



CARLINGHOW
ACADEMY

**Equality Objectives
and Action Plan
2021 -2024**

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Equality Objectives 2021-2024

To be read in conjunction with the School's Equalities Policy

Characteristics of the school

Carlinghow Academy is an average sized primary school with 307 pupils on roll. The FSM figures are consistently well above national averages 46% pupils who currently claim FSM. The school has a relatively low number of pupils from ethnic minority background with 17% not having English as a first language. SEN figures both at 'SEN Support and Education Health Care Plan EHCP' are well above national averages at 22%.

The OFSTED report 2019 stated that the school was Requires Improvement under the previous name of Carlinghow Princess Royal Junior and Infant School and became part of the Great heights trust in March 2020 changing its name to Carlinghow Academy. Significant improvements have been made with effective teaching and learning strategies, including the to enable all pupils to make progress leading to progress for all pupils being in line with national averages in reading and maths and significantly above national averages.

We have seen a huge improvement in the number of exclusions since the school became and academy.

	2021 - 2022	2020 – 2021	2019- 2020	2018 – 2019	2017 - 2018
No. of P Ex	0	0	0	1	2
No. of pupils FTE	0	5	19	21	38
No. of pupils 1 or more FTE	0	3	7	8	10
No. of pupils 2 or more FTE	0	2	4	5	6

Attendance continues to be a daily focus and we have seen an increase in persistence absentees since the start of covid.

2021 – 2022	2020 – 2021	2019 – 2020	2018 - 2019
93.08%	92.35%	94.21%	94.75%

Equality Objectives

At Carlinghow 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:

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 review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement

Objective 4: To reduce incidents of bullying and racist or homophobic language

Jan 2022 = Blue text

Jan 2023 = Green text

Jan 2024 = Red text

Jan 2024 = Purple T

Equality Action Plan

Equality 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.	
Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
<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>Data Analysis</p> <p>School Tracking System</p> <p>ASP/IDSR</p> <p>Teaching and learning scrutiny (Subject Deep Dives)</p> <p>CPOMS monitoring</p>
Tasks/Actions	
<ul style="list-style-type: none"> • To ensure multicultural elements are evident in planning and delivery of the curriculum. • 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 receive 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. 	

Equality Objective 2	
To raise levels of attainment in core subjects for all pupils especially vulnerable learners.	
Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
<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 Beech Hill school to support staff in effective planning and delivery of lessons</p>	<p>Data Analysis</p> <p>School Tracking System</p> <p>ASP/IDSR</p> <p>Teaching and learning scrutiny (Subject Deep Dives)</p>
Tasks/Actions	
<ul style="list-style-type: none"> • Vulnerable Registers are to be regularly updated and shared with class teachers. • Head teacher and Data Co-ordinator to analyse vulnerable pupils' attainment and achievement on a termly basis. • 'Slow moving', vulnerable pupils are to be included in Raising Attainment and Pupil Progress Meetings (RAPPM's). • Termly meetings to be held with the Data Coordinator and class teachers to discuss vulnerable pupils' attainment and achievement. • Where necessary, support to be given to vulnerable children by the Learning Mentors or assigned TSA. • Identify groups and individuals at risk of underachieving, plan and deliver appropriate interventions. 	

Equality Objective 3	
To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	
Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
<p>Improved levels of parent and pupil engagement in learning and school life.</p> <p>Improved attendance at Parents' evenings</p> <p>Curriculum information sessions provided for specific year groups</p> <p>EYFS stay and Play sessions</p>	<p>Analysis of extra club attendance</p> <p>Parent questionnaires</p> <p>Record of attendance at information meetings</p> <p>Analysis of attendance at Parent meetings</p>
Tasks/Actions	
<ul style="list-style-type: none"> • A wide range of school clubs are to be offered to all children. • Parents are to be invited into EYFS classes for reading activity. • Parents learning events to be planned and delivered through school and Family Learning • Analyse children who are attending the clubs to ensure an inclusive process is in place. • Parents to complete evaluation forms when they attend learning events or open days. • The pastoral team to work on building relationships and engagement with parent/carers. • Parent questionnaires to be distributed annually. 	

Equality Objective 4	
To reduce incidents of bullying and racist or homophobic language.	
Impact/Success Criteria/outcomes	Monitoring/evaluation/recording
<p>A reduction in incidents of bullying.</p> <p>Appropriate behaviour and language is displayed in school.</p> <p>Pupils feel safe in school.</p> <p>Improved PSHCE curriculum</p>	<p>Pupil Questionnaires</p> <p>Analysis of behaviour incidents and reports.</p> <p>Record of hate crime incidents as returned to LA</p>
Tasks/Actions	
<ul style="list-style-type: none"> • Improved monitoring and recording system in place to ensure all incidents of bullying are recorded and actioned. • Parents informed and engaged when incidents occur. • All members of staff, including lunchtime supervisors, respond appropriately to incidents and follow behaviour policy and procedures fully. • PSHCE curriculum has been revised to ensure these issues are directly addressed (Jigsaw) • Assemblies address issues relating to racism, homophobic language and bullying. • Pastoral team work closely with pupils displaying bullying behaviours, homophobic language and racist language and behaviours. • Use of Jigsaw curriculum and activities. • 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 • A wide range of school clubs are to be offered to all children. • Analyse children who are attending the clubs to ensure an inclusive process is in place. • Parents to complete evaluation forms when they attend learning events or open days. • Parent questionnaires to be distributed annually. • Continue to develop out programme of memorable events where diversity is celebrated. 	

- Staff training where required.
- Pupil voice surveys to reflect our school values: ambitious, brave, healthy, united, respectful and curious.
- To continue to highlight theme weeks such as Black History Month, Downs syndrome Awareness weeks on top of our curriculum offer.
- Continue to deliver the PSHCE curriculum
- Continue to plan the assembly rota, and use picture news, to ensure children are aware of world wide, national and local events and issues.

Equality Objectives Monitoring and Evaluation.

Evaluation/monitoring Key

School Profile

Number On Roll				
		2022	2023	2024
Number on Roll		307	286	313
Gender	% of male pupils	54%	49%	50%
	% of female pupils	46%	51%	50%
Language	% of pupils with additional language (EAL)	17%	21%	18%
	% of pupils with English as their 1 st language	83%	79%	82%
Ethnicity	White British	63%	63%	57%
	White & Asian	2.8%	1.4%	1.2%
	Other Mixed	1.3%	1.4%	2.8%
	Indian	8.2%	7%	9.5%
	Pakistani	14.4%	28%	18.2%
	African	0.6%	0.7%	0.6%
	Chinese	0.6%	0.3%	0%
Special educational Needs and/or disabilities	Statement/EHC Plan	2%	2.8%	5.4%
	Sen Support	20%	11.9%	13.4%
Special Provision	Free School Meals	46%	45.4%	40.2%
	Looked After Children	0%	0%	1.2%

Review of progress to meet the Schools equality objectives.

Equality Objectives	Actions/Progress
<p>Equality 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.</p>	<p>-To ensure multicultural elements are evident in planning and delivery of the curriculum. The MTP's show that when looking at objectives teachers take into consideration multicultural elements for example when 'The boy in the back of the class' looks at refugees. The assembly provision for each half term is planned in conjunction with the multi faith calendar. As above.</p> <p>When planning the curriculum we continue to look for all opportunities to embrace multicultural elements, this is evident in our LTP out PHSE plans, our assembly rota and our celebration events.</p> <p>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). EID Celebration and themed assemblies have taken place, Assistant Head is continuing outreach work to improve our offering of visitors to school. The pastoral team and the R.E lead are looking forward to the 2023 calendar to look at other religious celebrations that we can celebrate together in school.</p> <p>World RE day celebrated in house teams. Diwali celebrated with families, face to face EYFS and KS1 nativities and KS2 Christmas carols performance completed.</p> <p>We have a clear plan for trips and curriculum delivery to ensure that our children have lots of memorable experiences, we invite others faiths into schools and have begun planning trips to religious places following covid.</p> <p>We take part in festivals such as the 'carry my story event'</p> <p>-Staff to receive diversity training. Prevent training is planned for 2023. Prevent training completed Jan 2023.</p> <p>Prevent completed September 2024</p> <p>-Staff to receive appropriate training to support children with specific disabilities. Completed through SENCO's routine work across year on staff meetings and EDUKEY/ when new children join school- outside</p>

	<p>agencies often deliver training sessions.</p> <p>CPD is organised by SLT and SENDCO which is always kept up to date according to needs in school- We are currently training an ELSA in school.</p> <p>We are part of the national college of training and bespoke our training according to individual needs. Our staff are also trained in the engagement model, ASC, working with difficult behaviours , type 1 diabetes, moving and handling, feeding as well as other bespoke training.</p> <p>-Where necessary children with specific needs are to have an EHCP and risk assessment in place. In place and routinely reviewed/actioned, visits from LA SEN team praising how SEN is managed in school, worked with some complex SEND needs this year and looking at provision for SEMH unit.</p> <p>As above – Toni Watson has now been appointed as the new SENDCO and is completing the SENDCO qualification.</p> <p>Children with an EHCP have a risk assessment where necessary.</p> <p>Ensure that, as far as possible, that the physical environment of the current school meets the needs of all pupils. Learning walks are part of the annual monitoring process and we have a clear guide in the handbook outline SLT expectations. Learner’s needs are met through the above objective. The resources are has recently been purged and sorted to ensure that it is both accessible and meaningful.</p> <p>As above.</p> <p>Children take part in the daily mile as well as their 2 hours allocated P.E sessions, the schools grounds are extensive and include a MUGA and exercise equipment.</p> <p>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. RAPPAM meetings held termly, data collected and collated half termly with measureable interventions/next steps set for learners. A key focus of the RAPPAM meetings is vulnerable learners and these are closely tracked through separate documentation and shared with governors. New Arbor system has made this even easier to monitor. Data is showing the gap is closing/has been closed between PP and non PP learners. The MAT team and Governors also receive data reports as per</p>
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	<p>the monitoring schedule.</p> <p>As Above</p> <p>We continue to have RAPPM meetings ever half term where data is analysed and slow moving children are identified. Interventions are put in place and monitored by SLT.</p>
<p>Equality Objective 2: To raise levels of attainment in core subjects for all pupils especially vulnerable learners.</p>	<p>-Vulnerable Registers are to be regularly updated and shared with class teachers. The pastoral team create monthly registers and share these with stakeholders.</p> <p>As above- Current data shows that children who are PP are working in line with those who are not PP.</p> <p>Vulnerable registers are updated monthly and shared with governors and the trust.</p> <p>Head teacher and Data Co-ordinator to analyse vulnerable pupils' attainment and achievement on a termly basis. Half termly and reports produced for governors</p> <p>As above.</p> <p>This is done half termly and is shared with Governors and the trust.</p> <p>'Slow moving', vulnerable pupils are to be included in Raising Attainment and Pupil Progress Meetings (RAPPM's). All children are included in RAPPM meetings not just 'slow moving' ones. Measurable next steps are discussed and actioned/reviewed at next RAPPM meeting</p> <p>As above – RAPPM profiles have been adapted so that each child is discussed individually.</p> <p>All groups are included in RAPPM meetings and are identified and next steps discussed.</p> <p>Termly meetings to be held with the Data Coordinator and class teachers to discuss vulnerable pupils' attainment and achievement. Routinely and trends shows PP data is moving closer/overtaken non PP figures in some areas.</p> <p>As above</p> <p>At Carlinghow we do this half termly through our RAPPM meetings.</p> <p>Where necessary, support to be given to vulnerable children by the Learning Mentors or assigned TSA. Learning mentor runs daily groups such as talk through stories and offers higher levels of pastoral support to key children, due to our excellent SEND provision, a lot of this support is done in class through Quality First teaching and interventions.</p> <p>As above – our Learning mentor is now also training as a ELSA</p>

	<p>Support is adjusted and moved according to need. This is identified through data analysis and the RAPM process.</p> <p>Identify groups and individuals at risk of underachieving, plan and deliver appropriate interventions. RAPPAM meetings help identify this and fluidity of sets allows children to move groups to receive targeted academic support for their ability. Setting system shows data gaps are closing.</p> <p>As Above</p> <p>As above</p>
<p>Equality Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement</p>	<p>This year, the school have held the following parents events:</p> <ul style="list-style-type: none"> • EYFS Stay and Play sessions – half termly Spring 2 – 23% attended with all parents rating the session as ‘excellent’. The following comments were made: “I enjoyed seeing what my child is learning, seeing the nursery environment and getting to know the teacher.” • Eid Celebration - 51 (16%) parents attend the event; of which 25 (49%) parents were White British and 26 (51%) were from other backgrounds. The following comments were made by parents who attended: <i>‘Really good event, it was my friend’s idea at the coffee morning, and we are so pleased school have listened. I normally would not come to events like this but because it is in school with my child, I came.’</i> <i>‘It’s so good to learn about other cultures and Eid’.</i> <i>‘Very informative, we need more of this at school.’ ‘Really good vibe for Eid, didn’t know what it was, and this has helped.’</i> • Phonics Workshop for EYFS and KS1 17% attended with all parents attended rating the session as ‘very useful’. • Reading Workshop – Year 5 • Easter Bonnet Parade and Egg Design showcase • Science Fair <ul style="list-style-type: none"> • Baby clinic • Women’s group still going well we have been focusing on parent’s mental wellbeing and will be looking at some adult learning this term. • Coffee mornings for parents. • Sleep clinic drop in for parents in December through MHST. • Anxiety clinic drop in for parents to be arranged for this half term. Through MHST.

- Diwali event- parents afternoon in the classrooms, celebrating and completing crafts with the children.
- Christmas disco, raffle and goodie bags, raising money for further parent and pupil events.
- Every child in school received a Christmas present through Mission Christmas and the Salvation Army.
- 45 children received a snoodie to keep warm. Through funding from Let June Make a Difference and The Uniform Exchange.
- 25 children received new uniform, wellies, winter coats, hats scarves and gloves through the Uniform Exchange.
- Blankets and food were delivered to a vulnerable pupil before Christmas.
- School are part of the BBESTS Night's sleep programme which has recently been mentioned by Kim Leadbeater in a parliamentary debate about child bed poverty see link <https://www.youtube.com/shorts/gV1Zmng30uY>

Parents Evening

- Letters sent out and a week later letters sent out again to those who hadn't booked.
- HG booked meetings with parents during coffee mornings.
- Reminder text message sent to parents to book an appointment.
- Class teachers arranged appointments with the parents who had not booked.

From these actions, the following percentage of parents attending parents evening were achieved:

Whole School: 94%

EYFS: 93.4%

KS1: 98.5%

KS2: 91%

The annual parents questionnaire completed in November 2021 stated the following:

- 80% of parents would recommend the school to other parents.
- 95% of parents strongly agreed or agreed that 'my child has SEND and the school gives them the support they need to succeed'
- 94% of parents agree that the school has high expectations of their child.

All questions were answered positively with strongly agree/ agree by at least 80% of parents.

	<p>Parents are invited in for our weekly celebration event and coffee morning. Assemblies are well attended with most parents of those children receiving certificates attending.</p> <p>The pastoral team are looking into how to adapt coffee mornings to raise attendance levels next year.</p> <ul style="list-style-type: none"> - Parents are invited in to coffee morning and celebration assembly every Friday. - At Christmas every child in school received a Christmas present due to funding received from Mission Christmas. - 182 Children received hats and gloves through BEBEST. - 25 families received cleaning essentials. - 35 Snoodies received through let June make a difference funding. - 80 children received a winter warmer package coats, wellies etc. - Baby clinic still ongoing with a high amount of parents attending, the two year provision is advertised through this. - Mother's day breakfast was successful with a high number attending. - Christmas disco and Christmas raffle. - Christmas Fayre- parents were invited to hold a stall. - Lunch on us event received good feedback. - Easter Bonnet parade, egg gallery arranged. - Eid celebration planned. - Father's day breakfast planned for June. - EYFS stay and play sessions. - World book day. - High level of 'gold children' on good to be green days.
<p>Equality Objective 4: To reduce incidents of racist/homophobic language and bullying.</p>	<p>The number of incident of racist/ homophobic language has significantly reduced.</p> <p>May reports show that there were 86 logs of behaviour incidents of these:</p> <p>X2 Bullying X13 lunch/break X1 racial X29 social and emotional</p> <p>Two children were involved in a fight in school, this was dealt with by staff and was a one off incident, not ongoing bullying. A child approached a member of staff to tell her that another child had been calling her names and had pushed her over. This was dealt with by the behaviour lead in KS2 and was a one off incident not ongoing bullying.</p>

	<p>A parent brought up a previous racial incident and wanted to explain to the teacher that her child uses the word Muslim to describe her friend and that she does not mean this in an unkind way.</p> <p>1 child had 3 days internal isolation for fighting with and biting another child when returning from swimming lessons.</p> <p>1 racist incident</p> <p>2 homophobic</p> <p>10 bullying</p> <p>1 cyber bullying reported since Sep 2022</p> <p>We investigate all of the reported bullying incidents and are still working with children and parents on their understanding of the term bullying for example</p> <p>Mum raised that her child told her she was being bullied, when investigated by staff another child had made a comment about her handwriting not being neat. Nothing further was reported. The child was moved seats in class.</p> <p>One parent reported bullying. One to one work was completed and the child said he felt safe in school however does not get along with one other child</p>
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