



Equality Objectives

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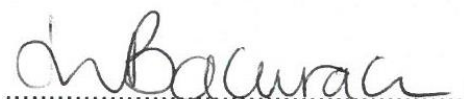
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Version Information

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Approved by the Governing Body of Huish Academy Trust

Chair of Governors



Date

13/03/2017

Review Period

every 4 years

Proposed Date of Future Review March 2021

***‘We must learn to live together as brothers and sisters,
or we will perish together as fools’.***

Martin Luther King, Jr.

This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

1 School Context

This section provides information on the composition of the population at the school with respect to the ‘protected characteristics’ outlined in the Equality Act. The Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Primrose Lane Primary School and Little Learners Pre-School

Gender (%)

Male: **51**

Female: **49**

Special Educational or Medical Needs and Disability Pupils with a Statement of SEN or EHCP (%): **2%**

Ethnicity and Race Total

Any other black background	1
Any other ethnic group	6
Any other mixed background	3
Any other White background	2
Black - African	3
Indian	2
Pakistani	1
White - British	119
White and Asian	2
White and Black Caribbean	1
Grand Total	140

Religion

Christian	56
Hindu	1
Muslim	4
No religion	69
Refused	3
None	7
	140

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English with an additional language

Boys **6**

Girls **2**

Total **8**

5.7 % of school population

Pupils from low-income backgrounds (FSM/ever6): **15**

Number of pupils eligible for Pupil Premium: 26

Number of Looked After Children: **0**

updated 15/02/2019

2 Our Equality Objectives

Equality Objective 1:

Identify pupils who are at risk of under-achievement and intervening effectively to accelerate progress and close the gap

This will be achieved by:

- Identify reasons for gaps in achievement in different classes and ability groups for each of the protected characteristics.
- Review and revise provision for children with SEND in line with the new code of practice. (SENCO)
- Identify pupils in receipt of pupil premium;
- Identify pupils of service families

Monitor and evaluate provision provided

- Implement use of tracking system to monitor and evaluate the impact of interventions
- Identify, implement and monitor appropriate intervention strategies in order to close the gap
- Use service pupil champion to monitor service children in times of need

Success Criteria

- Pupil tracking system in place which identifies each PP pupil with associated interventions and entry and exit data
- Revised SEN register in place
- Identification of pupils at risk of under-achievement and timetable in place to implement interventions, using qualified, specialist teachers.
- Data for dis-advantaged pupils shows targeted pupils and EAL have made good or accelerated progress towards targets
- School based plans in place for identified pupils whose behaviour is at risk of impacting on their learning
- Robust monitoring of impact of interventions shows targeted SEN pupils are on track to make good progress in relation to their peers nationally
- All children making excellent progress from their starting points, in line with FFT Type D data.

Equality Objective 2:

Develop enrichment opportunities for pupils within our current curriculum as part of pupils' entitlement

This will be achieved by:

- Vision and values to be delivered through school assemblies and staff professional development meetings
- Innovative planning led by subject leaders based upon clear, meaningful action plans for each subject. Exciting able and gifted sessions which are also focussed at able PP children.
- Increase number of after-school activities offered to pupils, especially those which are science or engineering based.
- Plan school events calendar; linked to curriculum
- Continue to develop Forest school
- Continue to develop links with local church St Michael & All Angels Church
- Continue to link with schools in other parts of the world to support global understanding
- Develop whole school enrichment projects to enhance learning about British Values.
- Engage parents by inviting them to these events

- Continue to compile a comprehensive record of the schools SMCS offer.

Success Criteria

- All trust staff, children and parents clearly understand and demonstrate a commitment to the 6 overarching pillars of the Trust
- A dynamic and energising curriculum, which gives all children a variety of different opportunities to hone and develop a wide range of skills
- Increased participation in after school clubs, especially for children who do not see sports as their strength
- Clear sense of belonging to a community, wider than the school, and contributing to the well being of that community. Clear sense of the individuals place in the world, and the belief that hard work makes all things possible.

Equality Objective 3:

Further develop positive learning behaviours for all children

This will be achieved by:

- Review policy and practice for pupils' behaviour, and to continue to include an emphasis upon building resilience using the Coram Life Education Resources - SCARF.
- Provide feedback to staff and targeted support
- Monitor robustly the implementation of the feedback policy and its impact on the quality of pupils' learning behaviours in lessons.
- Undertake work towards the Somerset well Being Award, which will impact upon the mental health of staff and learners
- Revise existing behaviour policy to reflect stronger focus on positive rewards
- Implement and monitor the revised behaviour policy

Success Criteria

- The SCARF values understood and practised by all members of the school community
- Current positive mindsets built upon to enable every single child to see themselves as a successful learner
- Feedback policy enabling greater formative assessment and the expectation that children will often be judged by the thoughtfulness of their questions as well as their answers.
- All schools within the Trust working towards the Somerset Well Being Award.
- Parents aware of strategies to use at home to boost resilience and self belief.
- Improved outcomes in all subject areas.
- FFT type D targets met on all occasions for all year groups.