



# **Equality Objectives 2021 -2025**

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## **Equality Objectives 2021 - 2025**

### **To be read in conjunction with the Trust's Equality Policy**

#### **Characteristics of the school in 2021**

Bowling Green Academy is a below-average sized primary school with 140 pupils on roll. The free school meals (FSM) figures are in line with a national figure with 20.8%. The school has a low number of pupils from ethnic minority background with 1.4% not having English as a first language. SEND figures are above national average with 18% of children receiving SEN Support. Children with an EHC plan account for 2% of the school's population, which is below the 2022 national average of 3.7%.

There have been a total 0 exclusion days involving 0 pupils in the Autumn Term 2021 and 0 exclusion days involving 0 pupils in Spring term 2022.

Attendance for this academic year (21-22) to date is 95.3%. This is line with pre-COVID figures (Autumn term 2019 attendance was 95.9%).

While attainment (at the end of Key Stage 2) in summer 2021 was below national standards in Reading, Writing and Mathematics, significant improvements have been made with effective teaching and learning strategies over the past 12 months that are showing rapid improvements in children's outcomes. Early Years data and Phonics Screening Check scores are in-line with national expectations.

#### **Equality Objectives**

At Bowling Green Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives which link with our School Improvement Plan (SIP):

- Objective 1:** To monitor and analyse pupil achievement by different groups to ensure equality and act on any trends or patterns in the data that require additional support for pupils.
- Objective 2:** To raise levels of attainment in core subjects for all pupils but especially our vulnerable learners.
- Objective 3:** To further develop children's attitude and understanding of 'difference' in line with our revised curriculum offer in preparation for life in modern Britain.

## Equality Action Plan

<b>Equality Objective 1</b>	
To monitor and analyse pupil achievement by different 'groups' to ensure equality and act on any trends or patterns in the data that require additional support for pupils.	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<p>Children of all race, gender and disability have equal access to the curriculum.</p> <p>All children, regardless of their race, gender and disability, are supported in their learning.</p> <p>Attendance for specific groups of children is narrowed.</p> <p>Parental engagement in SeeSaw, school events, etc.</p>	<p>Data Analysis, including attendance</p> <p>School Tracking System (Arbor)</p> <p>ASP/IDSR</p> <p>Typicality monitoring (teaching and learning visits, book looks, pupil voice)</p> <p>CPOMS monitoring</p> <p>Parental event and club monitoring</p>
<b>Tasks/Actions</b>	

- A wide range of school clubs are to be offered to all children with support to attend targeted for those who are eligible for FSM.
- Parents are to be invited into EYFS classes for reading workshop
- Further parent support and understanding sessions (e.g. curriculum, Mathematics, etc.)
- Parents learning events to be planned and delivered as required.
- Analyse children who are attending the clubs to ensure an inclusive process is in place.
- Parents to complete evaluation forms when they attend learning events or open days.
- The leadership and admin team to continue building relationships and engagement with parent/carers.
- Staff to receive appropriate training to support children with specific disabilities.
- Where necessary, children with specific needs are to have a EHCP and risk assessment in place.
- Ensure that, as far as possible, that the physical environment of the current school meets the needs of all pupils.

<b>Equality Objective 2</b>	
To raise levels of attainment in core subjects for all pupils especially vulnerable learners.	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<p>The gap is closing between vulnerable children and their peers in attainment and achievement but not consistently in all subjects for all classes</p> <p>Delivering effective and engaging lessons to ensure that the curriculum meets the needs of all pupils.</p> <p>Support staff effectively delivering evidence-informed interventions successfully to raise attainment.</p> <p>All children have access to Quality First Teaching (QFT) in every class.</p>	<p>Data Analysis</p> <p>School Tracking System (Arbor)</p> <p>ASP/IDSR</p> <p>Typicality monitoring (book looks, lesson visits, pupil voice surveys)</p> <p>Case studies of particular children/families</p>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>• Vulnerable Registers are to be regularly updated and shared with class teachers.</li> <li>• Principal, Data Co-ordinator and Subject Leaders to analyse vulnerable pupils' attainment and achievement on a termly basis.</li> <li>• 'Slow moving', vulnerable pupils are to be included in Pupil Progress Meetings, including Read Write Inc. monitoring.</li> <li>• Termly meetings to be held with the class teachers to discuss vulnerable pupils' attainment and achievement.</li> <li>• Where necessary, support to be given to vulnerable children for pastoral and/or academic needs.</li> <li>• Pupil data to be evaluated each term to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place to support these specific children.</li> <li>• Identify groups and individuals at risk of underachieving, plan and deliver appropriate interventions, which are closely monitored.</li> </ul>	

<b>Equality Objective 3</b>	
To further develop children’s attitude and understanding of ‘difference’ in line with our revised curriculum offer in preparation for life in modern Britain.	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<p>Appropriate behaviour and language is displayed in school.</p> <p>Pupils feel safe in school.</p> <p>Improved curriculum which both highlights and incorporates difference, e.g. PSHE lessons, English texts, artists studied, etc.</p> <p>Children talk about and celebrate difference through their learning at school and share with families at home.</p>	<p>Pupil Questionnaires.</p> <p>Analysis of behaviour incidents and reports.</p> <p>Assembly rota monitoring.</p> <p>CPOMS monitoring.</p> <p>Long-term curriculum plans.</p>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>• To ensure multicultural elements are evident in planning and delivery of the curriculum.</li> <li>• Develop a programme of memorable multicultural events, trips and visitors (religious celebrations and festivals, special days from the Calderdale and Kirklees revised RE syllabus and visitors).</li> <li>• Parent questionnaires to be distributed annually.</li> <li>• Staff training, as required.</li> <li>• Pupil voice surveys to reflect and celebrate KITE Values, particularly Kindness and inclusive aspects.</li> <li>• To continue to highlight ‘theme’ weeks/months (e.g. Black History Month, Ramadan, Down’s Syndrome Awareness Week) and also incorporate naturally throughout the school year (e.g. through people and civilisations studied in History, scientists in our curriculum, English texts, etc.)</li> <li>• PSHCE curriculum has been revised to ensure these issues are directly addressed (PSHE Association).</li> <li>• Pastoral support for children and families who require further input.</li> </ul>	



- To have an inclusive assembly rota, which highlights worldwide and local events, including Picture News.

## Equality Objectives Monitoring and Evaluation.

### Evaluation/monitoring Key

Jan 2022 = Blue text

Jan 2023 = Green text

Jan 2024 = Red text

Jan 2025 = Purple Text

### School Profile

Number On Roll		Percentage			
		2022	2023	2024	2025
Number on Roll		139	147		
Gender	% of male pupils	46.8%	48.3%		
	% of female pupils	52.2%	51.7%		
Language	% of pupils with additional language (EAL)	1.4%	2%		
	% of pupils with English as their 1 <sup>st</sup> language	98.6%	98%		
Ethnicity	White British	87.8%	85%		
	White & Asian	1.4%	0%		
	Other Mixed	1.4%	1.4%		
	Indian	0%	0%		
	Pakistani	0%	0%		
	African	0%	0.7%		
	Chinese	0%	1.4%		
Special educational Needs and/or disabilities	Statement/EHC Plan	2%	4.7%		
	SEND Support	18%	22%		
Special Provision	Free School Meals	20.1%	24%		
	Looked After Children	0%	0%		

**Review of progress to meet the School's Equality Objectives.**

Equality Objectives	Actions/Progress
<p><b>Equality Objective 1:</b> To monitor and analyse pupil achievement by different groups to ensure equality and act on any trends or patterns in the data that require additional support for pupils.</p>	<p>Assessment data is analysed for gender and actions are implemented if any needs/ particularly classes.</p> <p>Principal and Deputy Principal are SENCO and Pupil Premium Leader, respectively, which shows the high value of areas in the school. Targeted parents are invited into school to support any trends/ internal data. Increased referrals to Open Minds CAMHS, Speech and Language Therapy and applications for Education, Health and Care Plans (EHCPs).</p> <p>Clubs and Personal Development initiatives are monitored by SLT, including inclusivity (e.g. Inclusion Games Club, ten pin bowling team successes).</p> <p>Attendance is monitored monthly (more regularly for certain target pupils) by Deputy.</p>
<p><b>Equality Objective 2:</b> To raise levels of attainment in core subjects for all pupils especially vulnerable learners.</p>	<p>Vulnerable List updated regularly by SLT.</p> <p>Internal data showed accelerated progress for children eligible for Pupil Premium funding and for children with SEND in most year groups and core subjects when compared to their 'non' peers.</p> <p>Continued focus on vulnerable learners, as per Academy Improvement Plan 22-23, and focus on EEF 5 a Day and supporting Quality First Teaching strategies. Also a focus on teachers' Performance Managements.</p> <p>Parental Engagement for all families is promoted, including support for some families. Vulnerable families are signposted to external agencies, e.g. SmartMove, Elland Children's Centre. Focus on Wellbeing for all pupils, with some targeted by staff in school, including Mental Health Support Team (MHST).</p>

<p><b>Equality Objective 3:</b></p> <p>To further develop children’s attitude and understanding of ‘difference’ in line with our revised curriculum offer in preparation for life in modern Britain.</p>	<p>Continued focus on ‘difference’ through expanding out curriculum offer, key focuses (e.g. during assemblies, ‘themed’ weeks, such as Neurodevelopmental Awareness Week, Pride Month, Down’s Syndrome Day, becoming Picture News Advocate school).</p> <p>Continued focus on embedding KITE Values, including relaunched House system after inspirational figures.</p> <p>Personal Development and British Values focus through Academy Improvement Plan, including cultural capital of vulnerablepupils.</p> <p>Increased club, visitor and club offer, as well as expanding reading areas to include more diversity in books and across the curriculum.</p> <p>Parent and Pupil questionnaire annually, in addition to Electronic Health Needs Survey (Y5/6) and all KS2 Safeguarding Survey. PSHE, Science and PE curriculums adapted in line with pupil data.</p>
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