

Westfield Primary School and Nursery



Equality Objectives 2019-2023

Annual Update 2021/2022

Date ratified: 19 May 2022
Ratified by: Governing Body

1. Overview

Westfield Primary and Nursery's School Equality Scheme is published on the school's website, setting out the school's vision and values and commitment to achieving equality throughout the school as a fundamental part of the school's ethos.

The Equality Scheme sets out the school's equality objectives which are intended to further the aims of our equality duties, as below:

1. Reduce the attainment gap between disadvantaged children and other pupils in the school
2. Narrow the gap in attainment in Maths for girls in identified year groups
3. Narrow the gap in attainment in Writing for boys in identified year groups
4. Ensure attainment and progress of BME students continues to be in line with peers
5. Increase activity of inactive and obese children
6. Promote an ethos which respects difference in all members of the school community

2. Update on objectives

Set out below are key points summarising progress against these objectives.

Due to COVID-19, no national data for EYFS, KS1 or KS2 was produced for the academic year 2019-2020 or 2020-2021. Consequently, it is not possible to update data progress against the objectives set out in the equality scheme. As such, the data below is for academic year 2018-19.

However, the school continues to follow its internal assessment procedures with an ongoing emphasis on the use of formative assessment in order to plan children's next steps in learning, as well as the use of summative assessments at the end of units of work

A further update will be given when published school data is next available (2021-2022).

Objective 1: Reduce the attainment gap between disadvantaged children and other pupils in the school

Due to low numbers of disadvantaged pupils in the cohort, the reported KS2 data is suppressed (except 2018), with low numbers limiting the ability to assess whether the attainment gap has reduced between disadvantaged children and other pupils.

In terms of progress, the majority of disadvantaged children have made good progress from their starting points in all areas of the curriculum in 2018/19. Book scrutiny / pupil voice demonstrates that children are making good progress in line with their peers, and in some cases better progress.

All disadvantaged children's attainment and progress are tracked half termly, as with all groups, and children who are not making expected progress are targeted with additional support. Case studies for additional support and impact are kept for all children.

An increased number of staff have also been trained to deliver protective behaviours to support children's emotional wellbeing and anxiety. This has had a positive impact on children coming in to school more emotionally secure and in a place to learn.

The Pupil Premium Statement on the school's website sets out further information on support provided.

Objective 2: Narrow the gap in attainment in Maths for girls in identified year groups

Maths was a whole school priority from 2017-2019 which has resulted in a material improvement in attainment as evidenced in KS2 results: 2017: 70%, 2018: 77%, 2019: 87%. This is evidence that the change in approach of how we are teaching Maths at Westfield is working well.

In terms of attainment for girls compared to boys, the data below shows the gap between girls and boys for KS1 and KS2 between 2017 and 2019.

For KS1, the gap has closed for both Age Related Expectations (ARE) and Greater Depth, as per Table 1. It should be noted however there is a limitation in comparing data between years in that the ratio of boys to girls was significantly different in 2017 compared to 2019 (2017: 19 boys/11 girls; 2018: 9 boys/21 girls; 2019: 10 boys/20 girls). This data will continue to be monitored.

Table 1: KS1 Maths Data 2017-2019

2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
KS1 % achieving ARE	KS1 % achieving ARE	KS1 % achieving ARE	KS 1 % achieving Greater depth	KS 1 % achieving Greater depth	KS 1 % achieving Greater depth
Boys 78.9	Boys 88.9	Boys 80	Boys 26.3	Boys 33.3	Boys 30
Girls 90.9	Girls 85.7	Girls 90	Girls 0	Girls 33.3	Girls 30
Gap +12	Gap -3.2	Gap +10	Gap -26.3	Gap 0	Gap 0

For KS2, the gap for ARE has narrowed significantly as per Table 2. For Greater depth, the gap has narrowed, however there remains a gap which will continue to be monitored. Through the continued focus on embedding the whole school approach to Maths, this will provide further support for all pupil groups.

Table 2: KS2 Maths Data 2017-2019 ATA

2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
KS2 % achieving ARE	KS 2 % achieving ARE	KS 2 % achieving ARE	KS 2 % achieving Greater depth	KS 2 % achieving Greater depth	KS 2 % achieving Greater depth
Boys 86.7	Boys 81.3	Boys 88.9	Boys 40	Boys 37.5	Boys 44.4
Girls 53.3	Girls 71.4	Girls 83.3	Girls 20	Girls 25	Girls 33.3
Gap -33.4	Gap -9.9	Gap -5.6	Gap -20	Gap -12.5	Gap -11.1

Objective 3: Narrow the gap in attainment in Writing for boys in identified year groups

Writing has been a whole school priority in the School Development Plan in 2018/19 and also for 2019/20, with the aim of increasing the percentage of children meeting and exceeding age related expectations at the end of year in Writing, across the school, to be above national.

In terms of attainment for boys compared to girls, the data below shows the gap between boys and girls for KS1 and KS2 between 2017 and 2019.

For KS1, the data for ARE shows the gap has narrowed significantly between 2017 and 2019, evidencing the impact of the introduction of 'Talk for Writing' in 2019. However, there remains a gap for Greater depth which will continue to be monitored. It should be noted however there is a limitation in comparing data between years in that the ratio of boys to girls was significantly different in 2017 compared to 2019 (2017: 19 boys/11 girls; 2018: 9 boys/21 girls; 2019: 10 boys/20 girls).

Table 3: KS1 Writing Data 2017-2019

2017	2018	2019	2017	2018	2019
KS1 % achieving ARE	KS1 % achieving ARE	KS1 % achieving ARE	KS 1 % achieving Greater depth	KS 1 % achieving Greater depth	KS 1 % achieving Greater depth
Boys 63.2	Boys 66.7	Boys 80	Boys 10.5	Boys 11.1	Boys 10
Girls 90.9	Girls 95.2	Girls 85	Girls 36.4	Girls 23.8	Girls 25
Gap -27.7	Gap -28.5	Gap -5	Gap -25.9	Gap -12.7	Gap -15

For KS2, the gap between boys and girls has been less significant than for KS1 but will continue to be monitored.

Table 4: KS2 Writing Data 2017-2019

2017	2018	2019	2017	2018	2019
KS2 % achieving ARE	KS 2 % achieving ARE	KS 2 % achieving ARE	KS 2 % achieving Greater depth	KS 2 % achieving Greater depth	KS 2 % achieving Greater depth
Boys 80	Boys 71.9	Boys 77.8	Boys 20	Boys 18.8	Boys 11.1
Girls 86.7	Girls 71.4	Girls 66.7	Girls 13.3	Girls 25	Girls 16.7
Gap -6.7	Gap +0.5	Gap +11.1	Gap +6.7	Gap -6.2	Gap -5.6

Objective 4: Ensure attainment and progress of BME students continues to be in line with peers

There is a small number of BME children across the school.

Attainment and progress for all children, including BME, are tracked half termly and children who are not making expected progress are targeted with additional support. Case studies for additional support and impact are kept for all children.

Objective 5: Increase activity of inactive and obese children

The PE and Sports Premium Plan, published on the school's website, provides detailed information on the range of ways in which the school seeks to promote physical activity for all children. Examples include: the Daily Mile across the school, regular PE lessons, Skip 2bfit, Sports Leaders, and access to a wide range of activities and sports equipment to encourage participation.

Specifically in relation to inactive and obese children, the school actively identifies inactive and obese children through club participation records and yearly NHS monitoring feedback. Through feedback from pupils, the school provides clubs that are of interest to them. This encourages

inactive children participate regularly in a school club and raises average activity level, as well as increasing children's confidence and self-esteem to try new activities in the future.

As the school readjusts to 'living with COVID', the school has continues its ongoing focus on the importance of children's and family's mental and physical health and wellbeing. As school restrictions continue to ease, more face to face and interactive experiences and opportunities have been re-established including but not limited to: Daily mile, skip to be fit, regular PE lessons, swimming lessons for designated year groups, in school sports workshops (such as yoga and boxing), specialised coaches in dance and Basketball as well as the reintroduction of sports week in the summer term.

Objective 6: Promote an ethos which respects difference in all members of the school community.

Westfield Primary School and Nursery actively encourages its children to become caring, hardworking, creative and respectful citizens of the future, and the school adopts and encourages an inclusive approach to all we offer to children and families.

This ethos is supported by the British Values Policy and the PHSE policy which encourage mutual respect, tolerance, individual liberties and respect for difference, and is evident in all aspects of school life.

Other policies which provide further information about how the school seeks to promote equality include

- Behaviour Policy
- Equality Scheme
- SEN Policy
- Accessibility Plan
- Performance Information / pupil attainment