



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 2015-16, our Equality Objectives are:

Equality Objective 1: At Osmani 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	Indicators
✓	✓	✓	✓	✓	We collect data in reading, writing and maths and Spelling, Punctuation and grammar (SPAG) at 4 assessment points during the year. This data is analysed by group and attainment and progress is monitored	Assessments up to date. SLT have overview and all teachers understand relative attainment and progress of groups.
✓	✓	✓	✓	✓	Effective and time bound Interventions are put in place for pupils who require additional support Entry and exit data is analysed.	Accelerated progress is noted. Intervention map updated 4 times a year
✓	✓	✓	✓	✓	Pupil Progress meetings 4 times a year, pupil 1:1 conferences and SEN reviews with parents	Records of pupil progress Meetings, with clearly defined actions for next steps in closing the gaps.
✓	✓	✓	✓	✓	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 Osmani School we have the highest expectations for behaviour, and support children to know which behaviour is acceptable and encouraged in school and in the wider community.

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	Data analysis (attendance) Behaviour Log/Discriminatory Incident Log Observations Discussions with information from pupils, parents and staff

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

D	G	R	E	S	Activity	Indicators
✓	✓	✓	✓	✓	Reviewed Behaviour policy. Behaviour policy promotes growth mindset and gives children strategies to solve their own conflicts	Pupil behaviour analysis shows improving behaviour and very low numbers of incidences linked to prejudice. Parent, Pupil and staff questionnaires show low incidents of bullying.
✓	✓	✓	✓	✓	Anti-bullying assemblies Reviewed PSHE and introduced new Scheme of Work which includes Mindfulness.(Jigsaw)	Bullying is rare and dealt with effectively by the school when it arises.
✓	✓	✓	✓	✓	Monitoring of all attendance data at group and individual level. Pupils act as Attendance Ambassadors to promote good attendance. Parents informed termly if attendance drops below 95%. AWA works with families where attendance is low,	Report to Governors attendance patterns shows good attendance and little variation between groups.

Equality Objective 3: Community Cohesion

At Osmani 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.

Outcomes:	Measured by:
<p>The school effectively monitors and addresses all discriminatory incidents.</p> <p>The school seeks to promote community cohesion through celebrating diversity, building good relationships between people of different groups and by contributing to the cohesion of the local community and wider society.</p>	<p>Discriminatory Incident Log</p> <p>Observations</p> <p>Positive feedback from Parent, Pupil and staff questionnaires</p> <p>Feedback from Business partners, visitors and guests.</p>

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

D	G	R	E	S	Activity	Indicators
✓	✓	✓	✓	✓	Admission policy and parental workshops ensures parents understand how the school promotes British Values.	All children participate in activities Positive feedback from Parent , Pupil and staff questionnaires
✓	✓	✓	✓	✓	Admissions policy and parental workshops ensure parents understand how we promote community cohesion and how we celebrate diversity through engaging in cultural and social activities.	All children participate in activities Positive feedback from Parent , Pupil and staff questionnaires
✓	✓	✓	✓	✓	Promote good relations between different groups and develop children's understanding of the wider community and the world.	Children demonstrate an awareness and respect for all groups. Children demonstrate and awareness and understanding of the wider community and world beyond the local area.

Equality Data

As a school we assess the progress of children at 4 assessment points during the year. During this time we evaluate 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

Threshold of a 32 pass mark.

	Cohort	Number achieving expected standards	% School	% National
All Pupils	48	34	72%	77%
FSM	29	23	79%	66%
Boys	25	18	72%	73%
Girls	22	16	73%	81%
Non SEN	43	32	74%	83%
SEN without Statement	5	2	57%	42%
Bangladeshi	41	28	67%	79%
Black African	4	4	100%	81%
Other ethnicity	1	1	100%	75%

National 2015

Year 2 Phonic Screening Data – for all children at the end of Yr 2 including children who re-sat the phonics screening check in Y2.

Threshold -32 pass mark.

	Cohort	Number achieving expected standards	% School	% National
All Pupils	58	13	95%	90%
FSM	39	38	97%	84%
Boys	22	20	91%	88%
Girls	36	35	97%	92%
Non SEN	48	13	96%	95%
SEN without Statement	9	9	100%	67%
SEN with a statement	1	0	0%	30%
Bangladeshi	50	48	96%	91%
Other ethnicity	5	4	80%	88%

*National 2015

Key Stage 2 Attainment achieving Level 4 or above

	Maths, Reading and Writing (TA)		Mathematics		Reading		Writing		Spelling, grammar, Punctuation	
	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %
All Pupils 54	100%	80%	100%	87%	100%	87%	100%	83%	98%	76%
FSM (49)	100%	70%	100%	80%	100%	83%	100%	79%	98%	71%
Boys (25)	100%	77%	100%	87%	100%	87%	100%	83%	98%	76%
Girls (29)	100%	83%	100%	87%	100%	91%	100%	91%	100%	84%
Non SEN (47)	100%	90%	100%	94%	100%	95%	100%	95%	100%	89%
SEN support (7)	100%	43%	100%	64%	100%	68%	100%	57%	100%	45%
Bangladeshi (47)	100%	83%	100%	89%	100%	90%	100%	89%	100%	87%
Black African (4)	100%	81%	100%	86%	100%	89%	100%	88%	100%	85%

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 (54)	29%	24%	53%	41%	51%	48%	40%	36%	85%	55%
FSM (49)	31%	13%	55%	28%	51%	34%	41%	22%	88%	43%
Boys (25)	12%	22%	54%	45%	35%	44%	19%	28%	81%	50%
Girls (29)	45%	26%	52%	37%	66%	53%	59%	44%	90%	61%
Non SEN (47)	33%	29%	52%	48%	56%	56%	46%	43%	88%	65%
SEN (7) without Statement	0%	3%	57%	13%	14%	17%	0%	6%	71%	17%
Bangladeshi (47)	30%	23%	57%	42%	53%	42%	38%	37%	89%	67%
Black (4)	25%	21%	25%	37%	25%	45%	50%	35%	75%	63%