



## EQUALITY PLAN REVIEW 2023



EQUALITY STRAND	ACTION	OUTCOME & IMPACT	When	FURTHER ACTION REQUIRED
All	<b>Publish and promote this updated Equality Plan through the school website, newsletter and staff meetings.</b>	<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 link 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 Vision &amp; Values.</p> <p>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 – Spring 2024.</p>
All	<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>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 BME pupils at the end of KS2 (<i>BME pupils in 2022 outperformed all pupils nationally</i>). KS2 PPG pupils in 2023 were predominantly SEND</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 Writing &amp; Maths and KS2 English).</p> <p>Our focus on girls' outcomes in EYFS has ensured girls</p>

		as well so this impacted their outcomes.		<p>have performed considerably better in 2023 than last year.</p> <p>More regular and robust monitoring is required for wider groups in R/W/M.</p>
<b>All</b>	<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>	<p>Teachers use their yearly curriculum maps to ensure that diversity is well-reflected and planned for.</p> <p>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?'</p> <p>Assemblies also include weekly themes that cover the five British Values. Pupils can talk confidently about British Values.</p>	Autumn 2020 & ongoing	Pupils to be more actively involved in the personalisation of the curriculum as we continue to focus on this as a school priority.
<b>All</b>	<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 2023	The school's G&T register needs to be updated by SENCo.
<b>All</b>	<b>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</b>	<p>Displays are much improved and are reflective of both the school's diversity as well as that of the wider community and the UK.</p> <p>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.</p>	Ongoing	Work on increasing the number of languages represented in the classes on displays across the school e.g Italian, French, Romanian, Ukrainian, Cantonese.

		School values display was created in Summer 2019 focusing on the four key values (one of which is 'equality') and promotes diversity.	Revised summer 2019	
<b>Race Gender Equality Duty</b>	<b>Raise the attainment and progress of:</b> <ul style="list-style-type: none"> <li>- Boys' Reading &amp; Writing</li> <li>- BME Reading &amp; Writing</li> <li>- EAL attainment &amp; progress</li> </ul>	EYFS boys' GLD was more in line with national in 2019, 2022 and 2023.  KS2 boys' outperformed girls in 2023. Of the 11 boys that met age-related expectations or higher, 36% were BME/EAL (two of whom had only been in the UK for 203 years).	Ongoing	KS2 girls' outcomes need to be much improved.
<b>Race Equality Duty</b>	<b>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.</b>	Reports are given to the GB each term. There was one racist incident to report to the GB for 2021-22 and one in 2022-23. Anti-Racism workshops took place in the Summer term 2018 for KS2.	Since Autumn 2016 & ongoing	Weekly PSHE lessons per class support this area. Other work is completed on a need by need basis.
<b>Gender Equality Duty</b>	<b>Introduce initiatives to encourage girls' interest in STEM (Science, Technology, Engineering &amp; Maths) through:</b> <ul style="list-style-type: none"> <li>- Signposting to clubs/events</li> <li>- Mad Science Club (or equivalent)</li> <li>- D&amp;T Challenge Cup events</li> <li>- Maths challenges / games</li> </ul>	Girls are performing well in Science in both KS1 & KS2.  Science Week was re-introduced in 2021-22 and will continue annually.	Ongoing	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.
<b>Disability Equality Duty</b>	<b>Promote staff/governor vacancies with leaflets /adverts in accessible formats, by involving disabled young people / parents in design and specifically</b>	This is in place via the Teach in Herts website.	Since Autumn 2016 & ongoing	Further consideration to be given of logos and photographs to be used on/in new school prospectus.

	<b>welcoming applications from disabled candidates.</b>	We would always welcome applications from disabled candidates.		
<b>Community Cohesion</b>	<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>Assemblies link to PSHE and British Values each week.</p> <p>Members of the local community e.g vicar of village church, PCSOs come in to speak to the children. Celebration assembly to celebrate the 100<sup>th</sup> birthday of local resident was held.</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. It was also a priority 2020-21 following the first period of Covid-related school closure.</p> <p>Work was carried out with the local Heartwood Forest re: tree planting (Summer 2018).</p>	Since Autumn 2016 / ongoing	<p>School to consider the promotion of other themed weeks linked to the curriculum as well as UK/world events and charities.</p> <p>The school joined with other St Albans schools in the Spring term 2022 to raise money for Ukrainian refugees.</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>2023-2024's themed weeks: Anti-Bullying Diversity (linked to Pride Month)</p>