Sydenham School Single Equalities Objectives

Updated March 2016

To be reviewed March 2017

(1) Equality Objective – Closing the Gap and Raising Attainment of all students

Why:
- Leadership has identified the need to bring about rapid and sustained closure of achievement gaps of through careful programme planning, rigorous monitoring through performance management and targeted action to improve identified areas and outcomes for identified groups of students who are underperforming. Purpose is to raise student value added for outcomes and improving teacher residuals year on year
- Identified key groups at risk: Students on Free School Meals; Students from a Black Caribbean background

How:
- Improved and meaningful consultation with and between staff, students and parents informs self-evaluation and improvement
- Parent and student views from a whole school questionnaire inform strategic planning for improvement and students and parents participate in improvement through opportunities via the leadership of the school.
- Designed programmes for individual groups of students who are at risk of underperformance – example below at (2)
- Engagement of parents in students' learning impacts on literacy outcomes and progress
- Performance management for teaching and learning is rigorous and purposeful at every level against national teaching standards and Ofsted Criteria.
- Early, Middle and Senior Leaders develop capacity for outstanding leadership through planned and tailored CPD, coaching and mentoring for improved performance in relation to the closure of achievement gaps

Outcome:
- All measures of student outcome show improvement in value added from 999 - 1004
- Key measures show a continuing upward trend adding a 1-4% increase year on year, at individual, subject, class, year and faculty level according to school targets
- Evidenced from relevant data analysis and reports re admissions, Ofsted, Raise Online and Student outcomes especially those students from the identified key groups Students on Free School Meals; Students from a Black Caribbean background
- The Ofsted judgement is at least Good (Achieved April 2013)
- Evaluation of CPD impact and senior team evaluation of impact of PM on QTL to ensure a focus on closing the gaps
- All governors and staff understand, share and communicate the vision evidenced via student and parent, governor and staff questionnaire outcomes and these are used strategically to improve the outcomes of students at risk of underperformance

(2) **Equality Objective:** **Underperforming Groups of Students**

To develop a process to better engage with underperforming groups of students, their parents and their communities in our school and in our local area.

Why: From our wider analysis of our school data we want to raise the levels of ambition and achievement for all groups of students in our school particularly identifying those who are under performing. We want to understand our local community better and ensure that all sections feel they can benefit from and have equal access to our education provision

How: Early in the autumn term 2013 we will hold an informal consultation evening and invite existing parents of students from a Black Caribbean background in Years 7 & 8. We will ensure that we contact local community groups to contribute to our curriculum to provide a greater sense of identity for students from a Black Caribbean background. We will launch the ACE Programme for those students and parents and engage with local groups to support us in this with the specific intention of improving student motivation and outcomes

Outcome We intend to gain a useful insight into the needs of the students and parents of these students and find out why their children may be at risk of underperformance. Once we have analysed the responses from parents and students we will use them to inform our overall strategy for promoting better engagement and achievement from these students and others who are identified as underperforming

Equality Objective: **Attendance**

To explore and understand the reasons for the absence and what support can be given to individual pupils with attendance below 85% to begin to improve attendance rates.

Why: The school's attendance figures show that persistent absentees come from groups at risk of underperformance especially students on free school meals and those with SEND and they have disproportionately higher absentee levels than that of their peers.

How: Through the School's Attendance and Welfare Team make sure that parents/carers are kept informed and involved with their child's attendance. Identify best practice from other LAs with similar issues. We will send out a letters giving details of why it is important to attend school use the a\attendance and progress information in meetings with parents to show lack of progress and use case studies to show students for whom better attendance has resulted in better progress. Ask parents for their help in providing an improved service.

Outcome: To reduce the numbers of parents not engaging with their child's attendance by the start of the next academic year and so increase attendance of children who are below 85% attendance to that of a similar level to their peers. We will of course continue to apply a reasonable adjustment taking into account the needs of some children.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:

- In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities.

- In recognition of the inner city nature of our school we will develop an outdoor curriculum for all students which enables students from every background to experience a range of opportunities beyond the classroom including trips and visits to London, foreign countries and to wild country in the UK. The students who are on Free school meals will receive special support in order to access these opportunities and make the most of the experiences to increase motivation and learning skills

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for Sydenham School are contained within the school improvement plan and are monitored by the governing body quarterly.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve

How: We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data. This will happen in the autumn term.

We will then map this new information against the demographic data we hold. Where we identify an under- represented group we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage.

Where we identify any issues, which impact on any particular group, we will look at initiatives
to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities.This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism.

We will measure the success of this by conducting annual staff surveys.

Hints & Tips

It is worth noting that schools are not required to publish data about employees where a school has fewer than 150 employees.   For a vast amount of schools this will mean only pupil-related data will need to be published. However, a school may wish decide to publish some employee-related statistics to assist them in demonstrating that they are complying with the general duty. Please be aware of the data protection rules when doing so, ensuring individuals are not identified through the publication of data.