**Fishponds CE Academy Equalities Objectives**

**Facts and Figures of our school 2021-22**

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|  | Fishponds CE Academy  (2021-22) | National |
| Total number of pupils on roll | 391 | 285 |
| **Girls** | 47% |  |
| **Boys** | 53% |  |
| **SEND** | 23% | 12.6% |
| **EAL** ( English as Additional Language) | 41% | 21% |
| **Ethnicity ( largest groups) nb school has 14 out of 17 possible ethnic groups Nat - 9** | | |
| WBRI | 44% ( 1% refused) |  |
| BME | 55% |  |
| **PP** | 28% | 23% |
| **Ever 6 FSM** | 27% | 23% |
| **School Deprivation indicator** | 0.24 | 0.21 |
| **Absence 2017/18 ( Ofsted Data Dashboard)** | 5.30% | 4.42% for schools in similar deprivation.  Nat Average – 8.7% |
| **Exclusions data for 2017/ 18 ( Ofsted Data dashboard)** | 2.11% FTE |  |
| **Incidents of bullying 20/21 (internal data)** | 7 *(from 4 terms as closed for 2)* |  |
| **Protected group incidents 21/21 (internal data)** | 18 *(from 4 terms as closed for 2)* |  |

From the data outlining the context of our school ( above) there needs to be work around attendance – reducing the % of persistent absence from 13 % and and reducing the levels of FTE being used in school.

Recent **Ofsted inspection** indicated that all children within the school feel a sense of community and believe that they are welcomed regardless of differences. ( see Ofsted report April 2018).

Recent **SIAMS inspection** report October 2019 indicated that our school had ‘ Exemplary inclusion, inspired by unconditional love, nurtures every child and many families, enabling them to flourish.’ And ‘ Pupils, staff, governors and churches live out the school’s vision every day. The generosity of spirit and loving care shared between and beyond all members of the school family are exemplary.’

**Attainment data** – The attainment data for KS2 ( ISDR 2017) last year indicates that there needs to be a significant increase in attainment across all groups but specifically the disadvantaged group. There was significant improvement during year 2019 with our combined being in line with national average. Our recent internal data shows some improvements in reducing the gap between non PP and PP attainment in reading. Home learning support is an issue for many PP groups and so the gap reduction has not been consistent.

**We have chosen the Equality Objectives below to work on to improve our school over the next 4 years:**

1. Increase attainment across the core subjects for all children (including the disadvantaged group) to ensure that end of year targets are met.

**Evaluation:** 2018/19 KS2 SATS results increased across all the subjects and so the school had made progress on this objective. For that last two years SATs testing was cancelled due to Covid so we continue to work to fill the gaps of children who have missed significant amounts of learning from school closures due to Covid. The school has appointed an Academic Learning Mentor, a School Based Tutor and reading assistant to support increasing attainment that has dipped as a result of school Closures and lockdown. There has been a negative impact on pupil attainment as a result of the lockdowns and school closures.

1. To increase levels of pupil engagement across the school resulting in increased attendance from 94.2% ( end of year figure for 2017/18) and improving our persistent absence rate.

**Evaluation 2020/21:**

School now has a robust system in place and has driven up attendance through increased monitoring, meeting and discussing needs of our families. This was a challenging year with yet more school closures. We worked hard to get parent confidence back and increased PP attendance initially until the 3rd wave came.

Attendance figures for end 2020/21: 95.3%

PP figures: 92.8%

Persistent absence: 13.08%

There is still a gap in PP attendance compared to Non-PP attendance so work in this area is still needed. Overall attendance has increased compared to previous years. Persistent absence is reducing but still above national.

1. To increase pupil engagement in terms of positive engagement with learning.

( Evidence – pupil voice, behaviour monitoring will indicate decrease in numbers of children are being issued with Fixed Term Exclusions)

**Evaluation 2019/20:** Decrease in FTE for the year. Figures for bullying remained low and similar to last year’s figures. SIAMS report October 2019 outlined positive relationships and engaged children.

**Evaluation 2020/21**

Figures for FTE: 13 suspensions for last year. Nb: school was also closed for 2 terms.

**Core visit T5 May 2021 indicated** ‘Strong, positive, supportive relationships are evident throughout the school between staff/children and children/children. There is a well-established culture of listening and respect.’

‘The needs of all children are met fully through carefully scaffolded learning opportunities. Subsequently, children were highly engaged and immersed in their learning with high levels of independence and a real love for learning.’ Evidence of improved pupil engagement with learning from Core visit Term 5.

**November 2021 Peer to Peer Review**

‘Fishponds has successfully built an inclusive culture and is an inclusive school. The very detailed SEND case studies provide some very good examples of the school’s commitment to inclusion and the positive impact this has on outcomes for pupils with SEND. This included children who had come to fishponds as a result of a breakdown in the relationship with their previous school. ‘

*Nb: These objectives were incorporated as part of our Post Ofsted Action Plan and are threaded through our current School Development Plan.*