



Rickley Park Primary School Equality Objectives (2015 - 2016)

1. Key Values

1.1 The work of the school is underpinned by the following key values:

- We have the same chances. We have the same choices.
- We know that everyone has something special to contribute.
- We persevere and work hard, not because we are told to but because we want to improve.
- We stick together for the good of all.
- We look after ourselves, each other and our world by taking responsibility for our actions.
- We let everybody talk and have their say.

2. Context

2.1 There are a number of statutory duties that must be met by every school in line with the Public Sector Equality Duty (PSED), which came into effect in April 2011 as a result of the Equality Act (2010).

2.2 Rickley Park Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

2.3 The Leadership Team and Governing Body also recognise the following protected groups:

- Race
- Disability
- Gender
- *Gender re-assignment**
- Age
- *Pregnancy and Maternity**
- *Marital Status**
- *Sexual Orientation**
- Religion and Belief

** Denotes less applicable for Primary aged children*

3. School Context

3.1 Rickley Park Primary School is a significantly larger than the national average primary school in a well-established part of Bletchley. The school was originally an Infant and Junior school serving the same defined area but amalgamated in 2009 to become an all through primary school.

3.2 Background Information (*based on 2014 RAISEOnline and 2015 Draft Data*)

3.2.1 The proportion of children eligible for Pupil Premium funding is 25.7% which is in line with national average and the school deprivation indicator is also in line with the national average. The

school has a dedicated Pupil Premium Leader working within the Inclusion Team (*led by the Deputy Headteacher*)

3.2.2 The proportion of pupils from ethnic minority backgrounds is 28.2%, and the proportion of children with English as an Additional Language (EAL) is 18.8%, both of which are in line with the national average. The school has a dedicated EAL Leader working within the Inclusion Team (*led by the Deputy Headteacher*)

3.2.3 The proportion of children supported for Special Education Needs (*SA+, Statements or Education, Health and Care Plans*) is slightly above average (8.5%). The school has a dedicated SENDCo working within the Inclusion Team (*led by the Deputy Headteacher*)

3.2.4 The proportion of Currently Looked After Children is low but it is not possible to compare this to national averages. The school has a dedicated Currently Looked After Leader working within the Inclusion Team (*led by the Deputy Headteacher*)

3.2.5 The mobility of pupils is significantly greater than the national average (75.6% stability compared to a national average of 85.9%)

3.2.6 Attendance rates are currently improving (2012-13 – 94.5%; 2013-14 – 95.3%; 2014-2015 – 95.5%) but remain below the national average. Attendance of children entitled to Pupil Premium funding is particularly low (93.6% compared to 96% for pupils not entitled to Pupil Premium funding).

3.2.7 Overall pupil levels of attainment are much improved in 2015 and at the end of Key Stage 2 the proportion of children achieving the expected level in Reading, Writing and Maths are broadly average. Attainment for pupils achieving level 4 combined English and Maths is improved for 2015. Analysis of end of Key Stage results and internal tracking data suggests that, whilst overall progress is strong, the progress of some identified groups is not rapid enough to close the attainment gap. These groups are:

- Boys (*in writing*)
- Children with Special Educational Needs
- Children entitled to Pupil Premium Funding (*in the Early Years*)

4. Equality Objectives for 2015-2016

4.1 The School Improvement Plan 2015 – 2016 (SIP) identifies the main areas for development for the academic year 2015-2016. It is noted that some of these objectives are linked directly to the targets set in the SIP and, where this is the case, this is acknowledged below.

4.2.1 Objective 1:

Link to School Improvement Plan: 1(iii) Accelerating boys progress in writing and 1(iv) Effectively using data to identify and target vulnerable groups (Inclusion)

Outcomes:	Measured by:
<ul style="list-style-type: none"> • The school is able to effectively analyse the data it collates on the protected characteristics (see 2.3) to address any differentials in outcomes for these groups 	<ul style="list-style-type: none"> • Data analysis

D	G	R	E	S	Activity	Progress Milestones
√	√	√	√	√	Termly Assessments in reading, writing and Maths analysed at group level for attainment and progress	Assessments completed by deadlines. Vulnerable group leaders, SLT and class teachers understand relative attainment and progress of groups.

√	√	√	√	√	Interventions informed by data, Pupil Progress Meetings and Provision Map.	Provision Map updated termly with entry / exit data
√	√	√	√	√	Development of Teaching Assistants to ensure that they are able to successfully accelerate progress	Teaching Assistants understand what effective support / interventions look like (<i>monitored through observations and data analysis</i>)
√	√	√	√	√	Pupil Progress Meetings termly with a focus on group level achievement	Records of Pupil Progress Meetings with clearly defined actions for next steps in closing gaps
√	√	√	√	√	Observations by Vulnerable Group leaders to focus on pupils with different characteristics	Quality first teaching (compared to Rickley Park Teaching and Learning Policy) in place for all groups of pupils

Key: D = Disability, G = Gender, R = Religion/Belief, E = Ethnicity, S = Socio-economic

4.2.2 Objective 2: To reduce the differences in attendance between different groups of children

Link to School Improvement Plan: 3(ii): Improve Attendance

Outcomes:	Measured by:
<ul style="list-style-type: none"> Data analysis shows equality of attendance for all groups Groups / Individuals at risk of low attendance identified and support / intervention planned The school works effectively to improve the attendance for all pupils and removes barriers to access 	<ul style="list-style-type: none"> Attendance data (see SIP targets) Punctuality data (see SIP targets) Evidence of improved attendance data / punctuality as a result of support / intervention

D	G	R	E	S	Activity	Progress Milestones
√	√	√	√	√	Monitoring of attendance data at group and individual level. Parents updated termly.	Report to governors attendance patterns for whole school and groups
√	√	√	√	√	Group / Individual attendance data used to identify reasons / patterns for non-attendance.	Analysis to be used to better target support / intervention
√	√	√	√	√	Review how the school communicates and engages with parents of children with low attendance.	Leadership / governors to consider other options for more effectively working alongside parents

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4.2.3 Objective 3: To effectively monitor incidents of poor behaviour and bullying

Link to School Improvement Plan: n/a

Outcomes:	Measured by:
<ul style="list-style-type: none"> The school effectively monitors and addresses all incidents of poor behaviour / bullying related to any characteristics. 	<ul style="list-style-type: none"> Behaviour Log Exclusion Paperwork (if applicable) Parental / Pupil Survey Discussions with pupils, parents and staff

D	G	R	E	S	Activity	Progress Milestones
√	√	√	√	√	Review how incidents of poor behaviour are recorded	Review completed
√	√	√	√	√	Analysis on behaviour / bullying log / accident book to identify any over represented groups of children (against characteristics – see 2.3)	Report to governors behaviour patterns for whole school and groups (<i>if there are any significant differences</i>)
√	√	√	√	√	Assembly Themes to focus on anti-bullying, Rickley Park values and British values	Children have a good understanding of bullying, and the values of the school / country, and incidents are rare
√	√	√	√	√	Regular communication with parents regarding values, behaviour policy and bullying policy	Evidence in newsletters and discussions with parents

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