

MLT Equality Objectives – Maltby Lilly Hall Academy Progress Review Nov 2018

Equality objective 1: *To secure a rich and engaging curriculum delivered by informed professionals in a learning environment that promotes diversity; recognising individuals and groups who share protected characteristics. An awareness, understanding and acceptance of those young people and adults of differing ethnicity, cultural and religious observance, sex, sexual orientation and gender identity will promote community cohesion and prepare young people to be responsible citizens within and beyond each Academy. This is needed to ensure that the incidence of hate related incidents remains low. Within Maltby Lilly Hall academy we have a low incidence of hate incidents – these are addressed in a timely manner and are almost exclusively very low level incidents.*

Why we have chosen this objective:

Maltby is a predominantly white British community with very small numbers of residents from minority ethnic backgrounds. This social mix is reflected in the make-up of the school populations and, without a targeted curriculum and cultural approach there is the potential for the lack of experience of a breadth of cultures to allow extremist or racist views to arise. In turn, this could lead to the small number of minority ethnic pupils feeling a lack of identify and racist incidents to occur.

To achieve this objective we plan to:

Ensure that the curriculums across the schools actively promote messages of diversity and inclusivity. All planned learning journeys across a half term or term should include elements which represent a diverse and inclusive society and, where relevant, the viewpoints and feelings of other cultures should be explored. British values should be taught from standpoint of an inclusive society and subjects such as RE and PHSE used proactively to promote equality. Visits, residential excursions, visitors and enrichment events should all be used to promote equality and diversity.

Planned learning journeys include strong elements which encourage the development of cultural understanding and discussion of issues surrounding prejudice and hate. For example, year 6 visit the holocaust memorial centre and discuss the issues arising from this visit. In addition, external experts are used to add richness and diversity of message to the curriculum content – police have delivered assemblies on hate crime and discussions of 'fake news' take place during workshops from external experts. Any incident of hate is investigated immediately, parents informed and appropriate sanctions put in place. There is then a period of reflection about how school should adapt/change its approaches to compensate for the causal factors.

Progress we are making towards achieving this objective:

Nov 2018

New curriculum design has been undertaken with Community as one of the key underpinning drivers – this will see cultural understanding embedded in the planning process. Assemblies now cover a wide variety of cultural issues and actively challenge stereotypes – for example assemblies have focused on perceptions of race and issues around sexism. This objective/approach to continue in 2018-19

Equality objective 2: *To ensure the quality of teaching, learning and assessment and curriculum provision promotes the highest attainment and progress of the most vulnerable and disadvantaged cohorts/groups and serves to diminish the difference from their non-disadvantaged peers Pupil premium pupils have achieved significantly below the rest of the cohort in recent years. Although this is not a consistent picture across all year groups, a major focus has been raising the attainment of this cohort.*

Why we have chosen this objective:

Within each academy there are significant variances between the attainment of different vulnerable groups. We are committed to ensuring that, irrespective of starting points, all young people make better than expected progress and that no student should be left behind.

Large areas of the Maltby community face high levels of disadvantage yet this is seen as a challenge, not an excuse. However, despite targeted resourcing and a drive to ensure highly effective teaching in every classroom, every day there remains a variance between the attainment and progress of different vulnerable cohorts/groups. In order to ensure equality of opportunity it is the duty of each Trust academy to relentlessly tackle differentials between the performance of vulnerable groups (SEND/ LAC/ PPM/ Disadv/ EAL) so any perceived ceilings are removed and aspirations are raised.

To achieve this objective we plan to:

Ensure that children within the targeted vulnerable groups are supported through quality first teaching and targeted intervention. All groups should be closely monitored through daily assessment and pupil progress meetings and identified individuals a specific focus of discussion.

A broad range of interventions and additional provision is in place to support the attainment of vulnerable young people. This includes differentiated levels of support in class and additional 'pre-teach' and 'triage' intervention to ensure any perceived inequality is compensated for. In addition, an extra layer of breadth is included in the offer to disadvantaged pupils, with a variety of opportunities, including free access to breakfast club provision and magazine subscriptions intended to widen the 'soft' curriculum.

Progress we are making towards achieving this objective:

Nov 2018

Attendance for disadvantaged pupils has risen significantly in 2017-18 and end of Y6 attainment for the pupil premium children has also improved to above national average levels. Gaps are closing between comparable pupil premium and non-pupil premium pupils across school. This strategy to continue in 2018-19 as it is impacting positively.

Equality objective 3: To ensure that targeted vulnerable groups receive equality of access to education by ensuring:

- Attendance exceeds national averages for all pupils in schools where attendance is below this level
- OR
- The attendance of targeted groups exceeds the attendance of all pupils where overall attendance exceeds national average.

Why we have chosen this objective:

The Maltby Learning Trust recognises that attendance is a very significant barrier to attainment and poor attendance increases inequalities between groups. Within each academy there are significant variances between the attendance of different vulnerable groups of pupils. In order to ensure equality of opportunity it is the duty of each Trust academy to relentlessly tackle differentials between the attendance of vulnerable groups (SEND/ LAC/ PPM/ Disadv/ EAL).

The attendance of all pupils, but particularly PPG and SEND pupil has been a key focus for strategies at Maltby Lilly Hall Academy.

To achieve this objective we plan to:

Ensure that intensive support is placed around families and both incentives and consequences are used in a targeted manner to deliver increased attendance. All targeted groups will be monitored through individual and group monitoring with support provided by the MLT attendance team. A cohesive multiagency approach is to be put in place to ensure a cohesive and consistent message is shared with the community that attendance to school has to be a critical priority for all families. Tougher sanctions are to be put in place to deter unauthorised absence - all community groups will work together to support and deter sporadic none attendance across the community.

Strategies including increased profile of attendance awards, closer and more regular communication with parents and using communication to heighten the importance of good attendance are impacting on the school's attendance profile.

Progress we are making towards achieving this objective:

Nov 2018

Attendance has risen from 95.4% (2016-17) to 96.1% (2017-18) and the attendance gap to disadvantaged pupils has closed significantly – this objective to be maintained as impact is significant.