

EQUALITY OBJECTIVES AND PLAN Progress Report, January 2023

Objective and Protected Group	How we will meet this objective	Timeframe	Lead staff	Progress
<p>OBJECTIVE 1</p> <p>Disability</p> <p>Ensure that pupils who are on the SEND register, particularly those with a physical or learning disability, make progress inline with national and the in-school gap between SEND and non-SEND is diminished.</p> <p>Ensure that pupils who are on the SEND register, particularly those with a physical or learning disability participate in co-curricular activities to the same level as non-SEND pupils</p>	<p>SEND training for staff</p> <p>Development of quality first wave one teaching</p> <p>Effective deployment of SEND and TA resources</p> <p>Work with subject leads and achievement lead</p> <p>Work with individual pupils to support them to participate and attend</p> <p>Provide funding and specialist support where available</p>	<p>July 2022</p> <p>July 2022</p>	<p>SENDCO</p> <p>SENDCO</p>	<p>Objective mostly met</p> <p>Training completed</p> <p>New SEND and SEMH interventions established; exam special arrangements reviewed; help boxes in classrooms</p> <p>Bespoke 1-2-1 interventions established and underway</p> <p>SEMH team and worker to support individual pupils</p> <p>Summer 2022 outcomes show significant improvement in SEND outcomes – see appendix 1</p>
<p>OBJECTIVE 2</p> <p>All</p> <p>Increase understanding across the school community of the experience and heritage of</p>	<p>Programme of assemblies, events and inputs</p> <p>Establish an alumni group</p>	<p>July 2022</p> <p>July 2022</p>	<p>Peter Paize, AAHT</p> <p>Ben Davis, HT</p>	<p>Objective Partially Met</p> <p>Successful Black History Month events run by pupils</p>

<p>global majority pupils; ensure school systems address incidents of hate speech effectively and that these reduce;</p> <p>ensure that the curriculum, particularly in PSCHE, is reviewed regularly to support these aims and address language, attitudes and behaviour;</p> <p>review exclusions to ensure that disadvantaged groups, are not disproportionately affected.</p>	<p>Regular curriculum review and development</p> <p>Monitoring of behaviour data and actions taken</p> <p>Review and development of PSHCE curriculum</p> <p>Monitoring of exclusions by AHT and Governors</p>	<p>Ongoing by July 2022</p> <p>Ongoing by July 2022</p> <p>Ongoing by July 2022</p> <p>Ongoing by July 2022</p>	<p>Dawn Johnston, SAHT</p> <p>Nick Irwin, AHT</p> <p>Peter Paize, AAHT</p> <p>Nick Irwin, AHT</p>	<p>Pupil voice on instances of hate speech is positive</p> <p>PSCHE curriculum externally reviewed & Ofsted Good for Personal Development</p> <p>Disadvantaged pupils (regardless of heritage and ethnicity) are over-represented still, although this is improving</p>
<p>OBJECTIVE 3</p> <p>All</p> <p>Undertake an analysis of recruitment and pay data and trends with regard to race, gender and disability by July 2022, and report on this to the staffing and pay sub-committee of the governing board.</p> <p>Adjust recruitment and pay strategies accordingly.</p>	<p>Complete analysis of data</p> <p>Add to GB committee agenda</p> <p>Discuss at SLT</p> <p>Review and adjust strategies</p>	<p>May 2022</p> <p>July 2022</p>	<p>Nicola Johnson, BM</p>	<p>Objective Not Complete – to be carried over</p>

OBJECTIVE 4				Objective Not Complete – to be carried over
All				
Create a Diversity, Equity and Inclusion charter as part of our Rights Respecting School Silver work and ensure that DEI is understood across the school community.	Establish a steering group for DEI comprising staff, pupils, governors, alumni and others	Easter 2022-01-19		
	Draft and consult on a charter	May 2022		
Provide staff training, and pupil awareness raising	Schedule training events, including online training	July 2022		

Appendix 1: SEND outcomes 2022

Attainment 8

SEND	27.6	25	29.3 (23.6)	42.1
Non-SEND	49.9	44.6	52.4 (48.1)	53.81

Progress 8

SEND	-0.62	-1.36	-0.69 (-1.27)	-0.33 (EHCP=+0.34)
Non-SEND	+0.08	-0.60	+0.1 (-0.18)	+0.16

English and Maths Progress and Attainment, including DP and SEND

The percentage of the 2022 cohort achieving English and Maths at level 5+ is inline with the national average: 50% (50% nat). This is an increase from 37% in 2019 which was below national.

The percentage of the 2022 cohort achieving English and Maths at level 4+ is greater the national average: 75% (69% nat). This is an increase from 63% in 2019 which was below national.

The percentage of the 2022 disadvantaged cohort achieving English and Maths at level 5+ is greater than the national average: 37% (32% nat). This is an increase from 28% in 2019 which was inline with national.

The percentage of the 2022 disadvantaged cohort achieving English and Maths at level 4+ is greater then the national average: 68% (51% nat). This is an increase from 52% in 2019 which was above national.

The percentage of the 2022 SEND cohort achieving English and Maths at level 5+ is greater then the national average: 29% (18% nat). This is an increase from 7% in 2019 which was below national.

The percentage of the 2022 SEND cohort achieving English and Maths at level 4+ is greater then the national average: 58% (32% nat). This is an increase from 15% in 2019 which was below national.