EQUALITY IMPACT ASSESSMENT 2018/19

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

 Marlborough Primary Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value

2. We recognise and respect difference

3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

4. We observe good equalities practice in staff recruitment, retention and development.

5. We aim to reduce and remove inequalities and barriers that already exist.

6. We have the highest expectations of all our children.

Equality Information
Number of pupils on roll at the school: 181
Age of pupils: 3 to 11

Information on pupils by protected characteristics
The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.
In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils
In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:
- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

Gender: 49% male, 51% female

Pupils eligible for Free School Meals (FSM): 39%

Pupils eligible for Pupil Premium Finding – Disadvantage group: 49%

Pupils with Special Educational Needs (SEN) 33%

Pupils with English as an Additional Language (EAL): 12%

Looked after children: 2.1 %

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Marlborough Primary Academy. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Marlborough Primary Academy and Nursery is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Equality Objectives

At Marlborough Primary Academy and Nursery, 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 the following objectives:-

EQUALITY DUTY OBJECTIVES 2018/19

Objective	Success Criteria	Action	Led by	Date	Monitoring/Review	Budget
To monitor and analyse pupil	Using the online assessment tracking system SMT are aware of the key groups attainment	HT to use Arbor Assessment tool to create a report termly for evaluation and action as	HT	Termly after data drop.	Termly by SMT part of the weekly agenda cycle	Nil

achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	and progress and action accordingly to reduce any disparity between the groups.	required at SMT meetings.				
To raise levels of attainment/progress in core subjects for vulnerable learners.	Identified 'vulnerable' learners are targeted with appropriate interventions and are making progress from their starting points.	HT to use Arbor Assessment tool to create a report termly for evaluation and action as required at SMT meetings. Through Pupil Progress meetings interventions are identified and timetabled to support.	HT	Termly after data drop.	Termly by SMT part of the weekly agenda cycle	Nil
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.	All identified groups are equally engaged in school activities.	HT to review attendance by parents and school events – assembly, parents evenings, class invitation to events etc. HT to review attendance at extra-curricular activities by pupils.	HT	Termly	Termly by SMT part of the weekly agenda cycle – evaluate and review how to reduce any disparity between identified groups.	Nil
To ensure a robust system is in place to track the progress of SEND pupils.	There is a robust tracking system in place to track the progress of SEND pupils accurately.	SENDCO to investigate the use of a 'small steps' tracking system to ensure we can track the progress of the SEND key group.	BA	Autumn 2018	SENDCO to track the progress made by all SEND pupils termly, review impact of interventions/IEPs and	£1500 B Squared online tracking system

					triangulate evidence. Report to SMT termly.	
To accelerate the progress that SEND pupils make in Reading, Writing and Maths.	Interventions are being delivered according to the needs of the pupils reflected in IEPs and impact is tracked.	Training for Support Staff for Precision Instruction; Colourful Semantics, Cued Articulation; ASD; Lego Therapy; Speech and Language.	BA & MAST CIT Team	Spring 2019	Impact of interventions is measures and evidence is triangulated by SENDCO. Evaluated and reported to the SMT termly agenda.	CIT – no charge Colourful Semantics and Cued Articulation
To ensure that relevant staff are able to support pupils identified to be on the ASD spectrum appropriately.	Staff can appropriately support pupils identified to be on the ASD spectrum in order for them to make progress.	Training for relevant support staff identified by the SENDCO.	BA MAST team	Spring /Summer2019	Impact of interventions is measures and evidence is triangulated by SENDCO. Evaluated and reported to the SMT termly agenda.	Good ASD practice 0930-1600 : Friday 15th February 2019 £84 Extending and Enhancing Good Autism Practice 0930-1200 : Wednesday 24th April 2019 £48 Complex Needs and Participation course, (ASD training). This is £84, 9.30-16.00 on Thursday 20 June 2019
To narrow the gap between the progress of boys and girls in writing in identified cohorts.	The gap between the progress made by boys and girls is narrowed by the end of year 2018/19 in identified year groups.	Embed the Talk for Writing approach/use of outdoor learning to stimulate writing – see INSET timetable across the school.	HT English Leader	Autumn 2018 onwards	SMT – English Lead to triangulate evidence and report on impact.	Nil
To positively promote the key groups identified in the Equality Act 2010	Through the redesigning of the long term curriculum – positive promotion	Curriculum Planning – redesigning of the curriculum – INSET sessions in key stage	HT/DHT Class Teachers	Autumn 2 2018 – ongoing.	SMT – evaluation of the impact of the this subject leaders – report to SMT curriculum agenda.	Nil

through curriculum mapping.	of identified groups through rationale termly topic plans – relevant links made appropriately.	teams – find links to incorporate positive promotion of the identified groups.				