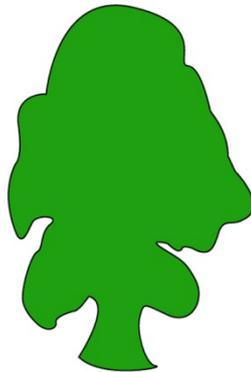


Pupil Outcomes Curriculum & Community Committee

5th February 2019: ITEM 9

Evaluation of Progress towards Equality Objectives for 2018

**UPDATE – January 2019 (following publication of
validated Key Stage 2 results for 2018)**



Objectives agreed	September 2016
Review Date 1:	February 2018 (based on outcomes for 2016/17 cohorts)
Review Date 2:	September 2018 (based on unvalidated data for 2017/18 cohorts)
Review Date 3	January 2019 (based on validated data for 2017/18 cohorts)
Responsible Committee	Pupil Outcomes, Curriculum and Community

Equality Objectives agreed by Governing Board in September 2016

Equality Objectives for the school in line with the requirements of the Equality Act 2010

Target date for these objectives was July 2018 (however, validated data for Key Stage 2 outcomes were not available until December 2018)

Introduction

Under the Equality Act 2010 schools are free to choose the equality objectives that best suit their individual circumstances and will contribute to the welfare of their pupils and the school community. They can decide how many objectives to set but guidance suggests that the majority of objectives will be about "closing the attainment and progress gap" between different groups of pupils and fostering good relations.

- The Equality Duty initially required schools to set and publish Equality Objectives by April 2012 and to publish objectives at least every four years. The objectives listed below relate to July 2018.

The process used to arrive at our equality objectives

The starting point for these objectives was the Elmhurst School Equality Policy which sets out our legal duties in relation to the Equality Act 2010. This policy together with our annual Equalities Information and Analysis Document show how we meet the duties placed upon us in relation to how we promote equality of opportunity and how successful we are with this.

Elmhurst School has robust procedures in place for monitoring and evaluating the work of the school and the progress, levels of attainment and welfare of its pupils. These procedures are supported by regular inputs from the pupils and the parental body through very active Pupil and Parent Voice activities. The monitoring and evaluation of the school's work are also carefully and regularly monitored and contributed to by the Governing Board and inform a four Year Strategic Plan and rolling one year School Development Plans. In addition there are regular surveys of pupils' attitudes and opinions.

The school undertook extensive consultations, involving school staff, parents and pupils to draw up six overarching values to underpin the work and ethos of the school. These values focus on:

- Aspiration
- Collaboration
- Respect
- Confidence
- Thoughtfulness, and
- Well Being

A key part of this development was to map out the commitment of each constituent group to meeting these values, which make a significant contribution to promoting equalities at the school.

The Governing Board pays particular attention to examining attainment and progress outcomes for year groups, and those sub groups identified in Analysing Pupils' & the School's Performance. Regular reports to governors provide extensive pupil progress and attainment data. Training sessions have been held for governors on interpreting pupil progress and attainment data in relation to the new accountability measures. The most recent was held in June 2018 and focused on Ofsted's Inspection Data Summary Report 2018 focusing on 2017 key stage outcomes.

In drawing up the equality objectives identified below, governors were conscious to ensure that the chosen objectives were:

- Specific
- Fit the school's needs
- Measureable

- Achievable
- Outcome focused
- **The most relevant for the school –it was decided that from September 2016 and in keeping with the School’s One Year Improvement Plans, there would be a key focus on improving the performance, in particular, of :**
 - **Boys**
 - **Pupils with SEND &**
 - **Disadvantaged Pupils for whom the school receives the Pupil Premium;****and on ongoing education about tackling prejudice and stereotypes.**

Equality Objective 1

By 2018, to have **improved the attainment of boys at the end of Key Stage 1** in reading, writing and mathematics so that it at least matches the national level for boys in each subject.

Evaluation of progress towards 2018 objective as at January 2019:

Key Stage 1 Reading 2018 (2017 outcomes in brackets)

	Cohort size	Achieved the expected standard		Achieved greater depth	
		Elmhurst %	National %	Elmhurst %	National %
All pupils	56	71 (68)	75 (76)	16 (21)	26 (25)
Boys	27	70 (66)	71 (71)	7 (13)	22 (22)
Girls	29	72 (70)	80 (81)	24 (30)	29 (29)

- 70% of boys at Elmhurst achieved the expected standard in reading in 2018 compared to 71% of boys nationally. Boys’ attainment in reading improved by 4% on outcomes for 2017 at Elmhurst.
- 7% of boys at Elmhurst achieved greater depth in reading compared to 22% of boys nationally; this was a small decline on 2017
- In relation to the 25 pupils who were assessed at the “expected” level in reading at the end of the reception year (13B & 12G), 92% of these boys and 92% of these girls achieved the expected standard or better at the end of Key Stage 1 in reading.
- Three boys and four girls were assessed as “exceeding” at reading at the end of the reception year. Of these, 0/3 boys and 4/4 girls achieved at greater depth in reading at the end of Key Stage 1.
- The conversion rate for boys progressing from expected at end of the EYFS to the expected standard at KS1 are in line with those nationally for boys and show that, when prior attainment is taken into account, boys at Elmhurst performed in line with national expectations.

Key Stage 1 Writing 2018 (2017 outcomes in brackets)

	Cohort size	Achieved the expected standard		Achieved greater depth	
		Elmhurst %	National %	Elmhurst %	National %
All pupils	56	71 (63)	70 (68)	11 (3)	16 (16)
Boys	27	70 (56)	63 (61)	0 (0)	12 (11)
Girls	29	72 (70)	77 (75)	21 (7)	20 (20)

- 70% of boys at Elmhurst achieved the expected standard in writing in 2018 compared to 63% of boys nationally.
- Boys’ performance improved by 14% in 2018.
- No boys at Elmhurst achieved greater depth in writing compared to 12% of boys nationally.
- In relation to the 25 pupils who were assessed at the “expected” level in writing at the end of the reception year (15B & 12G), 93% of these boys and 92% of these girls achieved the expected standard or better at the end of Key Stage 1 in writing – a conversion rate above that nationally in 2017.
- One boy and four girls were assessed as “exceeding” at writing at the end of the reception year. Of these, 0/1 boys and 4/4 girls achieved at greater depth in writing at the end of Key Stage 1. The conversion rate for girls was above the national conversion rate in 2017.

- The rate of conversion for boys from “expected” at the end of the reception year to an expected or better standard in writing at the end of Key Stage 1 was above that found nationally for boys in 2017.

Key Stage 1 Mathematics 2018 (2017 outcomes in brackets)

	Cohort size	Achieved the expected standard		Achieved greater depth	
		Elmhurst %	National %	Elmhurst %	National %
All pupils	56	73 (66)	76 (75)	11 (21)	22 (21)
Boys	27	74 (63)	75 (74)	4 (19)	24 (22)
Girls	29	72 (70)	77 (76)	17 (23)	20 (19)

- 74% of boys at Elmhurst achieved the expected standard in mathematics compared to 75% of boys nationally.
- Boys’ performance improved by 11% in 2018.
- 4% of boys at Elmhurst achieved greater depth in mathematics compared to 24% of boys nationally in 2018 and 19% of boys at Elmhurst in 2017.
- In relation to the 28 pupils who were assessed at the “expected” level in mathematics at the end of the reception year (13B & 15G), 100% of these boys and 93% of these girls achieved the expected standard or better at the end of Key Stage 1 in mathematics – a conversion rate above that nationally for both boys and girls.
- Four boys and one girl were assessed as “exceeding” at mathematics at the end of the reception year. Of these, 1/4 boys and 1/1 girls achieved at greater depth in mathematics at the end of Key Stage 1. The conversion rate for boys was lower than the national figure for boys in 2017.

Equality Objective 2

By 2018, to have raised the **attainment of boys at the end of Key Stage 2** in Reading, Writing and Mathematics so that it at least matches the national level for boys in each subject.

Evaluation of progress towards 2018 objective as at January 2019

Key Stage 2 Reading 2018 (2017 outcomes in brackets)

	Cohort size	Achieved the expected standard		Achieved at a higher standard	
		Elmhurst %	National %	Elmhurst %	National %
All pupils	54	64 (47)	75 (72)	13 (13)	28 (25)
Boys	25	64 (32)	71 (68)	8 (8)	24 (21)
Girls	29	66 (61)	79 (75)	17 (18)	32 (28)

- Boys’ attainment in reading at Key Stage 2 in 2018 at Elmhurst was much improved and much closer to the national standard for boys in terms of the proportion reaching the expected standard.
- 8% of boys achieved the higher standard in 2018, the same as in 2017 and lower than the national figure for boys
- The progress score for boys in reading from Key Stage 1 to Key Stage 2 based on 21 boys with Key Stage 1 scores was +0.8 and considerably higher than the progress score of -4.1 for boys in the 2016/17 cohort. The progress score for girls in reading in 2018 was -1.4 compared to -0.2 in 2017.

Key Stage 2 Writing 2018 (2017 outcomes in brackets)

	Cohort size	Achieved the expected standard		Achieved at a higher standard	
		Elmhurst %	National %	Elmhurst %	National %
All pupils	54	78 (57)	78 (76)	4 (2)	20 (18)
Boys	25	72 (48)	72 (70)	0 (0)	15 (13)
Girls	29	83 (64)	84 (82)	7 (4)	25 (23)

- Boys' attainment in writing was much improved in terms of the proportion reaching the expected standard and is in line with the validated national figure for boys. No boys at Elmhurst achieved the higher standard in writing compared to 15% of boys nationally
- The progress score for boys in writing from Key Stage 1 to Key Stage 2 based on 21 boys with Key Stage 1 scores was +1.3 and considerably higher than the progress score of -3.0 in 2017. The progress score for girls in writing also improved to +0.8 compared to -1.1 in 2017.

Key Stage 2 Mathematics 2018 (2017 outcomes in brackets)

	Cohort size	Achieved the expected standard		Achieved at a higher standard	
		Elmhurst %	National %	Elmhurst %	National %
All pupils	54	49 (58)	76 (75)	15 (11)	24 (23)
Boys	25	60 (60)	75 (75)	16 (16)	25 (24)
Girls	29	41 (57)	76 (75)	14 (7)	22 (21)

- Boys' attainment in mathematics in 2018 was the same as in 2017 both in terms of the proportions reaching the expected standard and the higher standard. However, in both cases attainment was still lower than national
- The progress score for boys in mathematics from Key Stage 1 to key Stage 2 based on 21 boys with Key Stage 1 scores was +0.9 and higher than the score of -0.4 in 2017. The progress score for girls in mathematics of -4.1 was much lower than for boys and lower than the progress score of -2.4 for girls in 2017. This low progress score for girls was the key factor in the poor 2018 Key Stage 2 mathematics outcomes at Elmhurst.

Summary:

Boys' attainment in reading was much improved in 2018 for the proportion reaching the expected standard but was 7% below the national figure for boys.

Boys' attainment in writing for the proportion reaching the expected standard was in line with the national figure for 2018. The attainment measures for mathematics were lower than the national figures for boys. However, the average progress figures shown by boys in reading, writing and maths in 2018 were all positive and above those in 2017 –substantially so in reading and writing. All three progress figures for boys were above those nationally for boys in 2018.

A key focus for 2018/19 must be to raise the proportion of boys achieving at a higher standard, particularly in reading and writing.

Equality Objective 3

By July 2018, to have **improved the progress of pupils with Special Educational Needs and/or Disabilities** in reading and mathematics from the end of Key Stage 1 to the end of Key Stage 2, so that they at least match the national rates of progress for this group of pupils.

Evaluation of progress towards 2018 objective as at January 2019

There were nine pupils with special educational needs or disabilities in Year 6 in 2017/18. Seven of these pupils were in receipt of "SEN Support" and two had Education and Health Care Plans. The table below shows the average progress scores of these two groups of pupils in reading and mathematics at Elmhurst and the average progress scores of pupils nationally who were receiving SEN support or had Statements or Education and Health Care Plans.

Average progress scores of pupils with special educational needs or disabilities from KS1 to KS2 in 2018 (2017 progress scores in brackets)			
		SEN Support	Statement or EHCP
Reading	Elmhurst	+1.8 (-6.9)	-1.0 (-3.5)
	National	-1.0 (-1.2)	-3.8 (-3.7)
Mathematics	Elmhurst	-1.4 (-2.4)	+2.6 (+0.3)
	National	-1.0 (-1.1)	-3.8 (-4.1)

- In reading and mathematics, pupils on SEN support in 2017/18 at Elmhurst had higher progress scores than pupils on SEN support in 2016/2017. This is particularly the case in reading. The progress score in reading was higher than that nationally for pupils on SEN support. The progress score in mathematics was a little lower than that nationally in 2018.
- Pupils with EHC Plans at Elmhurst in 2017/18 had higher progress scores in reading and mathematics than pupils with EHC plans in 2016/17. In both reading and mathematics the progress scores for the pupils at Elmhurst were above those nationally.

Equality Objective 4

By July 2018, to have **maintained the good performance of pupils for whom the school receives the Pupil Premium**, with attainment and progress measures for these pupils at both KS1 and KS2 being above national levels.

Evaluation of progress towards the 2018 objective as at January 2019

Disadvantaged Pupils at Key Stage 1

There were 17 disadvantaged pupils in the 2017/18 Year 2 cohort. Their attainment in reading, writing and mathematics are shown below. Note that **Six (35%) of these pupils were on the SEND register**.

Key Stage 1 Reading 2018 – disadvantaged pupils (DP)

	Cohort size	Achieved the expected standard		Achieved at a higher standard	
		Elmhurst %	National %	Elmhurst %	National %
All DP	17 (13)	53 (85)	79/60	18 (23)	29/13

Note disadvantaged national are shown as non- disadvantaged/actual disadvantaged and are the 2018 figures

- The attainment of disadvantaged pupils at Key Stage 1 in reading at Elmhurst in 2018 was lower than in 2017 in terms of the proportions of pupils achieving the expected standard. Attainment levels were also below those nationally.
- In terms of attainment at a higher standard, disadvantaged pupils at Elmhurst attained below the national standard for non-disadvantaged pupils but slightly above that of disadvantaged pupils nationally in 2018.

Key Stage 1 Writing 2018 – disadvantaged pupils (DP)

	Cohort size	Achieved the expected standard		Achieved at a higher standard	
		Elmhurst %	National %	Elmhurst %	National %
All DP	17 (13)	53 (69)	74/53	12 (0)	18/7

Note disadvantaged national are shown as non- disadvantaged/actual disadvantaged and are the 2018 figures

- The attainment of disadvantaged pupils at Key Stage 1 in writing at Elmhurst in 2018 was lower than in 2017 in terms of the proportions of pupils achieving the expected standard. Attainment levels were below those nationally based on 2018 outcomes for non-disadvantaged pupils but in line with those for disadvantaged pupils.
- In terms of attainment at a higher standard, disadvantaged pupils at Elmhurst attained broadly in line with disadvantaged pupils nationally in 2018.

Key Stage 1 Mathematics 2018 – disadvantaged pupils (DP)

	Cohort size	Achieved the expected standard		Achieved at a higher standard	
		Elmhurst %	National %	Elmhurst %	National %
All DP	17 (13)	59 (62)	80/61	12 (23)	25/11

Note disadvantaged national are shown as non- disadvantaged/actual disadvantaged and are the 2018 figures

- The attainment of disadvantaged pupils at Key Stage 1 in mathematics at Elmhurst in 2018 was broadly in line with performance in 2017 in terms of the proportions achieving the expected

standard. Attainment levels were in line with those nationally for disadvantaged pupils at EXP+ but lower than for non-disadvantaged pupils nationally.

- In terms of attainment at a higher standard, disadvantaged pupils at Elmhurst attained at lower levels than in 2017. Attainment was below that nationally for non-disadvantaged pupils but in line with disadvantaged pupils nationally.

Disadvantaged Pupils at Key Stage 2

There were 20 disadvantaged pupils with Key Stage 2 attainment data in the 2017/18 Year 6 cohort

Key Stage 2 Reading 2018 – disadvantaged pupils (DP)

	Cohort size	Achieved the expected standard		Achieved greater depth	
		Elmhurst %	National %	Elmhurst %	National %
All DP	20 (16)	55 (25)	80/64	10 (13)	33/18
DP-Boys	9	56 (0)	77/60	0 (0)	28/15
DP-Girls	11	55 (40)	84/69	18 (20)	38/21

Note disadvantaged national are shown as non- disadvantaged/actual disadvantaged and are the 2017 figures

- The performance of disadvantaged pupils achieving the expected standard in reading in 2018 showed a large improvement on outcomes for 2017 and particularly so for boys.
- Attainment levels are below those nationally for non-disadvantaged pupils but closer to attainment levels for disadvantaged pupils nationally.
- The proportion of disadvantaged pupils achieving greater depth remains below national figures.

Key Stage 2 Writing 2018 – disadvantaged pupils (DP)

	Cohort size	Achieved the expected standard		Achieved greater depth	
		Elmhurst %	National %	Elmhurst %	National %
All DP	20 (16)	75 (38)	83/67	0 (0)	24/11
DP-Boys	9	67 (17)	78/60	0 (0)	18/8
DP-Girls	11	82 (50)	88/75	0 (0)	30/15

Note disadvantaged national are shown as non- disadvantaged/actual disadvantaged and are the 2017 figures

- The performance of disadvantaged pupils in 2018 achieving the expected standard in writing showed a large improvement on outcomes for 2017 and particularly so for boys.
- Attainment levels are only a little below those nationally for non-disadvantaged pupils and above those for disadvantaged pupils nationally
- No disadvantaged pupils achieved greater depth in writing in 2018 and 2017 and this must be a focus for improvement in 2018/19.

Key Stage 2 Mathematics 2018 – disadvantaged pupils (DP)

	Cohort size	Achieved the expected standard		Achieved greater depth	
		Elmhurst %	National %	Elmhurst %	National %
All DP	20 (16)	45 (38)	81/64	0 (0)	28/14
DP-Boys	9	44 (50)	81/63	0 (0)	30/15
DP-Girls	11	45 (33)	81/65	0 (0)	26/12

Note disadvantaged national are shown as non- disadvantaged/actual disadvantaged and are the 2017 figures

- The performance of disadvantaged pupils in 2018 achieving the expected standard showed improvements in outcomes for girls from 2017
- Attainment levels are below those nationally for non-disadvantaged pupils based on 2017 outcomes and also below those for disadvantaged pupils
- No disadvantaged pupils achieved greater depth in mathematics in 2018 and 2017 and this must be a focus for improvement in 2018/19

Key Stage 2 progress scores for disadvantaged pupils (DP) in 2018

	Reading	Writing	Mathematics
Elmhurst 2018 -DP	-1.0	+1.1	-3.5
National 2018 - non DP (DP)	0.3 (-0.6)	0.2 (-0.4)	0.3 (-0.6)

Note National figures are non-disadvantaged and then disadvantaged pupils in brackets

- The progress measure for disadvantaged pupils in reading at Elmhurst was below that for both national measures (non-disadvantaged and disadvantaged)
- The progress measure for disadvantaged pupils in writing at Elmhurst was above that for both national measures (non-disadvantaged and disadvantaged)
- The progress measure for disadvantaged pupils in mathematics at Elmhurst was very low and below that for both national measures (non-disadvantaged and disadvantaged)
- Improving the progress of disadvantaged pupils in reading and mathematics in 2018/19 will be a key focus.

Equality Objective 5

To continue to **educate pupils about prejudice and stereotypes** through assemblies and work in the classroom e.g. PSHE.

Evaluation of progress towards the 2018 objective as at January 2019

We work hard to educate pupils about prejudice and stereotypes and follow up any incidents that occur robustly with consistent implementation of our policies and procedures. We believe that positive behaviour is essential in creating a successful learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. We want everyone to act with courtesy and consideration in order to promote a happy, caring and relaxed atmosphere.

Examples	Steps the School has Taken
Victimisation and Discrimination	<ul style="list-style-type: none"> • Behaviour Policy • Anti-bullying Policy • Racist incidents procedure with reports to governing board and local authority • Curriculum coverage through PSHE/SMSC • Assemblies • Safeguarding Policy and staff training • Teaching of British Values • School values included in Home School Planners so that parents are aware of these.
Monitoring of Incidents	<ul style="list-style-type: none"> • Use of Behaviour Watch to log incidents • Incidents followed up by Phase Leaders • Headteacher monitoring • Termly reports to governing board
Anti-Bullying and Harassment	<ul style="list-style-type: none"> • Anti-bullying lessons and assemblies • E-Safety and cyber bullying lessons • Behaviour Policy • Anti-Bullying Policy • Staff Whistle Blowing Policy • Bully Box for pupils to use • Show Racism the Red Card workshops • House Captains

Things we do well:

- Behaviour support and management for the majority of pupils are strong
- Strong school values which underpin the work of the school
- Links with outside agencies
- Work with victims and perpetrators including counselling, mediation and mentoring

Things we would like to improve:

- Further develop work with whole families
- Eradicate low level disruption in lessons
- Improve the management of the behaviour of a small number of disruptive pupils

The evaluation of progress towards our 2018 equality objectives has informed the equality objectives for 2020. DG, January 2019