

**EQUALITY AND EQUITY SCHEME**

**2020-23 YEARLY REVIEW**

Although this scheme is due to be re-evaluated and re-written in 2023, it is to be reviewed annually in line with the Equality and Equity Policy. The actions below were set in 2020. Progress is reviewed here with a view to targets and actions evolving for the 22-23 academic year.

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| **Action** | **Outcomes/ Success Criteria** | **Lead Person** | **Evaluation** | **Next steps** |
| 1. To narrow any gaps in attainment and progress that arise between groups of pupils by ensuring that all groups and individuals have their needs fully met in order to achieve their full potential, and to make good progress. | Analysis of attainment and progress data identifies any gaps between groups and action taken swiftly closes gaps. | S. Parker  M. Doherty  J. Helyar  H. Cooper | SEND and ‘disadvantaged’ pupils are tracked termly and a firm focus is kept on both to ensure equality and equity of provision. Mrs Helyar, as SENDCO, analyses SEND progress intently and Mrs Cooper does the same with children eligible for the PPG. The nature of some pupils with SEND means that progress can be hampered, yet the relentless focus on SEND pupil progress and support and challenge, through APDRs and focus in pupil progress meetings, means that these pupils are achieving and staff are acutely aware of their needs. This is demonstrated in internal tracking and KS2 SATs results for both SEND and PPG. UPS has small numbers of pupils from myriad ethnic groups. Tracking by ethnic group, due to such small numbers, is not hugely valid or reliable and so this is done in a more personalised manner when discussing individual pupil progress at meetings with teachers. These are regularly looked at and no trends have emerged to date, although there is some disparity between boys and girls in maths and writing at the end of KS2, which will be looked at as part of the school development plan and in future pupil progress meetings. | This rigour in tracking will continue to ensure equity and equality for all. |
| 2. To make ‘Reasonable Adjustments’ (as and where appropriate) in order to ensure that a disabled pupil or adult is not disadvantaged compared to another pupil or adult | See separate Accessibility Plan | S. Parker  M. Doherty  J.Helyar | The school’s Accessibility Plan ensures children with physical disabilities are always catered for and reasonable adjustments made. The culture at Urmston Primary is undoubtedly one of acceptance and inclusivity and these adjustments will always be made. This year, leaders have also worked hard to support pupils with SEND, particularly those who are neurodiverse. Training and updates have been given to staff on how to support pupils who are not ‘neurotypical’. The school has also listened intently to parents by means of SEN forums, facilitating communication between parents to support one another, putting on SEND workshops, and celebrating Neurodiversity through days and a visit by an author with Autism. However, leaders accept that more can be done and this will continue next academic year, with more focus on the school and classroom environment and staff CPD. | This action will continue with a more acute focus on neurodiversity and support for pupils and their families who are neurodiverse. |
| 3. Review implementation of new RE Curriculum in line with the latest SACRE Guidelines and representing all faiths represented in our school community | Revised RE Curriculum implemented effectively and impact evaluated. | S. Parker  M. Doherty  Y. Ahle | Ms Ahle has led this brilliantly. The new local RE syllabus has been reviewed and Ms Ahle has led a staff meeting on how this looks at UPS and how our own RE planning and curriculum links with this. She has also produced a two-yearly cycle of religious festivals/celebrations so that school can recognise, celebrate and represent as many faiths as appropriate, both those represented by our school community and those not. All year groups have also visited places of worship and this program will continue, ensuring the children gain experiences of different cultures and religions as part of our curriculum offer. | This will continue in the next academic year. |
| 4. Review and amend, where necessary, policies and procedures with reference to the promotion of equality opportunity and equity. | All school policies are in line with Equality Act 2010 and reference the promotion of equality of opportunity and equity. | S. Parker  M. Doherty | All relevant policies have been reviewed as necessary to ensure equality and equity for all protected characteristics. The Equality and Equity Policy is reviewed each September, as are the school’s Code of Conduct and Behaviour and Anti-bullying policies, which will both be reviewed more extensively in Autumn 1 in line with new focuses set by SLT and the SMHL. The school’s SEND policy and procedures have been reviewed and can be found on our website and the PPG Strategy Statement has also been reviewed. All subject policies have also been reviewed in considering access for ALL pupils, with the Curriculum Policy making clear the links with diversity, equity and equality. | These policies will be under constant review, with a particular focus on SEND and on reviewing behaviour policy and procedures. |
| 5. Review the UPS curriculum to ensure it reflects the history and geography of past and present societies and represents racial diversity. | Children access a true and diverse curriculum which celebrates the achievement of people from all backgrounds and protected characteristics. | S. Parker  M. Doherty  S. Hall  All subject leaders | The UPS Being More Curriculum has been fully embedded within school. It has been developed with equality and diversity as an integral driver, with this being one of its themes. Topics are based on a wide range of inspirational historical and geographical people who inspire our pupils and enable them to celebrate an extremely diverse set of backgrounds and protected characteristics. | The curriculum will continue to evolve. |
| 6. Promote anti-racism in the community and across the borough through meetings, forums and workshops and work with the curriculum. | Awareness of anti-racism and promoting this is raised within school and the community and this enhances pupils’ awareness and understanding of the importance of anti-racism. | S. Parker  M. Doherty  Y. Ahle | The school continues on its journey towards its Anti-Racism award, led by Ms Ahle. Ms Ahle has updated all staff on how staff from ethnic minorities and of differing religious backgrounds and beliefs feel about how they belong as part of the staff and school community. They meet regularly to ensure a positive and inclusive working environment and culture and recent feedback to staff was extremely positive, following some initial points to consider on language used. Belonging forums are held termly with staff, governors and parents welcome to attend. Minutes of these meetings are put on the school’s website. There is a belonging link governor and any updates are fed back to the governing body and specifically the School Development Committee. As mentioned, work on the curriculum is ongoing but has been developed with diversity and inclusion fully in mind. | A staff ‘belonging’ team has been set up for the academic year of 22-23 with a view to strengthening the sense of belonging for all in our school community. Forums and raising awareness in the school community will continue. |
| 7. Review the core principles of the school ensuring that they are easily understood by all. | Principles and school vision clearly reflect the promotion of equality and equity. | S. Parker  M. Doherty  SLT | The school culture is one of inclusivity and belonging. Indeed, the values of responsibility and respect are ingrained into the school’s ethos and embedded within its positive culture. | This will continue. |