

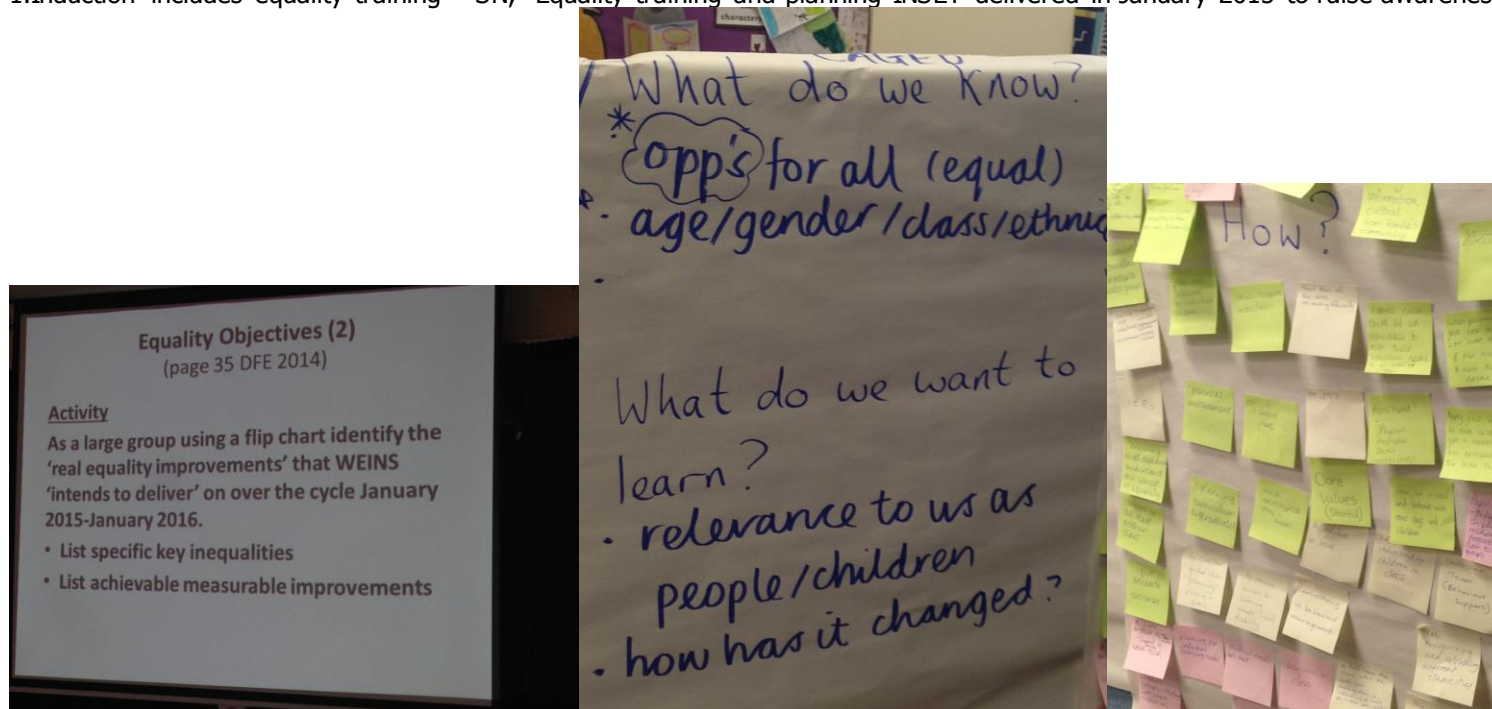
**WEST EARLHAM NURSERY AND INFANT SCHOOL**

**Equality Objectives Action Plan 2012 – 2015**

R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, CC = Community Cohesion							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by	Outcome 2013
R	D	G	SO	A	R/B	CC						
x	x	x	x	x	x	x	1. All staff are aware of Equality objectives and have awareness of their responsibilities under 2010 Equalities Act	Raise awareness of Equality objectives at: Induction Staff Team meetings INSET	Ongoing	Head teacher	School devp Group	March 2013 – staff made aware of protected characteristics. INSET SEPT 2013
x	x	x	x	x	x	x	2. To ensure the governing body continues to seek inclusion of members who are representative of diversity within the community to include greater representation of individuals with protected characteristics other than gender or age.	Governors plan for recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links	Ongoing	Governors	Chair of Governors	Parent Governors included. SG has good community links. Male representation would be beneficial
x	x	x					3. The school to have a better knowledge from data collected of equality impact and be able to target actions effectively	SLT and administrators to separate all data collected into race, gender and disability.	Ongoing	Head teacher and admin staff	School Change Team	Attendance breakdowns collected and analysed each month. Raise OnLine (Oct 2012) shows overall contextualised attainment of pupils from ethnic minorities meets the national average
		x				x	Improve attainment of boys to match that of boys nationally and narrow the gap between girls and boys attainment within the school population.	Whole school target. Staff to design curricular learning opportunities and pedagogical approaches to better meet the needs of male pupils. Use of RWI to develop individualised and pacy prog to engage boys.	Ongoing	All staff	Head teacher and school development committee	Progress data shows this gap is narrowing. Monitoring of groups far more effective.
x					x	x	To ensure that the curriculum is revised to reflect the current needs of our community and the process includes consultation with range of stakeholders	Consultation with children and families Spring 2012. Utilise findings to support curriculum design- communicate this to families and children. Develop ideas from 'Index for Inclusion' Plan rolling programme to begin Sept 2012	From Spring 2012	SLT/Class teachers	School Development co/School Devp group	Significant evidence of adaptation to curriculum to be more inclusive. Themes have been changed/book choices very specific.
		x				x	Seek to redress gender imbalance on staffing profile	Head teacher to seek advice from HR for approaches that do not compromise equality of opportunity. Recruitment process to continue to require applicants to demonstrate how they can engage and motivate boys (when relevant to post)	From Spring 2012	BNE	FPP Co	2013 appointments have enabled school to redress gender imbalance of staffing profile.

## Objectives review 2015

1. Induction includes equality training – SN; Equality training and planning INSET delivered in January 2015 to raise awareness and review inclusive practices.



2. Governing body has successfully appointed two male representatives who contribute fully to range of different areas of school life.

3. Data analysis enables SLT and Governors to be aware of inequalities and address i.e. performance of boys; gender imbalance on staffing group. DB analyses attendance – monitored by LA with very positive feedback. Pupil Asset used effectively by SLT to analyse groups and plan accordingly.

4. The attainment gap continues to be an issue. Most recently this has been publicised as an international concern with only 3 countries identified with a reverse gap or equal levels of attainment. The schools own data shows boys are out performing girls in Maths and are behind in reading and writing. However there are areas where boys are making accelerated progress and therefore narrowing the gap.

5. The curriculum has been revised and fully takes into account the needs and interests of different groups of learners. Monitoring of learning and levels of engagement shows improved contribution from boys. This is particularly notable in writing where the talk for writing approach has enabled boys to innovate stories with their own ideas. This has led to improved outcomes.

6. The staff profile continues to contain a much higher percentage of females. However, 4 years ago there were no male staff apart from the caretaker. The school now has 4 members of male staff who make a significant contribution to planning, clubs, pastoral guidance and provision. In September 2016 we will be joined by a male Teach first trainee.