Equality Objectives 2021-2025

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

Characteristics of the school

West Vale Academy is a small primary school with 140 pupils on roll. The FSM figures are consistently well above the national average with 42% eligible compared to a national figure of 22.5%. The school has a relatively low number of pupils from an ethnic minority background with 4.3% not having English as a first language. The number of pupils requiring 'SEN Support' stands at 27.14% which is above the national average of 12.6%. The number of pupils on an 'Education Health and Care Plan' (EHCP) is 2.85%, below the national average of 4%. The school deprivation indicator is in quintile 4 of all schools (not significantly different to national).

There has been a total of

➢ 1 exclusion day involving 1 pupil during the Autumn term 2021.

➢ 0 exclusions during the Spring term 2022

➢ 0 exclusions during the Summer term 2022

Attendance levels for the year 2021 - 2022 are currently 93.5% which is below the attendance average of 96.9% for 2020-2021

Whilst internal attainment data for Year 6 in summer 2021 was 73% combined, significant improvements have continued to be made to teaching and learning strategies to improve the outcomes for all pupils moving forward.

<u>Equality Objectives</u>

At West Vale 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 School Improvement Plan (SIP):-

Objective 1: **Attendance**
➢ Levels of persistent absence will be minimised through robust whole school monitoring and targeted interventions.

Objective 2: **Behaviour & Attitudes**
➢ High standards of pupil behaviour will be sustained across all parts of the school day with no instances of bullying or discrimination.

Objective 3: **Pupil Progress, Attainment & Achievement**
➢ Relevant quantitative and qualitative data for different groups will be monitored, analysed and acted upon to ensure all pupils have equal opportunity to achieve their full potential both academically and holistically.

Equality Action Plan

Equality Objective 1 - Attendance
➢ Levels of persistent absence will be minimised through robust whole school monitoring and targeted interventions.

Impact/Success Criteria/Outcomes	Monitoring/Evaluation/Recording
• Reduction in the level of persistent absence across all year groups • All pupils arriving to school on time each morning • Whole school attendance percentage consistently above national average • Evidence of attendance improvements over time for individual pupils/families through both targeted challenge and support	• Daily attendance monitoring • First Day Calling procedure • Monthly attendance monitoring • Principals report to the LGB • Individual case studies

Tasks/Actions

- Attendance monitored on a daily basis and reported directly to SLT & the MAT
- First Day Calling procedure implemented in response to absence cases, including phone calls / home visits
- Monthly attendance monitored to identify whole school trends and pupils / families causing concern
- Targeted interventions undertaken to challenge and support pupils / families causing concern, including the issuing of letters, scheduled meetings, EWO involvement and referrals to relevant multi-agencies including the School Nurse, Family Support and Early Help teams
- Recognition and celebration of positive attendance through weekly assemblies and termly attendance awards
- Pupils accessing 'Breakfast Buddies' each morning

Equality Objective 2 - Behaviour & Attitudes

➤ High standards of pupil behaviour will be sustained across all parts of the school day with no instances of bullying or discrimination

Impact/Success Criteria/Outcomes	Monitoring/Evaluation/Recording
- Pupils will display positive behaviour for learning within lessons - Pupils will move around the school in a calm and orderly manner - Pupils will talk quietly when using the dining hall - Pupils will report feeling safe in school - Instances of bullying and /or discrimination will be minimal and where this does occur, incisive action will be undertaken in response - Parents will report that their child feels safe in school and has not experienced bullying - Pupils will interact positively with each other and consistently demonstrate the whole school values of; Kindness, Honesty, Resilience, Courage, Curiosity, Endeavour	- Analysis of behaviour incidents and reports - Chronology of actions undertaken in response to incidents - Positive Behaviour Support Plans - Annual Pupil Surveys - Annual Staff Surveys - Annual Parent/Carer Surveys - Annual Safeguarding Audit - Governor Monitoring visits - Pupil Interviews - Informal / formal observations

Tasks/Actions
- Improved monitoring and recording system in place to ensure all incidents of behaviour including bullying are recorded and actioned to ensure appropriate levels of accountability and sustained improvement over time
- All members of staff, including lunchtime supervisors, consistently set high expectations and respond appropriately to incidents through following the behaviour policy and procedures
- Regular opportunities scheduled to canvas pupil / parent and staff opinion with appropriate actions undertaken in response
- Pertinent issues relating to Behaviour & Attitudes including racism, homophobia and bullying will be address through PSHE curriculum delivery, whole school assemblies and positive community celebration events ie- Anti-Bullying Week, LGBTQ+ / Black history month
- Learning Mentor & Wellbeing Lead to work closely with pupils to provide additional pastoral support to address emerging issues including providing restorative justice

Equality Objective 3 - Pupil Progress, Attainment & Achievement

➢ Relevant quantitative and qualitative data for different groups will be monitored, analysed and acted upon to ensure all pupils have equal opportunity to achieve their full potential both academically and holistically.

Impact/Success Criteria/Outcomes	Monitoring/Evaluation/Recording
• Children of all race, gender and disability will have equal access to the curriculum with adaptations provided where appropriate • The gap will continuously close between vulnerable children and their peers in attainment and achievement through whole class delivery and targeted interventions • Quality First teaching will be delivered across all classes with effective use of appropriate differentiation, scaffolding, modelling and the gradual release of responsibility to ensure all pupils can access, engage and progress • Additional adults will be deployed effectively to provide personalised support for individual pupils and small groups	• Data Analysis • School Tracking System (Arbor) • ASP/IDSR • Pupil Progress Meetings • Subject Leader Monitoring • Typicality Weeks (lesson observations, book reviews and pupil interviews)

Tasks/Actions
- The design and delivery (Intent & Implementation) of the West Vale curriculum will reflect the unique context of the school community
- The Principal and SLT will analyse quantitative and qualitative data sources on a termly basis eg summative data, pupil books, pupil interviews for all groups of pupils to gauge attainment and achievement using this to inform subsequent school improvement planning
- Termly pupil progress meetings will be held for class teachers to discuss individual pupil outcomes and agree appropriate next steps including the scheduling of targeted interventions for identified individuals / groups
- Teaching staff will access a bespoke Professional Development programme designed to continuously enhance Quality First Teaching including how to effectively support different groups of pupils eg EAL, SEND
- Pupils identified as requiring SEND Support and EHCPs will be supported through the implementation and regular review of IEPs and updating of Edukey

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		2021	2022	2023	2024	2025
Number on Roll		152	140	127	98	
Gender	% of male pupils	51%	50%		48%	
	% of female pupils	49%	50%		52%	
Language	% of pupils with additional language (EAL)	3.3%	4.3%		3%	
	% of pupils with English as a 1st language	96.7%	95.7%		97%	
Ethnicity	White British	143	124	110	85%	
	White & Asian	4	6	6	3%	
	Other Mixed	13	11	9	4&	
	Indian	0	2	2	1%	
	Pakistani	2	1	0	3%	
	African	0	3	3	4%	
	Chinese	0	0	0	0	
SEND	Statement/EHC Plan	3.3%	2.85%	3% 4	9%	
	Sen Support	17.8%	27.14%	22% 28	36%	
Special Provision	Free School Meals	38.16%	42%	41% 51	41%	
	Looked After Children	1	1	2	1	

Review of progress to meet the Schools Equality Objectives

Equality Objectives	Actions/Progress
Objective 1: Attendance ➢ Levels of persistent absence will be minimised through robust whole school monitoring and targeted interventions	• First Day Calling procedure implemented in response to absence cases, including phone calls / home visits • Monthly attendance monitored to identify whole school trends and pupils / families causing concern. • Letter 1 and 2 sent to families of concern. • Targeted interventions undertaken to challenge and support pupils / families causing concern, including the issuing of letters, scheduled meetings, EWO involvement and referrals to relevant multi-agencies including the School Nurse, Family Support and Early Help teams • Recognition and celebration of positive attendance through weekly assemblies and termly attendance awards. Attendance monopoly used during achievement assemblies. • 100% attendance Friday reward used to acknowledge good attendance. • Class attendance percentages added to Facebook each week. • Attendance page created on the school website and this is updated weekly. • As above • Persistent absence currently at 17.7% YTD and national average is 17.6%. We are currently in line with national data. • Monthly attendance meetings to discuss persistent absentees and monthly reports to the Trust. • Late process for children who arrive at school after 8.50am. • Puntuality meetings scheduled for families who have 5 or more lates in one month. • Attendance meetings for children whose attendance drops under 85% or if attendance is not showing an improvement.

	• Fines for all holidays taken in term time. • Attendance training with LA attended to look at new procedures for Jan 2024. • Attendance fact sheet created and shared with parents to give key information about what the amount of time missed equates to. • Use of LA letters and systems to support with attendance under 90% and persistent absence. • Use of EWO to deal with attendance lower than 80%. • Full week's learning assembly each week to celebrate work with parents and children.
Objective 2: **Behaviour & Attitudes** ➤ High standards of pupil behaviour will be sustained across all parts of the school day with no instances of bullying or discrimination.	• Monthly monitoring of behavioural incidents used to identify trends and children of concern. • New behaviour system in place and used and understood by all staff. • 'Good to be Green' events planned half termly with analysis of number of children missing time for this. • New lunchtime timings and investment in playground equipment has increased engagement over the lunchtime period and the number of incidents are reducing. • New school rules introduced to the children and referred to in all aspects of school life. • Parent and child voice gathered linked to behaviour in Autumn 1. • British values focussed on as a starter for each PSHE lesson. • Key themes have been focussed on in school e.g. anti bullying week and disability week. This was high profile through school and pupil voice was gathered linked to these weeks. • As above • Key responsibilities and roles for pupils to be good role models for one another. • British values and school values focussed on in assembly themes. • House points re-launched and house captains used to share points.

	• House point reward introduced half termly. • Behaviour question of the week shared in assemblies each week. • CPOMS used to record behavioural incidents and actions added so they can be tracked.
Objective 3: Pupil Progress, Attainment & Achievement ➢ Relevant quantitative and qualitative data for different groups will be monitored, analysed and acted upon to ensure all pupils have equal opportunity to achieve their full potential both academically and holistically.	- Assessment data is analysed for gender and actions areimplemented if any needs/ particularly classes. - Termly pupil progress meetings to discuss data, including key groups of children. - Deputy Principal is SENCO and Pupil Premium Leader, respectively, which shows the high value of areas in the school. - Increased referrals to Open Minds CAMHS, Speech and Language Therapy and applications for Education, Health and Care Plans (EHCPs). - Engagement with MHST team and workshops for parents delivered to reflect needs e.g. anxiety, Unique Ways etc - Clubs and Personal Development initiatives are monitored by SLT, including inclusivity. - EDUKEY is used to track SEND needs. Termly IEP reviews with parents are conducted by the class teacher. - New intervention processes established and bespoke interventions delivered to meet the needs of the children. - As above - Trust target setting for predictions for end of Key Stage data. - Pupil expectations meetings with teachers in Autumn 1 to set individual targets and amounts of progress for each child. - Interventions delivered on a half-termly basis and assessments completed to track progress. - NFER tests completed by the children on a termly basis. - Arbor used to track assessment data on a termly basis and analyse the progress of groups. - Tutoring used to support year 6 pupils in reading and maths. - Additional after school tutoring led by class teacher to support key individuals.