



## Equality Scheme Annual Report

Academic Year: 2018-19

We ensure that we review all policies and procedures relating to the Equality Scheme annually and complete a report for Governors and parents.

Our aim is to ensure in all aspects of its work Livingstone Primary School celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion	
Aspect	Evaluation
<p><b>Objective 1:</b> Improve the physical environment of the school to increase the extent to which disabled pupils and parents can take advantage of education</p>	<p>The new access door to the extension has no steps and is therefore an improved disabled access. Although access to the main school is still through a cloakroom and past the toilet entrance, we have improved the 'look' of this area as much as possible.</p> <p>Risk assessments are reviewed at least annually and more frequently if necessary. Where necessary we complete risk assessments for individuals. We also write Individual Health Care Plans where necessary. We work closely with outside agencies to meet children's needs eg Hearing Impaired service. When EHCPs are drafted, we ensure that all requirements can be met and implemented.</p>
<p><b>Objective 2:</b> To monitor the achievement and attainment of Disadvantaged Pupils to ensure provision matches need and all children make expected rate of progress in literacy and numeracy.</p>	<p>Disadvantaged pupils made more than expected progress from the end of KS1 to the end of KS2 in 2018. These progress scores were higher than non-disadvantaged pupils nationally. We will need to look at the data from the end of KS2 SATs in 2019 once this is released.</p> <p>Internal data for all year groups shows that disadvantaged pupils overall make similar progress to non-disadvantaged pupils in Reading, Writing and Maths with fluctuations in year groups. Tracking and data analysis always looks at this group of pupils.</p> <p>Teachers and Intervention teacher keeps a spreadsheet of the provision and the progress being made. Tracking is analysed in detail to determine the skills and learning that needs to be recapped in order to fill the gaps in understanding.</p> <p>Children Causing Concern grids are completed after Pupil Progress Meetings which identify the actions and interventions that children need to enhance progress or close the gap to ARE.</p> <p>SLT discuss how they can best use the Pupil Premium regularly to overcome the children's barriers to learning. PP strategy document targets the specific barriers to learning and progress for this group and tries to plug these gaps.</p>
<p><b>Objective 3:</b> To ensure in all aspects of its work Livingstone school celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.</p>	<p>We work closely with outside agencies to meet children's needs eg Hearing Impaired service.</p> <p>Planning monitored as part of the monitoring cycle at least once a term to ensure that all children's needs are provided for and work is differentiated.</p> <p>Pupil Progress Meetings held each term and notes made. Needs of children and barriers to learning identified and targeted to be dealt with in Children Causing Concern grids.</p> <p>PSHCE a regular part of the school timetable. This includes sex education. We have started to introduce a new SRE scheme this year. The HT and PSHE lead have attended training by The Proud Trust.</p> <p>The school council and the MCSP student group hold regular class meetings.</p> <p>World events and festivals are a regular part of learning in the curriculum and in assemblies.</p> <p>We have links to community groups – Methodist church, Whit walks, MCSP partnership etc.</p> <p>Curriculum overview is a broad plan and includes topics which focus on the local area and local history as well as projects on further afield countries and cultures.</p>

<p><b>Objective 4:</b> To ensure that pupils of both genders attain as well as each other and that there is no attainment gap.</p>	<p>Provision is monitored and ensure especially that it is boy friendly in the EYFS eg opportunities for fine motor skills (padlocks / nuts and bolts) and boy friendly writing opportunities to inspire. Outdoor learning has been developed greatly this year. There was a gap in boy / girl achievement in last year's EYFS data. However, this was due to the individuals involved who had additional difficulties.</p> <p>In Phonics screening in 2018, 100% of boys achieved the pass mark, whereas 80% of girls did. This was due to cohort specific reasons and does not represent a trend of lower achievement for the girls.</p> <p>The progress scores for both boys and girls from Key Stage 1 to Key Stage 2 were significantly above the national average.</p> <p>All pupils have the same access to the curriculum. All children are welcome into any extra-curricular clubs regardless of gender. All our sports teams are mixed gender and both genders are encouraged to compete in competitions.</p> <p>Internal data for all year groups shows that boys and girls make similar progress in Reading, Writing and Maths with fluctuations in year groups. Tracking and data analysis always looks at these groups.</p> <p>Planning, book scrutiny and lesson observations show that the curriculum is meeting the needs of individual pupils and the majority are making good progress.</p> <p>PPM meetings held each term and notes made. Needs of children and barriers to learning identified and targeted to be dealt with in CCC grids.</p>
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