Djanogly Strelley Academy

Equality Statement and Equality Objectives 2026–2027

1. Equality Statement

At Djanogly Strelley Academy, we are committed to ensuring that every pupil, family, member of staff and stakeholder is treated with dignity, fairness and respect. We actively promote equality of opportunity, eliminate discrimination and foster positive relationships across our diverse community. Equality is embedded within our curriculum, pastoral systems, behaviour expectations, safeguarding culture and wider community engagement.

Our school community remains highly diverse and includes:

- 51.3% of pupils from Black and Minority Ethnic backgrounds.
- 28.5% of pupils with English as an Additional Language.
- 27.9% of pupils identified as SEND, including 7.1% with Education Health and Care Plans.
- 65.4% of pupils identified as disadvantaged.
- 90% of pupils living within the most deprived communities according to IDACI measures.
- Attendance remains an area for continued improvement, particularly for disadvantaged pupils, SEND pupils and some White British pupils.

This statement reflects our commitment to:

- Eliminating discrimination, harassment and victimisation.
- Advancing equality of opportunity.

- Fostering good relations between people from different backgrounds.
- Ensuring all pupils can access a broad, ambitious and inclusive curriculum.
- Supporting vulnerable pupils to achieve academically, socially and emotionally.

2. Understanding Our School Community (2026-27)

Ethnicity

The school serves a highly diverse community:

- White British: 49.6%
- Black African: 10.3%
- White and Black Caribbean: 9.5%
- Wide representation from Asian, Mixed Heritage and European communities.

Language

- English first language: 72.2%
- EAL learners: 27.8%-28.5%
- Most common additional languages include Arabic, Polish, Urdu and Kurdish.

SEND

- SEND: 27.9%
- EHCP: 7.1%
- SEN Support: 20.8%
- Acorns specialist provision continues to provide highly effective support for pupils with additional needs.

Disadvantage

- 65.4% disadvantaged.
- Significant levels of deprivation across the school community.

Attendance

Attendance has improved substantially from previous years:

- Attendance remains below national averages and remains a key equality issue.

Inclusion Strengths Identified by Ofsted (June 2026)

Ofsted recognised:

- Strong inclusion.
- Highly effective support for vulnerable groups.
- High aspirations for pupils with SEND.
- Effective work with parents and external agencies.
- A strong culture of belonging where pupils feel safe and valued.
- Deep understanding of diversity, respect and tolerance.

3. Equality Objectives 2026–2027

Equality Objective 1

Improve attendance and belonging for vulnerable groups, particularly disadvantaged pupils, SEND pupils and White British pupils with persistent absence.

Protected Characteristics Addressed

- Disability
- Race
- Sex

Why?

Attendance remains below national figures despite significant improvement. SEND attendance is 91.0% and disadvantaged attendance is 92.9%, compared to 95.0%+ for non-SEND and non-disadvantaged pupils. White British attendance remains lower than many other ethnic groups.

Actions

- Maintain targeted attendance mentoring.
- Continue breakfast club provision.
- Use attendance case studies and personalised family support plans.

- Expand family support through community partnerships.
- Monitor attendance by ethnicity, SEND, disadvantage and gender each half term.
- Increase participation in leadership and enrichment opportunities for targeted groups.

Success Measures

- Whole-school attendance at or above 94.5%.
- Persistent absence below 18%.
- SEND attendance above 93%.
- Disadvantaged attendance above 94%.
- Increased participation of vulnerable pupils in leadership opportunities.

Equality Objective 2

Strengthen curriculum representation and pupils' understanding of equality, diversity and protected characteristics.

Protected Characteristics Addressed

- All protected characteristics

Why?

Ofsted identified personal development as a strength, with pupils demonstrating respect, tolerance and understanding of different cultures and faiths. Leaders should continue building on this strength through curriculum development and representation.

Actions

- Continue curriculum audits.
- Ensure diverse representation across English, History, RE, Art and PSHE.
- Embed discussion of protected characteristics across the curriculum.
- Celebrate cultural diversity through curriculum weeks and community events.
- Expand opportunities for pupils to share their cultures, languages and experiences.

Success Measures

- Pupil voice demonstrates understanding of equality and diversity.
- Curriculum plans evidence diverse representation.

- Reduction in any discriminatory incidents.
- Increased pupil confidence discussing protected characteristics.

Equality Objective 3

Improve outcomes and inclusion for pupils with SEND through consistently high-quality adaptive teaching.

Protected Characteristic Addressed

- Disability

Why?

SEND pupils represent 27.9% of the school population and remain a priority group. Ofsted recognised inclusion as a strength and highlighted the effectiveness of specialist provision and adapted teaching.

Actions

- Further develop adaptive teaching.
- Strengthen quality assurance around classroom adaptations.
- Continue SEND training for all staff.
- Improve monitoring of SEND progress and intervention impact.
- Increase pupil participation within wider curriculum and enrichment opportunities.

Success Measures

- Improved attainment and progress for SEND pupils.
- SEND attendance above 93%.
- Positive parent feedback through SEND forums.
- Clear evidence of adaptations during monitoring activities.

Equality Objective 4

Strengthen engagement and communication with families, particularly EAL and vulnerable families.

Protected Characteristics Addressed

- Race
- Religion or Belief

Why?

Almost 30% of pupils speak English as an additional language. Ofsted identified strong relationships with families and community partners as a key strength. Continued engagement will further reduce barriers to participation and achievement.

Actions

- Continue translating key communications where appropriate.
- Develop multilingual welcome resources.
- Increase family workshops and coffee mornings.
- Use interpreters and community partners where possible.
- Increase visibility of home languages within the school environment.

Success Measures

- Increased attendance at family events.
- Improved parental engagement measures.
- Positive feedback from EAL families.
- Improved pupil outcomes and attendance for EAL learners.

Equality Objective 5

Reduce inequalities in achievement for disadvantaged pupils and pupils with persistent attendance concerns.

Protected Characteristics Addressed

- Disability

- Race
- Sex

Why?

School attainment remains below national outcomes despite notable progress from low starting points. Ofsted noted that disadvantaged pupils often achieve in line with national disadvantaged outcomes but further improvement remains a priority. National assessment information continues to show a significant gap between disadvantaged pupils and national non-disadvantaged pupils.

Actions

- Prioritise disadvantaged pupils in pupil progress meetings.
- Strengthen attendance-attainment analysis.
- Deliver targeted academic mentoring.
- Extend tutoring and intervention support.
- Track progress of White British disadvantaged pupils closely.

Success Measures

- Increased percentages achieving age-related expectations.
- Reduced attainment gaps between disadvantaged and non-disadvantaged pupils.
- Improved rates of progress across key stages.
- Greater proportion of disadvantaged pupils working at ARE.

Equality Objective 6 (New for 2026-27)

Sustain a highly inclusive culture where every pupil feels safe, represented and able to contribute positively to the community.

Protected Characteristics Addressed

- All protected characteristics

Why?

The June 2026 inspection identified inclusion, wellbeing, personal development and community engagement as significant strengths. Pupils reported that "everyone is welcome" and that it is "okay to be different". Maintaining and strengthening this culture is essential.

Actions

- Continue leadership roles including Safeguarding Ambassadors and Sustainability Teams.
- Expand pupil voice activities.
- Maintain strong pastoral support.
- Continue work through Pride in Place and wider community partnerships.
- Promote inclusion through assemblies, curriculum experiences and enrichment opportunities.

Success Measures

- Positive pupil wellbeing surveys.
- High participation across pupil leadership groups.
- Sustained low levels of bullying and prejudice-related incidents.
- Positive parental and community feedback.

4. Monitoring and Review

The Equality Objectives will be:

- Reviewed termly by senior leaders.
- Monitored through attendance, behaviour, achievement and participation data.
- Reviewed annually by governors.
- Published on the academy website.
- Updated in response to new school data, trust priorities, stakeholder feedback and future inspection outcomes.

This plan reflects the current position of Djanogly Strelley Academy and incorporates findings from the OFSTED DSA June 2026 inspection alongside the latest 2026–27 data dashboard.