



Rokeby School Equality Objectives

Equality objective 1: To improve outcomes for all students regardless of special educational need, disability, race, ethnicity, level of English language acquisition, socio economic group, sexual orientation, religion, health or gender reassignment.

Why we have chosen this objective:

Students at Rokeby School make good and better progress in English and maths in relation to their levels of prior attainment. However, we still need to improve outcomes in some other areas to bring them up to national averages, e.g. attendance of students with special educational needs.

To achieve this objective we plan to:

- Ensure our baseline data and initial assessment of mid-phase admission students is robust.
- Rigorously track student data on the other outcomes to be able to identify where students are not making expected progress in order to be able to intervene as early as possible.

Progress we are making towards achieving this objective:

- Mid-phase admission students from outside the UK are initially assessed on their ability in English and their language of education and maths as part of the admissions process. For students joining the school from schools in the UK, their assessments from their previous school are used as a guideline. Students are then re-assessed by their class teachers as part of the regular assessment process and this assessment is used as their baseline assessment for the calculation of targets. All students who have English as an Additional Language are assessed on the DfE EAL codes A-E.
- The progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points nationally.
- Student progress data is collected three times a year. The data are analysed and discussed in line management and departmental meetings and interventions put in place. Department heads also discuss class level data with individual class teachers.
- Students are aware of their targets grades and are encouraged to set themselves learning targets to make progress on a half-termly basis during reflection weeks.
- These data are triangulated with book scrutinies.
- The attendance of students with Special Educational Needs is now above national average.
- Academic intervention and mentoring groups are identified as a function of the data.



Equality objective 2: To facilitate engagement with the school among parents/carers who find it difficult to access school whether for reasons of language, illness or disability.

Why we have chosen this objective:

We know that home-school communication plays a vital part in improving outcomes for students.

There is a small but significant number of students whose parents have problems accessing the school or communicating with the school. This is for a range of reasons, including language, illness and disability.

To achieve this objective we plan to:

- Review and evaluate how we communicate with parents/carers to identify ways in which it can be improved, e.g. through parent/carer and student feedback.
- Trial different methods of communicating with parents, e.g. email, interpreting, App.

Progress we are making towards achieving this objective:

- Feedback from students is collected on a regular basis as part of the school's monitoring, evaluation and review cycle.
- Feedback from parents is collected through a range of parent/carer meetings (e.g., parent information sessions, ethnolinguistic parent/carer meetings, parents' evenings)
- In 2018, we will be collecting feedback specifically from students whose parents attend parent/carer meetings to evaluate their perceptions of the impact of their parents' attendance on their school experience.
- At every opportunity throughout the school year, we update our contact details for parents and carers. We are increasing our bank of email addresses (currently at 60% of parents/carers).
- We are increasing the use of texts, Twitter and our school website to inform and remind parents/carers of meetings and important events. Parents/carers report finding this useful.
- As a result of parent/carer feedback, in November 2016, we introduced 'Show my Homework' as a way for parents/carers to be able to see what homework their sons have. This system is now embedded in our practice and feedback is very positive.
- We continue to provide interpreters where necessary for all meetings with parents and carers.
- Where parents are unable to attend school e.g., through illness, we endeavour to communicate by phone or arrange home visits where possible to ensure communication is strong.