

## Annual Report on Equality Objectives

The following objectives were set in 2016 for the period 2016 – 2017.

### Objective 1

**To continue to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.**

All attainment and progress is monitored for all children half-termly. As a result of this data analysis, the provision map is updated and a significant number of interventions take place in school. We use TA's both in class to work alongside the teacher and also have "freelance" TA time which can be tailored to meet specific needs. The Inclusion Manager (IM) is CAF trained and works with all staff to ensure accurate identification of all children who may need support. If needed, children may be referred to an external agency and the IM will liaise with both professionals and parents to ensure the best possible outcomes. All children with any potential disadvantage/vulnerability are colour coded on our school tracking grids, which measure attainment and progress throughout the year, for ease of identification and all staff work closely with the IM to utilise the most effective strategies and resources.

### Objective 2

**To continue to raise levels of attainment in core subjects for vulnerable learners.**

Levels of attainment and progress for vulnerable pupils (SEN FSM EAL) is precise and any requirements are put into place through the IM. The data from the staff is scrutinised by the SENCo/headmaster/IM at least every half-term following pupil progress meetings. The detailed provision map ensures that all staff are fully involved in any interventions that are put in place.

### Objective 3

**To continue to monitor and support attendance of all groups of children in school.**

Attendance continues to be closely monitored for all children. Our school target is 96% and the school is supported through ACE – the Attendance, Compliance and Enforcement Service. An annual audit raises any recommendations and the school is buying into some of the services, particularly to track consistent latecomers/absentees.

If a child is not here by 9.30 a.m. and there has been no message from parents, the office manager phones and also sends a text. As a result of a recommendation by ACE, we also monitor minutes late, each day and inform parents if this is becoming regular. We now have a graded letter system in place and letters are automatically sent out if a child's attendance drops below 96%. Sadly we still have a minority of children who have poor attendance. The school is looking into other strategies as this was a key point raised by Ofsted in March 2017.

#### **Objective 4**

**To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.**

Levels of pupil and parental engagement are monitored by class teachers. Community events are usually well attended as are Parents' Evenings with parents unable to attend being given alternative appointments.

We have revised the homework system to be put into practice in September 2017 with a higher focus on spelling along with the current focus on maths. We are looking to develop the children's independence.

Parents' support of learning at home is generally good but a small group of parents continue to be difficult to engage. There is now an established lunchtime homework club for extra support. Development of the website has improved and there is now a much wider range of information available for parents.