

# The Wainfleet Magdalen Church of England / Methodist Primary School

## Equality Objectives 2023-2026

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### Achievement and Attainment:

- To narrow the attainment gap between different student groups (e.g., gender, ethnicity, socio-economic background) by setting specific targets for improvement in academic performance.
- To ensure that all students have equal access to high-quality educational resources and support, regardless of their background.

### Why we have chosen this objective:

We have chosen this outcome due to our year on year outcomes being below the national standard in Y6 and Y2. There is now an improving picture, however we are still sitting below national standards. In Year 2 SATs, 61% of children achieved the expected standard in reading. 61% of children achieved the expected standard in writing and 82% of children received the expected standard in maths.

In Year 6, our SATs results were:

Reading: 63%

Maths: 81%

SpaG: 59%

Writing: 74%

RWM Combined: 56%

We are an aspirational school, and ensuring all students receive the best possible achievement and attainment is a priority on our school development plan.

### To achieve this objective we plan to:

- To develop our reading curriculum so that pedagogical approaches to teaching improve and outcomes at the end of Key Stage 2 are in line with and above national figures.
- To incorporate mastery principles across the wider curriculum so that all pupils are enabled to succeed academically.
- To implement a pathway of wider opportunities, enrichment and personal development so that aspirations are raised across the school and wider community - narrowing the attainment gap between our disadvantaged and non-disadvantaged pupils.

### Progress we are making towards this objective:

- Embedding our phonics curriculum including assessment and interventions
  - Developing our reading curriculum in the transition between phonics and reading
  - Improve pedagogical approaches to reading
  - Ensure robust monitoring, evaluation and assessment of reading
  - Achieve the gold award for the reading for pleasure Lincolnshire Reading Pledge
  - Implement an updated approach to reading, which is researched, linking phonics to fluency to comprehension, is identified and shared with staff through the updated reading policy.
  - Assessment of reading through Benchmarking and Phonics Tracker across school is undertaken to assess where pupils are/ should be with learning
  - Pupils identified for intervention and this is tracked to ensure that interventions are having a positive impact.
  - Develop a multi-faceted approach to reading - e.g. book club, reading area outside, reading for pleasure, use of technology to support reading.
  - Embed elements of the new reading framework
  - Parental upskilling and engagement
  - Ensure a reading element to every lesson
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- Teaching and learning policy is updated with staff to identify our approach to teaching in school based on evidence based approaches.

- Ensure that all Teachers and TAs understand Rosenshine's Principles and embed these into teaching through ongoing training and support.
  - Teachers understand the Teaching and learning policy and implement this into lessons
  - Strengths and weaknesses in teaching are identified across the school.
  - Improvements to teaching are identified and where there are weaknesses, further training/ support is implemented to improve this.
  - Independent tasks add value to learning
  - Developing staff pedagogy
  - Monitoring and evaluation of curriculum areas
  - Talk for writing implementation
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- Staff are fully trained to develop teaching and learning across the school.
  - To develop behaviour of learning.
  - To develop behaviour for learning
  - Opportunities for trips and extra-curricular opportunities are identified and opportunities are included in the curriculum across school.
  - Pupil Leadership opportunities are identified and implemented across school. e.g. opportunities for inter school sport
  - To raise aspirations and understand their role in society - e.g. careers fair.
  - To develop personal finance education

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#### **Inclusive Curriculum:**

- To provide access to a range of learning materials and resources that cater to the individual needs and interests of all students, including those with disabilities or special educational needs.

#### **Why we have chosen this objective:**

'Inspired by William Waynflete and John Wesley, we have a vision to be an aspirational school delivering excellence in learning by being creative, inclusive and resilient so that we can all serve in God's world to the best of our ability.'

We have chosen this objective as inclusion is at the heart of our school vision. We have a school cohort with 68% of children in receipt of pupil premium and 25% of pupils with SEND. Our SEND pupils represent very diverse needs and require complex medical needs and intimate care. In order to enable all our children to flourish, we endeavour to deliver an inclusive curriculum, catering to children's individual needs.

#### **To achieve this objective we plan to:**

- To provide an inclusive, mastery curriculum with scaffolding to support all children and their individual needs.
- To implement a pathway of wider opportunities, enrichment and personal development so that aspirations are raised across the school and wider community.

#### **Progress we are making towards this objective:**

- Developing a mastery curriculum that is designed for success for all pupils
- Teaching and learning policy is updated with staff to identify our approach to teaching in school based on evidence based approaches.
- Ensure that all Teachers and TAs understand Rosenshine's Principles and embed these into teaching through ongoing training and support.
- Teachers understand the Teaching and learning policy and implement this into lessons
- Strengths and weaknesses in teaching are identified across the school.
- Improvements to teaching are identified and where there are weaknesses, further training/ support is implemented to improve this.
- Independent tasks add value to learning
- Developing staff pedagogy
- Ensure physical resources so that children can 'see and build' their learning, enabling them to develop schemas and link this to existing schemata
- Employ an 'I do, we do, you do' approach
- Ensure all relevant staff have completed training for children's specific medical needs
- Implement the Trust's medical policy
- Working with Mrs Djierozynski (SENDCO) to develop a clear understanding of the needs of the pupils and the school

- Opportunities for trips and extra-curricular opportunities are identified and opportunities are included in the curriculum across school.
  - Pupil Leadership opportunities are identified and implemented across school. e.g. opportunities for inter school sport
  - To raise aspirations and understand their role in society - e.g. careers fair.
  - To develop personal finance education
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