Garway Primary School Equality Audit and Action Plan 2024
Completed by Julie Jones and Fiona Mynors/ Sue Thomas 30.6.22; 28.2.23, 20.03.24
Updated 27.9.24

Equality Objectives	Specific action relating to potentially vulnerable children	Evidence including Relevant Information for publication	Possible Further Action
Objective 1 **Pupil achievement:** **Narrow the gaps in attainment between groups of pupils, pupil premium** *Whole school progress data 2023-24 showed a gap between the progress of pupil premium and non pupil premium pupils: Maths -0.8; Reading -0.64 and writing -0.7*	All pupils are assessed, monitored and tracked to reveal any under-achievement.	**Evidence of progress and achievement on an individual basis is readily available:** • tracking data –all pupils tracked termly- data uploaded into MIS. • regular (at least half termly) pupil progress meetings held to challenge underachievement and plan for narrowing the gap • weekly pupil focus in staff meetings • regular updates to pupil governor committee.	Audit performance data across the school, highlighting underperforming groups (ethnicity, gender, disability, SEN, Looked After) and look for ways to close any gaps.
Objective 1	Under achievement is identified and appropriate interventions are put in place specifically for Potentially Vulnerable (PV) children. Interventions are targeted to close the gaps between potentially vulnerable children and their cohort. Appropriate support (e.g. for SEN) is in place and regularly monitored for impact.	**Comparative data between different pupil groups is available.** • Data tracked, groups of underperforming pupils identified and action plans put in place • Pupils have individual targets/IEPs • SEN data is tracked • Transfer of information and discussions at key transitions (e.g. PS to GPS; KS1 to KS2; Year 6 to high school) High staff to pupil ratios to enable all children to be known individually and to ensure learning can be personalised.	Support for all vulnerable groups monitored and evaluated for impact by SENDCo.

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Objective 1	Ensure there is no discernible gap in academic performance between PV children and their peers. Wave 1, Quality First teaching equips PV children to succeed through explicit teaching of relevant vocabulary. Wave 2 group supported in class. Wave 3 1:1 and small group interventions/teaching where necessary.	Teacher assessments Attainment outcomes, including SATs and other statutory assessments Interventions have a positive impact on the performance of PV children. • School judged good by OfSTED • Internal observation of teaching within robust MER cycle • Moderation of outcomes with other schools • Headline performance data • Monitoring of outcomes by Governors' Pupil committee • Monitoring use of Pupil premium by Governors' Finance committee.	Inset and CPD to develop more outstanding practice. E.g. whole school Dyslexia friendly CPD Autumn 2022 and Dyscalculia Autumn 2023 Specialist teaching by SEN advisory teacher for small group of dyslexic and dyscalculic children (Funded through National Tutoring programme) from Spring 2023. Robust audit of interventions, ensuring clear exit criteria. Reviewed at SEND TRIAD Spring24
Objective 2 **Behaviour and Safety:** **Improving the attendance of pupils from particular groups** *Academic year 2023-24, whole school attendance was 95.1%; FSM pupils 93.5%; EHCP pupils 91.4%*	Review comparative data on performance, attendance and exclusions between different pupil groups Children and adults respect one another and behave with respect to one another. Good example set by all adults in the school. KS2 Confidential Books allow children to express their concerns confidentially, knowing that action will be taken by the class teacher as necessary.	**The inclusive ethos of the school is promoted throughout the school day.** • Values are reinforced through Circle Time, Assemblies, PSHE lessons and discussions of values in different settings. • Anti-bullying statement reviewed each year and discussed with children. • School Anti -bullying stance is promoted to parents annually. • Use of CBs and message box • Use of own, permanent school staff for covering staff absence.	.

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Objective 2	All children feel safe and valued, including PV children. Pupil surveys CBs Circle times Class discussions ELSA programme for children who need support with social and emotional areas.	**The pupil voice is heard clearly and acted upon.** • Pupil surveys accessible to all. • Use of Sociograms to monitor social inclusion . • Friendship bench. • 'Buddy System' to support new children • Active, representative School Council – 'Green Team' • Celebrations of achievement both in and out of school. • Range of end of term awards, including many for non-academic achievements. • Evidence of children's independence and confidence, including in youngest year groups, e.g. looking after clothes; putting resources away • Evidence of all children playing confidently at playtimes, with mixing across age groups • Well-established routines throughout school, e.g. hand washing at end of playtimes.	Ensure regular updating of sociograms Identify PV responses to pupil questionnaires.
Objective 2	Pupils, staff and parents recognise and challenge inappropriate behaviours. Ensure that all children know how to react to bullying.	**Pupil and parent surveys** **All adults within the school have clear understanding of procedures and systems**	Notify parents that the school behaviour policy is available for them to read. Overhaul of Behaviour policy took into account new DfE guidance on

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	Have clear rewards and sanctions that are relevant to the children.	• Robust behaviour policy, regularly reviewed- 'zones of regulation and class rules updated annually with the children. • Clear anti -bullying policy, involving input from the children, communicated to all • Governors easily available for contact by parents.	Behaviour and 'Zones of Regulation' – completed Spring 24
Objective 3 **Personal development:** **Increase the participation of particular groups in school activities** *Data around uptake of some extra-curricular activities shows lower uptake by boys than girls:* *After school musical clubs (Choir, band, musical theatre) - 81% of girls; 19% of boys attended.* *Peripatetic music lessons – 81% girls; 19% boys*	Consideration is given to the involvement of specific groups and PV children and their families when planning extra –curricular activities	**Evidence is collected of communication with parents about opportunities for supporting their child's learning.** Plans are in place to involve families who do not participate: • Occasions to speak informally/formally with HT • Records of attendance at parents' meetings and workshops • Early Help referrals included in safeguarding report to governors Individual needs catered for, e.g. in residentials – enabling access to activities for 2 children with additional needs due to recent injuries; subsidy provided to make the residential affordable for all	Review attendees of meetings to ensure attendance of vulnerable groups and develop proactive plan to encourage this if is not happening.
Objective 4 **Quality of Education:** **Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference**	Ensure children are exposed to different faiths and communities through planned activities across the curriculum.	Ensure positive images of diversity displayed around the school. Also to ensure diversity in the resources we use, e.g. authors and books in our Reading spine (New spine finalised 2024)	

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and diversity, e.g. increasing understanding between pupils from different faith communities *Lack of diversity within the school and local community.*		Visits to significant places, e.g. different places of worship, such as a mosque	
Leadership and management: HT ensures collection, analysis and publication of equality data, including the recording and reporting of prejudice related incidents.	Gather and publish data on attainment, attendance and exclusions.	**Equality data accessible** The recording of bullying and prejudice related incidents, including nil returns are available and up to date. HT reports to FGB and completes LA return. ELSA works with children to address issues.	Continue to report to LA and FGB. ELSA restarted Summer 2023 Second ELSA mid-way through training Autumn 2024
	The staff and governing body reflects the diversity of the school The school actively recruits staff and governors representative of the school community.	**A member of the governing body has a working brief for equalities** and carried out annual audit with HT.	Ensure that equality is a regular item on governors' agenda. Standing item on Staffing committee
No pupils, or their families, are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of children, especially PV children.	Procedures established for pupils arriving and leaving outside normal admission times. Procedures in place for pupils/families who need interpreters, translators etc.	**Statements of commitment to equality are evident in documentation**	Programme for CPD ensures equality of access. CPD overview spreadsheet shared with Governors Staffing committee. Small bursary fund in place to enable children in receipt of Pupil Premium to attend offsite visits, including residentials.

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