

Djanogly Learning Trust Equality Impact Statement 2018/19

The Djanogly Learning Trust (the Trust) has set the following objectives:

- 1. Improving staff gender profiles if under-represented within each Academy**
- 2. Reducing the differential in attainment by race, gender and disability**
- 3. Appropriately supporting pupils and students from disadvantaged backgrounds to ensure their success.**

Looking more closely at each in turn:

Improving staff profiles if under-represented within each Academy

In 2018/19, the Trust has 7 primary academies and 1 secondary academy, giving a headcount of 529 staff including hourly paid staff. The gender analysis shows that 19% of employees are male. The 81% female statistic represent a higher proportion of female staffing in primary academies. In the secondary academy the ratio is 33% male. We are a very flexible organisation and over 56% of staff working some form of part-time working, either through term time only or with reduced hours.

When considering the other characteristics, the ethnicity of our Trust shows a 22% BME profile. Age is spread evenly throughout all age ranges with 46% aged between 30 and 50 years. Our disability declarations show that 2.3% have disclosed a disability.

During the last year we have focussed on obtaining more accurate data and completing the unknown characteristics. Our improvements are reflected with only 2% of ethnicity not yet obtained.

The Trust ensures that all roles and internal opportunities are advertised widely to all employees. Short-listing criteria are applied against the person specification which is designed to avoid discrimination. The Trust appoints the best person for the role irrespective of any protected characteristic.

For 2019/20, we are focussing on promotion of wellbeing and mental health to raise the awareness of disability.

Our staff survey reports that 81% of employees feel that the HR policies are fair and applied equally.

Reducing the differential in attainment by race, gender and disability

At Djanogly Learning Trust we aim to provide high quality teaching and learning provision that allows all children, whatever their background, gender, ethnicity or status, to succeed and prosper. We ensure that our curriculums meet the needs of all children, providing additional intervention and support to overcome barriers.

Secondary

At Djanogly City Academy:

- Disadvantaged pupils made significantly better progress in 2019 than non-disadvantaged pupils nationally, +0.36 against +0.13.
- Pupils for whom English is not their first language performed very well in both attainment and progress.
- Whilst the % of girls achieving EM5+ is higher than boys, boys made better progress and more boys attained at higher levels as indicated in the A8 score.

2019 GCSE	Nat. All	Nat. Non-dis	DCA All	DCA Disadvan	DCA EAL	DCA Girls	DCA Boys
Eng and Maths 5+	43%	50%	37%	31%	40%	41%	33%
Progress 8	0	0.13	0.72	0.36	0.91	0.68	0.77
Attainment 8	46.7	50.3	43.8	39.6	45.3	42.6	45.0

“Disadvantaged pupils who have

educational needs and/or disabilities made better progress than national figures across the eight key subjects studied, including English and maths” Ofsted April 2018

pupils and pupils special

Primary

	National 2019		Northgate cohort = 56 , Dis 33					Sherwood cohort = 22, Dis 7					Strelley cohort = 56 Dis					
	All	Non Disadv	All	Disadv	EAL	Girls	Boys	All	Disadv	EAL	Girls	Boys	All	Disadv	EAL	Girls	Boys	
% Expected Standard RWM	65%	71%	71%	61%	83%	79%	63%	64%	57%	57%	89%	46%	68%	65%	82%	76%	59%	
Reading Progress	0	0.3	0	-0.8	0.5	0.3	-0.4	-2.8					-3.5	-4.3	-2.8	-2.9	-4.1	
Writing Progress	0	0.3	1.2	0.4	2.7	1.1	1.2	1					-2.1	-2.5	0.1	0.1	-4.4	
Maths Progress	0	0.4	1.5	0.5	2.8	1.6	1.3	2.3					-0.6	-1.2	0.4	-0.4	-0.9	
	National 2019		Springfield cohort = 17, Dis 11				Langley Mill cohort = 63, Dis 29											
	All	Non Disadv	All	Disadv	Girls	Boys	All	Disadv	Girls	Boys								
% Expected Standard RWM	65%	71%	59%	45%	75%	44%	52%	41%	75%	38%								
Reading Progress	0	0.3	0.3		2.8	-1.8	-3.2	-4.1	-1.4	-4.3								
Writing Progress	0	0.3	2		3.2	1	0.9	0.2	4.1	-1.2	Cohort too small for meaningful data							
Maths Progress	0	0.4	0.9		-0.9	2.5	0.1	0.1	-0.6	0.6								

Across our primary academies with KS2 scores in 2019:

- o Pupils for whom English is an additional language attain well and make better progress from KS1 than all pupils
- o Northgate – disadvantaged pupil attainment and progress dipped in 2019 against previous years
- o Sherwood – disadvantage attainment gap narrowed from 2018
- o Strelley – disadvantaged attainment is only slightly lower than all (-2 pupils) but progress was slower
- o Springfield – disadvantage gap narrowed from 2018 but still remains too high
- o Langley Mill – disadvantaged pupils achieved lower in reading, however maths and writing gaps were considerably smaller
- o Girls out performed boys in reading at all academies – Achievement in reading is a Trust priority for 2019-20.

Appropriately supporting pupils and students from disadvantaged backgrounds to ensure their success

Ofsted also noted this support as a strength at Djanogly City Academy; stating that

“Teachers take great care to support students, especially those who are vulnerable or in need of extra help. A range of well-trained teachers is available to provide one-to-one mentoring and in-class support. Academy records show that many students have benefited from this individual support and are now making good progress.” Ofsted April 2018

Primary

Ofsted at Djanogly Northgate Academy states that:

“Leaders have high aspirations for disadvantaged pupils. They have ensured that the pupil premium funding is used effectively to improve the attainment of this group of pupils. They analyse the impact of spending and amend their strategies accordingly. Disadvantaged pupils make good progress.” Ofsted February 2018

Ofsted at Djanogly Strelley Academy states that:

“Pupils who fall behind, including disadvantaged pupils and those pupils who have special educational needs and/or disabilities, are identified quickly and given the support they need in order to catch up.”

“Disadvantaged pupils made progress that was better than that made by other pupils nationally in reading, writing and mathematics.”

“A higher proportion of disadvantaged pupils achieved the expected levels than other pupils nationally in reading, writing and mathematics. The use of pupil premium funding for disadvantaged pupils is therefore highly effective.” Ofsted 2017