

Equality Objectives Statement

Nottingham Academy Primary



Greenwood Academies Trust

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Background

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and

(b) promote understanding.



(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- *age;*
- *disability;*
- *gender reassignment;*
- *pregnancy and maternity;*
- *race;*
- *religion or belief;*
- *sex;*
- *sexual orientation.*

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)

- Date last reviewed: January 2024

Age
<ul style="list-style-type: none"> ○ NFFC Sports coaches are utilised in Y5 and 6 to demonstrate positive play at lunchtimes, to improve co-operation and fair play. ○ A member of support staff has completed the ELSA qualification and is supporting some of our youngest pupils who encounter difficulties managing their emotions. ○ A school counsellor is employed to support pupils with anger management.
Disability
<ul style="list-style-type: none"> ○ Additional capacity has been added to the school’s SEND team, which will support improved understanding and provision for pupils with additional needs/disabilities. ○ The school has developed an in-school Enhanced Provision, comprising of two classrooms and an outdoor learning space to support pupils with complex additional needs. This supports the school to better meet their individual needs.



- Significant investment in professional development has been made, utilising external agencies such as Educational Psychologist and Behaviour Support Team at Nottingham City.

Gender re-assignment

- Gender neutral toilets are available.
- PSHE curriculum (Jigsaw) supports developing knowledge of our upper KS2 children relating to gender.

Marriage and Civil Partnership

- Our PSHE curriculum (Jigsaw) comprises of 'Healthy Relationships' which includes marriage and civil partnerships
- Continual focus on 'healthy relationships' to support better understanding of appropriate behaviour in a friendship and relationships. This is further supported by our Core Values.

Pregnancy & Maternity

- Our PSHE curriculum focuses on consent from EYFS up to Y6.
- Trust policies supports staff with pregnancy and maternity/paternity leave.
- Age-appropriate learning about pregnancy is included in both Science and PSHE programmes of study.

Race

- Our curriculum, and in particular our English Text Map are representative of our community.
- As communication can be a barrier for some of our families, we continue to use Class Dojo to facilitate the partnership between home and school and we look to translate key documents or utilise staff to act as translators where appropriate.

Religion or Belief

- Given our local context and the diversity of the community we serve, pupils will experience visits to local places of worship including a Mosque, Hindu temple and Church.
- Our PSHE curriculum, wider curriculum and Core Values support pupils to respect and welcome alternative views. This permeates all aspects of school life.
- Parent Forum is developing greater engagement and also in-school celebration of festivals, religious events from a range of religions represented within the community.

Sex

- The school's curriculum promotes greater knowledge and understanding of women in previously regarded 'male-roles'. This is supported by texts used.
- EYFS provision has been adapted to ensure that boys' attainment, particularly in writing, is in-line with girls, and that any existing gaps are narrowing.
- Boys attainment across the school is a key focus for pupil progress meetings.

Sexual Orientation

- RSE curriculum ensures that children learn appropriately about sexual orientation.

Part B- Statistical data (annual review of data)

- Date last reviewed: January 2024
- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group

Contextual Information

NoR	628
Boys	49.8%
Girls	50.2%
Minority Ethnic background	70.1%
EAL	43.3%
Ever 6 FSM	33.0%
SEND (All)	10.4%
SEND (EHCP)	2.1%
SEND(K)	8.3%
Stability	82%

Attendance 2022-23 (including groups)

FUWJIL



	Term 1	YTD Sept to Dec	YTD Sept to Feb	YTD Sept to March	YTD Sept to May	YTD Sept to July
Overall attendance	94 %	91.8%	92.3%	92.5%	92.6%	92.3%
Overall attendance- No F2	94.3 %	92.3%	92.7%	93.07%	92.9%	92.6%
National attendance figures	94.6 %	N/a	92.9%	92.5%	92.6%	92.5%

Attendance Figures

Year group	Overall attendance %	Boys %	Girls %	EAL %	Non-EAL%	PP %	Non-PP%	SEND %	Non-SEND%
Whole school (F2-Y6)	92.3	91.7	92.2	92.4	92.1	89.9	93.4	86.0	92.8
F1	88	86.1	89.9	85.9	86.9	81	87.1	77.6	86.9
F2	89.4	88.3	90.4	87.4	90.9	87.5	90.4	84.4	89.9
Y1	91.7	92.5	90.8	92.2	91.4	88.7	93.0	78.4	92.3
Y2	91.9	91.2	92.7	91.1	92.6	90.8	92.6	81.6	93.6
Y3	92.8	93.2	92.4	94.2	92.5	90.1	94.6	92.7	93.2
Y4	92.0	90.5	93.3	93.4	90.7	88.7	94.3	86.9	92.8
Y5	93.6	93.8	93.3	93.9	93.3	92.0	94.3	91.8	93.7
Y6	93.3	92.8	93.8	94.0	93.2	91.3	94.7	86.4	94.3

Persistent absentees

Year group	Overall	Boys	Girls	EAL	Non-EAL	PP	Non-PP	SEND	Non-SEND	National benchmark
Total F2-Y6	160/24%	80/24%	80/24%	60/22%	100/26%	78/34%	82/19%	30/45%	130/26%	22.3%
F2	26/46%	14/54%	12/39%	12/52%	14/41%	9/50%	17/44%	3/100%	23/43%	
Y1	23/28%	7/18%	16/37%	10/26%	13/27%	10/40%	13/22%	1/25%	22/28%	
Y2	18/20%	9/18%	9/23%	11/28%	7/14%	5/16%	13/23%	6/50%	12/16%	
Y3	25/25%	13/26%	12/24%	6/15%	19/32%	14/45%	11/16%	3/33%	22/24%	
Y4	28/27%	16/32%	12/22%	9/18%	19/34%	18/42%	10/16%	8/53%	20/22%	
Y5	21/19%	11/19%	10/19%	8/17%	13/20%	10/25%	11/15%	5/42%	16/16%	
Y6	19/17%	10/18%	9/16%	4/11%	15/20%	12/29%	7/10%	4/33%	15/15%	

Y6 Outcomes 2022-23 (including groups)

Headline Report

Pupils (from 2022-2023) in Year 6

		2022-2023				
		Summer				
		Reading	Writing	Maths	Reading/Writing/Maths	
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT Scaled Score	All Pupils	113	55%	70%	66%	48%
	Boys	57	56%	70%	74%	49%
	Girls	56	54%	70%	59%	46%
	Pupil Premium	41	51%	66%	56%	44%
	Not Pupil Premium	72	57%	72%	72%	50%
	Pupils with SEND	12	42%	42%	58%	33%
	Pupils without SEND	101	56%	73%	67%	50%
	EAL	38	45%	74%	74%	42%
	Not EAL	75	60%	68%	63%	51%



Y2 Outcomes (including groups)

Headline Report Y2

Pupils (from 2022-2023) in Year 2

		2022-2023				
		Summer				
		Reading	Writing	Maths	Reading/Writing/Maths	
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT TA	All Pupils	88	41%	28%	43%	26%
	Boys	49	43%	29%	47%	27%
	Girls	39	38%	28%	38%	26%
	Pupil Premium	31	32%	13%	32%	13%
	Not Pupil Premium	57	46%	37%	49%	33%
	Pupils with SEND	12	8%	0%	17%	0%
	Pupils without SEND	76	46%	33%	47%	30%
	EAL	39	28%	15%	33%	15%
	Not EAL	49	51%	39%	51%	35%

Y1 Phonics (including groups)

Headline Report Y1 Phonics

Pupils (from 2022-2023) in Year 1

		2022-2023	
		Summer	
		Reading	
		# pupils	% of pupils Expected or higher
Phonics Score	All Pupils	83	71%
	Boys	40	68%
	Girls	43	74%
	Pupil Premium	25	68%
	Not Pupil Premium	58	72%
	Pupils with SEND	4	0%
	Pupils without SEND	79	75%
	EAL	35	66%
	Not EAL	48	75%



EYFS GLD (including groups)

Headline Report EYFS GLD

Pupils (from 2022-2023) in Reception

		2022-2023	
		Summer	
		EYFS GLD	
		# pupils	% of pupils Expected or higher
EYFSP	All Pupils	57	63%
	Boys	26	46%
	Girls	31	77%
	Pupil Premium	18	50%
	Not Pupil Premium	39	69%
	Pupils with SEND	4	0%
	Pupils without SEND	53	68%
	EAL	26	65%
	Not EAL	31	61%

Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: Sept 2022

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupils & people				
To address knowledge gaps of staff to support our specific school community, through implementing a CPD programme to enable all staff to know how to recognise concerns and respond appropriately.	<ol style="list-style-type: none"> 1. Share school demographics with staff and improve understanding of school context. 2. Analyse data relating to school context and protected characteristics. 3. Produce schedule of policy review taking into account equality duty. 	<p>JF</p> <p>SLT</p> <p>SLT</p>	<p>Annually</p> <p>Sept each year</p> <p>Jan 2024</p>	<p>End of year 1 progress summary Context of school shared with staff annually and curriculum is reviewed to take any significant changes into account.</p> <p>Jan 24 progress summary Contextual information updated termly and CPD planned for accordingly. Termly priorities are</p>



				addressed through CPD and the curriculum. End of year 3 progress summary End of year 4 progress summary
Quality of Education for our pupils & people				
To review the texts used throughout the curriculum to ensure that diversity is accurately, appropriately and positively represented.	1. Review English texts used to ensure that they are representative of people with disabilities.	Eng Team	Dec 2022	End of year 1 progress summary Review of texts completed and amendments made. New Book club also supporting diversity of texts. Celebration assemblies on Fridays continue to focus on artists from diverse cultural backgrounds or with disabilities. Jan 24 progress summary New subject specific library areas in the process of being created which will also incorporate books representative of protected characteristics and the school's diverse community. End of year 3 progress summary End of year 4 progress summary
	2. Review texts used across the curriculum to ensure that they are representative of people with disabilities and reflect the school's diverse community.	SLT	July 2023	
	3. Devise collective worship schedule to ensure that it positively represents disabled people.	JF	Ongoing	
	4. Review the impact of texts through a series of pupil discussions.	SLT	Ongoing	
Personal Development of our pupils & people				
To further develop the Entitlement and Opportunities aspect of our curriculum to ensure that all pupils have high aspirations and an improved knowledge relating to careers.	1. Review visitor policy and any programme that currently exists.	LB	Aut 1 2022	End of year 1 progress summary Opportunities and Entitlement aspect of curriculum has been reviewed with all year groups updating their offer to pupils. Jan 24 progress summary All entitlement and opportunity components are now planned for on the long-term plans, linking with curriculum and ensuring that they are progressive. Parent Forum also beginning to be incorporated more into the curriculum. End of year 3 progress summary End of year 4 progress summary
	2. Develop a bank of resources (people and roles) who could be utilised to raise aspiration.	LB	July 2024	
	3. Develop a programme of visits to raise the aspirations of pupils.	LB/All staff	Summer 2023	
	4. Ensure that texts used in school support the raising of aspirations.	SLT	July 2024	
Behaviour & Attitudes of our pupils & people				
To reduce the number of fixed-term suspensions of boys with additional needs who are disproportionately represented in our current data.	1. Increase the capacity of the SEND team in school.	JF	July 2023	End of year 1 progress summary Reduction in number of suspensions towards the end of the academic year. R2i still becoming embedded and further work needed. Pastoral team effective in supporting children at risk of suspension.
	2. Embed the R2i process throughout the school.	IC	July 2023	
	3. Ensure effective partnership with external agencies (behaviour support, Ed Psych, APs.)	IC	July 2023	



	4. Develop clear process to ensure additional support is offered to those pupils at risk of exclusion.	SEND Team/SLT	July 2023	<p>Jan 24 progress summary R2i process still being embedded but involvement of Ed Psych, Behaviour support has continued. Positive impact evident:</p> <table border="1" data-bbox="1118 421 1508 618"><thead><tr><th></th><th>No. of suspensions</th><th>No. of PEx</th></tr></thead><tbody><tr><td>Sept – Dec 22</td><td>14</td><td>1</td></tr><tr><td>Sept- Dec 23</td><td>3</td><td>1</td></tr></tbody></table> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>		No. of suspensions	No. of PEx	Sept – Dec 22	14	1	Sept- Dec 23	3	1
	No. of suspensions	No. of PEx											
Sept – Dec 22	14	1											
Sept- Dec 23	3	1											