

Carlton Primary School: Equality Objectives 2014-18

What are the Equality Objectives?: We set equality objectives based upon learning gaps identified between our key ethnic/gender groups at Carlton. This is based on data from the 2011-14 end of school year gaps and trends. Objectives may also be set to close gaps between national/school targets, such as attendance, or to improve achievement and access based on inequalities.

Why do we have Equality Objectives?: We evaluate meeting the PSED duties by the extent to which we achieve improved outcomes for the different groups at Carlton. These targeted objectives are linked to areas of need from school data, and are integral to the school improvement plan for 2014-17.

They include:

1. Ensure that all pupils make at least 2 levels progress across KS 1-2;
2014-15: 100% of pupils made 2 levels progress or more by Year 6
2015-16: 51% of pupils reached expected standard or above in Year 6 (Comparing old curriculum to new curriculum) compared to 53% nationally-in line
2016-17: 85% of pupils reached expected standard or above in Year 6 comparing to KS1 levels (old curriculum)
2017-18: 64% of pupils reached expected standard or above in Year 6 (Comparing old curriculum to new curriculum) compared to 64% nationally in line-combined.
2. To ensure that 100% of pupils have an reading age equivalent to their chronological age by the end of year 6;
2014-15: 100% of pupils made 2 levels progress or more by Year 6
2015-16: 67% of pupils moved from level 2 in KS1 to at expected standard or above in Year 6. (Comparing old curriculum to new curriculum)
2016-17: 85% of pupils made expected standard or above in Reading during Year 6
2017-18: 73% of pupils made expected standard or above in Reading during Year 6
3. To ensure that 100% of pupils have a numerical age equivalent to their chronological age by the end of year 6.
2014-15: 100% of pupils made 2 levels progress or more by Year 6
2015-16: 73% of pupils moved from level 2 in KS1 to at expected standard or above in Year 6. (Comparing old curriculum to new curriculum)
2016-17: 88% of pupils made expected standard or above in Reading during Year 6
2017-18: 79% of pupils made expected standard or above in Writing during Year 6
4. Close the attainment gap across the school in KS1 for Girls and Pupil Premium Children with their peers by 2017;
2014-15: Y2 Girls now in-line, Y1 Girls reading in-line, writing and maths still below; Pupil Premium-Reading now Above, Maths in-line, Y1 writing in-line, Y2 still below
2015-16: Y2 Girls were below new age-related expectations in Reading/Maths and in-line for Writing. Disadvantaged children's

attainment was well below age related expectations in the new curriculum across all subjects

2016-17: Y2 Girls were at new age-related expectations in Reading/Maths and above for Writing compared with their peers at school. Disadvantaged children's attainment was well below age related expectations in the new curriculum across all subjects

2017-18: Y2 Girls were below age related expectations (national) for all three subjects: Reading (71/80), Writing (71/75) and Maths (65/77). Disadvantaged children's attainment was below ARE in Reading (59/63) and Writing (45/54), but above in Maths (64/62).

5. Close the attainment gap in writing for White British boys and Kosovan children to broadly in line by 2017;

2014-15: Accumulative progress improving for White British children, but attainment still below across school except Y6 and Y2 reading/maths which are in-line. Kosovan children-KS1 almost all in-line except for Y2 writing, Y3 writing in-line, but still below for the remainder of KS2.

2015-16: Overall White British children were below floor standards in writing in Y1-6 based on the new curriculum assessments

2016-17: Overall White British children were below floor standards in writing in Y1-6 based on the new curriculum assessments-But in Y6 was 67% (up 27% from last year in KS2)

2017-18: Overall White British children were below floor standard (65%) based on new curriculum assessments-but Y6 continued upward trend (89%) and was above-up a further 22% from the previous year-and Y2 was above (83%) There are too few Kosovan students for a measurable group.

6. Reduce the % of fixed term exclusions for pupils with SEN/D to be in line with their peers;

2014-15: 9/9 children (100%) of pupils with a fixed-term exclusion were on the SEN/D register.

2015-16: 7/8 children (87%) of pupils with a fixed-term exclusion were on the SEN/D register.

2016-17: 6/7 children (86%) of pupils with a fixed-term exclusion were on the SEN/D register.

2017-18: 4/4 children (100%) of pupils with a fixed-term exclusion were on the SEN/D register. Decrease of children from previous years.

7. To accelerate progress in Writing for Somali Boys across the school.

2014-15: Somali boys making accelerated progress in Years 1/2/3/5/6 and expected in Year 4.

2015-16: Somali boys in Y1-Y5 were all attaining below floor standard in writing, except for Y6 where 86% were at standard. Progress was difficult to measure as the curriculum had changed.

2016-17: Somali boys in Y1/3/4/6 were all attaining below floor standard in writing, and Y2/5 were working above Progress was difficult to measure as the curriculum had changed.

2017-18: Overall Somali boys were attaining below floor standard (65%) in writing. Years 1/3/5 were all slightly above floor standard (67%), with Y3 maintaining its progress from previous year.

8. Improve the quality of provision for high attaining pupils;

2014-15: There have been a range of provision targeted at HA this year: individual parent meetings, increase range of university visits/workshops

and Enabling Enterprise projects. L5 Reading 33% to 58%, Writing 26% to 47%, Maths 33% to 56%, Grammar 70%

2015-16: There has been a continued range of provision targeted at HA this year: individual parent meetings, increase range of university visits/workshops, Enabling Enterprise projects, Debate Mate club and competitions and targeted HA athletic events. **Y6 Greater Depth percentages were below National**

2016-17: There has again been a continued range of provision targeted at HA this year: individual parent meetings, increase range of university visits/workshops, Enabling Enterprise projects, Debate Mate club and competitions, Reading Gladiators and targeted HA athletic events. **Y6 Greater Depth percentages were higher than previous year**

2017-18: There has again been a continued range of provision targeted at HA this year: individual parent meetings, increase range of university visits/workshops, Enabling Enterprise projects, Debate Mate club and competitions, Reading Gladiators, visits to Highgate School, and the receiving of the HLP award for our provision.

9. To close the gap between White British, Bangladeshi, and Asian Other pupils' attendance and school attendance target (96%)

2014-15: White British-93.01%, Bengali-93.82%, Asian Other-95.69%

2015-16: White British-94.47%, Bengali-93.19%, Asian Other-96.17%

2016-17: White British-94.84%, Bengali-93.77%, Asian Other-92.33%

2017-18: White British-94.32%, Bengali-93.80%, Asian Other-95.27%

10. To close the gap between the attendance of pupils with educational statements and the school attendance target (96%)

2014-15: Attendance for statemented/EHC plan pupils down slightly from 94.69% last year to 94% this year. Though, the gap is not increasing compared with the rest of the school.

2015-16: Attendance for statemented/EHC plan pupils down slightly from 94% last year to 93.35% this year. Though, the gap is not increasing with the rest of the school.

2016-17: Attendance for statemented/EHC plan pupils down from 93.35% last year to 89.48% this year.

2017-18: Attendance for statemented/EHC plan pupils up from 89.48% last year to 94.45% this year.

11. To reduce persistent absenteeism Age 5 to 11;

2014-15: 11 children in YR-Y6 with less than 85% attendance for the year

2015-16: 10 children in YN-Y6 with less than 85% attendance for the year (including all of EYFS)

2016-17: 20 children in YN-Y6 with less than 85% attendance for the year (including all of EYFS)-increase from previous year. Only 8 when EYFS not taken into account.

2017-18: 18 children in YN-Y6 with less than 85% attendance for the year (including all of EYFS)-slight decrease from previous year. Only 8 when EYFS not taken into account-same as previous year

12. To improve the percentage of KS1 pupils attending afterschool and homework clubs year upon year;

2014-15: Increase in the number of KS1 club participants: 72.3% last year to 77% this year, 5% increase.

2015-16: Decrease in the number of KS1 club participants: 77% last year to 61% this year, 16% decrease.

2016-17: Decrease in the number of KS1 club participants: 61% last year to 57% this year, 4% decrease. There have been more clubs on offer to KS1 children and with adjusted times-efforts have been made to increase attendance

2017-18: Increase in the number of KS1 club participants: 57% last year to 62% this year. Children have been targeted specifically, and additionally there are much lower numbers across Y1-2. On a positive: 24/35 (69%) children in Y2 took part in an inter-mural sporting event as part of our cluster group.

13. To reduce the number of homophobic comments made year on year.

2014-15: 1 comment made this year-recorded in incident book, down 2 incidents from the previous year.

2015-16: 1 comment made this year-recorded in incident book, same as last year but overall very low.

2016-17: 5 comments made last year-recorded in incident book, increase from last year-all were addressed (all around homophobic language)

2017-18: 7 comments in the incident book during the academic year-5 from last week in Summer term-addressed in assembly and in all classes.

Homophobic comments continue to be immediately addressed with our script and mainly involve the use of "Gay" as an insult.

14. To broaden pupils' understanding of SEN and disabilities within pupils

2014-15: Disability awareness as part of Health Week-WB 13th July 2015-plans in place for increased teaching about disabilities within the curriculum for 2015-16 (including research projects, visits, workshops)

2015-16: This year there have additionally been visits by students from Frank Barnes School for the Deaf and a woman with a visual impairment and guide dog.

2016-17: Disability awareness sessions were again part of Health and Wellbeing week: WB: 3rd July 2017. Children from Frank Barnes School for the Deaf ran BSL workshops, and PE sessions cont. Paralympic sport units

2017-18: Disability awareness sessions were again part of Health and Wellbeing week: WB: 2nd July 2018-there was a focus on equality vs equity (class discussions). Children from Frank Barnes School for the Deaf ran BSL workshops, and PE sessions cont. Paralympic sport units

15. To reduce the amount of WB children involved in lunch and playtime behavior incidents (28% vs 18% of school population)

2014-15: Slight reduction 25% of WB children involved in incidents over the year (16/64) vs 16% of the school population-still disproportional. 9% gap

2015-16: Increase to 35% (31/88) of WB children involved in incidents over the year (35% vs 17% of school population) 18% gap

2016-17: Increase to 45% (18/45) of WB children involved in incidents over the year (45% vs 15% of school population) 30% gap. Overall reduction of incidents and WB pupil involvement

2017-18: Decrease to 31% (22/71 children involved in incidents-some the same incident) of WB children involved in playground incidents-compared to 17% of school population. These 22 incidents were only 7 different children in total.