

The Equality Act 2010 requires us to publish specific and measurable 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 equality and tackle disadvantages and should be read in conjunction with Marlborough's School Development Plan 2018-2019.

	OBJECTIVE	LINK TO SCHOOL DEVELOPMENT PLAN	HOW EACH OBJECTIVE WILL BE MONITORED
1.	<p>To further reduce the progress gap between disadvantaged children entitled to the Pupil Premium in the school and those not experiencing such barriers to learning. The overall aim is for all children to achieve at least 6 steps progress in English and Mathematics.</p>	<p>1. OUTCOMES FOR PUPILS</p> <p><i>Raise standards across the curriculum so that all children achieve and make good and better progress which meets the school's high expectations of all learners.</i></p> <p>Within the EYFS setting for teachers to engage learners, particularly boys, in reading and writing (1.1)</p> <p>Continue to work to ensure good and better rates of pupil progress, with a particular focus on disadvantaged, SEND and more able learners (1.2)</p> <p>Heighten progress rates of high prior attainers so that they achieve end of year expectations in mathematics (KS2) (1.3)</p> <p>2. LEARNING, TEACHING AND ASSESSMENT</p> <p><i>Provide a challenging curriculum, with high quality teaching, expectations and appropriate feedback.</i></p> <p>To continue to develop the curriculum design and content policy (2.1)</p> <p>Ensure that all teachers have a clear understanding of the level of demand for children to acquire age related expectations in all curriculum areas (2.2)</p> <p>Improve the level of demand routinely expected of pupils of all abilities by staff throughout the school (2.5)</p>	<ul style="list-style-type: none"> • Termly data analysis and tracking of all children, including disadvantaged children. • Senior Leaders to monitor all data. • Provision maps to be updated regularly to ensure all disadvantaged children are receiving the right support and making expected progress. • Classroom observations. • Planning and book scrutinies • Learning walks • Pupil voice questionnaires. • Review of action plans and termly • Diminishing differences termly report and analysis • Impact evaluations linked to SDP • Review and evaluation of the SDP
2.	<p>All SEN and vulnerable groups of children make expected progress in English and Mathematics.</p>	<p>3. PERSONAL DEVELOPMENT, WELFARE AND BEHAVIOUR</p> <p><i>To ensure a safe and happy learning environment where children are confident about where they are in their learning journey, where they are going and what they need to do to achieve success.</i></p> <p>Teachers support pupils' understanding of the progress they make (3.1)</p> <p>Scrutinise the attendance data to identify strengths and weaknesses in attendance by sub-groups (3.2)</p> <p>4. LEADERSHIP AND MANAGEMENT</p> <p><i>Ensure that leaders at all levels demonstrate a deep and accurate understanding of the school's effectiveness, informed by the views of pupils, parents and staff. Leaders utilize this knowledge to keep the school improving, by focusing on the impact of actions in key areas.</i></p> <p>Raise the achievement of disadvantaged and underperforming pupils so that they make accelerated progress from low starting points (4.1)</p> <p>To further develop middle managers' monitoring, evaluation and action planning (4.3)</p> <p>Governors focus constantly on achievement and challenge. They ensure all monitoring is focused and planned leading to evaluations that inform future decisions (4.4)</p> <p>5. EFFECTIVENESS OF EARLY YEARS</p> <p><i>To create an enabling curriculum and learning environment that meets the needs of all learners</i></p> <p>Accurate baseline and ongoing assessment and progress to inform individual targeting and provision at different starting points (5.1)</p> <p>Ensure that the curriculum is engaging and focuses on developing skills, knowledge and concepts being learnt (5.2)</p> <p>To strengthen work with external partners and the wider community to broaden the curriculum and experiences for all children (5.3)</p>	<ul style="list-style-type: none"> • Monitor personalised planning and provision regularly • Monitor the impact of outside and in house SEND training for impact half termly. • Monitor impact of provision through use of provision maps for reading, writing and mathematics. • Classroom observations. • Pupil voice questionnaires. • ECAR meetings, PM, data analysis, provision analysis. • Review of termly standards and achievement report • Diminishing differences termly report and analysis • Review of action plans and termly impact evaluations linked to SDP • Review and evaluation of the SDP