



## EQUALITY PLAN REVIEW 2021



EQUALITY STRAND	ACTION	OUTCOME & IMPACT	When	FURTHER ACTION REQUIRED
All	<p><b>Publish and promote this updated Equality Plan through the school website, newsletter and staff meetings.</b></p>	<p>New 4-year plan was published on the school website in Autumn 2020.</p> <p>Reference to the plan has been made in our weekly newsletters to ensure parents know the plan is in place.</p> <p>Staff are familiar with the document and have linked it to their subject leader action plans where relevant. They ensure lessons and displays reflect the equality plan.</p> <p>Equality is one of our four key values in our new Vision &amp; Values. Certificates are given weekly for children who demonstrate the values in school.</p>	Autumn 2020 & ongoing	<p>Continue to highlight our values to both pupils and parents and make reference to these in a range of ways e.g celebrations, displays, workshops etc.</p> <p>Include question about parent awareness of Equality Plan in our next annual survey – Feb 2021.</p>
All	<p><b>Robust monitoring and analysis of pupil achievement by race, gender, disability and other relevant vulnerable groups (e.g Pupil Premium) acting on any trends or patterns in the data that require additional support for pupils.</b></p>	<p>Achievement data is analysed by race, gender, disability and other groups such as PPG and EAL.</p> <p>The gap has narrowed for some equality groups against national outcomes, particularly PPG pupils in English at the end of KS1 and in Writing &amp; Maths at the end of KS2.</p>	Since Dec 2016 & ongoing	<p>Further work is ongoing to narrow the gap between school PPG outcomes and national non-PPG measures across the whole school (particularly KS1 Maths &amp; KS2 Reading).</p> <p>Focus on boys' outcomes in EYFS &amp; KS1.</p>

All	<b>Ensure that the school's curriculum promotes people that pupils can positively identify with. Ensure it reflects the school's diversity in terms of race, gender and disability. Avoid tokenistic coverage.</b>	Teachers use their yearly curriculum maps to ensure that diversity is well-reflected and planned for. To do this they asked the question: 'If I am ANY pupil in this school, can I see myself/my family represented in the curriculum I am being taught?'. Assemblies also include weekly themes that cover the five British Values. Pupils can talk confidently about British Values.	Autumn 2020 & ongoing	Pupils to be more actively involved in the personalisation of the curriculum as we focus on this as a school priority 2021-22.
All	<b>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 and gender.</b>	tbc	By Dec 2021	The school's G&T register needs to be updated by SENCo.
All	<b>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</b>	Displays are much improved and are reflective of both the school's diversity as well as that of the wider community and the UK.  Each classroom has a British Values display to refer to. There is also a public BV display in the corridor near to the Y3 classroom.  School values display was created in Summer 2019 focusing on the four key values (one of which is 'equality') and promotes diversity.	Ongoing          Revised summer 2019	Work on increasing the number of languages represented in the classes on displays across the school e.g Italian, French, Romanian.

<p><b>Race Gender Equality Duty</b></p>	<p><b>Raise the attainment and progress of:</b></p> <ul style="list-style-type: none"> <li>- <b>Boys' Reading &amp; Writing</b></li> <li>- <b>BME Reading &amp; Writing</b></li> <li>- <b>EAL attainment &amp; progress</b></li> </ul>	<p>EYFS boys' GLD was more in line with national in 2019.</p> <p>KS2 boys' Maths outcomes were significantly above national measures in 2017, 2018 &amp; 2019. In KS1 &amp; KS2, BME pupils outperformed White British pupils across all areas in 2019.</p> <p><i>No 'official' data for 2020 &amp; 2021 due to Covid and the cancellation of SATs.</i></p>	<p>Ongoing</p>	<p>KS1 outcomes for boys need to be much improved across all areas.</p> <p>Further work is required to improve EAL outcomes against national measures in both key stages.</p>
<p><b>Race Equality Duty</b></p>	<p><b>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.</b></p>	<p>Reports are given to the GB each term. There have been no racist incidents to report.</p> <p>Anti-Racism workshops took place in the Summer term 2018 for KS2.</p>	<p>Since Autumn 2016 &amp; ongoing</p>	
<p><b>Gender Equality Duty</b></p>	<p><b>Introduce initiatives to encourage girls' interest in STEM (Science, Technology, Engineering &amp; Maths) through:</b></p> <ul style="list-style-type: none"> <li>- <b>Signposting to clubs/events</b></li> <li>- <b>Mad Science Club (or equivalent)</b></li> <li>- <b>D&amp;T Challenge Cup events</b></li> <li>- <b>Maths challenges / games</b></li> </ul>	<p>Girls are performing well in Science in both KS1 &amp; KS2.</p> <p>Coding Club in place as of Sept 2019 – 63% of the attendees are girls.</p> <p><i>No after-school clubs 2020-2021 due to Covid/bubbles/school closure.</i></p>	<p>Ongoing</p>	<p>Science and Maths subject leaders to plan specific activities and work in their themed subject weeks that promote the work of female scientists and mathematicians etc.</p>
<p><b>Disability Equality Duty</b></p>	<p><b>Promote staff/governor vacancies with leaflets /adverts in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.</b></p>	<p>This is in place via the Teach in Herts website.</p> <p>We would always welcome applications from disabled candidates.</p>	<p>Since Autumn 2016 &amp; ongoing</p>	<p>Further consideration to be given of logos and photographs to be used on/in new school prospectus.</p>

<p><b>Community Cohesion</b></p>	<p><b>Use of national events to promote and gain a wider understanding of the diversity of UK society (and how our school reflects UK diversity) through assemblies, PSHE, School Council. Extend links to Black History Month, European Day of Languages, Deaf Awareness Week, International Week, Britain since 1930s History, literature, arts etc,</b></p>	<p>Assemblies link to PSHE and British Values each week.</p> <p>Members of the local community e.g vicar of village church, PSCOs come in to speak to the children. Celebration assembly to celebrate the 100<sup>th</sup> birthday of local resident was done.</p> <p>The school has celebrated Black History Month, Deaf Awareness Week and has made other links to community/world events through the curriculum.</p> <p>A school council is in place that meets every three weeks with the Headteacher.</p> <p>PSHE was a school priority for 2017-2018 and resources were purchased for each year group that includes a full scheme of work.</p> <p>Work was carried out with the local Heartwood Forest re: tree planting (Summer 2018).</p>	<p>Since Autumn 2016 / ongoing</p>	<p>School to consider the promotion of other themed weeks linked to the curriculum as well as UK/world events and charities.</p> <p>Themed weeks to be planned for 2021-2024 that cover world religions and associated festivals and celebrations e.g Diwali, Eid, Shabbat.</p> <p>2021-22's themed weeks: Anti-Bullying Diversity (linked to Pride Month)</p>
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