



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Forest Lodge Academy

Equality Objectives 2021-2022

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 since construction.

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 600 including a 31 place nursery.
- The percentage of girls is 47% and boys 53%.
- Free school meal eligibility (pupil premium) is 41% well above the NA.
- 32% of children are from ethnic minority backgrounds, with 23% of pupils whose first language is believed not be English.
- 11% 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 2 exclusions in the last five 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 95.4%. (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"> ➤ A whole school priority is to reduce the language deficit; by ensuring vocabulary is a main focus in each curriculum theme. It is recognised that it is essential that this begins in early years and is being supported through the use of Word Aware and NELI (Nuffield Early Language Intervention). These interventions and teaching strategies allow for children to be explicitly exposed to vocabulary and it's meaning in order for them to become effective communicators. ➤ Also developing the SLAM project within school and SLA Historian, Artist etc ➤ 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. ➤ To develop oracy skills and the use and access to subject specific vocabulary across the curriculum.
Objective 3	The equality objectives will be monitored:
To develop pupil's characters, through an	<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

<p>enriching curriculum, ensuring they become confident, resilient and independent learners within the school and without social, economic, ethnic or gender disadvantage.</p>	<ul style="list-style-type: none"> ➤ 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
<p>Objective 4</p>	<p>The equality objectives will be monitored:</p>
<p>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.</p>	<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.
<p>Objective 5</p>	<p>The equality objectives will be monitored:</p>
<p>To continue 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.</p>	<ul style="list-style-type: none"> ➤ Teachers / TAs will ensure pupils receive immediate feedback after sessions where there are mis-conceptions. ➤ Data analysis carried out half termly. ➤ HT / PP Lead have planned a strategy of improvement using COVID – 19 catch up funds and National Tutoring funds for additional groups in school to support gaps and basic skills needs. ➤ Covid Catch Up and School Led Tutoring programmes, which have targeted pupils who had fallen behind and addressed these gaps quickly and effectively. ➤ Additional staff members were hired and placed based on areas of need, often covering class teachers as they ran high quality interventions to fill gaps.