

Single Equality Plan Review Autumn 2014

Equality Strand	Action / Equality Objective	How will the impact of the action be monitored?	Implemented by	What are the time frames?	Early success indicators	Update Autumn 2014
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Plan in annual survey.	Headteacher/ designated member of staff.	Immediately after Equality Plan is agreed by governing body.	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan.	Update published on web site Autumn 2014. Parent awareness of Plan repeated with publication through OAKLEAVES in December issue. Staff fully aware of plan.
All	To review and action accordingly how we as a school record the following information by protected characteristics <ul style="list-style-type: none"> • Achievement by ethnicity, gender and disability • Attendance levels • Exclusions • Rates of bullying/racist incidents • Access arrangements and take-up rates for school activities • Participation of parents at information evenings and school surveys. 	Review analysis on a quarterly basis	SLT Staffing & Pupil Welfare Committee Curriculum & Standards Committee	From September 2013 to July 2014	Records better reflect breakdown by protected characteristics	Recording/monitoring is completed through the following tools: <i>Achievement – Pupil Tracker</i> <i>Attendance - SIMS</i> <i>Exclusions – Data to LA</i> <i>Bullying – School Log of incidents progressing to Stage 3.</i> <i>Racist Incidents – Data to Governors & LA</i> <i>School Activities – Club registers</i> <i>School Trips – Risk assessment registers</i> <i>Parent Attendance – Class Records</i> <i>School Surveys – Headteachers Reports</i>
All	Monitoring and analysis of pupil achievement by race, gender and disability.	Achievement data analysed by race, gender and disability.	Headteacher. Governing body.	Annually in Sept.	Data confirms no negative trends.	<u>Attainment at Key Stage 2 2014</u> See attached section from Raise on Line which confirms the following: Average points scores show the cohort achieving above national average in Reading, Writing and Maths, and Reading, Writing and Maths combined. APS in Spelling, Punctuation and Grammar was

below national average . Girls achieved higher than boys in reading, writing and maths, and significantly higher in Spelling, Punctuation and Grammar.

Areas targeted for improvement in previous years has been successful with Free School Meal pupils in SPAG now in line with national average, middle and higher attainers in reading and writing now in line or above national average with more work to be achieved with lower attainers in SPAG.

All categories of SEN above national average apart from school action in reading, writing and maths combined, and Spelling, Punctuation and Grammar SPAG. All ethnic groups achieved above national average in all subjects at level 4.

Average Points Scores Pupil Premium (Disadvantaged Pupils) gap is closing in combined reading, writing and maths moving from -3.0 in 2013 to -2.3 in 2014. Maths has moved from – 4.0 to -2.0, Reading - 1.9 to -1.7 whilst writing increased from -2.4 to -3.4

Expected Progress of 2 levels from KS1 – KS2 2014

See attached section from Raise on Line which confirm the following: In Maths all groups were above national average for 2 levels of progress showing consistency over the previous three years. In reading all groups were above national average with the exception of non FSM (-3%), high attainers (-13%), school action + (-20%), and white british (-2%). High attainers included 5 pupils out of 20 not moving from a level 3 to a level 5. Strategies in place for 2014 – 2015 and confident this will be addressed. In writing the vast majority of groups were in line with or above national average with the exception of school action (-13%). Statistics should be read with caution as often the % relates to small numbers of pupils.

Pupil Premium (Disadvantaged Pupils) made above national average progress in Maths 89/85%, Reading 94/88% and Writing 100/90%. This is a consistent trend for disadvantaged pupils at Meadow Vale securing above national average progress in all three subjects.

Attendance Levels

Term	Cohort	White British	Mixed	Black	Asian
Autumn	96.5%	96.9%	95.9%	97.8%	94.2%
Spring	96.4%	96.4%	95.6%	97.6%	94.2%
Summer	96.8%	97.0%	96.8%	96.8%	96.7%

Attendance outstanding in all three terms – above national average.

Mixed – White/Black Caribbean, African white and Asiian

Black – Black Caribbean and African

Asian – Indian, Pakistani, Bangladeshi

						<p>As the schools percentage of ethnic background increases – white British over last 3 years 86.6, 84.9, 80.8 English first language 94.9, 94.2, 91.7, the school will be monitoring closely any ethnic group attendance falling below 96%</p> <p><u>Exclusions</u> 3 fixed term exclusions were issued throughout the academic year.</p> <p><u>Rates of Bullying</u> 1 Incident of bullying reached stage 3 in 2013 - 2014 – effectively managed.</p> <p><u>Rates of Racial Incidence</u> 3 Racial Incidents were reported to the LA in 2013 - 2014</p> <p><u>School Clubs</u> Extensive range of clubs with representation across all groups.</p> <p><u>Parental Attendance at Consultation Evenings</u> 100% expected and achieved.</p>
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, religion and belief, gender and disability.	Increase in pupils' participation, confidence and achievement levels.	Subject Leaders through lesson plans.	Sept 2013 – July 2014	Notable increase in participation and confidence of targeted groups.	Curriculum reviews monitor and where appropriate utilise opportunities to promote values of equality. Good practice under pinned by Unicef Rights Respecting work.
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race, gender and disability.	Gifted and Talented register monitored by race, gender and disability.	Member of staff leading on G&T.	Sept 2013 - July 2014	Analysis of the Gifted & Talented register indicates it is changing to reflect the school's diversity.	11 pupils are currently on the rigorously applied criteria for the gifted and talented register, of which 5 are girls, 6 are boys, 9 are White British, 1 is Asian and 1 is Black African. Additionally there are 30 other pupils who are closely 'tracked' to meet this criteria.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE.	Headteacher.	Ongoing	More diversity reflected in school displays across all year groups.	School displays are balanced and stimulating. Additional displays to be added to celebrate Life in Modern Britain promoting democracy, rule of law, mutual respect, individual liberty and tolerance of different faiths and beliefs.
Race	Ensure all newly arrived pupils and their	School council representation	Member of staff leading on	Ongoing	Increased diversity in school	

	parents/carers are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in class assemblies, school council elections, fund raising etc.	monitored by race, gender, disability.	school council.		council membership. Increased involvement of parents/carers	MVSA is thriving. School receives excellent support from parents/carers in a range of activities.
Race	Identify, respond and report racist incidents. Report the figures to the Governing body/Local Authority on a termly basis.	Data to assess the impact of the school's response to incidents i.e. have whole school/year group approaches led to a decrease in incidents. Are pupils and parents satisfied with the response?	Headteacher/ Governing body.	Reporting: December, April, July.	Teaching staff are aware of and respond to racist incidents. Nil reporting is consistently challenged by the Governing Body	Termly reports are filed which include any incidents of a racist nature. Fortunately they are very rare which is evidence of a successful curriculum /school values promoting tolerance and respect. Pupils are well prepared for life in Modern Britain. When incidents do occur parental feedback is very positive and appreciative of the school intervention.
Gender	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities.	Member of staff leading on sports / PE.	Ongoing	More girls take up after-school sports clubs.	Girls participate in a full range of extended activities including representing the school in numerous sports teams. Examples include Kickstart, Cricket, Cross Country, Netball, Tag Rugby, Athletics and numerous other clubs.
Disability	Promote governor vacancies with leaflets in accessible formats, by involving disabled young people/parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective.	Lead Governor on Special Educational Needs & Disabilities.	September 2014	More applications from disabled candidates to be School Governors.	Completed