

EQUALITY OBJECTIVES

Introduction

Our Equality Objectives have been developed in line with the *Equality Act 2010* and Wellspring Academy Trust's Equality Statement, Policy and Objectives. These objectives are part of our commitment to promoting equality and providing an inclusive school.

Objectives - progress detailed to date and evaluated.

Objective	Reason	How	Who	When	Progress
Undertake an ongoing analysis of equal opportunities	To identify any potential inequality, demonstrating that the school is attempting to eliminate discrimination and advance equality	Reply to the Trust's Equal Opportunities Monitoring Form, identifying any areas of potential inequality and report to the Governing Body with the findings	CG to carry out over Spring 1 and feedback to Trust Spring 2 Extended to be achieved throughout AUT 2020	Spring term 1 19/20 No Aut 2020	Equal opp monitoring has been completed by all staff. Analysis currently being undertaken by SLT and be feedback 1/12/20 Initial feedback identifies the large number of gender inequality in the school. as well as ethnicity. Progress has already been made with an increased representation of sub -groups in our staffing cohort. Promotion of a variety role models addressed throughout the staff profile and flexible approach to working patterns and child care. Ethnicity - the diversity of the staff population is beginning to widen as a direct result of recruitment processes and local and wider partners.
Promote spiritual, moral, social and cultural development through all	To ensure that our school community understands that we live in a diverse country that	Use Assembly times to reference spiritual, moral, social and cultural themes and provide time for pupils to reflect on these	A Spivey and H Vinson to lead drive through assemblies linked to Curriculum	Spring term 1 19/20 Extended to Aut 2020	Monitor progressed through Curriculum QA – EB and MG Feedback through termly Curriculum Managers report.

<p>appropriate curricular opportunities, with particular reference to issues of equality and diversity</p>	<p>recognises, celebrates and tolerates different views, faiths and cultures</p>	<p>Resource the school with stories from other cultures and to ensure that childrens' home lives and familiar things are represented in school activities such as home corners and imaginative play Develop a programme of visitors organised for assemblies to share different faiths and cultures</p>	<p>Manager intent and outcome – EB/MG</p>	<p>A staff meeting introducing staff to new resources and subscription to PSHE website has already taken place. A monitoring process has now started to encourage and ensure that our staff are building these into their planning.</p> <p>We have introduced the 'STARBOOKS' Reading snug in the main corridor which focuses on stories from other cultures.</p> <p>In October, Black History month was recognised and celebrated across all year groups in school.</p> <p>Every year group in school from September 2020) will have a different religious visit/ experience or visitor to help children understand different faiths.</p> <p>We have remapped for 2020-2021 the english curriculum and thus ensured both authors and characters in books represent the wider/ diverse community.</p> <p>Assemblies have been planned and delivered in class to reflect key issues such as Black History Month, Anti-Bullying, Children in Need.</p>
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<p>Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children</p>	<p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>	<p>Modify provision in order to meet children's needs and interests</p> <p>Identify specific interventions for Literacy and Numeracy</p> <p>Improve parental engagement by coming into school and being part of the learning experience</p>	<p>SW to drive acceleration of pupil progress in key vulnerable groups through QA and half termly pupil progress meetings.</p>	<p>Half termly Pupil progress meetings. Termly Curriculum Managers Meetings.</p>	<p>Measured in data capture half termly and SMT half termly feedback then to GB</p> <p>Half termly data capture tracks and analyses progress and attainment for phase, whole class, gender, SEN FSM, and LAC. These are populated on the Pupil Progress Proforma staff have for each year group.</p> <p>The proforma tracks the historical data patterns for each year group and allows for easy comparisons amongst key groups.</p> <p>During Pupil Progress, staff are active in creating 3 Work Watch children per half term. These children are ones 'flagged up' within meetings because there needs to be some focus/intervention put in place to 'close the gaps.' During the following PP meetings, impact conversations where these children/groups are discussed in depth. Another 3 children are then picked and the cycle is repeated.</p> <p>Home learning tasks on google classroom are well planned and differentiated so 'access for all' can be achieved. Those without the</p>
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					<p>resources to access from home are provided with the loan chromebooks/ipads to allow this to happen.</p> <p>Progress made in the broad, balanced development of our school Curriculum has allowed these children to access a variety of topics that have clear and purposeful cross curricular links to core areas.</p> <p>Writing is a key area within school where progress and attainment is consistently lower than Reading and Maths. We have recently invested in Now Press Play which is an immersive learning experience to allow pupils to actively engage in tasks at all levels, regardless of ability. This in turn provides the key stimulus when taking learning back into the classroom.</p>
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Review date: Summer 2021