Equality Objectives
2021 – 2025

Approved by:	Local Governing Board		
Responsible department:	Bowling Green Academy		
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Last updated:	10.10.2023	Last updated by:	Jamie Stuttard
Next review due :	10.10.2024		

Equality Objectives 2021 - 2025

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

Characteristics of the school

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

Equality 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.

Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
Children of all race, gender and disability have equal access to the curriculum. All children, regardless of their race, gender and disability, are supported in their learning. Attendance for specific groups of children is narrowed. Parental engagement in SeeSaw, school events, etc.	Data Analysis, including attendance School Tracking System (Arbor) ASP/IDSR Typicality monitoring (teaching and learning visits, book looks, pupil voice) CPOMS monitoring Parental event and club monitoring

Tasks/Actions

- 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.

Equality Objective 2

To raise levels of attainment in core subjects for all pupils especially vulnerable learners.

Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
The gap is closing between vulnerable children and their peers in attainment and achievement but not consistently in all subjects for all classes	Data Analysis School Tracking System (Arbor)
Delivering effective and engaging lessons to ensure that the curriculum meets the needs of all pupils.	ASP/IDSR
Support staff effectively delivering evidence-informed interventions successfully to raise attainment.	Typicality monitoring (book looks, lesson visits, pupil voice surveys) Case studies of particular children/families
All children have access to Quality First Teaching (QFT) in every class.	

Tasks/Actions

- Vulnerable Registers are to be regularly updated and shared with class teachers.

- Principal, Data Co-ordinator and Subject Leaders to analyse vulnerable pupils' attainment and achievement on a termly basis.

- 'Slow moving', vulnerable pupils are to be included in Pupil Progress Meetings, including Read Write Inc. monitoring.

- Termly meetings to be held with the class teachers to discuss vulnerable pupils' attainment and achievement.

- Where necessary, support to be given to vulnerable children for pastoral and/or academic needs.

- 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.

- Identify groups and individuals at risk of underachieving, plan and deliver appropriate interventions, which are closely monitored.

Equality 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.

Impact/Success Criteria/outcomes	Monitoring/evaluation/recording

Appropriate behaviour and language is displayed in school. Pupils feel safe in school. Improved curriculum which both highlights and incorporates difference, e.g. PSHE lessons, English texts, artists studied, etc. Children talk about and celebrate difference through their learning at school and share with families at home.	Pupil Questionnaires. Analysis of behaviour incidents and reports. Assembly rota monitoring. CPOMS monitoring. Long-term curriculum plans.

Tasks/Actions

- To ensure multicultural elements are evident in planning and delivery of the curriculum.

- 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).

- Parent questionnaires to be distributed annually.

- Staff training, as required.

- Pupil voice surveys to reflect and celebrate KITE Values, particularly Kindness and inclusive aspects.

- 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.)

- PSHCE curriculum has been revised to ensure these issues are directly addressed (PSHE Association).

- Pastoral support for children and families who require further input.

- 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	151		
Gender	% of male pupils	46.8%	52.8%		
	% of female pupils	52.2%	47.2%		
Language	% of pupils with additional language (EAL)	1.4%	1.3%		
	% of pupils with English as their 1st language	98.6%	88.7%		
Ethnicity	White British	87.8%	75.5%		
	White & Asian	1.4%	0.6%		
	Other Mixed	1.4%	1.3%		
	Indian	0%	0%		
	Pakistani	0%	0%		
	African	0%	0%		
	Chinese	0%	1.3%		
Special educational Needs and/or disabilities	Statement/EHC Plan	2%	6%		
	SEND Support	18%	21%		
Special Provision	Free School Meals	20.1%	21%		
	Looked After Children	0%	1.3%		

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

Equality Objectives	Actions/Progress
Equality 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.	Monitoring increasing by senior leaders to find trends and patterns. Significant 'overlap' between children eligible for free school meals and SEND Support. Some years groups have boy/girl trends, but nothing consistent across school and some have small pupil numbers. Monitoring has increased by subject leaders as well this year, which has had positive impact on outcomes. Subject leaders have created How To Teach guides, which highlights strategies to teach for vulnerable groups. Raised importance of parental engagement this year has supported targeted groups of children.
Equality Objective 2: To raise levels of attainment in core subjects for all pupils especially vulnerable learners.	Progress across last academic year was higher, via Arbor, for children with SEND than it was for pupils not with SEND. Whole-school focus on EEF Five a Day strategies as part of Academy Improvement Plan and Performance Management has had a positive effect with continued CPD over the year. As above, subject leaders' How To Teach guides supported teacher knowledge with teaching strategies linked to vulnerable learners. A whole-school focus on oracy and vocabulary has had evidence-informed success nationally and has been very positive at Bowling Green with all pupils more confident to speak aloud, focus on fluency while reading and increase vocabulary.
Equality 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.	Annual calendar of events, celebrations and assemblies has been created and children expressing ways they can be 'different' more regularly and with ease compared to previous. Significant investment in books linked to diversity in school libraries. As last year, 'difference' is becoming more widely celebrated throughout school – this year, including visitors into school. Difference characters and lessons are part of our every day offer at Bowling Green, not just one off events, e.g. Pride Week or Black History Month. This is

	embedding across all year groups.