Review of Equality objectives – Jan 2025

***Objective 1:*** To improve knowledge, skills and attitudes of pupils to enable them to appreciate and value difference and diversity.

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| To achieve this objective we plan to: | Progress we are making towards this objective: |
| * Explicit teaching within PSHE and RSE curriculum * Develop JS curriculum around middot to celebrate difference and diversity within our own and wider communities. * To increase opportunities across the curriculum for example through book choices, authors, key scientists, music and visitors, assemblies.   Ofsted (Nov 24) said:  The school provides many opportunities for pupils to develop personally. Through their learning, pupils show great respect for different faiths. Pupils have a full understanding of healthy relationships and lifestyles. They speak about supporting each other’s mental health. Pupils self-refer themselves to therapy and see this as a positive way of handling any worries. They value reading to the school’s two therapy dogs. Pupils feel safe and know how to stay safe on and offline. Pupils democratically vote for their leaders in school. This prepares them well for life in modern Britain. | Valuing Difference continues to be taught through our spiral PSHE curriculum from Nursery all the way through to Year 6 is. This approach has allowed us to build up children’s skills and understanding. Through this theme children will explore their family and friends, looking at similarities and differences, being kind and caring, respect and challenge, the people we share the world with, It’s ok to be different, tolerance and respect, challenging gender stereotypes.  One of the strands of the JS curriculum is learning the weekly Torah portion with its related Middah/value. It is a spiral curriculum building on knowledge each year and the middah/value changes depending on that year group's Torah portion focus. Children are able to explain how the middah we learn is related to their own lives.  Examples of this are as follows; Y2 Vayechi middah: recognising that each member of a family is different and special, Y3 Mishpatim middah: sensitivity to strangers, Y4 Vayigash middah: making strangers feel welcome, Y6 Balak middah: acknowledging our differences and living accordingly.  We have continued our ‘Middah of the Month’ initiative. So far this year, we have had kindness, gratitude, respect and we are currently working on responsibility with a focus on the environment.   We encourage the children to foster a deep sense of inclusivity and appreciation for diversity within our own community and beyond when looking at these values.  The middah of the month is woven into our curriculum and school culture through discussions, activities, storytelling,  We also continue to encourage the children to think about different ways we can give Tzedakah (charity). We try to think about a wide range of charities so that children are exposed to different needs and initiatives around the world.  Planning has continued to be evaluated and adapted to include a wider range of opportunities, this includes selecting texts to expose the children to a range of different genres and authors from a wide range of countries and backgrounds, discussing historical and scientific figures, celebrating key events (including black history month), cultural and global awareness through geographical topics such as migration. |

***Objective 2:*** To improve knowledge and skills of all stakeholders to enable them to identify and tackle difference and diversity.

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| To achieve this objective we plan to: | Progress we are making towards this objective: |
| * Develop CPD for all staff * Increase parent workshops on RSE and equality | Ongoing CPD led by headteacher on school code of conduct. Induction process includes equality. Teachers continue to teach PSHE and RW and are confident to discuss themes.  Parent workshops and/or drop in sessions continue to be run each year for Years 4 to 6 in relation to understanding the RSE curriculum, what we teach and why we teach it. We also continue to make all parents aware of the key themes we teach in PSHE each year at the year group curriculum evenings. Any parent that has further questions has the opportunity to meet with the RSE lead.  In order to ensure all of our staff are confident teaching aspects of the PSHE curriculum including the use of specific vocabulary, the PSHE lead has conversations around this at key times in the curriculum with specific year groups and staff. |

***Objective 3:*** To ensure changes to the curriculum are well considered to ensure good outcomes for identified under achieving groups. *(To narrow the gap between girls and boys in maths by 6% by Spring 23.*

## *To narrow the gap between boys and girls in writing by 5% by Spring 23.)*

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| To achieve this objective we plan to: | Progress we are making towards this objective: |
| * Analyse IDL for English and maths to assess impact * Look into Ready to progress as a maths intervention for identified children * Research and establish writing intervention groups * School led tutoring, analyse data and impact * Quality first teaching, targeted questioning, feedback and marking * To remove barriers to learning such as behaviour, social and emotional wellbeing (zones of regulation, therapy, develop wellbeing action plan) | The target to narrow the gap between girls and boys in maths was achieved this time last year. However this gap has now grown again and shows that it continues to fluctuate.  Narrowing the gap between girls and boys remains a target on the SIP. Strategies are in place such as; targeted interventions, instructional strategies, girls only maths groups.  Gap to narrow boys and girls in writing has now been achieved.  Strategies that were put in place to support this will continue ie; changes to CSD to include opportunities for boys to engage in more interesting and relatable writing based on their interests and experiences as well as themes they are passionate about, integrating technology tools and digital platforms that boys may find appealing eg blogging, writing online games etc. Writing interventions in the form of writing conferencing remain a successful tool.  CPD for staff and research by subject leaders will continue to take place.  New SENdco in place – worked well to ensure support is in place to remove all barriers to learning.  Wellbeing action plan continues to be in place to support the social and emotional needs of identified children. This includes ongoing support from UP (unlocking potential) through therapy, drop in sessions and checkins. It also includes soft starts, adapted timetables, social groups and friendship groups as well as therapy dog. Annual wellbeing survey identifies areas to further support.  Wizard Theatre Company has been back in school and has now supported 238 children. This is a Brent funded programme which has supported the children to build their confidence, self-esteem, literacy and listening skills. All sessions have been very practical and promoted teamwork to help build and develop positive relationships. The facilitator designed and tailored each session to fit the needs of the group and to reflect the progress they have made. Teachers have continued to comment on increased confidence of all children that took part in the sessions.  School led tutoring is no longer in place – funding stopped. |

**To narrow the gap between girls and boys in maths by 6% by Spring 23**

### % of children achieving working at (EXS) + in maths

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|  | **Whole cohort** | **Girls** | **Boys** | **Gap**  **(difference)** |
| **Aut 24.25** | **69.6** | 64.3 | 74.8 | -10.5 |
| **Sum 23.24** | **80.4** | 76.2 | 84.6 | -8.4 |
| **Spr 23.24** | **78.2** | 72.7 | 83.5 | -10.8 |
| **Aut 23.24** | **71.1** | 67.6 | 74.5 | -6.9 |
| **Sum 22.23** | **85.2** | 80.2 | 88.8 | -8.6 |
| **Spr 22.23** | **76.5** | 71.6 | 81.1 | -9.5 |
| **Aut 22.23** | **69.7%** | 64% | 75% | -11 |
| **Sum 21.22** | **87.6** | 86.1 | 89 | -2.9 |
| **Spr 21.22** | **75.7** | 71 | 80.1 | -9.1 |
| **Aut 21.22** | **64.7** | 58 | 70.9 | -12.9 |

Analysis:

The gap has narrowed over time from Aut 21.22 to Aut 24.25. In Aut 23.24 it had narrowed by the target set of 6%. However the gap does fluctuate overtime.

**To narrow the gap between boys and girls in writing by 5% by Spring 23.**

### % of children achieving working at (EXS) + in writing

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|  | **Whole cohort** | **Girls** | **Boys** | **Gap**  **(difference)** |
| **Aut 24.25** | **69.6** | 72.3 | 67.1 | -5.2 |
| **Sum 23.24** | **76.1** | 78.6 | 73.6 | -5 |
| **Spr 23.24** | **77.4** | 71.5 | 65.1 | *-6.4* |
| **Aut 23.24** | **62.5** | 68 | 57.3 | -10.7 |
| **Sum 22.23** | **78.3** | 82.3 | 74.1 | -8.3 |
| **Spr 22.23** | **71.4** | 77.5 | 65.7 | -11.8 |
| **Aut 22.23** | **67.2%** | 74% | 61% | -13 |
| **Sum 21.22** | **79.9** | 84.5 | 75.7 | -8.8 |
| **Spr 21.22** | **70.9** | 75.2 | 66.8 | -8.4 |
| **Aut 21.22** | **62.9** | 68.5 | 57.8 | -10.7 |

Analysis:

To date (Aut 24.25) the gap has decreased by 5.5pp since Aut 21.22, therefore meeting the target. It has taken some time to narrow this gap and it is still fluctuating.