

Equality report

2024-2028





Glade Academy Equality report 2024-2028

At Glade Academy we are committed to inclusive education and believe that all children have the right to a broad and well-balanced curriculum under the National curriculum.

All children can make good progress if their needs are correctly identified and provided for with appropriate levels of resource.

Contents

Equality Objectives.....	1
Our Equality statement:.....	1
Our values and ethos	2
The Equality Act 2010	2
SEND and Disadvantaged Leads	3
Behaviour Policy and discrimination	3
Equality of opportunity.....	3
Equal Opportunities Employer	3
Maths Data	3
Reading Data	4
Writing Data.....	4
Complaints Policy.....	4

Equality Objectives

1. To regularly monitor and analyse individual pupil achievement and progress, acting on patterns in the data that require additional support for pupils.
2. Liaise effectively with preschools to ensure that children beginning their time in the school have an equity of opportunity to thrive and obtain GLD, particularly regarding speech and language needs.
3. Build a curriculum which challenges all children and enables all children to be successful, using precision teaching and pre-teaching where necessary.

Our Equality statement:

Glade Academy takes its commitment to eliminating discrimination seriously, the annual Equalities Impact Statement is part of our duty to promote Equality. At Glade Academy we promote and accept the differences between people through activities such as:

- Learning how we should treat each other respectfully, fairly and politely around the school.
- In PSHE we learn about different types of friendships, our responsibilities to each other, understanding and respecting other people’s needs, studying different communities around the world, challenging stereotypes...with a focus on bullying, what it is and how to stop it.
- The teaching of R.E., focusing on learning about different faiths whilst promoting a wider understanding and respect of the differences in the world around us.
- Lessons, activities, and clubs within the school are planned so that all children can have equal access and opportunities.

Our values and ethos

Glade Academy's Core Values are Respect, Resilience and Teamwork.

We are passionate about teaching and modelling for our children the importance of showing respect to everyone and we reinforce this belief throughout the school day; we also ensure we teach this explicitly through assemblies, religious education lessons and PSHE lessons. Children respond positively to learning about, and learning from other religions and cultures: they have had opportunities to partake in some activities around these including Diwali, Ramadan, Christmas, and Chinese New Year.

All three core values are regularly focused on, in an age appropriate way, through our work on 'Behaviours for Learning' throughout the school.

Furthermore, our core values are also promoted throughout the school day whenever opportunities present themselves; for example, we take note of how the differences between people help to make a team more successful as exemplified by our own school staff, elite sports teams and government.

The Equality Act 2010

As outlined in the Equality Act (2010), there are several protected characteristics which are:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

At Glade, we fully support equality and equity of opportunity. We pursue equality of opportunity through quality-first teaching in the classroom, we also ensure that those whose circumstances result in reduced opportunities to succeed still have a fair chance: this is achieved through precision teaching, pre-teaching, support organised following referrals to our Student, Staff and Family Support Team (SSaFS Team) and invitations to breakfast club although this list is not exhaustive.

We also strongly believe in the potential in every child and the headteacher meets with the teaching staff termly on an individual basis to discuss each child's progress. In addition to this, data is analysed to compare different interest groups: boys, girls, SEND, EAL and Disadvantaged. Trends are identified and targets are put in place to address any underperformance.

As a school, we have a firm belief in empowering all individuals and celebrating the successes of all in our community. Using assemblies and lessons, we raise awareness of stereotypes and challenge these. Teaching and support staff also:

- promote an inclusive and collaborative ethos in their classrooms, based on our core values of respect and teamwork.
- challenge prejudice and discrimination, using opportunities to discuss and educate children around any misconceptions they may have.
- deal fairly, sensitively and professionally with any prejudice-related incidents that may occur, ensuring that these are dealt with promptly.
- plan and deliver curricula and lessons that reflect the school's values, using a variety of role models.
- hold the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- support pupils in their classes through adapted planning and teaching, especially those who may (sometimes temporarily) find aspects of their learning difficult.

SEND and Disadvantaged Leads

In addition to the bullet points raised above, we also produce annual SEND and Disadvantaged plans which reflect the current situation at the school and set targets for how they will continue to drive up standards.

The SENDCo is released from class for two days a week to fulfil her role and part of this is reviewing progress and checking on provision for children. If a child has a SEND they will also receive additional support through precision teaching - the impact of this is measured using pupil passports which are reviewed half termly in collaboration with families and the children themselves.

The Disadvantaged lead has half a day every fortnight to monitor the effective delivery of the strategic plan. As part of the plan, all pupils who come under the focus group of disadvantaged are also in receipt of a pupil passport (reviewed termly) and the work completed with them is monitored by the disadvantaged lead through book looks and pupil perception interviews.

Behaviour Policy and discrimination

Our Behaviour Policy outlines the steps that we take to address bullying. We maintain an attitude of “it could happen here” and recognise that any form of bullying will have an impact on the individuals involved.

In the case of bullying that is targeted at any of the protected characteristics, the incident must immediately be reported to the headteacher. These will be dealt with as necessary and the relevant parents / carers will be informed. Incident forms are filled in and returns are made annually to Suffolk County Council.

For more information, please see our behaviour policy.

Equality of opportunity

We communicate openly and ensure that communication is not limited to only forms of technology, such as text, email, social media and/or website, but also through letters. This enables those who do not have technology to have an equal opportunity to clubs, vacant governor positions and other vital information to be shared in the community.

Throughout the pandemic, those families who were unable to access online learning were either invited in as vulnerable learners or provided with learning packs which were delivered by school staff to their door.

Glade Academy does not discriminate when taking new pupils on roll. We welcome all applications to join our school. Our admissions process is outlined in the Trust admission policy.

Equal Opportunities Employer

We welcome applications from all suitably qualified applicants and, when shortlisting, do not receive any identifiable personal details. All candidates are required to meet the same person specification regarding the role they are applying for and shortlisting is usually completed by the principal and deputy principal, who are safer recruitment trained.

All staff appointments and promotions are made based on merit and ability and in compliance with the law.

We ensure that all staff, including assistant teachers, midday supervisor assistants, site maintenance and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Reading Data

Reading	Whole cohort	Disadvantaged	Boys	Girls	EAL	Special Needs
EYFS (2024 entry)						
Year 1 (2023 entry)	79%	65%	78%	80%	50%	51%
Year 2 (2022 entry)	63%	50%	67%	55%	50%	50%
Year 3 (2021 entry)	91%	88%	81%	100%	67%	66%
Year 4 (2020 entry)	96%	100%	100%	95%	86%	100%
Year 5 (2019 entry)	94%	100%	88%	100%	100%	80%
Year 6 (2018 entry)	66%	66%	47%	93%	80%	26%

- Disadvantaged data is in line with whole cohort data in years 3, 4, 5 and 6, and is below whole cohort data in years 1 and 2 (progress made by these children will be demonstrated through their Pupil Passports)... our Disadvantaged Lead will need to look into the reasons for this and ensure that Pupil Passports for disadvantaged children are tailored specifically to their needs...monitoring future progress carefully;
- Boys' data is in line with whole cohort data in years 1, 2 and 4...it is below whole cohort data in all other year groups. It will be important to explore the reasons for this in termly pupil progress meetings, and then to tailor interventions to needs...monitoring future progress carefully;
- Girls' data is in line with whole cohort data in years 1 through to 5...it is above whole cohort data in Year 6;
- EAL data is above whole cohort data in Years 5 and 6...and below whole cohort data in all other year groups. It will be important to explore the reasons for this in termly pupil progress meetings, and then to tailor interventions to needs...monitoring future progress carefully;
- Data for SEND children is below whole cohort data in all year groups other than Year 4...progress for these children will be evidenced through their targeted interventions and Pupil Passports.

Writing Data

Writing	Whole cohort	Disadvantaged	Boys	Girls	EAL	Special Needs
EYFS (2024 entry)						
Year 1 (2023 entry)	75%	64%	78%	74%	50%	37%
Year 2 (2022 entry)	46%	25%	47%	44%	50%	0%
Year 3 (2021 entry)	53%	63%	54%	50%	33%	17%
Year 4 (2020 entry)	78%	86%	50%	86%	57%	50%
Year 5 (2019 entry)	58%	50%	41%	78%	75%	20%
Year 6 (2018 entry)	67%	67%	53%	87%	70%	13%

- Disadvantaged data is in line with whole cohort data in years 5 and 6...it is above whole cohort data in years 3 and 4. It is below whole cohort data in years 1 and 2 (progress made by these children will be demonstrated through their Pupil Passports)... our Disadvantaged Lead will need to look into the reasons for this and ensure that Pupil Passports for disadvantaged children are tailored specifically to their needs...monitoring future progress carefully;
- Boys' data is in line with whole cohort data in years 1, 2 and 3...it is below whole cohort data in all other year groups. It will be important to explore the reasons for this in termly pupil progress meetings, and then to tailor interventions to needs...monitoring future progress carefully;
- Girls' data is in line with whole cohort data in years 1, 2 and 3...it is above whole cohort data in all other year groups;
- EAL data is in line with whole cohort data in Years 2 and 6...and above whole cohort data in Year 5. It is below whole cohort data in years 1, 3 and 4. It will be important to explore the reasons for this in termly pupil progress meetings, and then to tailor interventions to needs...monitoring future progress carefully;
- Data for SEND children is below whole cohort data in all year groups...progress for these children will be evidenced through their targeted interventions and Pupil Passports.

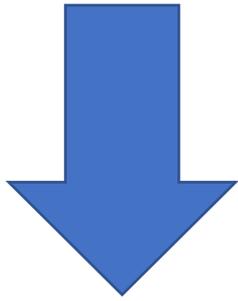
Maths Data

Maths	Whole cohort	Disadvantaged	Boys	Girls	EAL	Special Needs
EYFS (2024 entry)						
Year 1 (2023 entry)	58%	57%	56%	73%	50%	25%
Year 2 (2022 entry)	75%	38%	60%	44%	50%	50%
Year 3 (2021 entry)	76%	75%	63%	90%	67%	34%
Year 4 (2020 entry)	88%	86%	84%	90%	71%	83%
Year 5 (2019 entry)	61%	75%	65%	57%	87%	20%
Year 6 (2018 entry)	74%	67%	47%	80%	70%	38%

- Disadvantaged data is in line with whole cohort data in years 1, 3 and 4 and is above whole cohort data in year 5...it is below whole cohort data in all other year groups (progress made by these children will be demonstrated through their Pupil Passports)... our Disadvantaged Lead will need to look into the reasons for this and ensure that Pupil Passports for disadvantaged children are tailored specifically to their needs...monitoring future progress carefully;
- Boys' data is in line with whole cohort data in years 1, 4 and 5...it is below whole cohort data in all other year groups. It will be important to explore the reasons for this in termly pupil progress meetings, and then to tailor interventions to needs...monitoring future progress carefully;
- Girls' data is in line with whole cohort data in years 1, 3 and 6...it is above whole cohort data in Year 5, and below whole cohort data in years 2 and 4. It will be important to explore the reasons for this in termly pupil progress meetings, and then to tailor interventions to needs...monitoring future progress carefully;
- EAL data is above whole cohort data in Year 5...and below whole cohort data in all other year groups. It will be important to explore the reasons for this in termly pupil progress meetings, and then to tailor interventions to needs...monitoring future progress carefully;
- Data for SEND children is below whole cohort data in all year groups other than Year 4...progress for these children will be evidenced through their targeted interventions and Pupil Passports.

Complaints Policy

We work hard to support all our children but sometimes parents have concerns which they do not feel are addressed. If you have any complaints, please follow the usual complaints policy: an outline is provided below:



Informal: The Academy will take informal concerns seriously and make every effort to resolve the matter quickly. It may be the case that provision of or clarification of information will resolve the issue. The complainant should raise the complaint as soon as possible with the relevant member of staff or the Principal, either in person or by letter, telephone or email. If the complainant is unclear who to contact or how to contact them, they should contact the Academy office.



The formal stage involves the complainant putting the complaint to the Principal and/or the subject of the complaint: In a letter or email through a third party acting on their behalf in writing by letter or email.

The complainant should provide details such as relevant dates, times and the names of witnesses of events, alongside copies of any relevant documents. The complainant should also state what they feel would resolve the complaint.

If complainants need assistance raising a formal complaint, they can contact the Academy office as appropriate. The Principal (or other person appointed by the Principal for this purpose) will then conduct their own investigation. The written conclusion of this investigation will be sent to the complainant within twenty school days.

SENDCo: Mrs. Fiona McCaghrey

Disadvantaged Lead: Tracey McCarthy

Head Teacher: Tracey McCarthy