Robin Hood Primary School

Equality Objectives and Annual Equality Information

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

This document should be read alongside our:

*Equalities Statement

*Policy for Equal Opportunities

*Equality Policy

*Accessibility Plan

Our Equality Objectives are:

- Our pupils will make at least good progress – in line with national rates, across each key stage in Reading, Writing and Maths including vulnerable groups, where statistically significant e.g. 10% (Gender, FSM, PP, Ethnic Minorities)
- To ensure all children are targeted effectively and make good progress relative to their starting points (including gender, FSM, CLA, SEND, HA and Ethnic Minorities)
- To close the gap between the attainment of boys and girls in Reading and Writing.
- To ensure all pupils on the SEND register are tracked effectively to ensure progress in line with national rates
- To develop our approach to staff training in EDI
- To continue to ensure our curriculum reflects our school context and is aspiration and inclusive of all and for all.

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Objective	Actions
Our pupils will make at least good progress – in line with national rates, across each key stage in Reading, Writing and Maths including vulnerable groups, where statistically significant e.g. 10% (Gender, FSM, PP, Ethnic Minorities)	Implement and evaluate data tracking systems which are robust and ensure accurate assessment and identify areas of need. Develop phase leaders and teams to analyse data and track pupils in vulnerable groups. Appraisal targets reflect pupil progress CPD based around what makes good teaching and learning, differentiation and effective feedback Diversity & Inclusion Training within annual CPD programme
To ensure all children are targeted effectively and make good progress relative to their starting points (including gender, FSM, CLA, SEND, HA and Ethnic Minorities)	Implement and evaluate data tracking systems which are robust and ensure accurate assessment and identify areas of need. To embed additional support within whole school provision mapping and monitor the effectiveness of this additional support. TA CPD e.g. Clicker / EAL schemes of work Use of EEF Research Staff CPD e.g. Attachment & Trauma
To close the gap between the attainment of boys and girls in Reading and Writing.	CPD for whole staff Staff implement on a daily basis strategies to ensure the accelerated achievement of boys. Staff made aware of trends arising from data through phase leader led meetings. Early Reading tracking data leads to immediate intervention e.g. Phonics Blending Groups.
To ensure all pupils on the SEND register are tracked effectively to ensure progress in line with national rates	Phase and Subject Leads embed provision mapping and monitor its effectiveness To develop strategies to best capture the attainment of SEND pupils and illustrate their progress e.g. Learning Journey To embed the use of BSquared as a tool to evidence progress Enhance staff CPD by networking with external expertise e.g. AST and other SEND specialist settings.
To develop our approach to staff training in EDI	EDI Lead / Networks. EDI Training opportunities reviewed.
To continue to ensure our curriculum reflects our school context and is aspiration and inclusive of all and for all.	Key figures woven through our school curriculum studied across the primary phase reflect diversity Due care and attention is paid to the representation of our school community in terms of aspirations discussed so that role models reflect a diverse and inclusive context.

Other recent examples of our work to promote equality:

Celebrations for festivals including Diwali, Christmas and Chinese New Year
Young Black Achievers Awards (Nottingham City)
Diversity NST Network & Lead within school
Diversity Training and Discussion for all staff
Ambassador Scheme (KS2)
Nottingham Diversity Week (Feb 2021)
Black History Month Celebrations (Oct 2023)
Review of Books and Media we use within school to promote difference
British Values work on Tolerance, Diversity & Respect
Anti Bullying Weeks
Programme of CPD for all staff – e.g. EAL / Boys / HA / EDI
Assemblies – SMSC focus
RE curriculum
PSHE curriculum & RSE Curriculum

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. We aim to weave through our curriculum key figures from a range of ethnicities, religion and race.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute where we can make links and networks.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to reflect on the diversity of our school community and look for opportunities to promote and celebrate these differences. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures etc.

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Monitoring information End of KS2

Profile	2018/19	2019/20	2020/21	2021-22	2022-23
Male pupils	52%	51%	60%	55%	55%
Female pupils	48%	49%	40%	45%	45%
Ethnic Minority pupils	29%	30%	32%	45%	39%
SEND pupils	27%	26%	25%	33%	33%
Pupil Premium	39%	34%	45%	47%	38%
FSM pupils	26%	27%	33%	38%	38%
EAL pupils	13%	14%	12%	20%	12%

Attainment:

Combined R/W/M	2018/19	2019 / 20 2020/21	2021-22	2022-23
Total	76% (Y6 59 = 100%)	*Covid*	58%	62% (Y6 60 = 100%)
Male pupils	70% (Y6 33 / 59 = 56%)	*Covid*	42%	66%
Female pupils	85% (Y6 26 / 59 = 44%)	*Covid*	78%	57%
EAL pupils	57% (Y6 7 / 59 = 12%)	*Covid*	67%	54%
Ethnic Minority pupils	74% (Y6 19 / 59 = 32%)	*Covid*	63%	65%
SEN pupils	17% (Y6 12 / 59 = 20%)	*Covid*	15%	13%
Disadvantaged pupils (PP / FSM)	73% (Y6 33 / 59 = 56%)	*Covid*	50%	59%

Exclusions

	2018/19		2019/20		2020/21		2021-22		2022-23	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Sus	Exc
Number	2	0	2	0	1	0	2	0	10 (incidents)	0
Male pupils	100%	0%	100%	0%	100%	0%	50%	0	4 (x1 pupil)	0
Female pupils	0%	0%	0%	0%	0%	0%	50%	0	6 (x1 pupil)	0
EAL pupils	0%	0%	0%	0%	0%	0%	0	0	0	0
Ethnic Minority pupils	100%	0%	0%	0%	100%	0%	100%	0	50%	0
SEND pupils	100%	0%	100%	0%	0%	0%	50%	0	50%	0
PP pupils	100%	0%	100%	0%	0%	0%	0	0	100%	0
FSM pupils	0%	0%	100%	0%	0%	0%	0	0	100%	0