

Hannah Ball School

Equality Objectives 2018-2021

(revised 2019)



Objective	How this is achieved	Progress (Nov 2020)
<p>To ensure every child at Hannah Ball has the confidence, skills and ambition to become a good global citizen through the delivery of a broad, balanced curriculum rich in opportunities to understand and embrace equality, culture and diversity.</p>	<p>Our core values of honesty, kindness, resilience, respect and responsibility to underpin school life.</p>	<p>All areas of the curriculum are being delivered. Some areas have been recently launched, such as a new PSHE curriculum and RE curriculum. Our RE curriculum adopts an exploratory approach to world religions, and goes above and beyond national curriculum requirements in its coverage. Some are being embedded, for example our computing curriculum. Our English curriculum has been reviewed to ensure use of a wide range of texts whose characters reflect our local community.</p> <p>Core values are still celebrated and work has been undertaken to explore ways of rewarding the behaviours that we want to see in our school.</p> <p>Our DHT has organised a school council which will meet regularly and make school wide decisions – the first of which will be to name our ‘houses’ after world leaders or influencers, some of whom reflect our communities rich cultural diversity.</p>
<p>To narrow the gaps between attainment and progress for all key vulnerable and disadvantaged groups within the school (PP; SEND; EAL).</p>	<p>Termly tracking of data Investigate schemes to support different groups of learners. SLT to monitor the achievement of pupils across the school. This information to be reported to governors.</p>	<p>SEN pupils will be tracked so that their progress can be more easily demonstrated (RM benchmarking and Sandwell assessments). ELSA groups will also have pre and post assessment measurements. The school continues to track all groups of children and data is reported to governors termly. (Pupil progress</p>

	Pupil progress meetings to ensure that provision is in place to support individuals. Recruitment of extra staff. Staff training and good classroom practice	meetings / coaching conversations happen each half term with teachers) More LSAs have been recruited to reflect the increase in funding due to successful application of EHCPs by our SENDco. A proportion of catch up funding has also been used to bolster this provision) DHT has set up regular training for LSAs with a focus on improved Teaching and Learning and a monitoring cycle is in place to continue this improvement.
To improve attendance, to at least National average, in all key groups across the school, to ensure every child has equal access to teaching, learning and other provision.	Attendance Policy which refers to fines and rewards. Celebration assemblies Attendance monitoring Support from Educational Welfare services. Consider using more admin time to chase attendance/ lateness.	Efficient first day response and subsequent monitoring in place. Sims classroom in use = efficient Weekly meetings between HT and attendance officer 5 week monitoring in place Pastoral lead in place to improve attendance of key families

Equality objectives 2020 - 2023

Objective	How this is achieved	Progress
Raising attainment in English for boys	Select a wider range of non-fiction texts for English units that will inspire boys writing Introduce a competitive element to reading so that boys will read more texts and a wider range of texts, both non-fiction and fiction Track progress closely in reading – to inform next steps Moderation of writing used regularly to ensure high standards Celebrate boys writing	
Encouraging the girls from our local community to consider non-stereotyped career options	To invite girls to co-curricular activities which will include sports and STEM To invite inspirational women from successful carers to work with girls To create a carefully considered enrichment calendar that will encourage all of our pupils to	

	engage with the greatest thinkers, artist and writers	
Increasing understanding between religious groups	<p>Through teaching our RE Discovery curriculum</p> <p>Celebration of Religious festivals throughout the school calendar so that our pupils have a greater awareness of the differences and similarities between religions and beliefs</p>	
Ensure that the staff and governing body and representation of staff in leadership roles is reflective of the local community	<p>Staff and governors that are involved in recruitment and selection are trained on equal opportunities and non-discrimination Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements</p> <p>Representation is reported at Pay and Personnel meetings</p>	