



WITHINFIELDS
PRIMARY SCHOOL
LEARNING TOGETHER TO MAKE A BETTER FUTURE

Review of Equality Objectives **March 2019**

Our Equality objectives were set and approved in December 2017, this document reviews progress made towards these including evidence gathered of impact.

Admissions

Equality Objective: Develop opportunities to better engage with all communities in Calderdale to develop stronger cultural awareness.

Actions taken: We have developed a Withinfields Treasure Chest which lists activities that all children should have access to during their journey through Withinfields. This includes visits to a variety of places of worship to develop children's appreciation of those communities not widely represented within the families that we serve.

Impact: This will be measured at the next review when the Treasure Chest has been implemented fully.

Attainment

Equality Objective: To identify under achieving individuals and ensure that intervention and Quality First Teaching is catering for their needs. To ensure that Maths lessons in KS2 engage girls positively and promote Maths as a life skill to girls and texts chosen for Literacy engage boys in reading KS2.

Actions taken: Teachers have reviewed the texts used across year groups to ensure that boys are more motivated by the content while not demotivating girls. New texts are in place and children have been interviewed to determine if they like the range of books that they have studied. Direct Activities Relating to Texts (DARTS) sessions have been introduced in Key Stage 2 with short texts being read and comprehension questions modelled.

Impact: Both genders could identify books that they liked. Boys in Key Stage 1 performed better than girls in Reading in Summer 2018 in terms of the percentages that achieved expected standard and greater depth standard. Boys in Key Stage 2 were still lagging behind girls in progress and attainment in Summer 2018, further analysis will be carried out in Summer 2019 when new strategies for teaching reading have had more time to embed and have impact.

Actions taken: Arithmetic skills have been prioritised in Maths with a revised Written calculations policy. Additional teaching has been introduced in Year 6 to provide same day interventions in the afternoons to ensure that children 'keep up' rather than needing to 'catch up'.

Impact: Key Stage 1 girls performed as well as boys in terms of the percentages achieving expected standard in Summer 2018.. Boys still outperform girls at Key Stage 1 in terms of the percentage achieving Greater Depth standard. Key Stage 2 girls, in Summer 2018, slightly outperformed boys in terms of those achieving expected standard and the average scaled score achieved on the tests. Similar proportions of girls



and boys achieved greater depth. However, boys' average progress score was better than girls' average progress score at Key Stage 2 in Summer 2018. Additional teaching has only been in place for academic year 2018-2019 and therefore the impact of this will be measured at the end of the academic year.

Attendance

Equality Objective: To explore and understand the reasons for the absence and what support can be given to individual pupils and families to improve attendance rates.

Actions taken: Attendance panel meetings have been introduced and staff training to develop their understanding of the children at greater risk of Persistent Absenteeism has been implemented. Profile of attendance has been increased with a display in the hall and competitive element between the classes. Attendance is now routinely mentioned in the newsletter.

Impact: The number of children on track to be classed as persistent absentees in Y1 – Y6 has dropped from 42 children at the end of March 2018 to 23 children at the end of March 2019. The overall absence has decreased in the same period from 4.6 in March 2018 to 3.6 in March 2019.

Exclusions

Equality Objective: To implement a wider range of strategies to cater for SEN children with Social, Emotional and Mental Health difficulties in order to avoid exclusion where possible

Actions taken: A nurture provision has been established from September 2018 which supports children with extreme Social, Emotional and Mental Health difficulties. Pastoral Staff have also received training in the delivery of Rainbow Intervention for children struggling with loss or bereavement. Additional support has been put in place for children within school and alternative provision has been sought when necessary.

Impact: Analysis of exclusions rates to take place at the end of the academic year.

Prejudice Related Incidents

Equality Objective: Raise awareness of sexual orientation and people with a disability and promote positive attitudes towards a range of lifestyles and lessen the chances of inappropriate language being used in school and online when out of school.

Actions taken: Staff have received training from Barnados as part of their Positive Identities work. Awareness of prejudice related language has been increased through staff training and discussions with pupils. Where incidents do occur, the perpetrator is educated to prevent recurrence.

Impact: The number of incidents has reduced to two so far for the school year (Sept 18-March 19) and there are not repeat incidents from the same perpetrator.