

Equality Report for Year 2022-23 (July 2023)

Figures taken from the Inspection Data Summary and current data on our SIMs system

Brookside Academy is a larger than average school offering provision within the 0 – 11 age range including a 50 place Specialist Provision and all year-round Holiday provision for children with SEND aged 5 to 18. In 2022 the Ofsted Inspection Summary report said there were 501 pupils on school roll. This did not include all Nursery figures. Data in July 2023 shows:

Phase	NOR	Capacity
Nursery 0 – 2*	31	94 – from 75 due to Nursery closures
Nursery Other*	125	
Mainstream Rec – Y6	420	420
Specialist Provision	53**	50
Total Number of Roll / Capacity (Not including Nursery)	473	470

* Not all children attend Nursery every day or all day. There is a mix of days and times. Nursery is open from 7:30am to 5:30pm including in the school holidays.

** Includes two transfer placements for September 2023 who we are supporting now. Plus, one child who is on Brookside's registers but is currently with adoptive family in another county. They have a school placement for September 2023.

Brookside Academy is currently at PAN in mainstream and oversubscribed in Specialist provision.

The Academy has a remarkably diverse intake from a large catchment area – due to Specialist Provision where transport is provided in most cases. We have some children who live more than 20 miles away.

The Academy location deprivation indicator was in quintile 2 (least deprived) of all schools (With 4 being most deprived and 1 least). Specialist Provision has a significantly higher proportion of children who receive EVER 6 funding

Ever 6 at 19% is close to the national average. Within Specialist Provision the figure is 48% (Significantly above). Within Mainstream the figure is 15.4% (Below).

The progress and achievement of children on Ever 6 is typically below the Academy average between 1.8 and 1.9 but above the National expected on Insight (Our tracker) of 1.5 at between 1.6 and 1.8.

There is no obvious way to measure and compare the progress and achievement of children attending our Specialist Provision. There is no national data to compare it with.

The Academy has a process in which families who request additional financial support meet with a member of staff (Usually the head teacher) to look at what support can be provided. This includes the costs of clubs, camps and trips.

Ethnicity

Brookside Academy welcomes and celebrates having children from all cultures and ethnicities and has children from minority ethnic groups. 13 out of a possible 17 ethnic groups. But the largest group is White – British at 84%.

We have children who have refugee status and come from countries such as Ukraine. 6.2% of our children do not have English as their first language, compared to 17% nationally. Our children speak a variety of other languages at home including Urdu, Polish and Ukrainian.

Sex

Brookside Academy has 47.5% Boys and 52.5% girls on our roll.

Disability

21.3% of students at Brookside have SEND (101 pupils). National 17.2%

There are 61 EHCPs (12.9%) National 4.2%

40 SEN Support (8.4%) National 13%

Disabilities include:

Moderate Learning Difficulty

Severe Learning Difficulty

Profound & Multiple Learning Difficulty

Social, Emotional and Mental Health

Speech, Language and Communication needs

Visual impairment

Physical difficulty

Autistic Spectrum Disorder

All staff are responsible for meeting the needs of these students.

There is accessible disabled toilets available to Students with short or long-term medical needs and there is a lift to support students who require additional mobility support.

Sexual Orientation and Gender Reassignment

The Academy does not collect information on the sexual orientation of students. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's file and confidentially maintained. No data is collated by the school about gender reassignment.

Religion

All Year groups show a similar religious profile with all major religions represented. 4 major religions are followed. The biggest return is No Religion. The largest major religion followed is Christian.

Assemblies and the curriculum at various times of the year celebrate all major religions.

No data is collected or held by the school about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer or student.

Attendance

Attendance is currently – 93.8%(National 94.1%)

Mainstream only attendance – 94.9%

This does include Specialist Provision – 85.2% (National 86.9%). Where children are still registered at Brookside even when they are not attending. (E.g Children being adopted and without a school place)

Mainstream Students' attendance is above the national average and is monitored on a weekly basis and analysed in order to target individuals who need support in improving their attendance. There is a system of letters sent out through the year to alert parents and careers to attendance causing a concern. If this does not approve, they meet with the head teacher to discuss improvements, or support needed.

Overall absence for 2022/23 was 6.2%.

Since Covid-19, absence is lower than pre pandemic levels for us and nationally.

Exclusions and incidents

There was no permanent exclusion at Brookside Academy this year.

The number of fixed term exclusions has reduced dramatically on 2021/22 figures which were high. There have been 17 sessions (8.5 days) of exclusions (Compared to 129 sessions – 64.5 days). All exclusions are in specialist provision (Children with EHCPs). All incidents included physical assaults on adults as well as other official categories.

There have been no exclusions in the mainstream part of the school. This is a result of positive behaviour management strategies, good relationships, and through restorative justice approaches.

The percentage of exclusions for different groups of students are above national comparisons.

The school records and acts upon all incidents which contravene its Equality Policy. There have been a very small number of incidents where the school's Equality Policy has been breached by students (Racist language). Sanctions and restorative sessions have been swift and efficient and have involved parents where appropriate. All incidents have been reported through the appropriate procedure including alerting the Local Authority.

Attainment

At Brookside Academy most ethnicities perform better (2 - Insight data tracker) than the Academy expected level (1.8 - Insight data tracker).

There were no significantly underachieving ethnic groups when last recorded (July 2023). We have high academic expectations of all students, and deliver a curriculum that is broad, balanced, and rich.

Equality objectives 2022 - 23

To promote understanding and respect for differences

- To narrow the attendance gap for Pupil Premium and FSM children and continue to review and support attendance for all other groups so that they are over 95%
- To improve EAL provision for new arrivals at the early stage of English acquisition
- To continue to monitor and analyse pupil achievement by race, gender, socio-economic background and disability and act upon any trends or patterns to ensure quick and effective support is given so that those trends are in line with peers across the school

- To ensure our taught curriculum (in and out of school) promotes and delivers on equality of opportunity and that it promotes a diverse and positive learning experience.
- SEN Support children are significantly behind their peers and we need to be more strategic in identifying where we can make progress
- Whole school writing PP is slightly behind age expected (1.8) and the GAP is wider than the whole school (1.7 – 2.1) – to narrow that GAP.
- Boys reading though in line with national boys is significantly behind females
- Attendance for disadvantaged children is still too low and needs to narrow in line with National and School attendance 2019 Overall 95.8% 2019 PP = 93.5% 2019 FSM = 92.4%

Equality Information – Staff

Ethnicity

The distribution of ethnicities at Brookside Academy does not represent the national picture with only 3.3% belonging to a black, Asian, mixed or other ethnic group compared to the national (18%)

Sex

At Brookside there is a male to female ratio of 1 to 11 (10 males and 103 females). Staff are paid in relation to job specification, number of days' employment and level of responsibility regardless of gender and ethnicity. The highest paid member of staff is male (Head teacher).

Disability

In 2023 there was 1 members of staff that have registered a disability with the Academy and 3 who preferred not to say.

Sexual Orientation and Gender Reassignment

In general, no data is collected or held by the Academy about sexual orientation or gender reassignment in the staff population. However, our application forms ask for optional information about sexual orientation. If successful applicants have completed this, it is recorded on their employee profile on our personnel/payroll providers portal.

Religion

There is not a wide range of religions and beliefs within the Academy. The Academy does not routinely collect or hold this information, unless specifically requested by a member of staff. The school's absence policy allows time-off for major religious observance days for all faiths.

Marriage and civil partnership

No data is collected or held by the Academy about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

Pregnancy, maternity and paternity

The Academy operates the council's policies for maternity leave, paternity leave and flexible working (reduced hours). All pregnant staff have a meeting to assess their individual needs and steps are taken to ensure these are met. In 2022-23, 3 people had maternity leave. There have been no paternity leaves taken so far this year.

Training opportunities

The amount of time spent by staff on training activities and CPD are in the same ratio as the proportion to the workforce with regard to Sex and Ethnicity. Opportunities are offered across roles regardless of Sex or ethnicity but appropriate to the job role.

Equality Objectives

To promote understanding and respect for differences

- To narrow the attendance gap for Pupil Premium and FSM children and continue to review and support attendance for all other groups so that they are over 95%
- To improve EAL provision for new arrivals at the early stage of English acquisition
- To continue to monitor and analyse pupil achievement by race, gender, socio-economic background and disability and act upon any trends or patterns to ensure quick and effective support is given so that those trends are in line with peers across the school
- To ensure our taught curriculum (in and out of school) promotes and delivers on equality of opportunity and that it promotes a diverse and positive learning experience.

Actions to consider for the next Equality Objectives in 2023:

- There were no specific EO for staff and this will be addressed in the next set of targets
- As an Academy with a Specialist Provision is there scope to represent this more openly within the staffing structures and ethos?
- Attendance is an ongoing challenge – how are we going to meet this need within specific EO challenges?
- How does training specifically impact upon the outcomes of children
- The proportion of exclusions are all within the Specialist Provision and most vulnerable children – more detail and understanding about how we have developed this (To reduce exclusions) and how we are going to continue to meet the very challenging need within this area.

Review of Equality Objectives

In order to further support pupils, raise standards and ensure inclusive teaching we set the following objectives for 2019 – 2023.

Within this time frame the Covid 19 pandemic did impact upon the Academies ability to fully evidence, or effectively deliver in all areas. This was especially evident in attendance which post pandemic is still below pre pandemic levels.

• To promote understanding and respect for differences

There was a reduction in reported incidents of racism within the target cycle. With 1 report in 2023. Down from 5 reports in 2017.

The Brookside curriculum openly addressed key issues around 'diversity' with a range of books purchased in key stage two exploring these areas. There was also a dedicated display in the key stage corridor on diversity and is now a key issue explored in the curriculum and assemblies.

The Academy rule of be kind is very well understood by children – as reflected in pupil voice sessions and the pupil survey.

- **To narrow the attendance gap for Pupil Premium and FSM children and continue to review and support attendance for all other groups so that they are over 95%**

We did not achieve this. In fact, the gap has widened.

PP gap between overall attendance 2019 - 2.3 - in 2023 it is - 5.1

FSM gap between overall attendance 2019 – 3.2 in 2023 it is – 6

Post pandemic the gap has widened. There are some reasons for this including children On Roll but waiting placements due to adoption where there is no school available. Two incidents where parents will not send their child to school whilst requesting different schools through the EHCP process with the LA.

Despite these complexities there is a wider issue the Academy needs to address in the next set of Equality Objectives regarding Pupil Premium and FSM attendance.

- **To improve EAL provision for new arrivals at the early stage of English acquisition**

With a new pupil joining the Academy with no English in 2021 we have been able to use evidence such as Phonics and KS1 outcomes to clearly show how our provision has shown progress and good outcomes in this area.

- **To continue to monitor and analyse pupil achievement by race, gender, socio-economic background and disability and act upon any trends or patterns to ensure quick and effective support is given so that those trends are in line with peers across the school**

There is some data (though not currently significant) showing that boys outperform girls and boys nationally in writing (No More Marking data 2023).

An analysis of SATs data 2023 will also be needed but will not be available until September 2023. Internal data looks promising.

- **To ensure our taught curriculum (in and out of school) promotes and delivers on equality of opportunity and that it promotes a diverse and positive learning experience.**

Curriculum leaders have made a specific effort to widen the scope of diversity issues covered across the curriculum. For example, there has been a focus on the role of women in Science and Computing. The local curriculum has also focussed upon Human Rights movements and a more diverse curriculum than in previous years.

Due to our school also being a Specialist Provision it is clear that our children (Especially our House Captain ambassadors) can speak to visitors with a deep understanding of the positives and challenges of SEND.

- **SEN Support children are significantly behind their peers and we need to be more strategic in identifying where we can make progress**

We have increased capacity in this area and will be training a new member of staff in this area. There is a more focussed and strategic look at interventions (Especially reading) and a hard focus on improving and celebrating these interventions. This is showing clear progress for key children across the Academy, as well as highlighting earlier when an intervention is not having the desired impact.

- **Whole school writing PP is slightly behind age expected (1.8) and the GAP is wider than the whole school (1.7 – 2.1) – to narrow that GAP.**

This gap has not increased and is still 1.7 but the overall writing score is now 1.9 and therefore whilst the rest of the school has lowered PP writing has maintained.

- **Boys reading though in line with national boys is significantly behind females**

We have narrowed this GAP and currently boys and girls are above national (2) and equal. An analysis of SATs is likely to show a similar picture in September 2023.

The following will all be taken into account as we set new Equality Objectives in the Autumn term of 2023.