

**Scott Wilkie Primary School  
Evaluated Equality Action Plan:  
January 18**

<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><u>Evaluation</u></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	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.
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	External data not yet available. 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%).

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	BRSP trained and introduced. Adults throughout the school given a child (including office staff).
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			√						Data not yet available Walking bus/breakfast club has meant that specific children's attendance improved.
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.		√							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.

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	Links school policy or school development/ improvement plan
				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	A range of workshops have been delivered. Attendance continues to improve and feedback has been very positive.
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	JE ran class. Headstart have been in to arrange with JE and will be running this year.
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	PTA have helped organise events but no further development.

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	School council members feedback not yet consistent. HP attended network meetings.
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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	Links school policy or school development/ improvement plan
				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	LGBT books incorporated into school reading spine. Incidents of homophobic bullying reduced – no incidents reported this year.
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.	Citizenship day in Spring term 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	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.