

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Springwood Federation Equalities Policy

Statutory Policy

Approved By: **Governing Body**

Effective Date: **September 2024**

Review By: **September 2025**

**Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud**

Equality Policy (including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context (up to 11.9.2024)

Year	Year Group Total	Boy	% Boys	Girl	% Girl	FSM	% of year group that are FSM	Pupil Premium (Ever 6/Disadv)	% of year group that are PP	Service Children	% of year group that are Service Children
Year R	46	22	48%	23	50%	8	17%	8	17%	0	0%
Year 1	48	30	63%	18	38%	16	33%	18	38%	2	4%
Year 2	44	25	57%	19	43%	18	41%	20	45%	0	0%
Year 3	55	27	49%	28	51%	25	45%	27	49%	4	7%
Year 4	60	30	50%	30	50%	27	45%	28	47%	4	7%
Year 5	53	27	51%	25	47%	26	49%	29	55%	2	4%
Year 6	53	28	53%	25	47%	21	40%	22	42%	1	2%
Infant School Totals	138	77	56%	60	43%	42	30%	46	33%	2	1%
Junior School Totals	221	112	51%	108	49%	99	45%	106	48%	11	5%
Federation Totals	359	189	53%	168	47%	141	39%	152	42%	13	4%

SEND	% of year group that are SEND	SEND plus PP or Service	% of year group that are SEND plus PP or Service	EHCP	% of year group with EHCPs	Reduced Timetables	% of year group that have Reduced Timetables	CIC, SGO and Adopted	% of year group that are CIC, SGO & Adopted	EAL	% of year group that are EAL	EM	% of year group that are EM
0	0%	0	0%	0	0%	0	0%	1	2%	3	7%	3	7%
15	31%	6	13%	2	4%	1	2%	2	4%	4	8%	9	19%
16	36%	5	11%	3	7%	4	9%	2	5%	3	7%	3	7%
20	36%	10	18%	1	2%	2	4%	1	2%	5	9%	10	18%
28	47%	14	23%	3	5%	0	0%	1	2%	4	7%	5	8%
21	40%	9	17%	3	6%	2	4%	1	2%	3	6%	5	9%
17	32%	11	21%	3	6%	1	2%	0	0%	5	9%	8	15%
31	22%	11	8%	5	4%	5	4%	5	4%	10	7%	15	11%
86	39%	44	20%	10	5%	5	2%	3	1%	17	8%	28	13%
117	33%	55	15%	15	4%	10	3%	8	2%	27	8%	43	12%

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.

- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth (*NOTE: Secondary schools should also include pupils within this section as this protected characteristic applies to pupils as well*).

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school.

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: September 2024

Date for policy review: September 2025

* *NOTES:*

All schools must re-publish equality information contained in Appendix A annually.

All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information,.

However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *insert the types of activities you have undertaken, such as:*
- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Pupil-related data

EYFS 2024

	Implementation	Milestone 1 September/On Entry	Milestone 2 December 2023	Milestone 3 March 2024	Early Learning Goal
<p><i>Literacy</i></p> <p>ELG 9</p> <p>Word Reading</p>	<p>Daily phonics input following school specific scheme (ELS).</p> <p>1:1 reading</p> <p>Class reading</p> <p>Music / sharing rhymes.</p> <p>Phonics games.</p> <p>Phonics interventions.</p> <p>Sound mat and sound wall.</p>	<p>Children will hear and identify initial sounds verbally.</p> <p>Children will be able to recognise words with the same initial sound, such as money and mother</p> <p>Children will have a developing phonological awareness and might spot and suggest rhymes, count or clap syllables in a word.</p>	<p>Children will say a sound for most phase 2 graphemes.</p> <p>The children can recognise and begin to read all phase 2 sounds and some phase 3 sounds.</p> <p>Children will begin to apply their sound knowledge to blend CVC words.</p>	<p>Children will be able to confidently use phase 2 digraphs independently. With some support, children will recognise at least 5 phase 3 digraphs.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are</p>

		<p>Children will begin to show an interest in written words, and link graphemes to phonemes.</p> <p>At the end of Autumn 1, children will know 70% GPCs (12/17)</p>	<p>Children will explore books, understanding that the words they read will link to form sentences.</p> <p>Children will begin to recognise a few harder to read and spell words e.g, a, the, I.</p> <p>78% GPCs (18/23)</p>	<p>Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children will continue to independently read some harder to read and spell words matched to the school's phonic programme. For example: I, no, he, go, into, is, was, you, they, my, by, all, are</p> <p>75% GPCs (9/12) >66% Real words (8/12)</p>	<p>consistent with their phonic knowledge, including some common exception words.</p>
<i>Not on track for Word Reading</i>			<p>Below – 49% (23/47) On track – 51% (24/47)</p> <p>Non SEND – 64% (22/34) SEND – 15% (2/13)</p>	<p>Below – 47% (22/47) On track – 53% (25/47)</p> <p>Non SEND – 72% (23/32) SEND – 13% (2/15)</p>	<p>Below – 45% (22/49) On Track – 55% (27/49)</p> <p>Non-SEND – 74% (26/35) SEND – 7% (1/14)</p>
<p><i>Literacy</i></p> <p>ELG 10 Writing</p>		<p>Children are beginning to form some letters accurately and begin to write some or all of their name.</p> <p>Children use mark making to create labels/ pictures for others.</p> <p>Children can orally rehearse a sentence given to them by an adult. Children begin to use letters to represent words e.g. 'm' for mummy.</p> <p>Children show an awareness of spacing in writing.</p>	<p>Children form some letters accurately. Including capital letters and the letters in their name.</p> <p>Children begin to write labels and words using their phonetic knowledge.</p> <p>Children are supported to orally rehearse sentences before writing. Children begin to write their own phrases using their phonetical knowledge</p> <p>Children can begin to understand and use spacing in their writing.</p>	<p>Children can form most letters accurately and can securely write their own name.</p> <p>Children securely write labels, words, captions, using their phonetic knowledge.</p> <p>Children orally rehearse their writing with some support from a teacher. Children begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. These can be read by others.</p> <p>Children have a secure understanding of how to use spacing when writing.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<i>Not on track for Writing</i>			<p>Below – 49% (23/47) On track – 51% (24/47)</p> <p>Non SEND – 64% (22/34) SEND – 15% (2/13)</p>	<p>Below – 45% (21/47) On track – 55% (26/47)</p> <p>Non SEND – 72% (23/32) SEND – 20% (3/15)</p>	<p>Below – 47% (23/49) On Track – 53% (26/49)</p> <p>Non-SEND – 71% (25/35) SEND – 7% (1/14)</p>
<p><i>Mathematics</i></p> <p>ELG 11</p>		<p>Link numerals and amounts: for example, showing</p>	<p>Know that the last number reached when counting a</p>	<p>Children can link the numeral to its number</p>	<p>Have a deep understanding of number to 10,</p>

<p>Number</p>		<p>the right number of objects to match the numeral, up to 3.</p> <p>Children can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare numbers to 5 and understand the 'one more than/one less than' relationship between consecutive numbers to 5.</p>	<p>small set of objects tells you how many there are in total. Link the number symbol (numeral) with its cardinal number value to 5.</p> <p>Children can subitise objects to 3</p> <p>Children begin to understand a number can be split into 'parts' e.g. 3 and 2 makes 5, 1 and 4 makes 5.</p>	<p>value to 7 using 1:1 correspondence.</p> <p>Children can securely subitise objects to 4.</p> <p>Children know the number bonds (including subtraction facts) for numbers up to 4.</p>	<p>including the composition of each number.</p> <p>Subsidise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>
<p><i>Not on track for Number</i></p>			<p>Below – 26% (12/47) On track – 74% (35/47)</p> <p>Non SEND – 91% (31/34) SEND – 31% (4/13)</p>	<p>Below – 26% (12/47) On track – 74% (35/47)</p> <p>Non SEND – 91% (29/32) SEND – 40% (6/15)</p>	<p>Below – 27% (13/49) On Track – 73% (36/49)</p> <p>Non-SEND – 91% (33/35) SEND – 29% (4/14)</p>
<p><i>Mathematics</i></p> <p>ELG 12 Numerical Patterns</p>		<p>Verbally count numbers past 5. Say one number for each item in order: 1,2,3,4,5,6, 7</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns and notice and correct errors.</p> <p>Children explore sharing objects equally, noticing when something isn't the same.</p>	<p>Children can begin to count beyond ten. Count objects, actions and sounds with adult support.</p> <p>Compare quantities up to 5 using language: 'more than', 'fewer than' and 'the same as or equal to'. Continue, copy and create repeating patterns.</p> <p>Children begin to pair objects, noticing that there are 2 of each objects.</p>	<p>Children can verbally count beyond ten, noticing the change in pattern for 'teen' numbers.</p> <p>Compare quantities up to 7 using language: 'more than', 'fewer than' and 'the same as or equal to'.</p> <p>Children begin to notice that doubling means twice the amount. Children begin to notice that an odd number cannot be shared equally between two and that an even number can.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><i>Not on track for Numerical Patterns</i></p>			<p>Below – 28% (13/47)</p>	<p>Below – 28% (13/47)</p>	<p>Below – 39% (19/49)</p>

			On track – 72% (34/47)	On track – 72% (34/47)	On Track – 61% (30/49)
			Non SEND – 88% (30/34)	Non SEND – 88% (28/32)	Non-SEND – 74% (26/35)
			SEND – 31% (4/13)	SEND – 40% (6/15)	SEND – 29% (4/14)

Year 1 Phonics 2024

% of pupils on track to meet end of year expectations		June 2024	Combined 2024	National 2023 Year 1 Phonics Year 2 – Reading, Writing and Maths	National Combined 2023
Highlighted Green if on track to meet SIP EoY target					
Phonics	Actual	32+ - 68% (30/44). Note 6 disapplied. So the results would be 79% (30/38) PP – 67% (14/21) Non SEND PP – 92% (12/13) Non PP – 65% (15/23) Non SEND Non PP – 100% (14/14) SEND – 24% (4/17) Non SEND – 96% (26/27)		79%	

Year 6 Attainment 2024

% of pupils on track to meet end of year expectations		July 2024	Combined 2024	National 2024 (Year 6)	National Combined 2024
Highlighted Green if on track to meet SIP EoY target					
Green (higher than 2023)					
Yellow (broadly in line with 2023)					
Red (lower than 2023)					
Reading	Year 6 (actual)	All – 67% (35/52), 13% (7/52) Non SEND – 97% (30/31), 23% (7/31) SEND – 29% (6/21) SATs All - 62% (32/52), 13 (7/52) Non SEND - 84% (26/31), 23% (7/31) SEND - 29% (6/21)	Predictions: By the end of Year 6: 49%-57% December 2023 – 51% (28/55) January 2024 – 37% (19/52) March 2024 – 49% (29/51) End of Year Teacher Assessment – 54% (28/52), 2% (1/52)	74%	61%
	Prediction	Non SEND – 100% (30/30) SEND – 10% (2/21)	End of Year SATs – 44% (23/52), 2% (1/52) Dis – 46% (23/52) Dis and Absent 47% (23/49)		
Writing	Year 6 (actual)	All - 65% (34/52), 2% (1/52) Non SEND - 100% (31/31), 3% (1/31) SEND - 14% (3/21)		72%	
	Prediction	Non SEND – 93% (28/30) SEND – 10% (2/21)			
GPS	Year 6 (actual)	SATs All - 58% (30/52), 19% (10/52) Non SEND - 97% (30/31), 32% (10/31) SEND - 14% (3/21)		72%	
	Prediction	Non SEND – 93% (28/30) SEND – 10% (2/21)			

Maths	Year 6 (actual)	All – 65% (34/52), 10% (5/52) Non SEND – 90% (28/31), 16% (5/31) SEND – 29% (6/21)	73%		
	Prediction	Non SEND – 93% (28/30) SEND – 10% (2/21)			
		SATs			
		All - 58% (30/52), 8% (4/52) Non SEND - 81% (25/31), 13%, (4/31) SEND - 14% (3/21)			

Year 6		Reading			GPS			Maths		
		Below ARE	ARE+ 100+	Greater Depth 110+	Below ARE	ARE+ 100+	Greater Depth 110+	Below ARE	ARE+ 100+	Greater Depth 110+
Green (higher than 2023) Yellow (broadly in line with 2023) Red (lower than 2023) Totals - Strengths (Highlighted Green if groups are performing 5% better or more than ALL pupils)	All	40% (21/52)	60% (31/52) Dis 61% (31/51) Dis and Absent 62% (31/50)	13% (7/52) Dis 14% (7/51) Dis and Absent 14% (7/50)	44% (23/52)	56% (29/52) Dis 57% (29/51) Dis and Absent 58% (29/50)	19% (10/52) Dis 20% (10/51) Dis and Absent 20% (10/50)	46% (24/52)	54% (28/52) Dis 56% (28/50) Dis and Absent 57% (28/49)	8% (4/52) Dis 8% (4/50) Dis and Absence 8% (4/49)
	Special Consideration		62% (32/52) Dis 63% (32/51) Dis and Absent 64% (32/50)			58% (30/52) Dis 59% (30/51) Dis and Absent 60% (30/50)	21% (11/52) Dis 22% (11/51) Dis and Absent 22% (11/50)		58% (30/52) Dis 60% (30/50) Dis and Absent 61% (30/49)	
	PP	47% (8/17)	53% (9/17)	18% (3/17)	35% (6/17)	65% (11/17)	12% (2/17)	53% (9/17)	47% (8/17)	0
	Non SEND PP	27% (3/11)	73% (8/11)	27% (3/11)	18% (2/11)	82% (9/11)	18% (2/11)	36% (4/11)	64% (7/11)	0
	Non PP	37% (13/35)	63% (22/35)	11% (4/35)	46% (16/35)	54% (19/35)	23% (8/52)	43% (15/35)	57% (20/35)	11% (4/35)
	Non PP (Non SEND)	10% (2/20)	90% (18/20)	20% (4/20)	5% (1/20)	95% (19/20)	40% (8/20)	10% (2/20)	90% (18/20)	20% (4/20)
	SEND	76% (16/21)	24% (5/21)	0	95% (20/21)	5% (1/21)	0	86% (18/21)	14% (3/21)	0
	Non SEND	16% (5/31)	84% (26/31)	23% (7/31)	3% (1/31)	97% (30/31)	32% (10/31)	19% (6/31)	81% (25/31)	13% (4/31)

Protected Characteristic: Ethnicity

Due to the small numbers of ethnicity, the school has not reported on these outcomes. Please book an appointment to meet with the Executive Headteacher if you wish to discuss this further.

Protected Characteristics Incidents:

			1 x EYFS 0 x Y1 0 x Y2 2 x Y3 6 x Y4 11 x Y5 8 x Y6
Autumn Incidents			28 Incidents
			0 x EYFS 0 x Y1 0 x Y2 2 x Y3 2 x Y4 3 x Y5 1 x Y6
Spring Incidents			8 Incidents
			2 x EYFS 2 x Y1 0 x Y2 0 x Y3 11 x Y4 5 x Y5 7 x Y6
Summer Incidents			27 Incidents
		Total for the Year	63

The work completed during 2023-24 has continued to raise the profile of the nine Protected Characteristics.

Attendance 2023-24

(note red is without reduced timetables)

Infants	93.2	92.8	92.7	92.8	93	92.8	96	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Juniors	94.7	94.9	95	95.1	95.2	94.6	95.7	
Year	All		Girls	Boys	PP	Non PP	SEND	NON SEND
EYFS	93.5	95.9	92.9	93.9	89.4	93.5	88.1	96.1
Year 1	91.7	96.2	95.1	89.3	89.7	92.3	83.8	96.6
Year 2	93.1	95.8	94.5	91.5	89.2	95	89	96
Year 3	96.5		96.8	96.2	95.8	96.5	95.8	97.1
Year 4	93.8	95.8	96	91.8	92.2	92.4	91.8	95.3
Year 5	92.8	94.3	95	91.3	89.4	93.4	86.7	96.2
Year 6	95.1	96.1	95.2	95	91.7	96.5	94	96
Infants	All	Girls	Boys	PP	Non PP	SEND	NON SEND	
Autumn 1	93.2	94.8	91.8	90.1	95.3	87.9	95.6	
Autumn 2	92.8	94.1	91.7	89.2	95.6	86	96	
Spring 1	92.7	94.2	91.5	89.2	95.5	86.6	96.3	
Spring 2	92.8	94.4	91.5	89	95.5	86.9	96.4	
Summer 1	93	94.6	91.5	89.4	96	87.3	96.3	
Summer 2	92.8	94.2	91.6	89.4	93.6	87.1	96.2	
	96	96.3	95.7	95.3	96.1	95.4		
Juniors	All	Girls	Boys	PP	Non PP	SEND	NON SEND	
Autumn 1	94.7	96.1	93.5	93.2	96	92.6	96.1	
Autumn 2	94.9	95.8	94	92.7	96.5	92.3	96.5	
Spring 1	95	96.3	94	92.6	96.8	92.8	96.5	
Spring 2	95.1	96.5	93.9	93	96.6	93	96.6	
Summer 1	95.2	96.6	94	93.3	96.7	93.1	69.8	
Summer 2	94.6	95.7	93.7	93.3	96.3	92.5	96.1	
	95.7		95.5	94.7		95.1		

Staff Data

The staff structure can be found on the school's websites:

<https://www.springwoodfederation.co.uk/meet-the-team/>

Qualitative information

The school has published various policies on the school's internet site

<http://www.springwoodfederation.co.uk/>. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

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NOTE: Governors may also wish to refer to the Governors workbook to support them in determining what objectives should be set and published and how they should be worded to ensure they are specific and measurable.

We recognise that the public sector equality duty has three aims, to:

- *eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act*
- *advance equality of opportunity between people who share a protected characteristic and those who do not*
- *foster good relations between people who share a protected characteristic and those who do not*

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *insert the types of activities you have undertaken, such as:*
- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Key Objective One Meeting the Needs of all our Pupils		
<p>Rationale Post Covid has shown a marked increase in the numbers of pupils requiring significant additional support. Numbers in our school are exacerbated by limited special school places and an increase in identification of SEND and EHCP requests. We need to build capacity in our school to meet the needs of these children as well as ensuring Non-SEND children make at least expected progress.</p> <p>Infant Summer 2024 pupil surveys evidenced that teachers ‘give work that challenges them’ in some lessons (20%) and in very few lessons (15%) Junior Summer 2024 pupil surveys evidenced that teachers ‘give work that challenges them’ in some lessons (34%) and in very few lessons (15%)</p>		
September SEND Numbers 2024	January 2025	April 2025
Infants (not including EYFS) - 22% (31/92) Juniors – 39% (86/221)		
To improve attainment in reading, writing, mathematics and the wider curriculum so that outcomes for Non-SEND pupils at least meet the National Average at ARE and Greater Depth Aspirational target over time will be for 100% of Non-SEND pupils to meet ARE.	To improve attainment in reading, writing, mathematics and the wider curriculum so that outcomes for targeted SEND pupils meet Age Related Expectations Aspirational target over time will be for 100% of SEND pupils who do not have Cognition and Learning as a Primary Area of Need to meet ARE.	All children make strong progress from their individual starting points

We believe this will be a three-year journey (year one has been completed; we are now on our second year)	We believe this will be three year journey (year one has been completed; we are now on our second year)	
Non SEND Pupils	SEND Pupils who are targeted to meet End of Year Age Related Expectations	SEND Pupils for whom the gap is widening
All Pupils - Combined and Reading, Writing and Maths By the end of EYFS: xxx, xxx By the end of Year 1: 55%-59%, Reading 61%, Writing 61% and Maths 63% By the end of Year 2: 54%-58%, Reading 68%, Writing 59% and Maths 68% By the end of Year 3: 53%-59%, Reading 65%, Writing 65% and Maths 69% By the end of Year 4: 50%-52%, Reading 57%, Writing 57% and Maths 63% By the end of Year 5: 52%-58%, Reading 67%, Writing, 62% and Maths 67% By the end of Year 6: 63%-69%, Reading 73%, Writing, 73% and Maths 75%		
By the end of EYFS: In Reading, XXX of pupils to meet their ELG In Writing, XXX of pupils to meet their ELG In Maths, XXX of pupils to meet their ELG By the end of Year 1: In Reading, 83% (29/35) of pupils to meet ARE In Writing, 83% (29/35) of pupils to meet ARE In Maths, 85% (30/35) of pupils to meet ARE By the end of Year 2: In Reading, 96% (26/27) of pupils to meet ARE In Writing, 85% (23/27) of pupils to meet ARE In Maths, 96% (26/27) of pupils to meet ARE By the end of Year 3: In Reading, 94% (31/33) of pupils to meet ARE In Writing, 91% (31/34) of pupils to meet ARE In Maths, 94% (32/34) of pupils to meet ARE By the end of Year 4: In Reading, 94% (30/32) of pupils to meet ARE In Writing, 94% (30/32) of pupils to meet ARE In Maths, 94% (30/32) of pupils to meet ARE By the end of Year 5: In Reading, 97% (30/31) of pupils to meet ARE In Writing, 87% (27/31) of pupils to meet ARE In Maths, 94% (29/31) of pupils to meet ARE By the end of Year 6: In Reading, 94% (32/34) of pupils to meet ARE In Writing, 94% (32/34) of pupils to meet ARE In Maths, 97% (33/34) of pupils to meet ARE	By the end of EYFS: XXX of SEND pupils to achieve ELG By the end of Year 1 (31% SEND): By the end of Year 2 (36% SEND): In Reading, 24% (4/17) of pupils to meet ARE In Writing, 18% (3/17) of pupils to meet ARE In Maths, 24% (4/17) of pupils to meet ARE By the end of Year 3 (36% SEND): In Reading, 23% (5/22) of pupils to meet ARE In Writing, 23% (5/22) of pupils to meet ARE In Maths, 27% (6/22) of pupils to meet ARE By the end of Year 4 (47% SEND): In Reading, 14% (4/29) of pupils to meet ARE In Writing, 14% (4/29) of pupils to meet ARE In Maths, 28% (8/29) of pupils to meet ARE By the end of Year 5 (40% SEND): In Reading, 24% (5/21) of pupils to meet ARE In Writing, 24% (5/21) of pupils to meet ARE In Maths, 29% (6/21) of pupils to meet ARE By the end of Year 6 (32% SEND): In Reading, 33% (6/18) of pupils to meet ARE In Writing, 33% (6/18) of pupils to meet ARE In Maths, 33% (6/18) of pupils to meet ARE	1.2 Children with Cognition and Learning as their Primary Need, at least one year's progress is made in every strand. 1.3 Aspirational expectations are in place for children with EHCPs. Outcomes, provision and short-term targets are understood by adults in the year team, utilised in planning and progress tracked.
1.1 To use assessment trackers and Domain Analysis to plan opportunities that enable off track/not making expected progress children to close gaps in skills and understanding through: <ul style="list-style-type: none"> ● Assessment for Learning (flexible grouping) ● Tutoring ● Retrieval Tasks ● Revisiting 'I do, We do and You do' model ● Revisiting the Marking and Feedback Policy 		

Key Objective Two		
Effective Leadership of Leadership and Governance		
Rationale		
The Curriculum, English and Maths subject leaders are new to role. It is imperative that time is invested into the roles to ensure the curriculum has appropriate coverage, content, structure and sequencing so that staff are able to challenge pupils but also demonstrate that off track pupils are being planned for.		
Autumn	Spring	Summer
2.1 Revisit and develop the role of core subject leaders so they are increasingly confident in evidencing the impact of their leadership 2.2 Revisit the role of foundation subject leaders so they are increasingly confident in evidencing the impact of their leadership 2.3 Developing a 'Palette of Provision' for personalising learning provision to meet the needs of the most complex children 2.4 Complete a Review of Governance (self-evaluation)		

Key Objective Three
To Empower our Springwood Community

Rationale

School leaders are increasingly challenged to meet the needs of parents who seek their guidance and support to resolve issues that are complex in nature. Over the past few years and especially during and following COVID-19, leaders have found increasing numbers of parents seeking extensive and continuous support to fulfil core parenting expectations. Many parents also present currently as less empowered to manage their own well-being. Leaders do not always have access to the financial or human resources to meet needs. Parents need to know what schools can and cannot help with e.g. we can help with attendance, emotionally-based school avoidance and lateness but need parents to engage with the support offered by the school to make it work successfully and embrace shared expectations of their role as a parent.

Infant Summer 2024 pupil surveys evidenced that the behaviour of other pupils in my lessons is good some of the time 40% and almost never 2%

Infant Summer 2024 pupil surveys evidenced that the behaviour of other pupils around the school is good some of the time 35%

Junior Summer 2024 pupil surveys evidenced that the behaviour of other pupils in my lessons is good some of the time 33% and almost never 9%

Infant Summer 2024 pupil surveys evidenced that the behaviour of other pupils around the school is good some of the time 42% and almost never 6%

Infant Summer 2024 pupil surveys evidenced that the children take part in school activities outside of lessons, like clubs, supports, music and art sometimes 31%, not very often 12% and never 35%

Junior Summer 2024 pupil surveys evidenced that the children take part in school activities outside of lessons, like clubs, supports, music and art sometimes 15%, not very often 18% and never 24%

Autumn	Spring	Summer
3.1 Re-launch of Back to Basics Program 3.2 Revisit and promote the school values including an emotionally appealing strapline 3.3 Provide increasing opportunities for pupils to attend after school clubs and ensure their is a fair representative of the school community (e.g. PP and SEND)		

The Leadership Action Plan, breaks down Key Objectives 2 and 3 further in conjunction with the delivery of the PSHE curriculum, to support teaching across the Federation in order to support children's understanding of the Protected Characteristics. The SIP and action plans are reviewed termly.

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