



Review of Equality Objectives 2020-21

Our Equality Objectives:

<p>1. To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of equality and diversity.</p>	<ul style="list-style-type: none"> • A new policy for SMSC was written and shared with staff. • Staff training to identify best practice in SMSC and development points for the school took place. • There was a focus on raising the profile of the diverse nature of the world – in the choice of texts for topics, resourcing, visits. • There was a greater use of first-hand experience (especially of staff) to talk about matters of equality and diversity.
<p>2. To increase understanding of equality through direct teaching across the curriculum and daily collective worship.</p>	<ul style="list-style-type: none"> • HeartSmart values were reinforced so that pupils understand that all people are children of God and should be valued as such. • Daily collective worship took place with a clear focus on the HeartSmart values so that pupils use the language of HeartSmart in their daily lives around the school. • The PSHE scheme 'Talking Points' was embedded, giving pupils opportunities to discuss matters of diversity, share their views and giving teachers opportunities to challenge stereotypes or misconceptions.
<p>3. To narrow the gap between the attainment and progress of disadvantaged pupils and non-disadvantaged pupils across all areas.</p>	<ul style="list-style-type: none"> • Outcomes for children entitled to pupil premium are variable; cohort size and additional vulnerability factors have an impact. End of KS1 outcomes in 2021 reflected the detrimental impact of the pandemic, with most unable to achieve expected levels in all three subjects by the end of Year 2. Reading is a focus for this group of pupils in 2021/22. In the EYFS, 2021 outcomes were stronger and far less variable (see below). • The Pre-School provision for disadvantaged two year olds consistently accelerates their progress through the EYFS. • The number of children entitled to Pupil Premium achieving GLD at the end of the EYFS is consistently above national averages, and was above the LA average on 2021 (for those schools who returned optional data).

4. To promote cultural development and understanding through a rich range of experiences both in and beyond the school.

- The teaching of RE improved through the year and visits (where possible) linked to an understanding of religions (synagogue, church).
- Visitors that support the development of cultural development continued as soon as possible (e.g. Ta'n teaching art every term, the opportunity to learn to play the ukulele in Year 2).
- Long term planning developed so that learning starts with what is known and moves outward (me, my community, the wider world). The Curriculum Progression document is now complete and one of its main aims is to promote an understanding of diversity.
- A focus on the heritage of the community we serve has been maintained so that the next generation are more socially mobile (e.g. work on the mining heritage and what we might do as jobs in the future).