



Great Bowden Academy

Equality Information and Objectives 2023 to 2027

Date: January 2023 (Includes new objectives and progress review of previous objectives)

Review date: January 2027

Responsibility of: Chair of Governors and Executive Headteacher

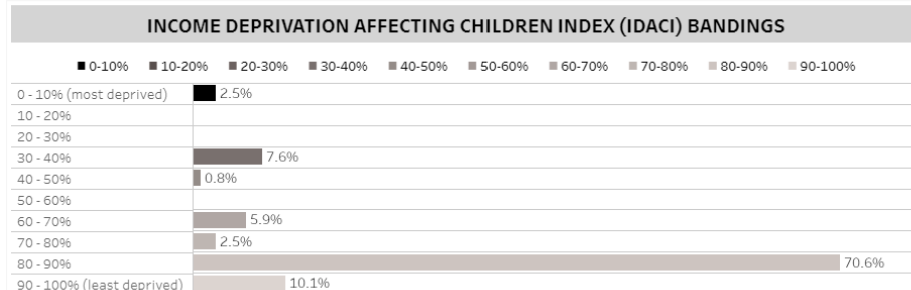
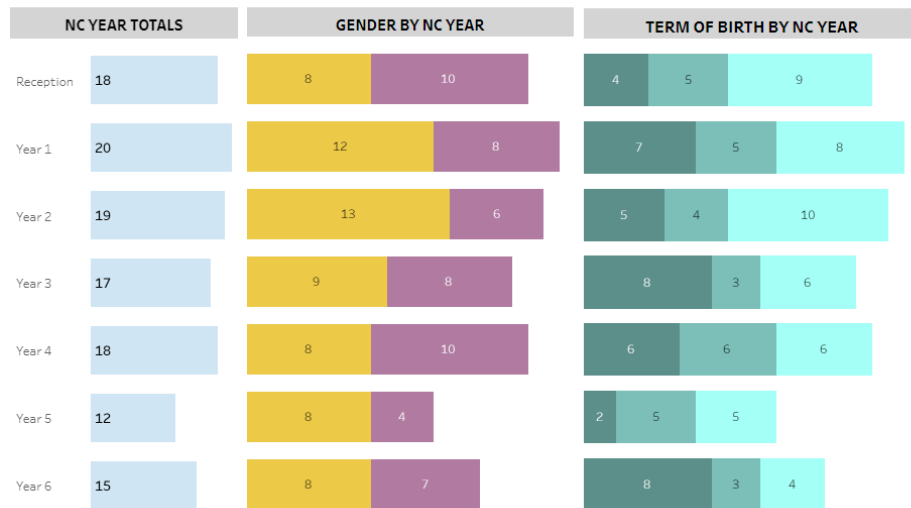
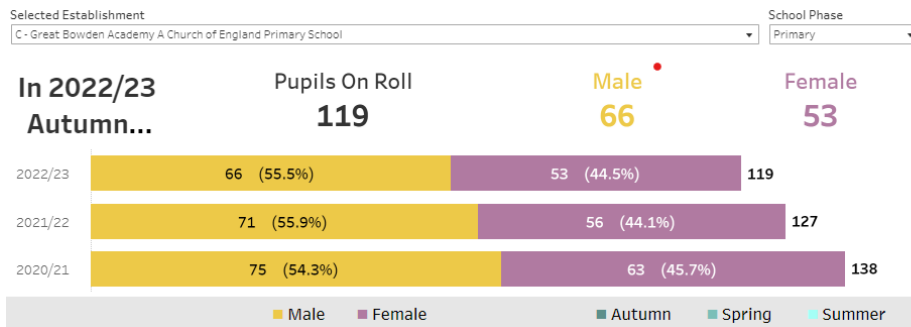
This document has been produced in line with the Learn-At Equality and Diversity Policy and uses the objectives template suggested within that policy.

Our school community

Our school community has its own unique make up. Please see below for information from the Autumn 2022 census.

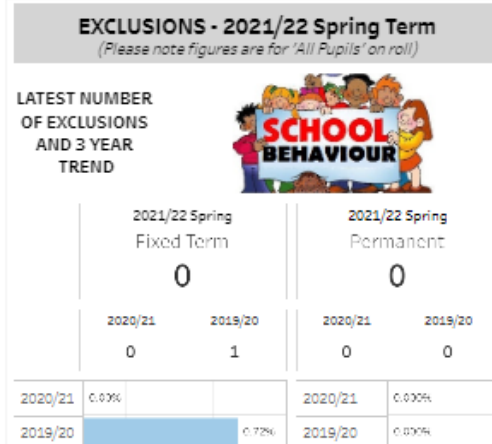
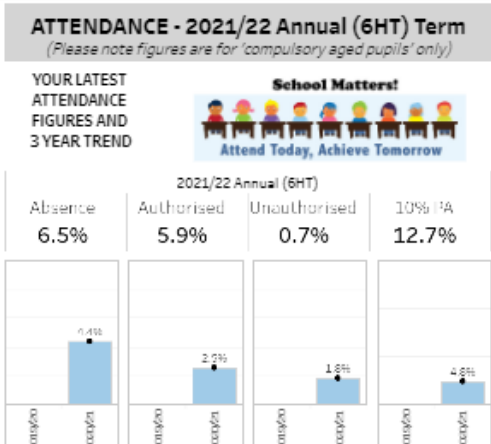
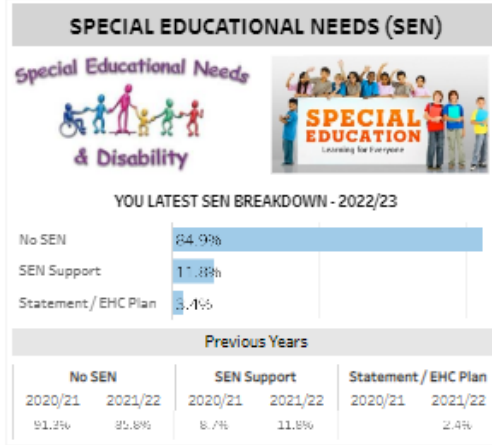
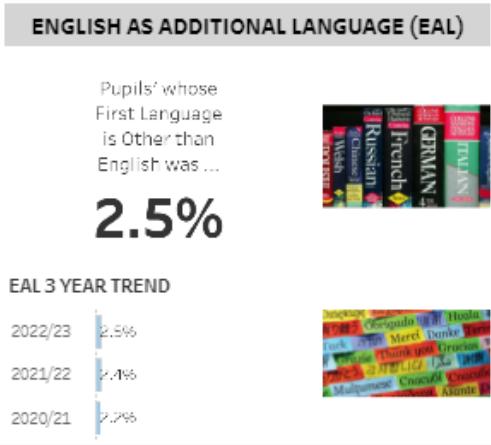
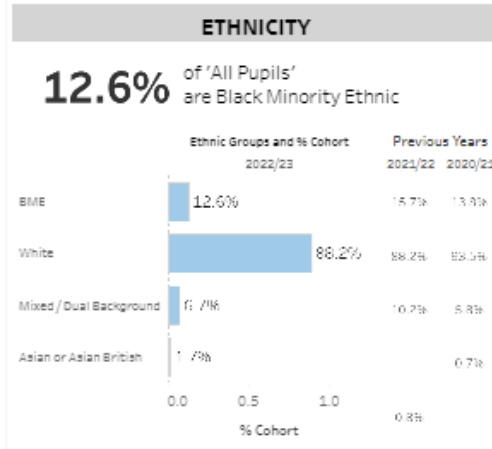
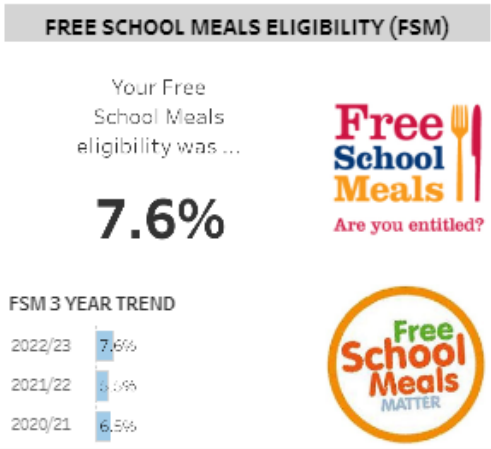
School Census Infographics: 2022/23 Autumn

Selection: Great Bowden Academy A Church of England Primary School (8553059)



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Great Bowden Academy was ranked as the 271st out of 274 schools for deprivation with 1st being the most deprived in 2022/23.


Review of previous objectives

Progress against equality objectives 2018-2022

Equality Objective	Rationale	Progress
<p>Objective 1: To increase the level of pupil voice by ensuring that our school council includes a fair representation of all pupils in the school, and in this way foster good relationships between those who have a protected characteristic and those who do not.</p>	<p><i>Our school council helps to make decisions on a range of issues across the school and therefore must be truly representative of our school population.</i></p>	<p><i>All children are encouraged to put themselves forward for a role within the school council. Pupils taught about democracy through the process. Membership is representative of the school community.</i></p> <p><i>Continue to monitor this moving forward and ensure protected characteristics are represented where possible as well as other groups identified in school such as SEN, FSM, PP.</i></p>
<p>Objective 2: To continually consider how well the school ensures equality of opportunities for all pupils particularly those with special educational needs and/or disabilities.</p>	<p><i>We currently have 18 pupils who are recorded as having SEND.</i></p>	<p><i>The development of a rigorous curriculum that meets the needs of all learners has continued even during the pandemic. This has included work on how we ensure that work is accessible and adapted to meet the needs of our SEND pupils and a focus on reasonable adjustments. Access to external support has been used including SLSSP for inclusive sport.</i></p> <p><i>As of Autumn 2022, the school had 18% of children on the SEND register (above national which was 12.6%) and is an area we continue to focus on.</i></p>

<p>Objective 3: To minimize gender gaps in attainment in reading writing and maths across the school</p>	<p><i>At our school there are differences in attainment between boys and girls in some cohorts.</i></p>	<p><i>Data has been affected by the pandemic, in particular writing, and the school has been working hard to identify gaps and provide learning opportunities to fill these. Analysis of data in all year groups shows that patterns are cohort specific but it can be seen that the gaps are reduced lower down the school and gender gaps are narrower in maths and reading than in writing.</i></p>
<p>Objective 4: To promote the understanding of cultural diversity</p>	<p><i>This is a pertinent issue in the wider society.</i></p>	<p><i>Collective worship has been used as a vehicle to explore and celebrate differences. This has also been developed further through the development of the PSHE curriculum. More recently we have introduced Picture News assemblies as part of our phase collective worships which link directly to the UNICEF rights of the child. We have invested in books that celebrate Diversity which can be accessed in classrooms. Further work is being done on this as we undertake the Rights Respecting School Award alongside the NPQ for leading an Inclusive School</i></p>
<p>Objective 5: To continue to develop staff's understanding of equality and its implication on a day to day basis and in this way reduce or remove any inequalities particularly relating to protected characteristics.</p>	<p><i>Include training about equality and protected characteristics in our training schedule. Ensure staff are tackling prejudice and discriminatory behaviour.</i></p>	<p><i>Specific training on protected characteristics needs revisiting as the work started on this was halted during the pandemic. Leaders are undertaking the NPQ in Leading an Inclusive School and this will lead to further CPD within school to develop staff understanding of this area.</i></p>

Equality objectives 2023- 2027

School name:	 Great Bowden Academy
Date objectives were approved by the Executive Headteacher and the Local Governing Body	Agreed by Sarah Bishop (Executive Head) and Richard Moor (Chair of Governors) 06.02.23 To be taken to FLGB on 23.03.23
Date of most recent review:	January 2023

	Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time
1	To ensure that all SEND pupils make progress in line or better than their peers supported by consistent practice in teaching and learning through inclusive quality first teaching for all.	There are high numbers of pupils with SEND across the school either with a recognised diagnosis, or being monitored. Data shows that this group is underperforming compared to their peers. We are focussing on continuing to develop high quality teaching through the 'five a day' principle as described in the EEF guidance, Special Educational Needs in Mainstream Schools. (Link here.)	School Development Plan Self Evaluation SEND action plan SEND vision	
2	To ensure that all vulnerable pupils, including those in receipt of pupil premium, make progress in line or better than their peers supported by high quality teaching and learning	Data shows that children who are disadvantaged underperform compared to their peers, particularly in Maths and Writing.	School Development Plan Self Evaluation Data Analysis	

	that remove barriers and enables all disadvantaged pupils to reach their potential.	We are focused on closing these gaps so that they have the same opportunities as their peers in the future.		
3	To continue to develop staff's understanding of equality and its implication on a day to day basis and in this way reduce or remove any inequalities particularly relating to protected characteristics.	Further staff training to raise awareness about equality is due. Exec Head and Head of School are completing the CEFEL NPQ Plus 'Leading Inclusive School Cultures Where Everyone Belongs' and this will be cascaded to staff. We are working towards gaining the Rights Respecting Schools Award and this will include PD about equality and protected characteristics. We will evaluate our curriculum offer and ensure it features the correct representation in terms of protective characteristics. We will ensure that collective worship is inclusive.	School Development Plan Self Evaluation PSHE Curriculum RRS action plan Collective worship overview	