



# Little Gaddesden Church of England Primary School



## EQUALITY OBJECTIVES & COMPLIANCE INFORMATION

Approved by Governing Body	March 2020
Review by	October 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.

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

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

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.

For the academic years 2019-20 and 2020-21 the Department for Education (DfE) cancelled the statutory National Curriculum assessment due to the Covid-19 pandemic. Consequently, national, regional, local or constituency statistics for primary schools were not available.

Regardless of the above, Phonics screening was completed in Autumn 2020 for Year 2 pupils, replacing the assessment that would have been carried out on the same cohort in Summer 2020. National and local information for the same years is not available, however comparisons to previously published data indicate that each cohort achieved a high standard. In December 2020, 93.75% pupils achieved the expected standard.

**The Hertfordshire Improvement Partner (HIP)** visited the school in June 2021 to review the quality of education particularly in light of the impact of covid on pupils' learning. This include review of learning for groups of pupils inducing:

- 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.

### **During the Pandemic**

Like all schools nationally, the pandemic has resulted in times of remote learning for our pupils. This is of a high standard with pupils engaging well.

Throughout school closures due to the pandemic, we offered places to pupils of key workers. These were offered without prejudice. Throughout this period, in-school provision for eligible pupils was taken up by 12% of our pupils.

Once schools were able to offer in-school learning to more pupils from the beginning of June 2020, a further 22% of pupils initially returned to school. We restructured our provision from 29th June 2020 to provide 4 days in-school provision for KS1 pupils and 2 days of in-school provision for KS2 pupils. This resulted in 85% of pupils receiving in-school provision in addition to remote learning.

Throughout the limited in-school provision, vulnerable pupils were encouraged to attend school and were closely monitored when not in school through emails, telephone calls and socially distanced home visits.

During the January 2021 lockdown, when schools once again were required to limit attendance to eligible pupils 34% of our pupils attended school. Those at home received remote learning with engagement monitored. Vulnerable pupils not attending school, were closely monitored when not in school through emails, telephone calls and socially distanced home visits.

### **Most recent published data**

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; 16 new children have started since April 2018; there have been 12 in-year admissions since September 2019; 25% KS1, 75% KS2

The school experienced an increase to its historically low SEND numbers and 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.

During 2019-20 There were no free school meals

During 2020-21 5% of pupils were eligible for PPG funding

- 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 in 2018-19. For
- 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. Attendance for 2020-21 was 97% for the periods when pupils were able to attend school. Parent consultations were conducted via video conferencing. Communication with parents was maintained via weekly newsletters, phone calls, and social distancing meetings. An outdoor summer performance was attended by all parents of the cohort.
- 5. Ethnicity: 5 out of 17 possible ethnic groups were present at the school during 2019.**  
**Ethnicity: during 2020-21, 6 ethnic groups were present and 5% of pupils were EAL**

February 2022