

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered, the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils,

Stage 3: Setting Equality Objectives

Objectives were set for the following three areas: attainment, rewards and sanctions and engagement in school activities

Attainment

Equality Objective: To narrow the current attainment gap between boys and girls.

Why: The school's small cohorts make it difficult to identify clear patterns in attainment and progress but our most recent school Key Stage 2 data show that boys outperformed girls in combined Reading, Writing & Maths, Reading progress, and writing. However girls outperformed boys in maths progress scores.

How:
Establish a tracking system which will enable staff to identify underachievement and lack of progress as early as possible.
Use targeted intervention programmes to address specific areas of underachievement.

Outcome: Our aim is to use the information gathered from the tracking system to identify underachievement across the school. Although this will particularly focus on boys' development for coming academic year, in order to begin to narrow this gap, our intention is to adapt strategies to meet the learning needs of all pupils in the longer term.

Engagement in school activities

Equality objective: Increase the engagement of pupils in school activities especially girls.

Why: Our data and information showed that girls, show a lower level of engagement in school activities both inside and outside the classroom.

How:

- Introduce a reward system so that when a pupil takes part in an extracurricular activity they receive some form of recognition.
- Extra-curricular collectors card
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Outcome: To increase use of strategies to engage pupils especially girls to increase the engagement of these pupils in school activities.

Rewards and sanctions

Equality objective: Do boys get more sanctions and less rewards than girls in the whole school

Why: Our data shows that boys receive more sanctions in school than girls

How:

- Ask each class teacher to keep a record of the rewards and sanctions they give out in a month.
- Break the data down by gender.
- Ask staff to give out more rewards than sanctions.

Outcome: Ensure that the system of rewards and sanctions in school is completely fair and is no way biased towards one gender.