



Inspiring minds through opportunity

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EQUALITY OBJECTIVES

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students.

Under the Act, the school is expected to comply with the Public Sector Equality Duty. This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy
- Publish Equality Objectives which are specific and measurable

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

For 2013-2014, our Equality Objectives are:

Equality Objective 1: Achievement for all pupils at the school

At Cyril Jackson Primary School we aim for equality of opportunity and to foster good relationships in engaging parents and carers, tackling discrimination and narrowing gaps of achievement where they exist.

Outcomes:	Measured by:
The school is able to effectively analyse the data it collates on the protected characteristics of ethnicity, gender, socio-economic circumstances, religion and other groups to address any differentials in outcomes for these groups.	<ul style="list-style-type: none"> • Data analysis • Discussion with parents, pupils, staff • Lesson observations

KEY: D= disability, G= gender, R= religion/belief, E=ethnicity, S= socio economic

D	G	R	E	S	Activity	Progress Milestones
x	x	x	x	x	Termly assessments in reading, writing and maths analysed at group level for attainment and progress.	Assessments up to date. SLT have overview and all teachers understand relative attainment and progress of groups.
x	x	x	x	x	Interventions informed by data and Provision Map.	Updated intervention/provision map termly.
x	x	x	x	x	Pupil Progress meetings termly with focus at group level	Records of pupil progress meetings with clearly defined actions for next steps in closing gaps.
x	x	x	x	x	Observations of teachers by SLT and colleagues to focus on pupils of different characteristics and abilities.	Quality first teaching in place for all groups of pupils.

Equality Objective 2: Behaviour & Attendance

At Cyril Jackson Primary School we encourage community cohesion through a growing understanding of differences and similarities within a climate where respect is promoted and discrimination not tolerated. The school promotes strong relationships especially with 'hard to reach' families and seeks to understand the barriers to good behaviour and attendance.

Outcomes:	Measured by:
The school effectively monitors and addresses all incidents of bullying including prejudice related to any characteristics. The school works effectively to monitor and improve the attendance of all pupils and removes barriers to access.	<ul style="list-style-type: none"> • Data analysis (attendance) • Behaviour Log/Race Hate Incident Log • Observations • Discussions with information from pupils, parents and staff

D	G	R	E	S	Activity	Progress Milestones
x	x	x	x	x	Reviewed Behaviour policy including increased rewards achievable by all pupils.	Pupil behaviour analysis shows improving behaviour and very low numbers of incidences linked to prejudice.
x	x	x	x	x	Anti-bullying assemblies and PSHCE focus.	Bullying is rare and dealt with effectively by the school when it arises.
x	x	x	x	x	Monitoring of all attendance data at group and individual level. Parents informed termly if attendance drops below 95%.	Report to Governors attendance patterns shows good attendance and little variation between groups.

In addition to the above targets we continually drive the following targets through the school's policies, professional development plan and the annual school improvement planning process.

- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role
- To provide an environment that welcomes, protects and respects diverse people
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school
- To address cultural events through year assemblies to increase student awareness and understanding of issues in different communities

Equality Data

As a school we assess the progress of children in order that we can meet their learning needs. We also monitor the progress and attainment of key 'groups' of children within the school in order that we identify – and then can target - any patterns of underachievement.

Year 1 Phonic Screening Data

NB Based on 2014 threshold of a 32 pass mark.

	Cohort	Number achieving expected standards	% School	% National
All Pupils	60	48	80%	74%
FSM	23	18	78%	63%
Boys	37	26	70%	70%
Girls	23	22	96%	78%
Non SEN	44	41	93%	81%
SEN without Statement	10	5	50%	40%
SEN with Statement	6	2	33	17%
Bangladeshi	40	31	76%	76%
Black	4	4	100%	78%

National 2014

Year 2 Phonic Screening Data - Re-takes

NB Based on 2014 threshold of a 32 pass mark.

	Cohort	Number achieving expected standards	% School	% National
All Pupils	17	5	29%	66%
FSM	12	5	42%	60%
Boys	12	3	25%	64%
Girls	5	2	40%	70%
Non SEN	4	3	75%	59%
SEN without Statement	5	0	0%	43%
SEN with Statement	8	1	13%	30%
Bangladeshi	10	4	40%	57%

*National 2014

Key Stage 2 Attainment achieving Level 4 or above

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %
All Pupils (55)	89%	79%	91%	86%	96%	89%	91%	85%	89%	76%
FSM (23)	78%	67%	83%	78%	91%	82%	83%	76%	78%	66%
Boys (34)	91%	76%	91%	86%	97%	87%	91%	81%	88%	72%
Girls (21)	90%	82%	90%	88%	95%	90%	90%	90%	90%	81%
Non SEN (37)	97%	90%	97%	94%	100%	96%	97%	95%	100%	87%
SEN (14) without Statement	71%	42%	79%	63%	93%	69%	79%	55%	90%	39%
SEN (4) with Statement	75%	15%	75%	25%	75%	29%	75%	19%	75%	18%
Bangladeshi (40)	93%	80%	95%	87%	98%	88%	93%	87%	93%	83%
Black (4)	100%	78%	100%	85%	100%	88%	100%	85%	100%	81%

NB Data excludes two 'new to UK' pupils

*National 2014

Key Stage 2 Attainment achieving Level 5 or above

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %
All Pupils (55)	20%	24%	42%	42%	55%	49%	29%	33%	76%	52%
FSM (23)	9%	12%	35%	28%	43%	35%	17%	20%	61%	39%
Boys (34)	15%	20%	44%	44%	56%	46%	21%	26%	74%	46%
Girls (21)	29%	27%	38%	40%	52%	53%	43%	41%	81%	58%
Non SEN (37)	24%	29%	49%	50%	68%	58%	38%	41%	95%	63%
SEN (14) without Statement	14%	3%	36%	12%	36%	19%	14%	5%	36%	15%
SEN (4) with Statement	0%	2%	0%	7%	0%	11%	0%	3%	50%	9%
Bangladeshi (40)	20%	23%	20%	42%	20%	43%	20%	32%	90%	61%
Black (4)	25%	21%	25%	39%	50%	45%	25%	31%	25%	58%

NB Data excludes two 'new to UK' pupils

*National 2014