



Equality Objectives Review March 2019

1. To raise progress scores of Disadvantaged children in Writing at the end of Key Stage 2

Over the past three years, progress scores for Disadvantaged Children have increased significantly.

2016: 0.16
2017: 0.85
2018: 5.34

2. To move beyond the notion of fixed ability in Maths

Maths sets were removed three years ago at Valley and pupils and staff are now used to the fluid groupings from day to day that are driven by the pupils' emerging needs. There has been an upward trend in outcomes in maths over the past three years with Valley results remaining above National and progress scores being well above National indicators.

Year	Progress	Average Scaled Score
2016	4.09	107.8 (103.0)
2017	4.00	107.9 (104.2)
2018	4.30	108.4 (104.4)

3. To improve the outcomes of SEN children from a low PAG in Reading at the end of KS 2

While we have seen some progress in the progress scores of our SEN Readers over the past three years, insufficient progress has been made in relation to lifted the average scale score for our SEN Readers to ensure their scores compare favourably with National indicators.

Year	Progress	Average Scaled Score
2016	0.6	99.4
2017	4.69	99.7 (104.1)
2018	1.17	99.7 (105.0)

4. To ensure that the PHSCE curriculum has been fully integrated into the curriculum

A great deal of work has been undertaken in the area of PHSCE and Circle Time. A broad PHSCE Curriculum has been introduced at Valley and pupils receive fortnightly lessons along with weekly Circle Time Sessions. Learning is recorded in the Class Big Books.

5. To improve the outcomes of LAC children at the end of all Key Stages

Valley staff have an understanding of attachment theory disorder and how this can affect all aspects of a LAC pupil's school experience. The school has become well known for the work and support it offers LAC and adopted pupils and we currently have 5 adopted pupils being educated at the school. All adopted pupils

have a positive attachment figure and curriculum adaptations are made where necessary to avoid unnecessary stress to the individual pupil.
At present, all LAC pupils are on track to meet end of year expectations with two pupils on track to be exceeding.