



Equalities Objectives and Action Plan – Fornett C.E.V.A Primary School
September 2016 – September 2020

<p>General duty reminder... 1. Eliminate discrimination, 2. Advance equality of opportunity between those with a protected characteristic & those without. 3. Foster good relations between all whether with or without a protected characteristic. <i>Please note that the school will respond rapidly to any changes in its circumstances which affect equalities by creating a new, or altering an existing objective.</i></p>	
<p>Staff members responsible: Judith Jones, Headteacher will lead on this and being a small school, all staff will be involved in ensuring these objectives are met.</p>	<p>Governors responsible: The named governor for Equalities is Kirsty Byrne who will monitor progress against the planned actions and report to the governing body along with the Headteacher.</p>
<p>Target</p>	<p>How will we do this?</p>
<p><u>Equality Objective 1.</u> To continue to widen our children’s experience of living in a racially and culturally diverse society. (To be aware of any potential discrimination and to foster good relations)</p>	<p>We will enrich experience and further understanding by...</p> <ul style="list-style-type: none"> teaching a planned curriculum which ensures opportunities for learning about cultural diversity such as other cultures, traditions, beliefs and non-beliefs. making use of spontaneous and unexpected opportunities which present themselves such as news items or the chance to host visitors. inviting a range of visitors into school who represent culturally diverse groups to further learning and understanding making educational visits which help children to explore diversity using collective worship, our school values and British Values to learn about and explore diversity, understanding and tolerance etc. using philosophy to question and explore issues of diversity
<p>Challenges:</p>	<ul style="list-style-type: none"> Almost all white British school in rural part of large mainly rural county with limited opportunities to meet with and be with those from other racially or culturally diverse backgrounds Following Brexit and the Trump election, the school is aware that there are a few families who have vocalised their concerns about living in an increasingly culturally diverse UK. We therefore presume there may possibly be others who feel similarly but do not speak about it
<p>Success criteria for Objective 1.</p>	<ul style="list-style-type: none"> Children will report improvements in their knowledge and understanding of the diversity of race,



	<p>cultures and traditions in the country in which they live, including their own culture and traditions.</p> <ul style="list-style-type: none"> • Philosophy will be embedded across the school and children will use this as a way to discuss issues of culture, diversity and identity. • The school curriculum and collective worship records will show evidence of this work being taught and assessed. • School logs will continue to show nil or very small numbers of incidents
Progress Record	
Target	How will we do this?
<p>Equality Objective 2 To reduce the attainment gap between girls and boys in reading across the school (girls almost always outperformed boys in 2016) (To advance equality of opportunity)</p>	<ul style="list-style-type: none"> • Analyse reading attainment and progress results for boys and girls to spot any trends or indicators which may help us account further for the differences in performance • Look at current practice and how we teach reading skills and reading for pleasure in school • Research best practice and trial evidence-based strategies to find what works • Network with other schools to find support and advice as to how we can raise boys' attainment • Engage and inform parents and carers and get their support • Ensure we have quality, appealing reading resources for boys • Ask boys and girls for their opinion as to why there is a difference and what can be done to address it
Challenges	<ul style="list-style-type: none"> • In 2016, girls attained more highly than boys in reading in all year groups except YR and Y5 • The school has small cohorts of children which means that patterns of data can vary widely year on year as groups are not large enough to always be reflective of national averages and norms. Gender variations are therefore more likely to occur within cohorts. • We have a higher than the national average number of children with special needs or disabilities which can also make narrowing the gender gap in attainment more difficult as by chance sometimes the majority of these children in a cohort are mostly boys or girls. • We know from all our Ofsted, School Improvement and Headteacher records that the quality of teaching and learning is at least good and often better in the school so it will be a real challenge to find a way to reduce the gender performance gap.
Success Criteria for Objective 2	<ul style="list-style-type: none"> • School tracking data and LA Key Data and RaiseOnline/FFT for end of Key Stages, will show a reduction in the gender gap between girls and boys in reading in each year group. The school will be able to demonstrate, through individual case studies, why this is not so if a pattern of improvement is not seen in results from 2016.
Progress Record	