



Annual
Progress Against Equality Objectives
To the Governing Body
Version 1.0

Academic Year 2016-2017

St. Christopher's CE Primary School adopted Equality objectives on the February 2017.

DfE's guidance on Statutory Policies for Schools (Sep 2014) states that schools have additional responsibilities to draw up and publish equality objectives every four years, and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

| | Equality Objective | Success Criteria (how we will know we are making progress?) | Actions required to achieve objective | Progress |
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| 1. | To raise staff awareness of equality considerations through training and increased, more formalised, opportunities to discuss and review the school's practice. | <ul style="list-style-type: none"> • Training provided to all staff resulting in increased awareness of equality and personal bias. • Staff are able to feedback that they have been given increased opportunities to discuss any equality concerns. | <ul style="list-style-type: none"> • Identify appropriate training materials/opportunities. • Deliver training and measure impact. • Discussion on the school's equality practice added to appraisal reviews and termly staff meetings. | <p><u>Sept 17</u></p> <p>Training materials not yet identified and therefore not delivered.</p> <p>Discussion will be included Teacher and Support Staff Meetings (Autumn 1 2017) in appraisal reviews Teachers (Oct 17) Support Staff (Jan 18).</p> |
| 2. | Continue to provide equal opportunities for all staff, particularly teaching assistants, in terms of professional development and training. | <ul style="list-style-type: none"> • Ensure all members of staff have participated in an appraisal process. • Staff members have been given the opportunity to identify personal development points • The needs that have been identified are planned to/or have been addressed. | <ul style="list-style-type: none"> • Ensure all members of staff have participated in an appraisal process. • Staff members have been given the opportunity to identify personal development points • The needs that have been identified are planned to/or have been addressed. | <p><u>Sept 17</u></p> <p>All members of staff have taken been part in the annual appraisal process. Midpoint reviews have been completed identifying the progress made by staff towards their objectives. Staff were provided with the opportunity to identify personal development items. Training needs were included in their appraisal documents.</p> |

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| 3. | To narrow the gap between vulnerable groups of pupils and other pupils in access to homework support, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act. | <ul style="list-style-type: none"> • Disadvantaged children’s pupil profiles in place • Disadvantaged Pupil profile meetings held termly. • Mentors matched to children. • Records of interventions implemented • Records of intervention evaluation. • Rates of progress of PP at least in-line with cohort. | <ul style="list-style-type: none"> • Introduction and development of disadvantaged children’s pupil profiles. Ensuring that needs are identified. • Introduction of Pupil Premium mentors. • Specific interventions identified and implemented. • Regular monitoring of disadvantaged children’s progress and evaluation of the impact of interventions. • Provision of adult support to check children’s “readiness” for completing homework. | <p><u>Sept 17</u></p> <p>Pupil Premium initiatives implemented and positive feedback received from staff about the children’s engagement. Outcomes of 2016-2017 academic year included in revised Pupil Premium Strategy document.</p> |
| 4. | To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity. | <ul style="list-style-type: none"> • Leaders in Learning planning trawls show that equality and diversity are being taught. • Lesson Observations demonstrate teaching and children’s understanding. • Discussion in Staff meetings of coverage. • Curriculum action plan implemented and reviewed. • Pupil conferencing | <ul style="list-style-type: none"> • PSHE&C curriculum map to be adapted. • Monitoring of class medium term plans to ensure coverage and appropriateness. • Evaluation of impact of changes to curriculum. | <p><u>Sept 17</u></p> <p>PSHE&C curriculum map revised and shared with teaching staff. Initiative included in 2017-2018 school development plan.</p> <p>Curriculum map only just implemented so no monitoring or evaluation as yet.</p> |