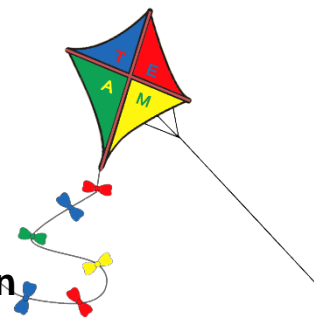


Twyford St Mary's C of E Primary School
Single Equality Scheme Annual Report and Action Plan
2019-20



This report outlines the work carried out and opportunities provided during this academic year to fulfil our public sector equality duty:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Whole School Initiatives

- We learned about and raised money for Children In Need, Jean for Genes, Christian Aid, NSPCC, Shelter Box, Save the Children, Royal British Legion Poppy Appeal, Basic Banks, Epilepsy Action and the Murray Parish Trust this year, through reflection and organising special events to promote these.
- A balanced curriculum which celebrates cultural diversity and our heritage – Malala Yousafzai, Mahatma Gandhi, David Attenborough, The Queen, Henry VIII, Guy Fawkes, Leonard Cheshire, Desmond Tutu, Harriet Tubman, Titanic, Islam, Judaism
- Collective Worship led by religious leaders (e.g. Rev. Damon, Rabbi Zvi, Islamic Leaders)
- Community vote for local, national and global charities.
- Visits from inspirational people living with adversity.
- Diversity in Relationships Education is explored in Key Stage 2.
- During the Summer Fair, four classes came together to produce country dancing and Maypole dancing on a grand scale. This allowed opportunities for the children to work with children from different classes and for the older children to take responsibility for the younger children within the school.
- Intergenerational links continue to support teaching and learning and benefit the whole school community.

Throughout the Academic Year

- All staff have received Diversity training.

Race Equality

- The school maintains active vigilance for any incidents of racism. It is always mentioned as an item in the Head Teachers' report to governors at each meeting of the full governing body, even if there is nothing to report.

Disability and Accessibility Equality

- Weekly training meetings are continually held for all Learning Support Assistants by Sophie Davies (DHT) to better focus the support given to children needing extra help accessing the curriculum.
- Outside agencies have been used to help provide tailored behavioural programmes for those children needing extra support to manage their behaviour.
- Last August, the corridor and toilet area between Willow and Sycamore was re-decorated and toilets were replaced; this made the area a much nicer and cleaner area to walk through and to celebrate children's work on the walls. The library area has been used to full affect by small groups of children as has the group work room, which has been utilised by support groups and music lessons.
- THRIVE also continues to be accessed by those who need it.

Gender Equality

- The school has continued to provide the children with 'talk partners' which are not always their friends. This has continued to improve and develop children's communication skills and their ability to work in small groups. The peer mentoring programme, running for a year now, pairs mentors and mentees, irrespective of gender.

Pregnancy/maternity

- In previous years, we have sensitively managed staff both leaving to go on maternity and returning back to work at the end of maternity leave. The rights of staff working during pregnancy have been protected carefully, as have those of staff covering their leave.

Faith Equality

- Each year bibles are presented to all Year R pupils, and staff ensure a complete acceptance of those children whose families choose not to take part. An alternative is always offered.
- Years 5 and 6 learn about Humanism with the support of a Humanist leader.

Age Equality

- Twyford St Mary's is lucky to have a wide range of staff, from those beginning their careers to those with several years of practical application - which we believe brings a balance of experiences and perspectives to our team.

Community Cohesion

- Staff and governors have spent time this year looking at making sure we receive best value for money with our pupil premium children. Staff and governors have attended meetings to ensure the money is used carefully to support and enhance their educational experiences.
- The governors have continued to focus on bringing all school policies and procedures up to date. All governors were offered Google docs training to ensure that staff and governors can access and change policies when updating and reading is required.
- Throughout the year, each class sends out a weekly curriculum newsletter- updating parents and carers on the week's learning foci and home learning activities.

The objectives should also be read in conjunction with the school's current Single Equality Scheme, where the objectives were derived. School data varies by cohort. There are no significant data trends in terms of attainment for boys/girls.

Objective	Actions
1. Ensure that children who are from vulnerable groups match the rates of progress of other groups of children.	<p>The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. SEND reviews, external validation e.g. Parent/community surveys.</p> <p>Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers.</p> <p>Using external advisers to support meetings for those with SEND.</p> <p>Access to pastoral staff at lunchtimes and individual support sessions.</p> <p>Teachers adapting, where possible, resources and techniques to suit a wide range of learners.</p> <p>During transitions, teachers are provided with information specific to individual children.</p> <p>All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children.</p> <p>Ensuring displays and resources reflect diversity.</p>

	<p>The curriculum positively promoting difference.</p> <p>Teachers taking into account individual needs when planning lessons.</p> <p>Individual support plans for children with SEND.</p> <p>Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers.</p>
2. There is no gender imbalance between girls' and boys' progress outside of the national picture.	<p>Phased analysis of available school data – boys and girls.</p> <p>The curriculum positively promoting female and male role models. Teachers taking into account gender interests when planning lessons.</p> <p>Newsletters, displays and responsibilities (where possible) equally weighted between boys and girls.</p> <p>Including children and parents/carers in Year 6 parents' meetings.</p> <p>Including children and parents/carers in school questionnaires.</p>

End of year Attainment 2019

Secure + % (GDS)	Reading		Writing		Maths	
	Girls	Boys	Girls	Boys	Girls	Boys
Year 1	88 (0)	93 (7)	75 (0)	93 (14)	75 (0)	93 (0)
Year 2	85 (54)	90 (20)	85 (38)	60 (10)	77 (15)	80 (31)
Year 3	83 (33)	83 (33)	83 (25)	50 (33)	92 (17)	83 (33)
Year 4	87 (53)	91 (36)	87 (27)	91 (36)	92 (33)	100 (45)
Year 5	100 (33)	90 (40)	100 (28)	90 (50)	67 (22)	100 (60)
Year 6	86 (79)	91 (27)	93 (64)	90 (27)	92 (50)	82 (55)

The gap identified last year with the Yr3 cohort in writing has narrowed. There is a gap in Yr5 maths, which is being addressed by additional resourcing. Although there appears to be a gap in Y3 Writing, this is due to the low numbers of boys in that cohort and their SEND status.

Secure + % (GDS)	Reading		Writing		Maths	
	Girls	Boys	Girls	Boys	Girls	Boys
Whole School	88 (42)	90 (27)	87 (30)	79 (28)	83 (23)	90 (37)

