

**Scott Wilkie Primary School  
Equality Action Plan:  
Written: January 2017  
Evaluated: January 19**

<b>Equality Objectives: 1. Advance Equality of Opportunity Between People who share a Protected Characteristic and People who do not</b>												
<b>Objective</b>	<b>Current situation</b>	<b>Success criteria</b>	<b>Actions</b>	<b>Equality Strand</b>							<b>Lead</b>	<b>Evaluation</b>
				<b>Disability</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Religion/Belief</b>	<b>Pregnancy/Maternity</b>	<b>Sexual Orientation</b>	<b>Gender Reassignment</b>		
To continue to reduce the gap between girls and boys in Reception	Reception GLD Boys: 48.3% Girls: 70.4% Difference - gap of 22.1%. (National gap of 15%).	Gap between boys and girls reduced, so that the gap is in line with the national gap.	Monitoring, interventions, S&L, provision including staff training.		√						GC, KE	<p><b>Jan 2018:</b> GLD Girls: 78% GLD Boys: 58% Gap of 20% (compared to 22% last year) gap continued to be reduced. Boys GLD 9.7% increase. National gap of 14%. Boys GLD has increased by 9.7% from last year.</p> <p><b>Jan 2019:</b> GLD Girls: 82% GLD Boys: 70% Gap of 12% (compared to last year 20% SW and 13.5% National)</p>
To raise attainment of White British to be in line with national	End of KS2 APS Reading (national) 27.0 (29.2), Writing 26.3 (28)	WB attainment at the end of KS2 is in line with national WB attainment	Track progress. Ensure effective intervention is used to raise the attainment of White British			√					SLT	<p><b>Jan 2018</b> Internal data for WB at expected is Reading 67%, Writing 67%, Maths 83% (small cohort of 6). SW Non-disadvantage (National) Reading – 74% (77%), Writing 63% (81%) and Maths 85% (80%).</p> <p><b>Jan 2019</b> Combined for English as a first Language children 75% (National 64%)</p>

To raise attainment of children who do not have support at home with reading	Some children are below their peers and do not receive support with reading at home.	Children are identified and have access to a reading partner at school.	Targeted use of KS2 reading partners with KS1. BRSP – TAs Identify and train additional adult volunteers.	√	√	√		√			FQ	<p><b>Jan 2018</b> BRSP trained and introduced. Adults throughout the school given a child (including office staff).</p> <p><b>Jan 2019</b> Additional reading at the end of the day provided through extending the school day. Targeted children are heard read to but need to increase this number through use of volunteers – parent volunteers are currently being recruited and trained. Children in different classes partner up on Fridays to read.</p>
To reduce the persistent absence of White British children	2015-16 persistent absence was 22.9% (national 8.1%)	Persistent absence figure for White British is reduced.	Walking bus/breakfast club, following attendance policy – calls/referrals			√						<p><b>Jan 2018</b> 2015-16 persistent absence 10.7 (SW) 8.8 (National). 2016-17 persistent absence 15.2 (SW) 8.7 (National). Walking bus/breakfast club has meant that specific children's attendance improved.</p> <p><b>Jan 2019</b> 2017-18 persistent absence 11.4% (SW) 9.6% (National).</p>
Underachieving girls in Year 3.	There is a group of girls in Y3 who were not expected at the end of KS1 who need to make accelerated progress to ensure that they are expected by the end of Key Stage 2.	Identified girls meet their target.	Investigate cause Intervention Targeting in class – focus children. Careful monitoring of progress termly and within lessons.		√							<p><b>Jan 2018</b> These girls have been targeted in class and for intervention. The gap has been narrowed of the group of 7 girls, 3 are now at expected and although the gap has been narrowed for the remaining 4, they are not yet at expected.</p> <p><b>Jan 2019</b> In Maths, 3 of the girls are not yet secure but one is expected to be by the end of the year. The other two are also not expected to be secure in reading and writing either. One has SEN and the other has very poor attendance that has been referred to the attendance officer. The 'I Can Be' project is taking place in Year 3 working with girls to raise aspirations of girls in Year 3.</p>

Equality Objectives: 2. Foster Good Relations Between People Who Share a Protected Characteristic and Those Who do Not												
Objective	Current situation	Success criteria	Actions	Equality Strand							Lead	Evaluation
				Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment		
To continue to develop workshops for parents by increasing range and continuing to increase attendance	Attendance has improved but need to continue to address. Workshops are not distributed evenly through the year.	Wider range of workshops. Run workshops targeting specific groups – shorter but more often (e.g. RWI). Attendance at workshops is increased.	Identify workshops. Middle leader session. Ensure publicity encourage attendance through children and targeting specific parents.	√	√	√	√	√	√	√	JO	<p><b>Jan 2018</b> A range of workshops have been delivered. Attendance continues to improve and feedback has been very positive.</p> <p><b>Jan 2019</b> The school continues to offer a range of well attended workshops.</p>
Parenting classes led by parents – (Headstart) for families with difficulties.	Some parents are struggling to provide boundaries for their children and manage their behaviour appropriately .	Children will feel safe and secure.	Book dates and ensure parents are aware of dates and monitor attendance	√	√	√	√	√	√	√	JE	<p><b>Jan 2018</b> JE ran class. Headstart have been in to arrange with JE and will be running this year.</p> <p><b>Jan 2019</b> 'Being a Parent' an 8 week Peer Parenting course has been delivered 6 families have successfully completed the course.</p>
To continue to develop the school PTA	PTA is limited to a couple of parents.	PTA sustained & involvement in school events/ fund raising. Wider involvement	To encourage wide representation – reps from each class, to be involved in school events	√	√	√	√	√	√	√	JE/DP	<p><b>Jan 2018</b> The PTA have helped organise events but no further development. We are now working on greater parental involvement through other avenues e.g. volunteering in school, accompanying on educational visits.</p> <p><b>Jan 2019</b> This alternative approach is continuing. We will be continuing to develop parental volunteering.</p>

To continue to develop the School Council	School council now meet regularly but do not report back to class and take forward ideas from class.	School council members feed back to class and class make suggestions/ raise concerns via school council.	Discuss with teachers in SM Monitor HP to attend network meetings.	√	√	√	√		√	√	HP	<p><b>Jan 2018</b> School council members' feedback not yet consistent. HP attended network meetings.</p> <p><b>Jan 2019</b> A teacher (SLT) is now running the school council. She has attended network meetings. Children were elected from Y1 to 6. The council meet regularly and are becoming increasingly active in the school.</p>
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Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010													
Objective	Current situation	Success criteria	Actions	Equality Strand							Lead	Evaluation	
				Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To embed work on LGBT.	Awarded Educate & Celebrate Best Practice Award.	LGBT more embedded in school life.	Focus during Anti-bullying week. To look at reading spine with the aim of incorporating the LGBT texts within this.							√	√	LT	<p><b>Jan 2018</b> LGBT books incorporated into school reading spine. Incidents of homophobic bullying reduced – no incidents reported this year.</p> <p><b>Jan 2019</b> The books continue to be used. There have been 7 incidents reported in the past year. Training has been booked for staff in February to ensure that all staff are competent and confident to talk about and tackle HBT incidents with confidence and develop a greater understanding of how to embed inclusion in teaching.</p>
To continue to develop children's understanding of British Values	We have developed children's understanding of British Values but need to build on this.	Chn have a deeper understanding of British values, & how being British is something they have in common with children & adults in their class and that being British does have to conflict with their religion or ethnicity.	Spring Citizenship day develops understanding of democracy and rule of law & tolerance Election of head boy and girl. Cultural week in the summer term – British day. Values of liberty and mutual respect taught throughout the year – P4C. Book P4C training for NQTs delivered by CC.	√	√	√	√	√	√	√	PSHCE leader	<p><b>Jan 2018</b> Successful citizenship week which continued to develop children's understanding of FBV including introduction of Theatre of Law project. For every weekly whole school assembly EHT now focuses on a BV and links to the thought of the day.</p> <p><b>Jan 2019</b> All of the above continues. BV displays have been added to both school halls.</p>	

