



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Forest Lodge Academy

Equality Objectives 2020-2021

The equality acts require us to publish specific and measureable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve quality and tackle disadvantages.

Forest Lodge Academy became an Academy in January 2018 joining the LEAD MAT. The last Ofsted inspection took place in January 2015 as Forest Lodge Primary School, where the school was rated as good. Since the previous inspection in 2015, Forest Lodge Academy has made many improvements on our journey to improve the academy for both pupils and staff.

Forest Lodge were part of the Primary School Capital Building Programme and had a whole school rebuild, moving into the new building in September 2015 and increasing in size to 3 form entry, and will be at full capacity in 2021.

The Academy learning environment and site is highly stimulating with extensive grounds. The new build has had a remarkable impact on pupils, families and the community's views of the Academy. All of whom are immensely proud to be part of Forest Lodge Academy, and understand the rapid improvements the school has made, resulting in admission numbers rapidly increasing.

- The academy is a significantly above average sized primary school.
- Present numbers on role are 618 including a 60 place nursery.
- The percentage of girls is 48% and boys 52%.
- Free school meal eligibility (pupil premium) is 45% well above the NA.
- 42% of children are from ethnic minority backgrounds, with 21% of pupils whose first language is believed not be English, this is increasing year on year and is in line with the NA (21%).
- 14% of children receive SEN support broadly in line with the NA (12%).
- The academy deprivation indicator is 0.40 significantly above the NA (0.21%) and in the top 20% of all schools.
- The academy has had no exclusions in the last three years.

All objectives form part of the Academy Improvement Plan. All analysis carried out monitors all groups of pupils to ensure there is no discrimination and actions can be taken to improve pupils learning.

Objective 1	The equality objectives will be monitored through:
To continue to improve attendance figures to be in line with national figures. (all groups of pupils including disadvantaged)	<ul style="list-style-type: none"> ➤ Analyse attendance data weekly and inform pupils. ➤ Attendance figures will be analysed each half term, including vulnerable groups and actioned if necessary. ➤ Pupils discussion in assembly and in class and they can articulate how to improve attendance and the importance of it. ➤ Promote attendance through attendance board in assembly each week. ➤ EWO to monitor PA's and lateness with a particular focus on pupils moving into Year 1. ➤ Attendance ladders to be completed each week for individual pupils. ➤ Impact report will be completed each term for AGB.
Objective 2	The equality objectives will be monitored:
To improve the quality of pupils written and spoken vocabulary across the school in reading and writing. (Disadvantaged will be a focus due to PP funding)	<ul style="list-style-type: none"> ➤ All Reception classes will have chosen 5/6 children to take part in the first half of the NELI intervention. Results and support will be monitored for progress each session. ➤ Interventions for reading and writing monitored for progress SEND pupils. ➤ PP analysis carried out in reading and writing. ➤ High quality texts will be used consistently in all classes to improve the quality of vocabulary/writing. ➤ Pupils will be asked in discussion and questions and monitoring of engagement will be carried out to see if this has had impact.
Objective 3	The equality objectives will be monitored:
To develop pupil's characters, through an enriching curriculum, ensuring they become confident, resilient and independent learners within the school and without social, economic,	<ul style="list-style-type: none"> ➤ The curriculum ensures that pupils will develop their character by becoming confident, resilient and independent learners. Pupil Voice / Pupil Survey ➤ High quality pastoral support for both pupils and staff has been offered and accessed in relation to promoting positive wellbeing and mental health. ➤ Community / visitor feedback

ethnic or gender disadvantage.	
Objective 4	The equality objectives will be monitored:
To provide a wide range of enrichment opportunities to develop cultural capital and to nurture, enhance and stretch pupil's talents and interests, increasing the participation of particular groups in school activities.	<ul style="list-style-type: none"> ➤ A variety of extracurricular/enrichment curricular activities will be developed, following advice from school council and pupils will be given an opportunity to participate. Pupil Voice ➤ Talents and interests of all pupils will be collected by class teachers. ➤ Musical opportunities have been analysed to ensure that a mix of pupil groups access this. ➤ The sporting offer will have been written. ➤ Tracking of extra-curricular activities has been completed for each class and analysis of the participation has been measured to eliminate all forms of discrimination.
Objective 5	The equality objectives will be monitored:
To provide catch up support to all groups of pupils after missed education during the COVID – 19 closure to close the attainment gap between groups.	<ul style="list-style-type: none"> ➤ All teachers will carry out a gap analysis in reading, writing and maths within the first few weeks of returning to school. ➤ Planning will encompass missed learning objectives. ➤ Teachers / TAs will ensure pupils receive immediate feedback after sessions where there are mis-conceptions. ➤ Data analysis carried out half termly. ➤ HT / PP Lead to plan a strategy of improvement using COVID – 19 catch up funds for additional groups and 1-1 tutoring at lunchtimes or after school in areas where gaps and basic skills needs closing. ➤ Monitor the impact of the above to review whether interventions have closed the gap by the end of the year and pupils have achieved end of year expectations at a level which has reached their full potential.