



Devonshire Primary School

Equalities Report – Autumn 2018

Attainment and Progress

All children's attainment and progress in reading, writing, maths and science is monitored on a termly basis. Children in the Foundation Stage have their levels of attainment and progress monitored in the 17 areas of the Foundation Stage curriculum on a termly basis too. At the end of each term, teachers have a progress meeting with the Headteacher and Assistant Headteachers to discuss each child's attainment and progress. Where progress and/or attainment is a concern, reasons for this are discussed as are ways to address identified concerns, including possible interventions. The impact of such interventions is reviewed at the next set of progress meetings.

In addition to individual children's progress and attainment being monitored, the attainment and progress of specific groups are monitored. These groups include gender, children who have free school meals, children who are eligible for the pupil premium grant, children who have English as an additional language, children who are on the Special Educational Needs register, looked after children and all of the different ethnic groups. A commentary of key messages from data analysis is presented to governors at the curriculum data meeting each term. The Autumn term meeting, includes details of the end of Key Stage data.

The attainment of groups is measured as a group, against the level of the comparable group (e.g EAL and Non EAL) and against the attainment and progress expected at each stage of the year.

Where a group is identified as having an attainment and/or progress gap, the children who belong to this group are monitored further to investigate why this is the case and whether it is individual children within the group causing the gap rather than the group as a whole. Upon investigation, it is often children within the group who have additional needs (special educational needs and/or significant EAL needs) and who are working in some cases significantly below age related expectations who have an impact on the data for these groups. In some cases these children fall into multiple groups.

Any children whose progress is less than satisfactory and whose attainment is a concern are highlighted to the teachers and monitored closely throughout the year and discussed at each progress meeting. Where appropriate, they are also considered for additional interventions to support their needs and close the attainment and/or progress gap.

Racial and Bullying incidents

Bullying and racial incidents that occur are recorded and reported to the Governing Body on a termly basis. Such incidents are dealt with in line with the appropriate policy, monitored and emerging trends identified and addressed. Those involved are supported in the most appropriate way. All incidents are recorded electronically which enables us to monitor such incidents with increased rigour.

Attendance

All children's attendance is monitored by Paula Harrison (AHT with responsibility for Inclusion), Caroline Bartram (senior office administrator) and the Local Authority Attendance Officer. A member of the governing body meets termly with Paula Harrison to monitor attendance. Where a child's attendance is a cause for concern their parents are written to and where there is a particular concern Paula Harrison and the Local Authority Attendance Office meet with the parents to identify the causes for the absences and ways that the school can support these families. Paula Harrison analyses the attainment and progress of children who are persistently absent or persistently late and shares this analysis with the governor with responsibility for attendance.



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Gender and Race and Equality Action Plan

Current objective

To monitor children not making expected progress in terms of:

- Gender
- Ethnicity

Review of objectives

End of Key Stage 2 data

The percentage of each gender making expected progress is in line with the national average for each gender, with the percentage of girls making greater than expected progress being higher than the national average in reading and writing for girls and the percentage of boys making greater than expected progress in maths being higher than the national average for boys.

In terms of different ethnic groups, the percentage of white British children making expected progress is below the national average. However, of the 23 White British, 6 were on the SEN register and 3 of these had significant additional needs and had EHCPs which has had an impact on the progress of the group as a whole. We will monitor this group carefully in different year groups to ensure that it is not a pattern of less than expected progress.

End of Key Stage 1 data

The biggest gap between the genders on progress was in writing, with 5% of boys making less than expected progress vs 18% of girls making less than expected progress. In reading and maths the gap was not as great. In terms of ethnic groups, there is no particular pattern.

In terms of progress within other year groups there is no particular pattern with gender or ethnic group, it very much down to the individual children which is discussed at termly progress meetings.

New objective

To monitor children's punctuality in terms of:

- Gender
- Ethnicity

Fiona Oastler