

EQUALITY OBJECTIVES 2016-2019

The governing body of JHNA has agreed the following Equality Objectives:

Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
To further develop 'quality first' teaching to meet the learning needs of all children through schemes of work and lesson planning.	Improved quality of teaching in all classes and increased progress of children at risk of under-achievement.	Termly monitoring of quality of teaching and learning, including available teaching resources and deployment of Teaching Assistants.	Advance equality of opportunity	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age
<p>Review November 2019</p> <ul style="list-style-type: none"> • The Quality of Education is GOOD. • Teaching framework of 4 Key Questions and use of the class profile is fully embedded. Children are able to talk about their learning and next steps. • External support focussing on disadvantaged children making progress in Maths and Writing has been effective • Curriculum review July 2019 • Bespoke CPD programme for all staff • In the Moment Planning and Helicopter Stories effective in EYFS <p>Impact</p> <ul style="list-style-type: none"> • Quality of Education is GOOD with OUTSTANDING features • SIAMS May 2019 – GOOD • Inclusion Quality Mark March 2019 • IQM Centre of Excellence March 2019 • Family Champion Quality Standard – GOLD June 2019 • 100% teaching staff successful in Performance Management, strong link with bespoke CPD programme • KS2 outcomes continue with the 3 year upward trajectory • External moderation of pupils' work has shown that assessment judgements are accurate. OCC Moderation KS2 & EYFS • Assessment data is accurate and transparent at all levels, this has been validated through external consultants 				
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Continue to provide equal opportunities for all staff in terms of professional development and training.	That aspirations and training needs identified through the appraisal process are met.	Ensure all members of staff have participated in an appraisal process. Staff members have been given the opportunity to identify personal development points The needs that have been identified are addressed.	Advance equality of opportunity Foster good relations	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age
<p>Review November 2019</p> <ul style="list-style-type: none"> • Performance management system in place for all staff with clear targets linked to the Academy Improvement Plan. • An effective CPD programme is in place. • Bespoke CPD in place for all staff linked to their individual professional developmental needs. • Teaching assistants attend regular CPD and team meetings led by the SENCO. <p>Impact</p> <ul style="list-style-type: none"> • Teachers, TAs and HLTAs have specific agreed teaching and learning targets for the personal development. • Accountability at all levels has significantly improved. Rigorous self-evaluation and performance management systems ensures that weaknesses are promptly identified and acted upon. • Staff feel supported in their professional development, and feel there are far more opportunities for all to access • Quality of Education is GOOD with OUTSTANDING features • SIAMS May 2019 – GOOD • Inclusion Quality Mark March 2019 • IQM Centre of Excellence March 2019 • Family Champion Quality Standard – GOLD June 2019 • 100% teaching staff successful in Performance Management, strong link with bespoke CPD programme • KS2 outcomes continue with the 3 year upward trajectory • External moderation of pupils’ work has shown that assessment judgements are accurate. OCC Moderation KS2 & EYFS • Assessment data is accurate and transparent at all levels, this has been validated through external consultants 				
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To provide physical aids to access education through	For SEND objectives to be fully met in order that all	To work together with external agencies to identify	Advance equality of opportunity	<ul style="list-style-type: none"> ✓ Race ✓ Disability

SEND framework as required.	children have access to education	and meet the needs of individual children, as required.		<ul style="list-style-type: none"> ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age
<p>Review November 2019</p> <ul style="list-style-type: none"> • Rigorous referral and tracking systems embedded for outside agency support • EP priorities clear and linked to long term EHCP application plan • SEND phase meetings involving HSLW/Phase Leaders/Teachers/SENCO/Behaviour • SEND learning walks and book scrutiny quality assurance • Visual Stress screening, books and overlays used across the school • Outreach from Unicorn delivered staff meeting and parent workshops • Outreach from Northern House to support high impact children • Intervention and provision mapping termly with baseline and review systems • Individual provision tracking monitoring PP and SEN children • Pupil Progress meetings with clear focus on disadvantaged groups • Pupil Profiles embedded and reviewed with parents and staff through SEND reviews running alongside Pupil Consultation evenings • Behaviour passports (pupil centre, risk assessment, positive handling plan and stages of crisis) for high impact children across the school • Fully qualified SENCO now providing high quality outreach to other schools • Support from Home School Link Workers • Supporting families through EHA process with clear links to SEND provision <p>Impact</p> <ul style="list-style-type: none"> • Systems in place to ensure appropriate provision for each child in place and improves outcomes • Relevant staff are aware of provision, ensuring consistency for children • 97% of parents feel that the school provides the education that meets their children’s particular needs • Well-being strategy in place • Learning is targeted to the individual needs of children • Disadvantaged children achieve well because tailored support ensures that gaps in their learning are addressed fully • SIAMS May 2019 – GOOD • Inclusion Quality Mark March 2019 • IQM Centre of Excellence March 2019 • Family Champion Quality Standard – GOLD June 2019 				