



THE  
**GREETLAND**  
ACADEMY

# **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**

The Greetland Academy is an average sized primary school with 406 pupils on roll (Sep 2021). The FSM figures are consistently below national averages with 7.9% being currently eligible compared to a national figure of 20.8%. The school has a low number of pupils from ethnic minority backgrounds with 1.5% not having English as a first language. SEN figures both at 'SEN Support and Education Health Care Plan EHCP' are below national averages at 9.6%. SEND figures are below the national average with 9.6% of children receiving SEN support. Children with an EHCP account for 1.7% of the school's population, which is below the national average of 3.7%.

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

Attendance levels for this academic year to date is 95.1% . This is below our pre-COVID figures of 98.4% (2018-19).

Attainment at the end of Key Stage Two continues to be above the national average for all subjects as does our Early Years data and phonics screening check results.

#### **Equality Objectives**

At The Greetland 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 the 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 continue to develop children's attitudes and understanding of all 'differences' through our whole curriculum offer to ensure all children are prepared 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 of specific pupil groups is in line with all other groups.</p> <p>Parental engagement remains high.</p>	<p>Data Analysis</p> <p>School Tracking System (Arbor)</p> <p>ASP/IDSR</p> <p>Typicality monitoring</p> <p>CPOMS monitoring</p> <p>Parental engagement monitoring</p>
<b>Tasks/Actions</b>	

- To ensure multicultural elements are evident in planning and delivery of the curriculum.
- Continue to 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).
- Staff to renew their diversity training.
- Staff to receive appropriate training to support children with specific disabilities.
- Where necessary children with specific needs are to have an 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.
- 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.
- Continue to develop and plan parental learning events.
- Pastoral manager to be used to support harder to reach families.

<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>Develop close links with all trust schools to support staff in effective planning and delivery of lessons</p>	<p>Data Analysis</p> <p>School Tracking System (Arbor)</p> <p>ASP/IDSR</p> <p>Typicality monitoring</p> <p>CPOMS data and learning mentor records</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>• Head teacher and Data Co-ordinator to analyse vulnerable pupils' attainment and achievement on a termly basis.</li> <li>• 'Slow moving', vulnerable pupils are to be included in pupil progress discussions including phonics monitoring.</li> <li>• Termly meetings to be held with the Data Coordinator and class teachers to discuss vulnerable pupils' attainment and achievement.</li> <li>• Where necessary, support to be given to vulnerable children by the Learning Mentors or assigned TA.</li> <li>• Identify groups and individuals at risk of underachieving through termly data analysis (comparing groups with their peers), plan and deliver appropriate interventions.</li> </ul>	

<b>Equality Objective 3</b>	
To continue to develop children's attitudes and understanding of all 'differences' through our whole curriculum offer to ensure all children are prepared for life in modern Britain.	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<p>Pupils feel safe in school.</p> <p>Appropriate language and behaviour is displayed in school.</p> <p>All our school community is represented through our curriculum offer.</p> <p>Children talk about and celebrate difference both in school and through sharing with their families at home.</p>	<p>Analysis of club attendance by groups.</p> <p>Parent and pupil questionnaires</p> <p>Long term curriculum plans</p> <p>Wider curriculum offer (clubs, trips, special events)</p> <p>Analysis of behaviour incidents</p>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>• A wide range of school clubs are to be offered to all children.</li> <li>• Analyse children who are attending the clubs to ensure an inclusive process is in place.</li> <li>• Parents to complete evaluation forms when they attend learning events or open days.</li> <li>• Parent questionnaires to be distributed annually.</li> <li>• Continue to develop out programme of memorable events where diversity is celebrated.</li> <li>• Staff training where required.</li> <li>• Pupil voice surveys to reflect our school values: ambitious, brave, healthy, united, respectful and curious.</li> <li>• To continue to highlight theme weeks such as Black History Month, Down's Syndrome Awareness weeks on top of our curriculum offer.</li> <li>• Continue to deliver the PSHCE curriculum which was judged as outstanding by Ofsted (Oct 2021)</li> <li>• Continue to plan the assembly rota, and use picture news, to ensure children are aware of world wide, national and local events and issues.</li> </ul>	





## Equality Objectives Monitoring and Evaluation.

### Evaluation/monitoring Key

Jan 2022 = Blue text

Jan 2023 = Green text

Jan 2024 = Red text

### School Profile

Number On Roll		Percentage			
		2021	2022	2023	2024
<b>Number on Roll</b>		406	413	400	399
<b>Gender</b>	% of male pupils	49%	50.3%	48%	50.1%
	% of female pupils	51%	49.6%	52%	49.9%
<b>Language</b>	% of pupils with additional language (EAL)	1.4%	1.7%	3.2%	4.2%
	% of pupils with English as their 1 <sup>st</sup> language	98.6%	98.3%	96.8%	95.8%
<b>Ethnicity</b>	White British	96.8%	93.5%	92%	90.3%
	White & Asian	0.7%	0.48%	0.5%	0.5%
	Other Mixed	1.2%	5%	4.2%	6.65%
	Indian	0.7%	0.5%	1%	1.3%
	Pakistani	0.5%	0.5%	0.5%	0.5%
	African	0	0	0.25%	0.25%
	Chinese	0	0	0	0
	Refused	0	0	0	0.5%
<b>Special educational Needs and/or disabilities</b>	Statement/EHC Plan	1.7%	1.7%	1.7%	3%
	Sen Support	7.8%	7.8%	9.5%	10.3%
<b>Special Provision</b>	Free School Meals	7.8%	8.5%	9.7%	11.3%
	Looked After Children	1.4%	1.7%	0%	0%

## Review of progress to meet the Schools 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. SENCO and Pupil Premium Leader are on the Senior Leadership Team.</p> <p>There has been an increased referrals to Open Minds CAMHS, Speech and Language Therapy, EMHP and applications for Education, Health and Care Plans (EHCPs) in response to better early identification of needs.</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 by the Pastoral Manager and reported to SLT and the Trust.</p> <p>Pupil progress meetings across the year enable SLT to identify and trends and patterns and then ensure bespoke support is put in place.</p> <p>Parents attend 2 face to face parents' evenings across the year alongside receiving two writing reports.</p> <p>Break out spaces have been created for children with a need for such provision.</p> <p>Parents are invited in to join in with their child's learning once a year.</p> <p>Pastoral manager keeps logs of support given to identified children and families.</p> <p>1:1 support assistants have attended bespoke training from the Specialist Provision Custer.</p> <p>In addition to the above, the increase in children with EAL in our reception cohort has led to some curriculum adjustments and the creation of an EAL specific NELI intervention group. Monitoring by subject leaders has had positive impact on outcomes. Subject leaders have developed their How To Teach guides, which highlights strategies to teach for vulnerable groups.</p> <p>Raised importance of parental engagement for our PP and SEND children has supported targeted groups of children.</p> <p>In addition to the above, we continue to see an increase in pupils who are EAL and are part of a trial into a classroom device that supports with dual language. The PP plan continues to run symbiotically with the AIP to ensure excellent teaching for all.</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 Pastoral Manager and discussed at SLT meetings.</p> <p>Learning Mentor provides support to the most vulnerable learners and this is tracked on CPOMS and discussed at SLT meetings.</p> <p>Continued focus on vulnerable learners in pupil progress meetings resulting in timely interventions of support for both academic and pastoral needs.</p> <p>School Led Tutoring used effectively to support those most vulnerable learners.</p> <p>End of KS2 data 2022 showed that PP learners made greater progress than non PP learners.</p> <p>The above still remains in place. Data for our PP and SEND learners at the end of KS2 remains above national trends.</p> <p>Through our work with the MHST, an in-school EMH supports vulnerable learners. Whole-school training on EEF Five a Day strategies as part of the Academy Improvement Plan 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 across all curriculum subjects.</p> <p>Continued focus on vulnerable learners, as per Academy Improvement Plan 23/25 and PP Plan, and focus on EEF 5 a Day and supporting Quality First Teaching strategies.</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>New to role SENDCO being mentored by experienced SENCo from West Vale Academy.</p>
<p><b>Equality Objective 3:</b> To continue to develop children's attitudes and understanding of all 'differences' through our whole curriculum offer to ensure all children are prepared for life in modern Britain.</p>	<p>Continued focus on 'difference' through expanding our curriculum offer with a focus particularly on disability awareness linked to our Academy Improvement Plan SEND target.</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>Teams entered for Calderdale inclusion sports events.</p> <p>Parent and Pupil questionnaire distributed and analysed.</p> <p>Pupil voice collected to support the development of clubs and to ensure they know more and can do more linked o</p>

	<p>tour PSHCE and RE curriculum.</p> <p>In addition to the above, we are part of a linking schools project with Highbury Special School. More info can be found here:</p> <p><a href="https://outlook.office.com/mail/safelink.html?url=https://thelinkingnetwork.org.uk/special-school-mainstream-school-linking/?preview=true&amp;_thumbnail_id=28210&amp;corid=b7e73825-0edd-7547-4f7e-20b5830d4237">https://outlook.office.com/mail/safelink.html?url=https://thelinkingnetwork.org.uk/special-school-mainstream-school-linking/?preview=true&amp;_thumbnail_id=28210&amp;corid=b7e73825-0edd-7547-4f7e-20b5830d4237</a></p> <p>In addition to the above, we are now a School of Sanctuary. <a href="https://schools.cityofsanctuary.org">https://schools.cityofsanctuary.org</a></p> <p>A School of Sanctuary is part of a nationwide movement to create a culture of welcome, support the thousands of young people forced to come and live in the UK in search of safety and raise awareness of refugee-related issues. Schools do not need to have children for sanctuary-seeking backgrounds within the school community but should consider how they might welcome children should they start and look at other ways to support people seeking sanctuary at a local, regional, national or international level. This process begins with an audit that we will look at this half term. We hope to have achieved the award within the year.</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> <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>
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