

The Nethersole C of E Academy

Academic Year 2025 to 2028

Equality Data and Objectives

**To be light (living in our community and reaching out beyond it) bringing
out the God-colours in the world.'**

Jesus said, 'You're here to be light, bringing out the God-colours in the world.'

Matthew 5:16



Date Policy Ratified by the LAB	January 2025
Headteacher	Mrs S J Goode
Chair of Governors	Mr J Croghan
Review Date	January 2028

Equality Objectives

To meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared:

Stage One – Understanding Our School Community – Pupils –

The following information was correct as of **January 2025**:

- **Number of children on roll at the school** – 212 (exc Nursery)
- **Gender** –
- Male – 103
- Female – 109
- What information on pupils is collected by protected characteristics?

Ethnic Categories	Number	%
White British	188	88.7%
White English		
White & Asian		
White & Black African		
White & Black Carribean	8	3.8%
Any Other Mixed	3	1.4%
Any Other White	9	4.2%
Filipino	2	0.9%
Hong Kong Chinese	1	0.5%
Other Ethnic		
Other Mixed	1	0.5%

Disability Categories	Number of Children
Cerebral Palsy	2
Cystic Fibrosis	1
Joint Laxity	1

Special Educational Need	Percentage	Actual Number
No Specified SEN	77.8%	186
SEN without an EHCP	18.43%	44
SEN with an EHCP	3.77%	9

Deprivation	Percentage	Actual Number
Pupil Premium *	27.6%	66
Non-Pupil Premium	72.3%	173

*Any child in receipt of Free School Meals at any time in the last six years.

Religion and Belief	Actual Number
Christian	116
Baptist	1
Muslim	2
Orthodox Catholic	2
Rastafari	1
Roman catholic	4
Romanian Orthodox	3
Other Religion/Faith	1
No Religion	82

No information was available on the following protected characteristics which are not relevant to the Primary Age Range –

- 1. Gender Reassignment** – The school did not have any information on whether any of the children on roll had reassigned their gender as the question had never been asked as it was not appropriate to the Primary age range.
- 2. Sexual Identity** – The school did not have information on whether any of the children on roll identified as lesbian, gay, bi-sexual or transgender (LGBT) as the question had never been asked as it was not appropriate to the Primary age range.

Stage 2 – Understanding the Information Gathered –

Using the monitoring information gathered, the Nethersole CofE Academy looked at the following to identify whether there were any obvious gaps or potential issues for children in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in School Activities
- Exclusions
- Prejudice Related Incidents
- Rewards and Consequences
- Representation on Various School Bodies – for example – school council / worship council

Following the analysis, we have developed 5 Equality Objectives to meet the following requirements of the Equality Act –

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Objective One – Attendance

Equality Objective	To promote and embed the importance of good attendance within the culture of the whole school community to enable an equality of opportunity for pupil engagement, attainment and progress.
Why?	<p>We believe that through attending school every day, on time, children will get the best possible start in life.</p> <p>Attendance aims -</p> <ul style="list-style-type: none"> • To improve the overall attendance of children at school. • To improve children's attainment through good attendance. • To encourage parents to ensure that children arrive at school on time, every day that the school is open. • To make attendance a priority for all those associated with the school, including parents, pupils, teachers and governors. <p>School Attendance – academic year 2023 to 2024 - Persistent Absence – academic year 2023 to 2024 - This was a significant increase on the previous academic year 2022 to 2023 –</p> <p>School Attendance – academic year 2022 to 2023 - Persistent Absence – academic year 2022 to 2023 -</p> <p>There is a specific link between children's 'good' attendance at school and their attainment / progress. Although there have been significant improvements, further improvements are needed.</p>
How?	<p>Parents and pupils can expect the following from the school –</p> <ul style="list-style-type: none"> - Early contact with parents when a pupil fails to attend school without providing good reason. - Regular, efficient, and accurate recording of attendance. - Follow up support if needed. This may come from other professionals if this is identified as appropriate. <p>Whole school attendance will be monitored at a minimum of half termly. The attendance of pupils falling to persistent absence levels (below 90%) will be monitored weekly.</p>

	<p>The school will continue to work alongside CSAWS to identify the families who may need further support to improve their attendance.</p> <p>Our Family Support Worker consults with CSAWS to ensure the right families are targeted for additional support.</p> <p>We will also work in collaboration with our nominated Targeted Support Officer from Warwickshire County Council to support families further.</p>
Outcome Expected	<p>Overall whole school attendance to improve.</p> <p>Persistent Absence to reduce.</p> <p>Attendance for groups of children – SEND / PP – to improve.</p>

Objective Two – Attainment

Equality Objective	To continue to raise attainment for all children in Reading, Writing and Mathematics.
Why?	<p>The attainment of all children needs to improve in Reading, Writing and Mathematics; further, the attainment gap between disadvantaged and non-disadvantaged pupils needs to be addressed.</p> <p>End of KS2 Data – Academic Year 2023 to 2024 – Reading – 67% Writing – 60% Mathematics – 53% Combined – 42%</p> <p>End of KS2 Data – Academic Year 2022 to 2023 – Reading – 47% Writing – 34% Mathematics – 53% Combined – 24%</p>
How?	<p>A whole school focus on Reading, Writing and Mathematics is prioritised across the curriculum to ensure the best outcomes in all areas of learning. This, alongside the provision of high-quality staff CPD, ensures the most effective, current practice occurs in the teaching of Reading, Writing and Mathematics.</p> <p>Where children are not attaining age-related expectations, targeted interventions are used to address identified gaps leading to accelerated progress. There is a particular emphasis on Reading Fluency across the whole school, ensure all children have an equality of opportunity to access the whole curriculum.</p> <p>The reading for pleasure agenda, and pupils' access to high-quality texts is upheld through the provision of high quality, age-appropriate books stored in class and</p>

	in the new school library, for pupils to access both at home and school, thus ensuring that all pupils, regardless of background or circumstance have access to these.
Outcome Expected	The gap in performance will be narrowed with most of our pupils achieving ARE in Reading, Writing and Mathematics by the end of Key Stage 2, thus giving our disadvantaged pupils the best chance of academic success at secondary school.

Objective Three - Inclusion

Equality Objective	To increase understanding of equality, diversity and inclusion by the whole school community including SLT, governors, staff, pupils and parents.
Why?	The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health. There is a need to educate the school community thereby developing greater understanding, tolerance and empathy in relation to the needs of neurodiverse pupils.
How?	CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils. For example – Emotion Coaching and 'scaffolding.' Sharply focused SEMH interventions are used to support individuals' specific areas of need in relation to the above areas. For example, we promote the use of 'the Zones of Regulation' across the whole school, supporting ALL children. The aim of the interventions is to support pupils to better understand themselves for them to develop strategies to enable them to engage successfully and happily in school and the wider community. Parents are kept informed about the children's learning in relation to the school values via displays, the school newsletter and parents' evenings.
Outcome Expected	Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs. The whole school community, including staff, pupils and parents show respect and understanding to others.

Objective Four - Prejudice

Equality Objective	To educate pupils in relation to their understanding of prejudice and inequality in all its forms.
Why?	There have been a few incidents in school in the last year particularly, involving the use of prejudice language linked predominantly to the protected characteristics of race and sexuality. As well as this there have been comments made about this from parents and other members of the community.
How?	Implementation of carefully designed PSHE/RSE and Religious Education curriculums deepen pupils'

	<p>understanding of differences within our community and teach them to value these.</p> <p>The school values promote a shared understanding of the importance of positive relationships in all aspects of school life and the wider communities to which children belong.</p>
Outcome Expected	<p>To eradicate incidents of prejudice behaviour from pupils, parents and other members of the community – this is shown through a reduced number of incidents logged on the school's reporting system – CPOMS.</p>

Objective Five – Race and Religion

Equality Objective	To use the curriculum to find out about different religions and cultures and celebrate diversity.
Why?	<p>Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups.</p>
How?	<p>To address and celebrate our cultural diversity we will continue to deliver a PSHE/RSE Programme which explores and values cultural difference.</p> <p>This, alongside a robust RE syllabus (Understanding Christianity and a World View Approach through the new Coventry and Warwickshire Syllabus) which incorporates the use of both visitors and visits to different places of worship, as part of our school curriculum activities, will develop a deep understanding of other cultures.</p> <p>The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship, democracy and traditional folk heritage. We actively aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.</p>
Outcome Expected	<p>Pupils will progressively develop their understanding of, and empathy for, people from different regions, races, religions and cultures. The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of racial equality.</p>