

Equality within the academy

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information. The aim for this is 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

In all our activities we act in accordance with the equality act and our equality policy

As part of this we will:

- Publish information every year about our academy population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

At the academy we work together to eliminate all forms of discrimination, harassment and victimisation. Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.

Our academy population is predominately White British and there are roughly equal number of boys and girls although this differs in some year groups. We have a lower than average number of students who are eligible for free school meals. 10.76% of our students have been identified as having special educational needs, below the national average.'

Our Academy Development Plan is compiled each year in discussion with all staff and governors. This makes use of comments from parents and pupils and aims to address inequalities that are shown through our data and raised through dialogue with all our stakeholders. Our aim is always to ensure that all pupils reach their full potential and make good progress.

Equality objectives

Last reviewed – February 2022

Objective	Success criteria
To improve the attendance of all groups following COVID	Attendance is at least in line with national.
To ensure that the progress of SEN pupils is at least in line with similar pupils nationally.	The Academy's SEND Action Plan specifically communicates the school's rationale, resourcing and approach to mitigate any differences in performance for those pupils those with SEND.
To ensure that children from all protected groups are accessing the full range of enrichment opportunities offered by the Academy.	<p>Evolve enrichment tracker used to track pupils from all protected groups.</p> <p>All children from protected groups have the opportunity and are encouraged to access the full enrichment opportunities offered by the curriculum.</p>
To promote an appreciation and understanding of a range of cultures and religions through SMSC and the RE and PSHE curriculums.	<p>A fully implemented Local Authority agreed multi faith RE curriculum across the academy where the pupils are provided with varied and rich opportunities for the pupils to learn about the things that matter in the lives of local people and the wider world.</p> <p>A fully embedded PSHE spiral curriculum of both content and skills, where topics are revisited throughout the key stages to ensure that pupil's understanding and skills are developed at an age appropriate stage.</p> <p>Weekly Votes For Schools sessions linked to current affairs and British Values that provides cultural capital to all pupils. The weekly topics to expose pupils to a range of stories, experiences, knowledge and skills that enable them to engage in today's society.</p>
To promote the achievement of Higher Attainers at KS2 to match that of Higher Attainers nationally.	Improved end of Key Stage data showing the gaps have closed with National data.

Equality information

Last reviewed – February 2022

Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

- Attendance of all groups following the COVID pandemic
- Attainment of Higher Ability Pupils
- Progress of SEN pupils

How we have due regard to our duty

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the academy.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards individuals with protected characteristics we:

- Ensure related policies are in place – including anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding and SEN
- Give due regard of equality issues in decisions and changes we make – engaging with and consulting pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do
- Have in place an accessibility plan
- Have an induction process for new arrivals and ensure that the admission arrangements do not disadvantage groups of students
- Monitor / report on exclusions and all incidents of harassment / discrimination
- Providing adequate training for all staff members and governors including safeguarding and SEN issues
- Follow our published complaints procedure
- Adhere to non-discriminatory employment practices
- Have in place staff and pupil codes of conduct
- Have a balanced curriculum with an activity / enrichment programme that is accessible to all students
- Provide additional support and apply reasonable adjustments where necessary
- Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them
- Track and monitor identified groups and their access and performance and aim to reduce gaps between groups
- Keep a record, where appropriate of the protected characteristics of our students and employees

How we are performing

2021 *Unvalidated Higher Attainers Data*

Key Stage 1

- The percentage of pupils working at greater depth (GDS) is below the national picture in Reading and slightly above in Writing and Maths.

- GDS Reading – 19% Nat – 25% Writing - 18% Nat – 15% Maths - 25% Nat – 22%
- Progress from EYFS – **Reading** Exceeding FS 28% GDS KS1 19% **Writing** Exceeding FS 28% GDS KS1 18% **Maths** Exceeding FS 31% GDS KS1 25%
- 59% of pupils leaving foundation stage as exceeding achieved Working at Greater Depth in Maths, 47% in Writing, and 41% in Reading.

Accelerated Progress - 4 pupils leaving EYFS at expected achieved Working at Greater Depth in Reading and Maths and 2 pupils in Writing.

Key Stage 2

- The percentage of pupils working at greater depth (GDS) is above the national picture in reading and maths, below in writing and combined.
- Attainment at Higher Standard - Reading – 39% Nat – 27%, Writing - 10% Nat – 20% Maths - 29% Nat – 27% Combined – 7% Nat – 11%
- Progress Measures – 13 out of 17 pupils (76%) who achieved GD in Reading in KS1 achieved GD at the end of KS2, 5 out of 13 pupils (38%) in Writing, 12 out of 17 pupils (71%) in maths.
Accelerated Progress - 10 pupils achieved GD who were Expected in KS1 in Reading, 1 pupil in Writing and 5 pupils in Maths.

DSEN unvalidated data 2021

Key Stage 1

- Reading 1 (17%) pupils reached national expectations
- Writing 1 (17%) pupil reached national expectations.
- Maths 1 (17%) pupils reached national expectations

Key Stage 2

- Reading 4 (50%) pupils reached national expectations (36% National)
Progress Measure - 37% made accelerated progress from KS1
- Writing 1 (13%) pupils reached national expectations. (34% National)
Progress Measure - 0% made accelerated progress from KS1
- Maths 3 (38%) pupils reached national expectations. (41% National)
Progress Measure - 25% made accelerated progress from KS1

Below details previous issues that we have consulted members of the academy community on:

Date	Who we consulted	Summary	Action taken
September 2021	Teaching Staff	Focus training on planning for Higher Attaining (HA) Pupils	<p>HA focused planning in cores subjects</p> <p>HA monitored in 360 reviews</p> <p>HA gaps analysis undertaken after each assessment</p> <p>HA progress monitored and reported in Strategic</p>

			Progress Boards and to governors termly
Autumn 2021/Spring 2022	Teaching Staff	Continuous/ongoing training on SEN	<p>SEN focused planning in cores subjects</p> <p>SEN monitored in 360 reviews</p> <p>SEN gaps analysis undertaken after each assessment</p> <p>SEN progress monitored and reported in Strategic Progress Boards and to governors termly</p>

Future Actions

- Launch Lifting Limits Programme September 2022
- Staff to complete online National College Equalities and Diversity Training Spring/Summer 2022

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 437

Confidentiality – Guarantees of confidentiality are given to all individuals who provide monitoring information or who take part in surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

			The academy		National (if available)	
			Number	%	%	
Gender	Male		217	49.66%		
	Female		220	50.34%		
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	415	94.96%		
		Irish				
		Gypsy or Irish Traveller				
		Any other White background				
	Mixed / multiple ethnic groups	White and Black Caribbean		6	1.37%	
		White and Black African		2	0.45%	
		White and Asian				
		Any other Mixed/Multiple ethnic background				
	Asian / Asian British	Indian				
		Pakistani		5	1.14%	
		Bangladeshi				
		Chinese		1	0.23%	
	Any other Asian background					
	Black / African / Caribbean / Black British	African				
		Caribbean				
		Any other Black / African / Caribbean background				
Other ethnic group	Arab					
	Any other ethnic group		8	1.83%		
Information refused						
Information not obtained						
Disability	Mobility and Physical Impairments		3	0.68%		

	Spinal cord injury			
	Head / brain injury			
	Visual impairment	1	0.23%	
	Hearing impairment			
	Balance disorders			
	Developmental impairment	16	3.66%	
	Cognitive impairment	20	4.57%	
	Specific learning disability	14	3.20%	
	Information refused			
	Information not obtained			
Special Educational Needs (SEN)	No specified special educational need	383	87.64%	
	SEND support (K)	47	10.76%	
	Education Health Care Plan (EHCP)	7	1.60%	
Religion	No religion	261	59.72%	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	115	26.32%	
	Buddhist			
	Hindu			
	Jewish			
	Muslim	8	1.83%	
	Sikh			
	Any other religion	15	3.43%	
	Information refused			
	Information not obtained	38	8.70%	
Pregnancy and maternity	Students who are pregnant			
	Students who have recently given birth			
Information on other groups	Students with English as an additional language (EAL)	12	2.75%	
	Children Looked After (CLA)	4	0.92%	
	Young carers			
	Information on students in receipt of additional funding (pupil premium, free school meals) is available at https://www.packmoorormistonacademy.co.uk			

No Information was available on the following protected characteristics:

Gender reassignment – The academy does not have any information on whether any of the students on roll had reassigned their gender

- Sexual identity – The academy does not have information on whether any of the students on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked

Diversity of our workforce

The academy employs less than 150 staff members and therefore is not required to publish this data. The academy uses any data collected about its staff demographic to inform policies, decisions and the objectives detailed on this document.

As of 1 September 2021 the academy employs 60 staff members. Our staff are employed in the following main groups:

- Teaching staff
- Support staff

			Number	% of all staff
Gender	Male		9	14.94%
	Female		51	85.06%
Age	Under 21		1	1.66%
	21-30		7	11.67%
	31-40		10	16.66%
	41-50		18	29.88%
	51-60		24	40.13%
	61-70			
	71-80			
	Over 80			
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	59	98.34%
		Irish		
		Gypsy or Irish Traveller		
		Any other White background		
Mixed / multiple ethnic groups		White and Black Caribbean		
		White and Black African		
		White and Asian		
		Any other Mixed/Multiple ethnic background		
Asian / Asian British		Indian		
		Pakistani	1	1.66%
		Bangladeshi		
		Chinese		

		Any other Asian background		
	Black / African / Caribbean / Black British	African		
		Caribbean		
		Any other Black / African / Caribbean background		
	Other ethnic group	Arab		
		Any other ethnic group		
	Information refused			
	Information not obtained			
Disability	Mobility and Physical Impairments			
	Spinal cord injury			
	Head / brain injury			
	Visual impairment			
	Hearing impairment			
	Balance disorders			
	Developmental impairment			
	Cognitive impairment			
	Specific learning disability			
	Information refused			
	Information not obtained		60	100%
Religion	No religion			
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)			
	Buddhist			
	Hindu			
	Jewish			
	Muslim			
	Sikh			
	Any other religion			
	Information refused			
	Information not obtained		60	100%
Pregnancy and maternity	Staff members who are pregnant		0	0%
	Staff members who have recently given birth		1	1.66%

No Information was available on the following protected characteristics:

- Gender reassignment – The academy does not have any information on whether any member of staff had reassigned their gender
- Sexual identity – The academy does not have information on whether any member of staff identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked