Ashmount Primary School Equality Action Plan 2019-2021

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| Equality Objective | Protected Characteristic | Task  | Responsibility | Review/Impact | Assessment |
| Raise the attainment of all children in writing but with particular focus on boys | Gender | Narrowing the Attainment gap in writing and particularly for boys evident in Summer 2017. Review of practice across the school and development of plan to address. | SLT and English leader | SLT | End of year data on target tracker and ASP |
| Narrow the gap for minority group, Pupil Premium children& SEND over time. | Gender/Ethnicity & Race/VulnerableChildren | Raise achievement of minority groups, Pupil Premium and SEND over time. | SLT | SLT | End of year data in English, Maths and Science. ASP. |
| Create opportunities for children to take greater responsibility within school and to participate more in decision making. | All & Community Cohesion | Develop and extend role of school council and other areas of student leadership.  | SLT and PSHCE leader | SLT and PSHCE leader | Assess impact of school council and team leaders in decision making. |
| Enhance parental engagement for all children, especially those with SEND and Pupil Premium Group. | Disability/Race/Gender/ Community Cohesion | Targeted meetings with parents application for Parent award**.** | SLT and Inclusion Leader | Inclusion leader and SLT | Evaluation of data for key identified groups. |
| To raise attainment in English & Maths by accelerating progress, especially at expected and greater depth in each year group band. | Gender/Race/VulnerableChildren | To raise attainment in English & Maths by accelerating progress, especially at expected and greater depth in each year group band. | SLT and Maths and English Leaders | Deputy Headteacher and SLT | End of year data on target tracker and ASP. |
| To reduce the number of persistent absences. | Disability/Race/Gender/ Community Cohesion | To embed the gains main in improving attendance in the last 12 months. | Inclusion Leaders and SHS worker | Inclusion leader and SHS attendance officer. | Absence report and SIMS attendance data. |
| To ensure early warning systems flag up those with SEND and ensure they have a bespoke package put in place through whole school systems to support their learning and narrow the attainment gap. | Gender/Ethnicity & Race/VulnerableChildren | To continue to narrow the gap for vulnerable children and children with SEND | Inclusion leader and SLT | Inclusion leader, class teachers and SLT | End of year data for SEND children. |
| To develop a coherent approach to tackling gender, ethnicity and lbgt themes across the school which challenge stereotypes at all levels across the school. | Gender/Ethnicity & Race/VulnerableChildren | To build on established good practice around gender, lbgt and race equality practices but further enhance looking in particular at LBGT as a curriculum theme.  | DHT and Inclusion Leader | LBGT lead and SLT | Outcomes of more embedded LBGT framework, clear curriculum map for this within learning across the school and reduced use of homophobic language. |
| Providing learning opportunities for families in order to better support children’s learning | Disability/Race/Gender/ Community Cohesion | To build on the well-established programme of family learning | DH and Inclusion leader | SLT | Data from participating families children. |