



# TIMU ACADEMY TRUST

## **Policy Document for: Equality, including Statement, Objectives and Results**

**Prepared:** May 2019

**Due for Review:** May 2022 with annual update of results

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. We have chosen to present all of our equality information in this combined document, as allowed by the Equality and Human Rights Commission (EHRC).

The following policy applies to Timu Academy Trust and its constituent schools.

Decision makers at the Timu Academy Trust and its schools are aware of the duty to have "due regard" when making a decision or taking an action and will assess whether it may have implications for people with particular protected characteristics.

- The Trust will consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
- The PSED will be integrated into the carrying out of the schools' functions, and the analysis necessary to comply with the duty will be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

We recognise that the Public Sector Equality Duty has three aims:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- to advance equality of opportunity between people who share a protected characteristic and those who do not
- to foster good relations between people who have a shared characteristic and those who do not.

The Timu Academy Trust is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and to being a cohesive community. These include:

- disability
- special educational needs
- racism and xenophobia
- gender
- religious groups and communities

- travellers, migrants, refugees and asylum seekers
- sexism and homophobia
- age
- marriage and civil partnerships

The Principals and Directors will annually review how well these aims are achieved with regard to the protected groups under the Equality Act.

### **Guiding Principles**

In fulfilling the legal obligations and reiterating our school ethos we are guided by the following principles:

- all learners are of equal value
- the recognition and respect of difference
- a fostering of positive attitudes and relationships with a shared sense of cohesion
- good equality practice is carried out in staff recruitment, retention and development
- any form of prejudice is addressed swiftly

### **Staff and Directors**

The Directors are responsible for ensuring that the school complies with legislation.

The Executive Principal is responsible for implementing policy relating to equality and for ensuring that all staff are aware of their responsibility for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school
- deal with any prejudice related incidents that may occur
- plan and deliver a curriculum that reflects the guiding principles
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise e.g. attendance, bullying, exclusion.

### **Objectives**

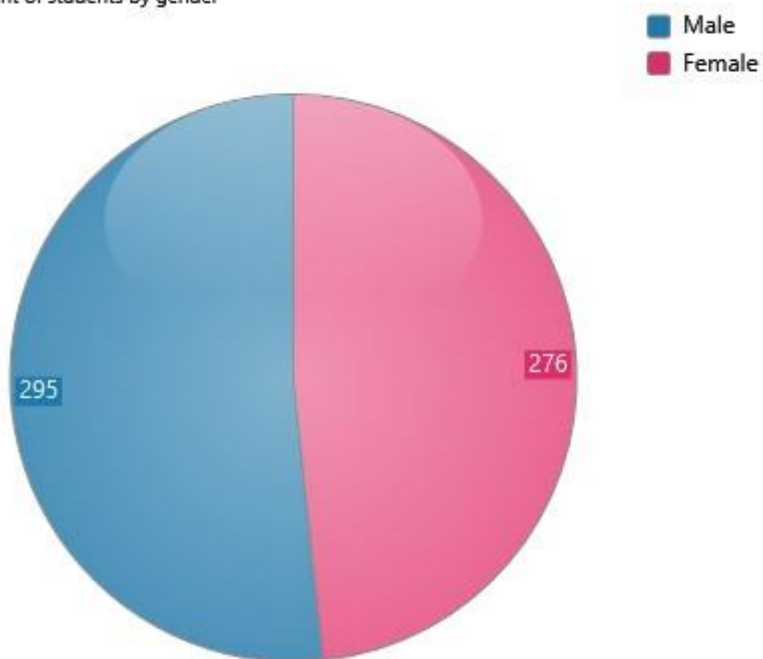
1. To ensure the curriculum effectively supports the needs of all children, with particular reference to vulnerable groups.
2. To ensure all children progress and achieve with equality.
3. To continue to employ staff on their ability to perform the designated role effectively.
4. To continue to treat all children and adults with courtesy, respect, integrity and dignity.
5. To continue to challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.

Please see below for Iwade school analysis (pages 4 – 8)

Please see below for Bobbing school analysis (pages 9 – 13)

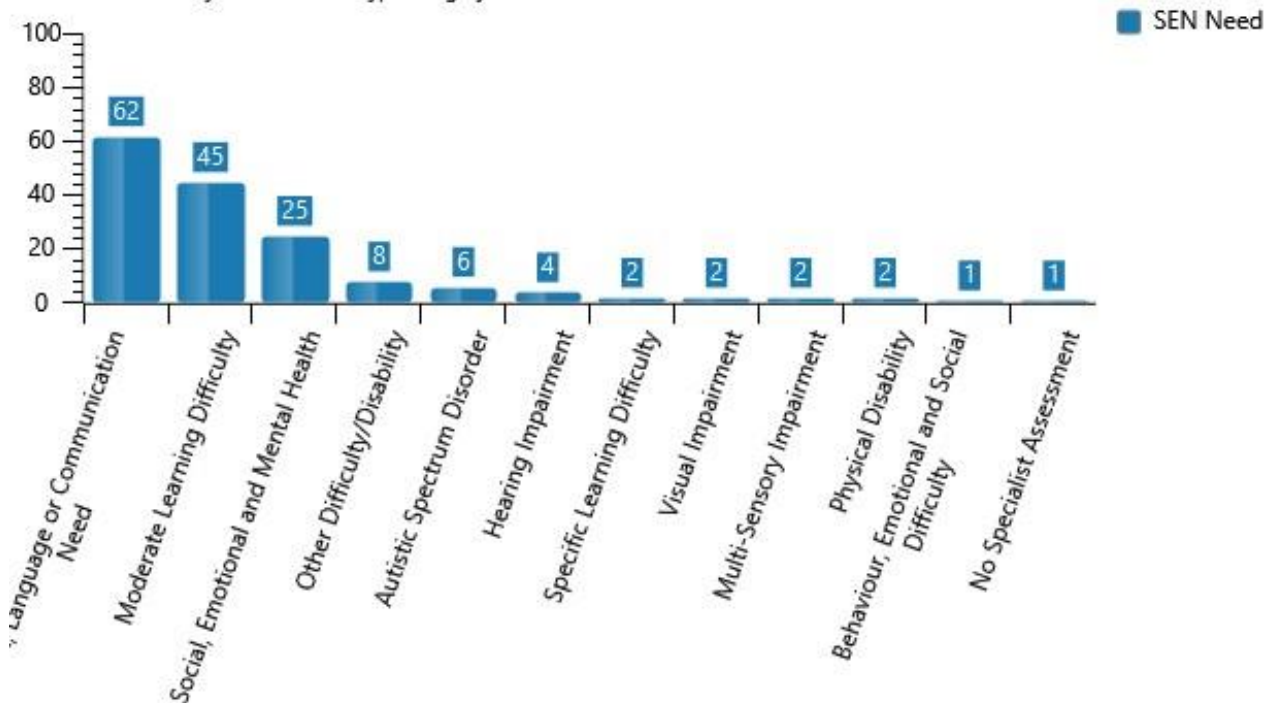
### Student Total by Gender

A count of students by gender



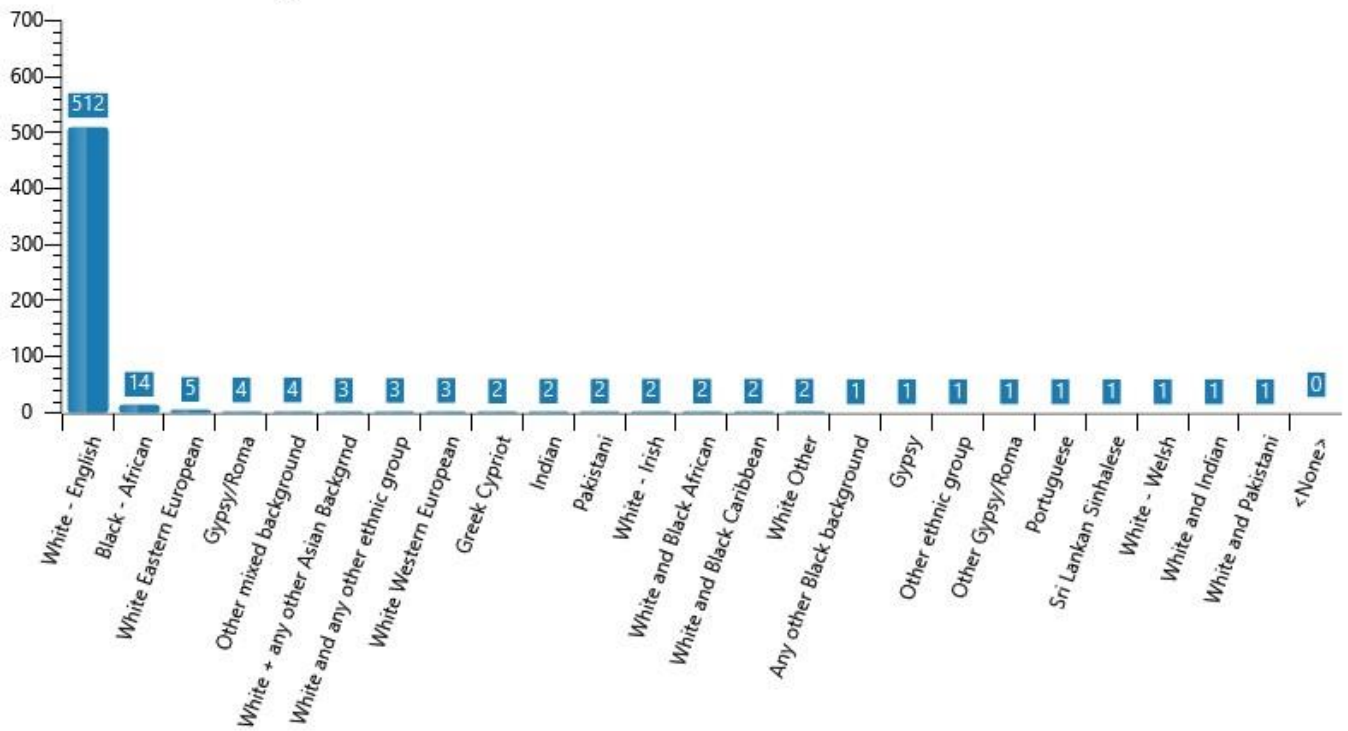
### Students by SEN Need Type Category

A count of students by their SEN need type category



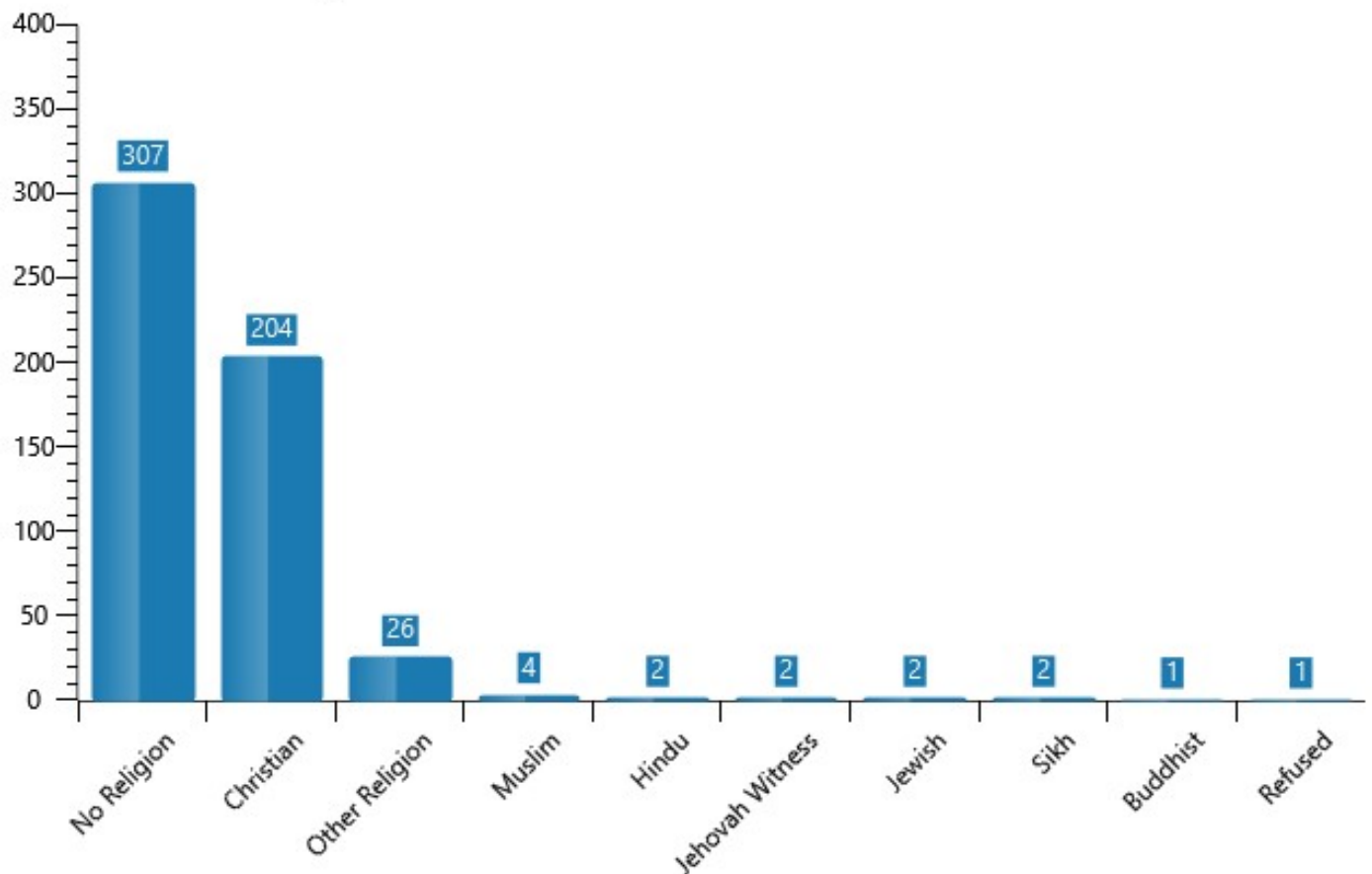
## Student Totals by Ethnicity

A count of students with each ethnicity



## Student Totals by Religion

A count of students with each religion



## Results Summary 2018

<b>EYFS</b>	School	National average	Boys	National average	Girls	National average	EAL	National average	SEN	National average (all)	PP	National average
cohort size:	83		48		35		n/a		n/a		7	
EYFS Good Level of Development	75%	72%	67%	65%	86%	78%	n/a	n/a	n/a	n/a	43%	74%

<b>Phonics</b>	School	National average	Boys	National average	Girls	National average	EAL	National average	SEN	National average (all)	PP	National average
cohort size:	90		40		50		1		6		8	
Year 1 Phonics	83%	83%	88%	79%	80%	86%	100%	83%	17%	83%	50%	85%
cohort size:	14		4		10		0		2		2	
Year 2 Phonics	86%	n/a	100%	n/a	80%	n/a	n/a	n/a	0%	n/a	50%	n/a

<b>KS1</b>	School	National average	Boys	National average	Girls	National average	EAL	National average	SEN	National average (all)	PP	National average
cohort size:	87		39		48		3		2		8	
Reading expected standard and above	85%	75%	87%	71%	83%	80%	100%	75%	0%	75%	63%	79%
Reading Greater Depth	28%	26%	28%	22%	27%	29%	0%	26%	0%	26%	13%	29%
Writing expected standard and above	82%	70%	85%	63%	79%	77%	100%	70%	0%	70%	63%	74%
Writing Greater Depth	23%	16%	23%	12%	23%	20%	0%	16%	0%	16%	13%	18%
Maths expected standard and above	84%	76%	90%	75%	79%	77%	100%	76%	0%	76%	38%	80%
Maths Greater Depth	25%	22%	38%	24%	15%	20%	0%	22%	0%	22%	13%	25%

<b>KS2</b>	School	National average	Boys	National average	Girls	National average	EAL	National average	SEN	National average (all)	PP	National average (like for like)
cohort size:	59		27		32		1		4		11	
Reading expected standard and above	78%	75%	78%	72%	78%	79%	78%	75%	25%	75%	64%	64%
Reading Greater Depth	32%	28%	30%	24%	34%	32%	31%	28%	0%	28%	18%	14%
Progress across KS	-0.27	0.03	-0.70	-0.37	0.10	0.44	-0.48	0.03	-4.89	0.03	-1.97	-0.59
Writing expected standard and above	90%	78%	85%	72%	94%	84%	100%	78%	50%	78%	91%	67%
Writing Greater Depth	37%	20%	30%	15%	44%	25%	0%	20%	0%	20%	9%	11%
Progress across KS	2.69	0.03	1.72	-0.76	3.52	0.85	0.84	0.03	-0.89	0.03	0.98	-0.44
Maths expected standard and above	80%	76%	93%	75%	69%	76%	100%	76%	25%	76%	67%	64%
Maths Greater Depth	27%	24%	41%	26%	16%	22%	0%	24%	0%	24%	9%	14%
Progress across KS	0.46	0.03	2.10	0.69	-0.91	-0.65	1.95	0.03	-3.22	0.03	-2.40	-0.58
Combined expected standard and above	59%	64%	63%	61%	56%	68%	100%	64%	0%	64%	36%	51%
Combined Greater Depth	12%	10%	11%	8%	13%	12%	0%	10%	0%	10%	0%	4%
SPAG expected standard and above	90%	78%	89%	73%	91%	82%	100%	78%	0%	78%	82%	67%
SPAG Greater Depth	47%	34%	41%	30%	53%	39%	100%	34%	0%	34%	27%	24%

## Prior Attainment Summary

<b>Progress in Reading</b>	All	National average	PP	National average
Low PAG (2 chn)	6.91	0.01	1.97	0.57
Middle PAG (42 chn)	-0.41	0.03	-2.11	0.34
High PAG (15 chn)	-0.84	0.02	-4.55	0.22

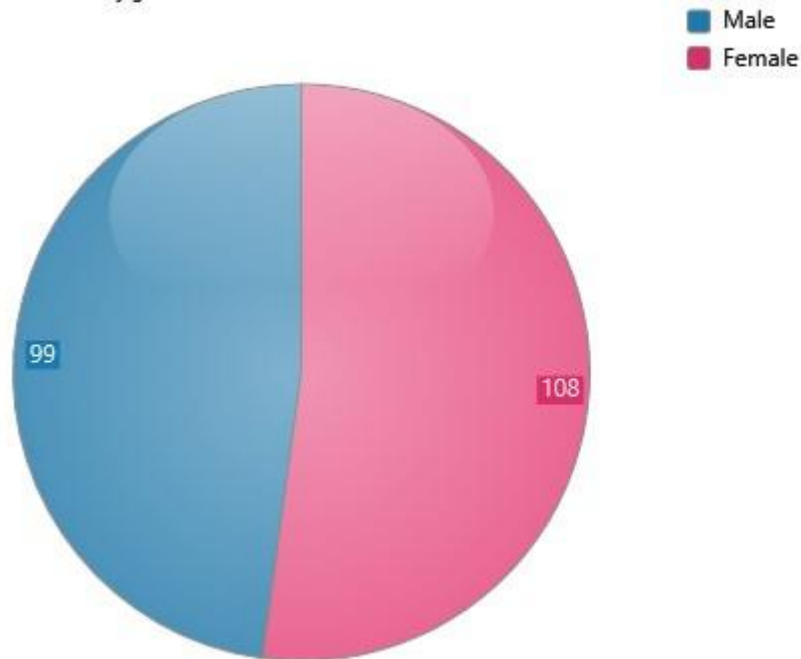
<b>Progress in Writing</b>	All	National average	PP	National average
Low PAG (2 chn)	10.58	0.01	10.58	0.55
Middle PAG (42 chn)	2.24	0.04	-0.3	0.28
High PAG (15 chn)	2.92	0.01	2.85	0.14

<b>Progress in Maths</b>	All	National average	PP	National average
Low PAG (2 chn)	3.65	0.02	5.15	0.66
Middle PAG (42 chn)	0.1	0.04	-2.96	0.34
High PAG (15 chn)	1.05	0.02	-4.87	0.21

## BOBBING SCHOOL ANALYSIS November 2017

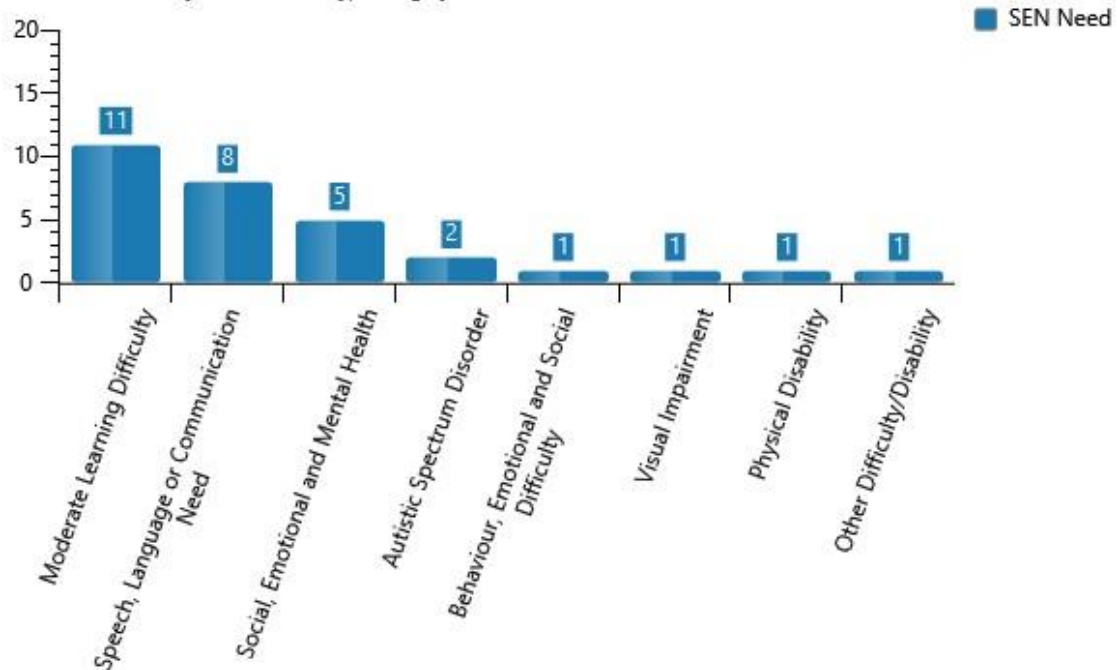
### Student Total by Gender

A count of students by gender



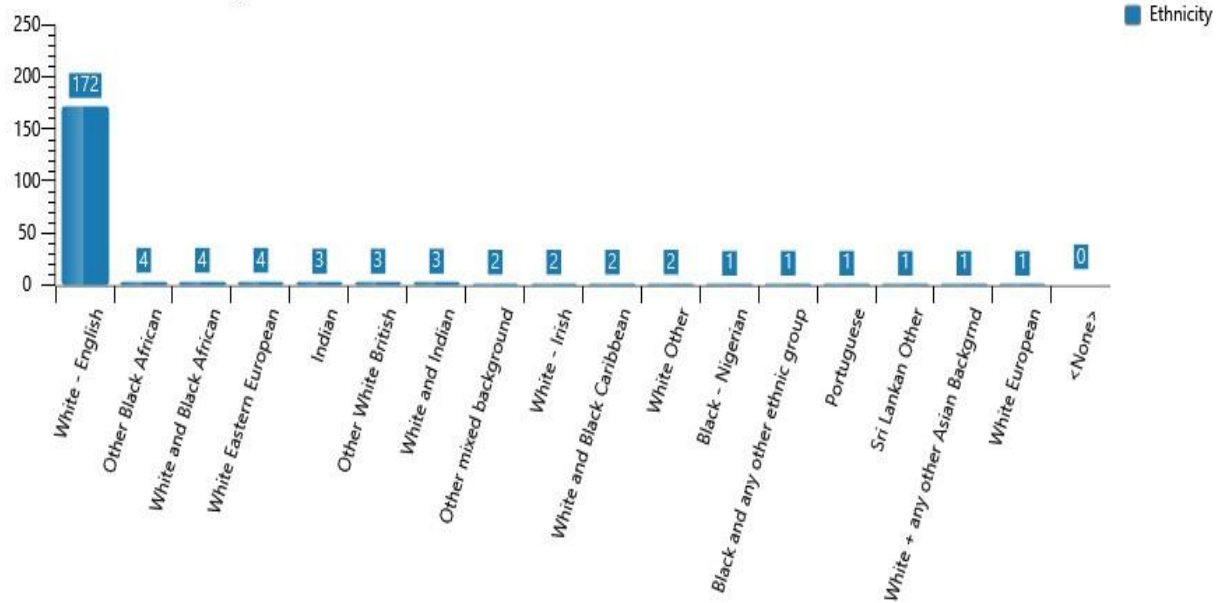
### Students by SEN Need Type Category

A count of students by their SEN need type category

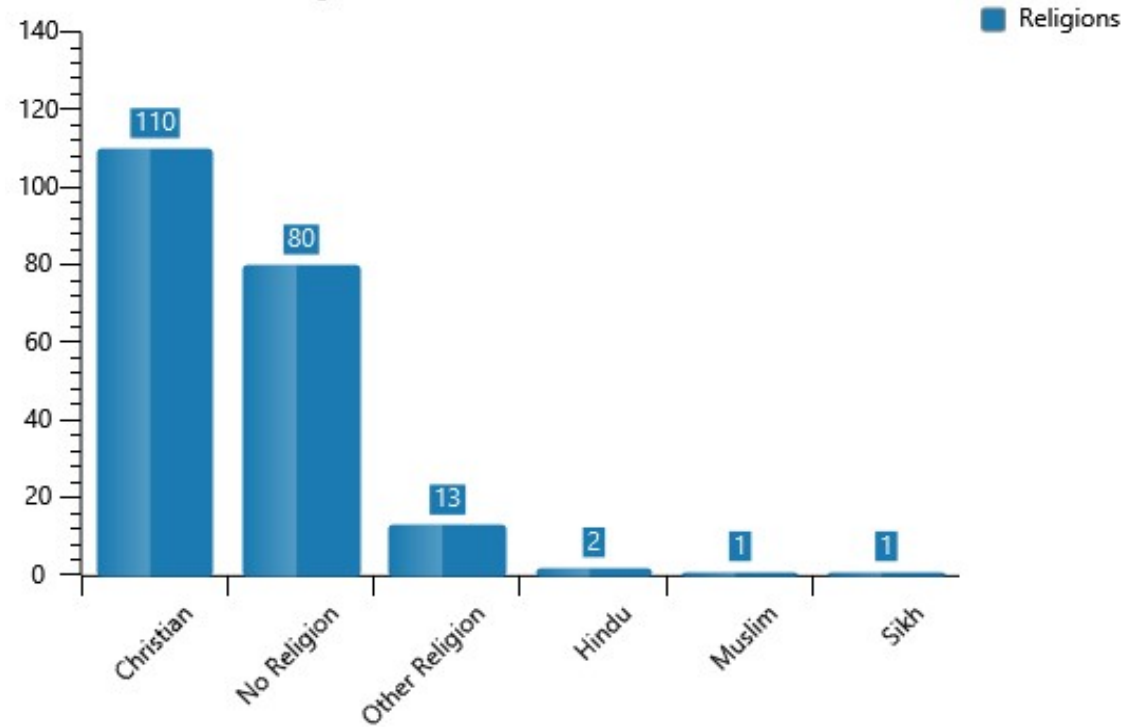




**BOBBING SCHOOL**  
**Student Totals by Ethnicity**  
 A count of students with each ethnicity



**Student Totals by Religion**  
 A count of students with each religion



## Results Summary 2018

<b>EYFS</b>	School	National average	Boys	National average	Girls	National average	EAL	National average	SEN	National average (all)	PP	National average
cohort size:	29		10		19		n/a		n/a		1	
EYFS Good Level of Development	90%	72%	90%	65%	89%	78%	n/a	n/a	n/a	n/a	100%	74%

<b>Phonics</b>	School	National average	Boys	National average	Girls	National average	EAL	National average	SEN	National average (all)	PP	National average
cohort size:	29		20		9		3		2		1	
Year 1 Phonics	93%	83%	95%	79%	89%	86%	100%	83%	100%	83%	100%	85%
cohort size:	6		4		2		0		1		0	
Year 2 Phonics	83%	n/a	100%	n/a	50%	n/a	n/a	n/a	0%	n/a	n/a	n/a

<b>KS1</b>	School	National average	Boys	National average	Girls	National average	EAL	National average	SEN	National average (all)	PP	National average
cohort size:	29		18		11		0		2		2	
Reading expected standard and above	86%	75%	89%	71%	82%	80%	n/a		50%	75%	100%	79%
Reading Greater Depth	34%	26%	33%	22%	36%	29%	n/a		0%	26%	0%	29%
Writing expected standard and above	79%	70%	78%	63%	82%	77%	n/a		50%	70%	100%	74%
Writing Greater Depth	21%	16%	11%	12%	36%	20%	n/a		0%	16%	0%	18%
Maths expected standard and above	79%	76%	83%	75%	73%	77%	n/a		50%	76%	50%	80%
Maths Greater Depth	24%	22%	22%	24%	27%	20%	n/a		0%	22%	0%	25%

BOBBING SCHOOL

KS2	School	National average	Boys	National average	Girls	National average	EAL	National average	SEN	National average (all)	PP	National average (like for like)
cohort size:	28		9		19		1		1		1	
Reading expected standard and above	93%	75%	100%	72%	89%	79%	100%	75%	100%	75%	100%	64%
Reading Greater Depth	31%	28%	20%	24%	37%	32%	100%	28%	0%	28%	0%	14%
Progress across KS	2.55	0.03	2.28	-0.37	2.67	0.44	2.39	0.03	4.91	0.03	-2.94	-0.59
Writing expected standard and above	97%	78%	90%	72%	100%	84%	100%	78%	0%	78%	100%	67%
Writing Greater Depth	38%	20%	20%	15%	47%	25%	0%	20%	0%	20%	0%	11%
Progress across KS	4.33	0.03	1.23	-0.76	5.80	0.85	-3.90	0.03	-1.42	0.03	1.83	-0.44
Maths expected standard and above	83%	76%	90%	75%	79%	76%	100%	76%	0%	76%	0%	64%
Maths Greater Depth	14%	24%	10%	26%	16%	22%	100%	24%	0%	24%	0%	14%
Progress across KS	1.04	0.03	1.17	0.69	0.97	-0.65	1.38	0.03	2.15	0.03	-3.30	-0.58
Combined expected standard and above	83%	64%	90%	61%	79%	68%	100%	64%	0%	64%	70%	51%
Combined Greater Depth	3%	10%	0%	8%	5%	12%	0%	10%	0%	10%	12%	4%
SPAG expected standard and above	100%	78%	100%	73%	100%	82%	100%	78%	100%	78%	100%	67%
SPAG Greater Depth	52%	34%	50%	30%	53%	39%	100%	34%	0%	34%	0%	24%

**Prior Attainment Summary**

<b>Progress in Reading</b>	All	National average	PP	National average
Low PAG (4 chn)	8.14	0.01	0 chn	n/a
Middle PAG (17 chn)	2.39	0.03	-2.94	0.34
High PAG (7 chn)	-0.28	0.02	0 chn	n/a

<b>Progress in Writing</b>	All	National average	PP	National average
Low PAG (4 chn)	9.56	0.01	0 chn	n/a
Middle PAG (17 chn)	3.88	0.04	1.83	0.28
High PAG (7 chn)	2.42	0.01	1 chn	n/a

<b>Progress in Maths</b>	All	National average	PP	National average
Low PAG (4 chn)	5.75	0.02	0 chn	n/a
Middle PAG (17 chn)	0.5	0.04	-3.3	0.34
High PAG (7 chn)	-0.36	0.02	0 chn	n/a