

Scott Wilkie Primary School
Equality Action Plan: January 2020
Evaluated: January 2021
Evaluated: January 2022
Evaluated: January 2023

Equality Objectives: 1. Advance Equality of Opportunity Between People who share a Protected Characteristic and People who do not													
Objective	Current situation	Success criteria	Actions	Equality Strand						Lead	Links to school policy or school development/ improvement plan	Evaluation	
				Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation				Gender reassignment
To improve overall attendance	Although overall attendance for the school has improved, at 95%, it remains below national which is 96%.	Overall attendance improves so that it is more in line with national.	Continue to celebrate good attendance e.g. assembly, certificates, newsletter, class attendance shared in school assembly Attendosarus visit at the end of term, visits home	√	√	√	√				HT SENCO AO	SIP Key Issue 5 – To ensure curriculum recover focusing on attendance, assessment, attainment and achievement. -Attendance policy	<u>Jan 2023</u> • Attendance 2021-22 Attendance remains below the target set by the school but is just above national. Attendance 2021-22 (FFT 360) SW = 93.5% FFT National = 92.8% <u>Jan 2022</u> SW attendance 2020-21 Autumn Term 2020= • Overall absence in autumn 2020 (6.9%) was in the highest 20% of all schools. It was also in the highest 20% of schools with a similar level of deprivation. • Persistent absence in autumn 2020 (21.5%) was in the highest 20% of all schools. It was also in the highest 20% of schools with a similar level of deprivation.

												<p>March 8- July 2021 Overall absence 2021= 94.6% (5.4%) Persistent absence (18.1%) <u>Jan 2021</u> SW attendance 2019/20 – Data for full year not available due to Covid. Data for Autumn 2019 – 95.5% (National 95.7%).</p>
<p>To continue to tackle persistent absence particularly within the White British group.</p>	<p>Persistent absence for all in 2018/19 was 15.6% (National 8.5%). For the White British group it was 29.6%</p>	<p>Persistent absence figure is reduced.</p>	<p>Call/visit on first day of absence, target for walking bus, home visits, make effective use of AMO SLA – letters, court, identify families that need support – e.g. walking bus, Early Help. Staff to ensure strong relationships are formed with pupils with issues with persistent absence with the chn and families.</p>							<p>HT SENCO AO</p>	<p>SIP - Key Issue 5 To ensure curriculum recover focusing on attendance, assessment, attainment and achievement.</p>	<p><u>Jan 2023</u> Persistent Absence is above national (FFT 360) SW = 25% National FFT = 23% However, the figure for the White British group at SW is WB = 45% <u>Jan 2022</u> SW attendance 2020-21 WB autumn term 83.6% (16.4%) Persistent absence (50%) WB March - July 2021 91.5%- (8.5%) Persistent (34.1%) <u>Jan 2021</u> 2019/20 – Covid. Autumn 2019 – 17.7% - however, Autumn & Spring (until closure 20.3.20) persistent absence 14.4%. Persistent absence for White British is 30% for the same period.</p>

<p>To ensure White British children make at least expected progress /reach expected standards.</p>	<p>2018/19 – 64% of White British at expected in reading, writing & maths combined. (National 65% and all pupils at SW 72%). Progress of White British is also below all pupils across all areas.</p>	<p>White British achieve in line with or better than National. Progress is improved.</p>	<p>Raise expectations of staff, targeted intervention, 1:1 reading, tackle attendance, develop relationships with parents</p>			√					<p>HT SLT</p>	<p>SIP – KI 1: Ensuring great teaching and learning, KI 5 – Ensure curriculum recovery</p>	<p><u>Jan 2023</u> 2021-22 Y6: 6 White British Reading, Writing & Maths Combined: All = 71.2% WB = 17% Average Score WB (All): Maths = 102.5 (109.1) Reading = 102.5 (108.6) GPS = 100.8 (109) Attainment is low partly due to very low starting point and SEN needs. One child included in WB data arrived in Y5 and missed a year of schooling. <u>Jan 2022</u> 2020-21 Y6 =(5 WB) All-M=76% (51%) All-R=71% (33%) All-W=79% (29%) WB-M=60% (20%) WB-R=60% (0%) WB-W=60% (0%) 60% combined National =65% all pupils <u>Jan 2021</u> 2019/20 – Covid no SATs. PSC Y2 Autumn 2020 (instead of Y1 Summer 2020) – 100% of White British passed the PSC. Y6 Spring Term data indicated children were on track to meet targets (make at least expected progress)</p>
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<p>To ensure that all children at risk of not becoming fluent readers are heard read every day by a competent adult</p>	<p>Some children are not heard read at home on a regular basis and are therefore at risk of not becoming fluent readers.</p>	<p>Children are identified and have access to a reading partner at school who provides 1:1 reading to develop fluency.</p>	<p>Identify children who should be targeted – using fluency assessment grid. Train TAs and volunteers.</p>	<p>√</p>	<p>√</p>	<p>√</p>		<p>√</p>			<p>AHT/ RWI lead Literacy lead</p>	<p>SIP - KI 5 – Ensure curriculum recovery English policy</p>	<p><u>Jan 2023</u> KS2 teachers use the fluency grid to assess. Children with fluency issues are targeted for 1:1 reading. SLT have had targeted Y6 to read with. Y6 read regularly with younger children. Data 2021-22: KS2 reading EXS (GDS) SW: 82% (49%) National: 74% (28%) <u>Jan 2022</u> Data- 20-21 Fluency has increase. Focus to now move to comprehension. TA re - trained.1:1 reading as a pm intervention set up. Reading gladiators. Y1=60% (17%) Y2=67% (33%) Y3=70% (26%) Y4=76% (26%) Y5=69% (10%) Y6=78% (33%) <u>Jan 2021</u> 2019/20 – Parent reading volunteers trained. However, Covid prevented them attending school for the summer term. Chn in school were targeted for 1:1 reading. Baseline for KS2 on children’s return in Autumn 2020 showed 58% - 68% at age related for reading and identified children requiring support.</p>
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<p>To develop practice of staff so that they plan and cater for the needs of their SEND and EAL children more effectively.</p>	<p>Provision for SEN and EAL not always well matched to their needs which prevents access and hampers development of independence. In some lessons they are unable to demonstrate their understanding.</p>	<p>Teachers are aware of the needs of their SEN children and plan for them effectively. Teachers and staff to assess high needs children around independence and life skill.</p>	<p>CPD including planning support, monitoring – pupil voice, Peer review</p>	<p>√</p>		<p>√</p>					<p>SENCO SLT</p>	<p>Key issue 1- High quality T and L. Key issue 5 – recovery curriculum SEND policy</p>	<p><u>Jan 2023</u> Staff have received training on supporting SEN and also understand where possible to include SEN children from the hub in lessons in the hands on accessible lessons. Staff have been trained on how to better meet the needs of the SEN children in the class including developing independence. This has been apparent in feedback from consultants, trustees and Ofsted inspector. <u>Jan 2022</u> 2020-21 The opening of SEND hub to cater and teach to the needs of the high needs funded pupils. Learning walks show children are regulated working well in their small groups and accessing the wider curriculum with their class whenever possible. Progress in all areas can be shown- see special books and case stories. <u>Jan 2021</u> Children with SEN access the lessons in the year group according to their learning needs rather than their assigned year group. This ensures that</p>
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<p>To establish an SEN forum to provide support for families and help to gather their views identifying what is going well and what we can further develop</p>	<p>Currently although parents will speak to SENCO they do not gather together</p>	<p>Forum established</p>	<p>SENCO to make parents aware of forum and set up meeting and find out parent views.</p>	<p>√</p>								<p>SENCO</p>	<p>Key issue 5 – recovery curriculum SEND policy</p>	<p><u>Jan 2023</u> A coffee morning held for SW SEN parents run by other parents (external organisation). Ofsted gathered views of SEN parents. Positive feedback from parent of child who transferred to specialist SEN secondary school on comparative progress made at SW.</p> <p><u>Jan 2022</u> Data -2020-21. Due to covid a questionnaire was carried out 100% of SEND parents felt communication was good between the school and home during lockdown. 22% of SEND parents dd not feel confident supporting their child with home learning. 100% of SEND parents were happy with home learning support. 44% reported an increase in challenging behaviour. 33% reported disrupted sleep patterns. 33% reported increased levels of anxiety in their children. 44% reported loss of therapies and specialist support had been a challenge for their child.</p> <p><u>Jan 2021</u> Parents have met but due to Covid have not met again. SENCO to consider establishing forum via zoom.</p>
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<p>To increase the voice of School Council and Head Boy and Girl</p>	<p>Although we currently have both a school council and Head Boy and Girl their voice is limited and they are not driving change. School council attend conferences.</p>	<p>School Council well established and valued as a forum for children's voice to be heard by all members of the school community. Children feel they are heard and involved in school life.</p>	<p>Training for both member of staff running School Council and for the children involved.</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>			<p>√</p>	<p>√</p>	<p>LP – school council leader HT</p>	<p>SEF- School Values/ British values</p>	<p><u>Jan 2023</u> School Council and head boys and girls elected by the children. School Council run by a teacher. School council and teacher attended school council conference to help develop further. School council have run fundraising initiatives. <u>Jan 2022</u> Data 2020-21 Due to covid the school council and head boy and girl roles were not developed as much as we would have liked. This will continue to be an objective moving forward. Currently, Autumn 21 head boys and girl have been elected. They are in the HTs assemblies and meetings have started weekly with the school council under a new teacher leader. <u>Jan 2021</u> Teacher leading school council struggled with the elected members - appointed new members. Covid meant the meetings could not take place but as almost all chn are now joining online classrooms can be re-established. Lead teacher on maternity leave so FS taking on role with support of AHT.</p>
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Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by the Equalities Act

Objective	Current situation	Success criteria	Actions	Equality Strand							Lead	Links to school policy or school development/improvement plan	Evaluation
				Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
To ensure that all take responsibility for pupil behaviour and follow the behaviour policy consistently.	Staff survey highlighted that staff did not feel that all staff took responsibility for behaviour or followed the policy	All staff take responsibility for behaviour and deal with unacceptable behaviour in line with the school behaviour policy.	Staff INSET, staff holding each other to account if they feel that someone is not taking responsibility. To train staff on mediation so they feel more skilled to deal with behaviour issues, to ensure all staff are familiar with the Behaviour Policy.	√	√	√	√		√	√	DHT	Behaviour Policy, School Values. British values	<p>Jan 2023 Data 2021-22 Staff survey shows that 93% of staff feel all adults in the school take responsibility for pupil behaviour and follow policy. Feedback from staff who disagree was that some TAs need training. Autumn 2022 - Staff INSET. <i>Magic Behaviour</i> training</p> <p>Jan 2022 Data 2020-21 Staff inset 97% reported in the staff survey that all staff take responsibility for pupils' behaviour.</p> <p>Jan 2021 This has, in the past, been identified as an area for development on the annual staff survey. However, in the staff surveys in July 2020, this was not the case indicating that improvement has been made in this area.</p>

<p>The school has been very effective at tackling homophobic language and bullying but needs to continue to work to ensure that this continues and to ensure that LGBT is tolerance is embedded through incorporation into school policies.</p>	<p>The number of incidents has continued to decrease – very few now.</p>	<p>All LGBT people feel safe and welcomed at the school. School policies support this. For example recognising diverse family structures.</p>	<p>Staff INSET, embed in policies, workshops for children. Staff feel confident can respond appropriately to questions raised by the children.</p>						√	√	<p>PSHE lead</p>	<p>Behaviour Policy, School Values. British Values</p>	<p><u>Jan 2023</u> Staff have received training from Dr. Ellie Barnes (<i>Building a future of LGBT+ inclusion</i>). Books added to Library and classrooms. Data 2021-22 Incidents continue to remain low – 3 incidents <u>Jan 2022</u> Data 2020-21 HT report throughout the year showed only 3 cases of reported homophobic language that was reported and dealt with according to policy. <u>Jan 2021</u> Workshops usually take place in the summer term and this is preceded by staff training. 2019/20 due to Covid this did not happen. Incidents however, remain very low. Staff training is due to take place this term.</p>
<p>To continue to monitor and record incidents of discrimination.</p>	<p>Incidents are currently logged on Safeguard software and reported to governors and trustees.</p>	<p>All staff are confident and know to log incidents and aware of how they should be dealt with.</p>	<p>Staff INSET/induction of new staff. Leadership team to continue to monitor reporting of incidents</p>	√	√	√	√	√	√	√	<p>SENCO DHT HoS</p>	<p>Behaviour Policy, SIP – KI 3, School Values, British Values.</p>	<p><u>Jan 2023</u> Incidents logged on Safeguard software and reported to governors & trustees in HT report. <u>Jan 2022</u> Data 20-21 all cases are reported to trustees. See reports. <u>Jan 2021</u> Incidents have been logged and reported to governors & trustees each half term.</p>

