



Priory Infant School

Equality Statement and Objectives

Purpose of the equality statement

The staff and Governors at Priory Infant School have an unwavering commitment to the success of every pupil. The purpose of Priory Infant School's equality statement is to show how the school promotes equality of opportunity for and between diverse members of the school community.

In order to meet this duty the school will:

- Establish with all staff an overall vision of the duty to promote equality of opportunity for all
- Advance equality of opportunity and foster good relations between disabled and non-disabled people, women and men, and between different racial and minority ethnic groups
- Eliminate discrimination, harassment or victimisation on the grounds of disability, gender, race or ethnicity

Responsibilities of the school's Leadership Team to meet the duty:

- Raise awareness through training for all staff & governors, and through promoting the Equality Statement to all parents and pupils.
- Ensure that all policies and practices within the school are impact assessed against the aims above.
- Monitor, report and act on any incidents of discrimination, harassment or victimisation.
- Provide appropriate resources and a curriculum that promotes good relations and understanding of equality and diversity.
- Publish the statement and a plan with measurable objectives on the school website which will be reviewed annually
- Publish a 3 year plan to develop the school premises and environment to meet DDA requirements (Disability Discrimination Act)

Diversity of our school population:

The school census in January 2017 shows that:

Number of pupils	% of pupils	
96	53%	are boys
84	47%	are girls
0	0%	have a disability
34	19%	have Special Educational Needs
1	0.5%	have a statement of SEN or Education Health and Care Plan
38	21%	are registered as being entitled to Pupil Premium
12	7%	have English as an Additional Language (EAL)
22	12%	belong to a minority ethnic group
0	0%	are in care (Looked After Child)
0	0%	are Travellers

Equality Objectives Sept 2017 – July 2019 (2 year plan)

Objective	Action / who	Monitor / who	Success criteria
<p>Gender:</p> <p>To raise achievement for all boys in writing.</p> <p>To ensure boys who start school below expected levels in writing are given an enriched curriculum to catch up swiftly</p> <p>To review and update Equality Policy – ensuring it is applied consistently in school ethos & practice</p>	<ul style="list-style-type: none"> • Every boy a writer project - VB • Additional BRWP training for BS, EH & SD – target boys for intervention first • Develop more effective “feedback for improvement” throughout school • Identify and plan motivating writing projects each term to appeal to boys • Make better use of outdoor learning opportunities for writing • Boys who are not on track are identified and appropriate interventions planned <p>Joint Governor/DH working party to update policy and take action where needed – VB, JS</p>	<p>Termly monitoring through PPR and work scrutiny- SLT</p> <p>Termly monitoring through SEF - Governors</p> <p>TJ/Governors</p>	<p>Gap between boys and girls achieving “expected” at end Yr 2 closes by 2019</p> <p>Equality Policy reflected in practice and ethos of school</p>
<p>PP:</p> <p>To raise achievement for all disadvantaged pupils in reading, writing and maths</p>	<ul style="list-style-type: none"> • Review pupil premium budget strategy to ensure every disadvantaged child’s needs are met most effectively • Review monitoring of interventions to ensure that they are being effective in increasing progress • Develop more effective “feedback for improvement” throughout school • Additional training for key staff • Additional parent / child workshops run by school to 	<p>Termly monitoring through PPR and work scrutiny- SLT</p> <p>Termly monitoring through SEF - Governors</p>	<p>Attainment of disadvantaged Prioory pupils is in line with “national other” pupils by July 2019</p>

	help parents with children's learning at home		
<p>SEN:</p> <p>To ensure that all SEN children make good or better progress from their starting points</p>	<ul style="list-style-type: none"> • Review monitoring of SEN support and interventions to ensure that they are being effective in increasing progress • Develop more effective "feedback for improvement" throughout school • Additional training for key staff in specific SEN areas and intervention strategies 	<p>Termly monitoring through PPR and work scrutiny- SLT</p> <p>Termly monitoring through SEF - Governors</p>	<p>100% SEN pupils make "good progress" in year by July 2019</p>