



Equality Scheme Annual Report

Academic Year: 2017-18

We ensure that we review all policies and procedures relating to the Equality Scheme annually and complete a report for Governors and parents.

Our aim is to ensure in all aspects of its work Livingstone Primary School celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion	
Aspect	Evaluation
<p>Objective 1: Improve the physical environment of the school to increase the extent to which disabled pupils and parents can take advantage of education</p>	<p>The new access door to the extension has no steps and is therefore an improved disabled access. Although access to the main school is still through a cloakroom and past the toilet entrance, we have improved the 'look' of this area as much as possible. Risk assessments are reviewed at least annually and more frequently if necessary. We work closely with outside agencies to meet children's needs eg Hearing Impaired service.</p>
<p>Objective 2: To monitor the achievement and attainment of Disadvantaged Pupils to ensure provision matches need and all children make expected rate of progress in literacy and numeracy.</p>	<p>Current progress in year is looking positive. PP children were making progress in line with or above non-disadvantaged peers. We will need to assess the situation with end of year data after raise is released. Tracking and data analysis always looks at this group of pupils. Teachers and Intervention teacher keeps a spreadsheet of the provision and the progress being made. CCC grids are completed after PPM meetings. SLT discuss how they can best use the Pupil Premium regularly to overcome the children's barriers to learning. PP strategy document targets the specific barriers to learning and progress for this group and tries to plug these gaps.</p>
<p>Objective 3: To ensure in all aspects of its work Livingstone school celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.</p>	<p>We work closely with outside agencies to meet children's needs eg Hearing Impaired service. Planning monitored as part of the monitoring cycle at least once a term to ensure that all children's needs are provided for and work is differentiated. PPM meetings held each term and notes made. Needs of children and barriers to learning identified and targeted to be dealt with in CCC grids. PSHCE a regular part of the school timetable. This includes sex education. The school council and the MCSP student group hold regular class meetings. World events and festivals are a regular part of learning in the curriculum and in assemblies. We have some links to community groups – Methodist church, Whit walks, MCSP partnership etc. Curriculum overview is a broad plan and includes topics which focus on the local area and local history as well as projects on further afield countries and cultures.</p>
<p>Objective 4: To ensure that pupils of both genders attain as well as each other and that there is no attainment gap.</p>	<p>Provision is monitored and ensure especially that it is boy friendly in the EYFS eg opportunities for fine motor skills (padlocks / nuts and bolts) and boy friendly writing opportunities to inspire. Outdoor learning has been developed greatly this year. The Forest School site is a fantastic resource which we will continue to develop due to the Tesco funding. This is now extended to Year 1 and Year 2 though we are not planning to continue with Year 2 next year as the timetabling hasn't worked. All pupils have the same access to the curriculum. Data analysis looks at the progress of boys and girls as two of the groups. Planning, book scrutiny and lesson observations show that the curriculum is meeting the needs of individual pupils and the majority are making good progress. PPM meetings held each term and notes made. Needs of children and barriers to learning identified and</p>

	targeted to be dealt with in CCC grids.
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	All children are welcome into any extra-curricular clubs regardless of gender.
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