

## REVIEW OF EQUALITY OBJECTIVES 2017-2018 (March 2018)

The governing body of St Peter's School, Alvescot has agreed the following Equality Objectives:

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics	Evaluation
1. Teaching and Learning	To further develop 'quality first' teaching to meet the learning needs of all children through schemes of work and lesson planning.	Improved quality of teaching in all classes and increased progress of children at risk of under-achievement.	Termly monitoring of quality of teaching and learning, including available teaching resources and deployment of Teaching Assistants.	Advance equality of opportunity	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓	All lessons observations and learning walks judge the quality of teaching to be never less than 'good'.  Monitoring shows that pupils are well supported by TAs.  In 2017, 87% of all pupils in the school met the relevant expected standard.
	Continue to ensure that all groups of children are enabled to make appropriate and similar rates of progress.	All groups of children will make appropriate and similar rates of progress	Identify focused groups of children Monitor the progress of all children through the school's normal assessment process. Compare the progress of all groups Implement appropriate intervention programmes as required Termly monitoring of attendance.	Advance equality of opportunity	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation Age ✓	Effective use of TAs to deliver intervention programmes and provide targeted support enable almost all pupils to make good progress.  In 2016-2017, 93% of all pupils made expected progress or better  In 2017-2018 the difference in steps of progress between pupils with SEN and other pupils was not more than 1.  In 2017-2018, PP pupils made more progress than other pupils and the progress of SPP pupils was the same as other pupils.

	To use materials and resources which reflect a range of cultural backgrounds with awareness of stereotyping.	Children's developing awareness and understanding of diversity	To review the quality of resources currently held in school and purchase new resources that reflect the diversity of the world in which we live.	Advance equality of opportunity	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓	School families from Finland, China, Portugal, and Denmark involved in sharing traditions and celebrations in other countries.  Books purchased and used effectively to develop pupils awareness of cultural diversity.
<b>2. Employment and staff development</b>	For all recruitment procedures to comply with the Equality Act 2010 and minimise any barriers to teaching related to the protected characteristics.	All governors fully aware of their rights and duties under the Equality Act 2010 and new appointments made in compliance with the Act.	Ensure non-discriminatory recruitment and employment practices by monitoring of recruitment procedures including advertisements, shortlisting and interview procedures.	Eliminate unlawful discrimination	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓	No appointments made during this year.
	Continue to provide equal opportunities for all staff in terms of professional development and training.	That aspirations and training needs identified through the appraisal process are met.	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 addressed.	Advance equality of opportunity  Foster good relations	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓	All staff participate in Performance Management/ Appraisal and in-year reviews (see Appraisal Report to Governors)

<b>3. Accessibility</b>	<p>To ensure equality of access to:</p> <ul style="list-style-type: none"> <li>• The physical environment</li> <li>• The learning environment</li> <li>• out-of-school activities including after-school clubs, trips, and visits</li> </ul>	<p>For all children to have the opportunity to progress and achieve well and to be prepared for life in a diverse society.</p>	<p>Annual visit by the health and safety governor to review the site with view to maintaining and improving accessibility.</p> <p>Termly meetings with SEN governor to ensure provision of access to the curriculum by all.</p> <p>Raising staff awareness of disability through training as need arises.</p> <p>Progress review meetings where individual needs are closely monitored and provision is made as necessary.</p>	<p>Advance equality of opportunity</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>	<p>External monitoring shows that Health and Safety continues to have high priority and is managed well within the school.</p> <p>Training on ASD has increased staff awareness of how to meet the needs of individual pupils.</p> <p>Progress review meetings inform deployment of TAs in order that appropriate support can be provided to ensure that all pupils have access to the curriculum.</p>
	<p>To provide written information for parents/carers with disabilities or for whom English is not their first language in a form which is user friendly and appropriate to their needs within a reasonable time frame.</p>	<p>For all parents/ carers to have access to information provided by the school to enable them and their children access to all.</p>	<p>Parents / carers needs to be met by either a member of staff or an appointed governor establishing their needs and providing support as required.</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>	<p>Parents who may have difficulty accessing written information are spoken with directly and support is provided, as required.</p>

	<p>To provide physical aids to access education through SEND framework as required.</p>	<p>For SEND objectives to be fully met in order that all children have access to education</p>	<p>To work together with external agencies to identify and meet the needs of individual children, as required.</p>	<p>Eliminate unlawful discrimination  Advance equality of opportunity</p>	<p>Race Disability ✓ Gender Religion or Belief Sexual Orientation Age</p>	<p>Resources such as visual timetables and photographic prompts and reminders are used to support pupils with ASD.  Physical aids such as pencil grips are used to support pupils with dyspraxia.</p>
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