



## Equality Objectives

Public bodies are required to publish at least one, or more, equality objectives by 6 April 2012, and at least every four years after that. The objectives need to be published and therefore they should be written in a reasonably accessible format either as an individual document or as part of another report. As a matter of good practice, objectives should have five features – specific, measurable, achievable, relevant and time-limited. The first two of these, specific and measurable, are explicitly mentioned in legislation.

In accordance with the above and our own Equality Policy, we have reviewed these targets in Autumn 2020. They are as follows:

Objective	Rationale	Evidence Base
To raise the attainment of boys' at Key Stage 2 such that the gap with girls is closed	Percentage of boys achieving Level 4 in (all of) KS2 Reading, Writing and Maths lags behind girls in all years from 2011 to 2015. The same gap exists for pupils achieving level 5 in all.	Statutory test results and, Teacher Assessment (Writing). ASP, FFT Data Dashboard, Notts CC Performance Handbook
To raise the number of Disadvantaged Pupils achieving higher levels of attainment at key assessment points.	Disadvantage pupils consistently achieve in-line with non-disadvantaged within the school at the Age Related Expectation, but not at the higher levels. No Disadvantaged pupils achieving GD combined at KS2 in 2018, 2019 or 2020.	Assessment data, evidence of interventions.
To develop a work-force that is more representative of our community with regard to diversity	BAME, LGBT+ are under represented on the work-force in terms of numbers and/or role-types.	Increase in number of workforce from minority groups from baseline of (at July 2020): 1 x BAME TA 1 x BAME Play Worker
To foster positive relationships between different communities within our school and locality	To maintain positive relationships in our culturally diverse locality. To reduce the likelihood of radicalisation. To respond to the Black Lives Matter Agenda	Evidence of activities designed to include all communities and to emphasise commonalities. Newsletters, social media posts, lesson plans, school diary, feedback from parents/carers. Records of staff training/CPD. Audit of resources for diversity. Curriculum planning and outcomes.