

The Marlborough Science Academy Equality Objectives and Action Plan Review

Objectives	Actions	Who will be involved?	Timescale	How will we measure our success?
<p>To raise the attainment of disadvantaged students and vulnerable students</p>	<p>Pupil Premium monitoring Progress</p> <p>Mentoring roll out for Year 11 and data analysis by progress through line management</p>	<p>SLT SENCO</p> <p>Subject leaders</p> <p>Subject teachers</p>	<p>Medium term</p>	<p>Progress data shows improved outcomes and diminishing differences as a trend</p> <p>Learning walks and data analysis shows evidence that all learners access the work and are provided with sufficient challenge and support.</p> <p>Students feel well supported - objective feedback from external sources, learning counts interviews, parental feedback</p> <p>External professionals brought in to support individuals as and when required</p>
<p>Analysis of pupil premium pupil progress 2023/24 indicates that across English, Maths, Ebacc subject and the Open curriculum students are within confidence limits of making expected progress. The most progress is made in Maths and the least progress is made in the open curriculum. Learning scrutiny has revealed no significant difference in the learning in the student books of disadvantaged students compared to those that are not.</p>				

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To improve the attendance of all students to 96%	Engagement with parents Review rewards PP, DSEN attendance highlighted on Sims Homepage Data analysed and taken to SLT weekly. AIO meeting Deputy Head teacher on a regular basis All parents written to explaining importance of attendance and procedures. Targeted support for individual families	SLT DoL Form tutors Attendance improvement team AIO	Medium term	Progress data shows improved outcomes and diminishing differences. Students feel well supported learning counts interviews, parental feedback. External professionals brought in to support individuals as and when required Family engagement worker and student coach are working to support with all vulnerable students, and support prejudice based behaviour.
Current attendance figures fall short of the 96% aspiration with overall attendance running at 92%. Female attendance is running 0.9% above male attendance. Students with EAL have better than average attendance. Disadvantaged and SEN students' attendance is significantly below the average school attendance. Students who are eligible for PP also have attendance significantly below the average attendance. Focus should be given to raising the attendance of these groups of students.				

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<p>Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. Increase in students' participation, confidence and achievement levels i/c SMSC / PSHCEE leader school displays across all year groups Ensure all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), assemblies, fund raising, etc</p>	<p>All ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</p>	<p>All staff who lead assemblies</p>		<p>Ongoing students show greater awareness of other cultures. Increase in student participation, confidence and positive identity – – monitor through PSHCEE Diversity in school council membership school council involvement in whole school initiatives school council page on the website developed an suggestions box on the websites accessible to all students</p>
<p>Analysis of pupil premium pupil progress 2023/24 indicates that across English, Maths, Ebacc subject and the Open curriculum students are within confidence limits of making expected progress. The most progress is made in Maths and the least progress is made in the open curriculum. Learning scrutiny has revealed no significant difference in the learning in the student books of disadvantaged students compared to those that are not. The gap between PP and non PP students in 2023-24 was 0.97, this year it is 0.78 showing an improvement of 0.19.</p>				

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Curriculum to offer opportunities to celebrate cultural events throughout the year based on the current ethnic breakdown within our school community and with the input of the student diversity branch of the school parliament. Such celebrations may include Black History Month, and Gypsy, Roma, Traveller History Month, Holocaust Memorial Day, LGBT History month etc..	<p>JGS and EWR to meet with the student diversity group to plan events.</p> <p>JGS and EWR to complete an audit of the current curriculum map in each subject, specifically exploring the diverse nature of the learning journeys and action plan.</p>	JGS/EWR	Medium term	<p>Evidence of the celebration of cultural events evident in books, displays and on the plasma screens</p> <p>Evidence of the diverse nature of the school community within the curriculum.</p> <p>Additional resources created and employed throughout the year to add to the current provision within each Faculty.</p>
Review Information				

Currently EWR and JGS are reviewing the curriculum provision in order to explore further resources for specific subjects with ideas for starter activities, quizzes, and short exploration videos.

- Diversity group of selected students trained.
- Students organized events such as World Religion Week, Black History Month and LGBT awareness.
- A meeting room has been provided in the school for the GSA (Gay, Straight Alliance) group.
- Sixth form led prayer rooms have been implemented at lunchtimes on a Friday.
- Students actively participated into a review into ethnicity and diversity in the school