results are significantly above the national average.
- There has been a three year increasing trend in the percentage of pupils achieving a Good Level of Development; this is very strong compared to national and county (Herts) results. However, it should be noted that the level of boys development did drop from 2018-2019 but is still above both Herts and National percentages.
- KS2 progress in reading and the 3 year average in reading attainment score were both in the highest 20% of the country. The 3 year maths attainment score was also in the highest 20%. In 2019 69% of pupils achieved the high standard in KS2 English grammar, punctuation and spelling test. This is significantly above the national average and in the highest 20% of all schools. It should, however, be noted that writing progress has declined between 2018 and 2019 although it still remains significantly above the national standard.
- The pupils new to the school are a group that are closely tracked to ensure progress from entry points.
- The school experienced an increase to its historically low SEND numbers. This had budgetary implications and a significant amount of additional time was needed to support these pupils. The school worked very closely with professionals to ensure that all possible support was in place and that the impact to the other children in the school was minimal.
- There were no free school meals.

2. **The OFSTED Inspection Data Summary** was considered by Governors following its publication in October 2019.

3. **Pupil Premium Information.** The number of pupils receiving PPG is below the DfE threshold for publishing information
4. **Parent and pupil engagement.** In 2018-2019 attendance was 97%. Authorised absence was 2.16% and unauthorised absence was 0.88%. During the year parents were invited to a range of Whole School Assemblies and Parent Information sessions: SATs, Assemblies, Hand-On sessions in EYFS, and parent consultations.
5. **Ethnicity:** 5 out of 17 possible ethnic groups were present at the school during 2019.

June 2020