Uxendon Manor Primary School

Our equality objectives

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. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:
To raise the attendance of all groups of children at Uxendon Manor Primary School

Progress we are making on this objective:

In 2009 attendance was 91.8%. In our Ofsted inspection of 2010, attendance was given a grade of 4 – inadequate. Attendance has improved significantly and was 95.2% in the school year 2011-12 which is 'broadly average'. Attendance for the current school year up to 1st March 2013 is 95.5%. Our target is 96% which is shared with the school community. We are positive we can meet this target.

We have improved our attendance in a number of ways including introducing trophies and rewards in assemblies, tackling poor attendance more effectively and giving attendance a higher profile in our school.

Equality objective 2:
To improve our accessibility and provision for children with disabilities and SEN

Progress we are making on this objective:

In 2011 a lift was installed which improved our accessibility to the first floor. This has been well used and helped us become a more inclusive school.

Poor acoustics and small rooms still present challenges. The school has plans to carpet rooms and corridors and improve the size and quality of classrooms. The extent of this will depend on the outcome of the current consultation to expand the school.

Equality objective 3:
To improve our provision to support pupils with English as an additional language

Progress we are making on this objective:

We are making progress in this area. In 2011-12 staff received a comprehensive ten hour training programme by external providers. This improved staff's knowledge and practise resulting in higher quality lessons being delivered leading to improved outcomes for children. This has been built on by in house training, targeted intervention groups and rigorous pupil progress meetings. Our next steps are to continue to improve our provision for the growing number of children in our school from Eastern European backgrounds.