

WELLESLEY PRIMARY SCHOOL

GENDER EQUALITY PLAN

2010 - 2013

	TARGETS	STRATEGIES	OUTCOMES	TIMEFRAME	SUCCESS CRITERIA	REVIEW (Spring 2011)
SHORT TERM	Audit school policies to ensure that there are no discriminatory policies and increase accessibility	Staff and governors to review policies and ensure that there are no discriminatory phrases or procedures	Policies are discriminatory free and reflect school's commitment to accessibility	On going	Written policies and information are free from discrimination and are accessible to all regardless of disability	Review of policies to date shows that they are free from discrimination
	Identify the trends within attainment for girls and boys relating to progress from all results available	Use SAT data and optional data to direct the need for different teaching strategies	Staff are aware of the needs of the children in their classes	On going	Staff have an awareness of the need to deliver curriculum in different ways to boys and girls when and where appropriate.	Observations and teacher's planning scrutiny indicate that the needs of boys and girls are being catered for. Data analysis shows that the progress made by boys and girls in reading, writing and maths is similar across the school.
	To ensure that staff recruitment is based on the criteria to provide equality of opportunity for both sexes	Ensure that the criteria is specific and clear for all to use	Staff recruitment is completed in a non discriminatory way	On going	Staff recruited are the best fit for the posts available	Processes for staff appointments strictly follow the guidelines of the Department for Education

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	To ensure that the ECM agenda is carried out fully for both sexes	Apply the agenda accordingly to both sexes	The ECM agenda is still at the forefront of all staff	On going	All children feel they are cared for, achieve and are safe	Our ECM agenda caters equally for boys and girls in the school
MEDIUM TERM	Training for all staff re teaching and supporting both sexes	Access some expertise to deliver staff meetings/INSET	Staff have skills and competencies to teach and support all pupils	Autumn 2008	All pupils make progress regardless of sex. All pupils current and prospective are provided with support and conditions they need to achieve success	Training has been provided for staff re providing regular sensory teaching which will cater for the needs of both girls and boys. Training has been provided for staff re catering for the needs of boys in literacy
	Audit of school's curriculum to identify where alternatives will need to be provided to enable all pupils to gain experience and/or understanding	Subject leaders/ teachers to scrutinise relevant planning to identify any possible barriers to understanding and/or experience and to suggest alternatives.	Alternatives are provided where a barrier to understanding might impede access	January 2008 (ongoing)	Children have equal entitlement to reach the same levels of understanding and knowledge and skills as other pupils	Changes to the curriculum to benefit the learning of all children are place

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LONG TERM	Increase the number of male role models within the school, either staff or volunteers	Instigate questionnaires to help analyse why fathers are either reluctant or unable to assist in school on regular basis. Bring in their expertise in different fields to develop and initiate experience for all children from the male roles	Questionnaire provide evidence to devise plan and move forward	September 2008	Fathers are encouraged to assist in school time and children are aware of their role within the community, work place, etc.	The school currently has 4 male members of staff (3 out of 4 in Key Stage 2)
	Continue to explore the concept of flexible working and posts	Re examine the way that staff posts are created and explore alternatives Revise the job share and working hours document policies	Posts for new staff are more flexible	July 2009	All staff are given the opportunities for more flexible working practices	Some posts have been given later starting times and earlier finishing times to support child care arrangements

Reviewed Spring 2011

Review date Spring 2012