

Equality Objectives 2022-2026

Equality Objectives:

Objective 1: Redressing disadvantage through equity and closing the attainment gap for disadvantaged students and those with additional needs.

Objective 2: Developing and delivering a coherent personal development programme for Y9-13 that focuses on spiritual, moral, social and cultural education by promoting equality, diversity and compassion.

Objective 3: Improving the attendance of disadvantaged students and those with additional needs.

Objective 4: To ensure high uptake of extra-curricular opportunities with a focus on addressing any imbalance.

Objective 5: The curriculum celebrates people of all cultures and nationalities, teaches students about democracy and combats discrimination to promote social justice.

Objective 1: Redressing disadvantage through equity and closing the attainment gap for disadvantaged students and those with additional needs.

Action	Strategies	Date	Success Criteria
To track and monitor the progress of disadvantaged and SEN students to ensure that timely and appropriate intervention and support is put in place to support effective learning habits and improve outcomes.	<ul style="list-style-type: none"> In Y9 baseline test all students and use the data to target students for literacy support or reading intervention using English teachers and the academic mentor funded (in part) by NTP. Use Reading Plus to track and monitor the success of reading intervention in Y9 literacy groups. Create two intervention tutor groups for disadvantaged students in Y11 who are identified as requiring support using Y10 data. These students will receive additional intervention in maths and English as well as study skill support. Using data to inform targeted intervention for all Y11 students based on performance in mock exams. Review this intervention based on each round of Y11 data. Create an additional literacy set in Y10 English to target students who require additional support to progress in English Language and Literatures. 	From Sept 2022	<ul style="list-style-type: none"> Y9 students will demonstrate progress in reading through assessment data and monitoring of Reading Plus. Students receiving intervention should have improved outcomes in Y11. Improvement in the % of students making positive progress in maths and English in Y10 and Y11. An increase in the number of disadvantaged and SEN students who meet the

	<ul style="list-style-type: none"> • In Y11 maths create an additional set to support targeted intervention to enable those students to make progress. • Professional learning and appraisal targets for teachers targeted at retrieval and reading. Retrieval support to help students develop effective learning habits and reading to redress gaps in literacy and support the weakest readers to access the curriculum. • A programme of study skills taught to all year groups by the AHT (Curriculum, Learning and Teaching) delivered by all staff. • A focus on supporting students with additional needs as part of the CPD in the summer term that ensures adaptive teaching is used to meet the needs of all students. • Identify the keep in view students and regularly review their progress and achievement in maths and English. 		requirements of entry to sixth form.
Review update:	<ul style="list-style-type: none"> • The SDP focuses on continuing to ensure that teaching is adapted to meet the needs of SEND learners and we launched a new Pupil Premium Pledge that all teachers would do in each lesson to improve experience and outcomes for PP students. • Appraisal targets link directly to the 5 a day for adaptive teaching and embedding reading for learning. • We consolidated the Y11 intervention group into one class. The class now follows a programme of study support and get tutoring in targeted areas from Tutor Doctor. • Recognised that there is a need for literacy and numeracy intervention in Y9. Mathematics and English both supporting Y9 interventions. This is in addition to the literacy group (a number of students who receive additional time in English lessons to focus on their literacy and to enable them to access the English curriculum – retaining high expectations but with the necessary support). • Extended the use of baseline testing to all years. This gave reading age data and also provided information on students who 	September 2023	<ul style="list-style-type: none"> • There was an improvement in PP student progress (from -1.0 SPI to -0.44) but the gap between PP and non-PP students remains significant. In 2022 it was -1.0 and in 2023 -0.66 so narrower but still significant. • Evidence from Reading Plus was that students made progress with 0.8 progress in reading comprehension and increased their read words by 24.

	would require special exam arrangements. This ensured an equitable measurement of students' needs in relation to SEA.		
Review Update	<ul style="list-style-type: none"> Continuing focus on the experience of SEND students in lessons as part of the SDP. The CPD is focused on checking for understanding – no student left behind. This is to benefit all students but will enable SEND students to make progress in lessons. SEND review provided evidence of the experience that students have in lessons and the extent to which teachers adopt the stipulations in students' passports. PP students continue to benefit from interventions in Y11 with super tutor group, mentoring and support from the achievement and progression team. We are in year 2 of the reformed curriculum model that provides additional support in English or mathematics in Y10 and Y11. In English the teachers and students report being more confident in their progress and there is evidence in mathematics of students who are in the additional support moving up sets. 	December 2024	<p>In 2024 the DP data is the most encouraging we have seen in recent years. 68% 4+ (up from 44% last year), 52% 5+ (up from 25%) and 43 Attainment 8 (up from 33) – with these figures including those with negligible attendance or who were in alternative provision The A8 is the highest recorded for DP with the narrowest gap between non-DP and DP in recent records. DP students have done well in achieving both 4+ English and mathematics as well as 5+ in both. In 2023 the average dual science grade for DP students was 43 and rose to 44 in 2024. For our internal tracking we use DP (disadvantaged pupils) as defined by the DoFE measures. This includes PP students. In projections of P8 on SISRA analytics the gap between DP and non-DP is 0.48. This is the narrowest gap there has been since reporting started.</p>

Objective 2: Developing and delivering a coherent personal development programme for Y9-13 that focuses on spiritual, moral, social and cultural education by promoting equality, diversity and compassion.

Action	Strategies	Date	Success Criteria
Develop the personal development programme for Y9-13 with a clear focus on promoting equality and diversity.	<ul style="list-style-type: none"> Introduce religious education for all into Y10 and Y11 that focuses on different faiths and how these impacts on issues of morality. Develop a coherent personal development programme in Y12 and Y13 that addresses the needs of students at this stage, with a focus on social and cultural education. Review the personal development programme in Y9-11 to ensure that we are promoting equality and diversity. Ensure that the assembly and tutorial programme delivers messages of mutual respect and celebrates diversity. Provide training for staff on the protected characteristics and how to address issues of misogyny, racism or homophobia. Run a campaign in school that promotes diversity and acceptance to ensure that messages of equality are visible throughout the school. 	From Sept 2022	<ul style="list-style-type: none"> Student panels and lesson observations of PSHE will demonstrate that students know about equality and inclusion. Focus groups of students will articulate an understanding of the character virtues and the school ethos that promotes equality and diversity. Over time there will be a decline in the number of issues reported that relate to discrimination. Students with protected characteristics will report feeling safe and accepted in school.
Review update:	<ul style="list-style-type: none"> Y10 and 11 students receive three drop down days of religious education. The first focuses on exposure to representatives from different religious communities describing their beliefs and religious observances. The second day looks at the moral and ethical beliefs of different faith groups and how these inform behaviours and beliefs. The final day is spent analysing a moral dilemma from the perspective of faith. Y12 and Y13 now receive an hour per week of PSHE/Personal Development. The course focuses on contextual issues – consent, equality and acceptance. We use a variety of external speakers and PSHE teachers to deliver the course. 	September 2023	<ul style="list-style-type: none"> Quality of Education in PSHE demonstrates that the messaging is clear. Students do articulate knowing the messages conveyed particularly with regard to health relationships. Students know that direct discrimination is not accepted by the school.

	<ul style="list-style-type: none"> • The assembly programme covers celebration of neurodiversity, LGBTQIA+, Black History Month, refugees/immigration/ideology/radicalisation. • Head of School briefings to students and messages to parents/carers highlight the need for acceptance. Displays around school promote diversity and No Place for Hate. • Head of School speaks to the LGBTQIA group in school to take forward their lived experiences. • NDAS works with student groups to study healthy relationships and works with students identified as articulating misogynistic views. This way education can be used to challenge opinions generated from accessing material online. • Student and staff training in response to issues reported in the media highlighting the presence of online influencers promoting sexism and homophobia. • There are clear consequences when students are discriminating directly with regard to the protected characteristics. 		<ul style="list-style-type: none"> • Panels indicate that work needs to be done on indirect discrimination and ensuring that the community challenges comments that are made that are homophobic/transphobic/sexist even if they are not directed at individuals or groups. • Student support continues to log incidents of prejudice/discrimination. This evidence does not indicate a problem. This data is monitored by the student support coordinator who liaises with the AHT (Personal Development) to ensure that the curriculum is responsive to emerging trends. For example, the impact of influencers on male behaviour.
Review Update	<ul style="list-style-type: none"> • The personal development curriculum reinforces messages that promote equality and acceptance. This is covered in form time, assemblies and PSHE. • Leadership has adopted a more consistent response to discriminatory behaviour that is victim centred and ensures a consistent response from staff when discriminatory language is used. This has included emerging trends of sexist language promoted on social media. • The AHT in charge of PD regularly updates staff on language use and how to respond. The same messages are conveyed to 	December 2024	<ul style="list-style-type: none"> • Improved attendance at sixth form PD demonstrating that students are engaged and recognize the value of the work that this covered. • Consistent responses to discriminatory behaviour. • Regular dialogue with different groups in school to ensure that we are always listening to their lived experiences and

	<p>students and parents through weekly bulletins, HoS briefing and assemblies.</p> <ul style="list-style-type: none"> Challenges persist in responding to toxic behaviours, the political landscape and the ideas that young people are exposed to on social media. The school takes its responsibility to challenge discrimination and prejudice seriously and works hard to educate the young people to be aware and critical in their thinking. The AHT in charge of PD and the AHT (Sixth Form) have developed an excellent programme of personal development delivered weekly to sixth form students. In this equality, mental health, healthy relationships and citizenship are all covered and delivered by a specialist team. 		challenging unacceptable behaviour.
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Objective 3: Improving the attendance of disadvantaged students and those with additional needs.

Action	Strategies	Date	Success Criteria
To put in place a rigorous procedure for tackling non-attendance and promote positive messages about attendance and the value of being in school.	<ul style="list-style-type: none"> Appoint a new attendance officer who will operate in the community to work with families where there is persistent absence. Timely communication with families when a problem emerges with a student's level of attendance and monitoring of attendance thereafter. Heads of Year to promote and celebrate high levels of attendance through weekly briefings and ensure that form tutors follow up non-attendance and reward good attendance. Use assemblies and communication to parents/carers to promote the value of attendance and the impact of non-attendance on students' progress. Regularly review the attendance of disadvantaged and SEND students to ensure that appropriate support and interventions are in place. 	From Sept 2022	<ul style="list-style-type: none"> Improvement in level of attendance compared with the pandemic. An eventual return to attendance of 96% and above. An improvement in outcomes and progress at the end of KS4. Reduction in the level of persistent absences.

Review update:	<ul style="list-style-type: none"> • The data shows that attendance continues to be impacted by the pandemic. There are examples where persistent non-attendance has been managed with a phased return to school for some students. • The school has started an in-house alternative provision for students who are unable to access the mainstream curriculum due to needs, behavioural concerns or non-attendance. There are currently 5 students in the provision with plans to extend it next year. • There is consistent messaging about the importance of attendance – assemblies, Head of Year briefings, Head of School briefings, messages to parents/carers. • We are going to report student attendance to parents/carers each half term. • In recognition that students experiencing poor mental health struggle to attend, we are assessing the impact of mental health on a student's ability to attend, with support. This will enable us to encourage students into school who are absent due to mental health. • Our attendance officer has established excellent relationships in the community. After a review we established that he needed more of a presence in school to improve working relationships with key staff. • Our headline figures are impacted by the small number of students on the off-site alternative provision where they are only able to access part-time education. We know this is the right approach for the individual students and an improvement in their attendance in mainstream school, but it does impact on our overall figures, even when students attend the provision for all their scheduled sessions. • Mentors will also contact PP students and SEND students who are absent with daily calls to encourage attendance. A strategy is also being put in place based on the relational approach to 	September 2023	<ul style="list-style-type: none"> • The gap between PP and non-PP students remains persistent. Similarly, between SEND and non-SEND students there is an attendance gap at all stages of high school. • Data tracks at or slightly above FFT (national). • SEND and PP students are also more likely to be in alternative provision, increasing the gap. • The closure of the gap remains a key priority for the high school and is number one in our priorities.
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	<p>behaviour that will direct colleagues to manage students on return to school.</p> <ul style="list-style-type: none"> The school priority is to raise attendance and achievement for PP and SEND students based on adaptive teaching and the relational approach to behaviour. 		
Review Update	<ul style="list-style-type: none"> In 2024 we employed a Family Liaison Officer to work directly with the families of PP students with persistent absence. We also reviewed our absence procedures to assess whether they are rigorous enough. The attendance officer and the EWO also started working to ensure we fine families, when appropriate. As part of our training on relational approaches to behaviour we trained staff on positive noticing and the benefit this has to supporting attendance. 	December 2024	<ul style="list-style-type: none"> In the first term our overall attendance remained higher than national (compared to FFT). Overall attendance also tracks higher than last year, with improvement in the new Y9 and Y11 overall compared with their attendance in Y10. The PP and SEND gap remain persistently higher than target. This reflects the impact of non-attending students who are awaiting or in alternative provision. There are individual case studies showing the positive impact of the FLO with some of our families and students with persistent non-attendance.

Objective 4: To ensure high uptake of extra-curricular opportunities with a focus on addressing any imbalance.

Action	Strategies	Date	Success Criteria/Impact
To track and monitor participation in Y9-11 and intervene to support students where there are barriers to participation.	<ul style="list-style-type: none"> • Provide a full range of extra-curricular activities at the same level as pre-pandemic. • Promote the different clubs and activities through form time and assemblies. • Run an extra-curricular fair to promote participation at the start of the year and ensure students record which clubs/activities they have joined. • Run clubs that are targeted towards specific groups of students. This includes the LGBTQI group, groups targeted at disadvantaged students and Ukrainian students. • Targeted support for engagement through support with equipment and any other necessary purchases where necessary. • Create a system for recording participation and ensure form tutors record student participation and target students that are not involved in any activities in or out of school. • Data analysis reports to senior leaders and trustees to address any imbalance in protected characteristics including gender imbalance. • Use the poverty proofing evaluation to identify and address any barriers to participation in clubs, activities, trips or visits. 	From Sept 22	<ul style="list-style-type: none"> • Tracking data analysis shows that engagement for each group has improved. • Student voice shows high levels of engagement and uptake. • Tracking data focuses on keep in view students and there is a record of intervention.
Review update:	<ul style="list-style-type: none"> • Our extra-curricular and enrichment offer is on a par with the offer pre-pandemic. The activities are promoted on the website and via form time. • The extra-curricular fair is held annually. • There are clubs for specific groups of students. Clubs and activities are inclusive. There is an LGBTQIA group and a Feminist club. 	September 2023	<ul style="list-style-type: none"> • 91% of students in Y9-11 reported taking part in an activity at lunchtime, after school or out of school. • 87% of DP students in Y9-11 reported taking part in an

	<ul style="list-style-type: none"> • Trips and visits have been targeted at PP students to raise cultural capital. DofE has been introduced and targeted PP and SEND students for participation. • The AHT (Personal Development) has tracked participation in clubs and through self-reporting assessed participation in extra-curricular activities both in and out of school. This revealed a smaller gap between DP and non-DP students than had been estimated. • We have run clubs/activities targeted at DP students, including outdoor activities, football with NUFC foundation and lunchtime boxing club. • We need to ensure that we don't only look at economic disadvantage but track gender/race. • We carried out a poverty proofing exercise and have addressed the issues raised. The most important was in relation to catering. Any issues relating to participation in extra-curricular and the curriculum were also addressed. 	<p>activity at lunchtime, after school or out of school.</p> <ul style="list-style-type: none"> • 92% of non-DP students in Y9-11 reported taking part in an activity at lunchtime, after school or out of school. • 91% of SEN students in Y9-11 reported taking part in an activity at lunchtime, after school or out of school. • 91% of non-SEN in Y9-11 reported taking part in an activity at lunchtime, after school or out of school.
Review Update	<ul style="list-style-type: none"> • Through our keep in view process, we target students who are not engaged in activities in school. • Our extra-curricular programme is more extensive than pre-pandemic and we have seen an increase in the number of trips and visits taking place. • We have reviewed our trips day in July to make it more inclusive and are developing an enrichment programme that will take place after May half term. This will ensure that all students benefit from work experience, life skills, participation in sport, enterprise and the opportunity to participate in a residential activity. • Our PP funds continue to be directed towards providing enriching opportunities for PP students or ensuring inclusion in school related activities. 	<p>Over the course of the year using self-reporting in registration and tracking attendance at clubs we gathered data on participation that showed encouraging trends of PP participation. We also targeted any PP student who did not participate to communicate with them and their family to identify and help overcome any barrier to involvement.</p> <p>87% of PP students in Y9-11 reported taking part in an activity at lunchtime, after school or out of school.</p>

	<ul style="list-style-type: none"> • Our sixth form students are set to benefit from a bursary set up by a former student of the school to support their finances when starting in higher education. 		<ul style="list-style-type: none"> • Furthermore, PP students benefited from activities directed towards them. A number participated in outdoor education initiatives that included rock climbing, canoeing and hill walking. A number of Y9 PP students also attended the Newcastle United Futures initiative that promotes careers education for PP children.
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Objective 5: The curriculum celebrates people of all cultures and nationalities, teaches students about democracy and combats discrimination to promote social justice.

Action	Strategies	Date	Success Criteria/Impact
To review the curriculum in subjects to evaluate if it meets with our overall ambition of celebrating diversity and challenging discrimination.	<ul style="list-style-type: none"> All curriculum leaders will provide comprehensive long and medium-term curriculum plans for Y9-13. Senior leaders will be able to identify where and when in the curriculum students are directly taught about equality and diversity. Audit the curriculum and identify any gaps in coverage and address the issue with curriculum leaders. Make cross curricular links where students are taught themes linked to equality or diversity in different subjects. Provide training for teachers on teaching diversity and equality. 	From Sept 23	<ul style="list-style-type: none"> Curriculum plans will highlight where students are learning about themes linked to equality and diversity. Students and teachers will be able to demonstrate how the curriculum links to equality and diversity. Students with identified characteristics will be able to indicate how and where the curriculum celebrates inclusion.
Review update:	<ul style="list-style-type: none"> In history students learn about the experiences of black people in Britain and America. They study the experiences of Jews and black people living in the North East. Students study the rise of democracy and the decline of democracy in history. In Geography students learn about the Geography of Fashion in Y9 raising awareness about economic inequality. All students study RE in Y9 examining diverse cultures and ethical issues. In English the Y9 students study 'A Kestrel for a Knave' to examine the impact of poverty and economic disadvantage. They also explore the search for identity through literature relating to the Holocaust, including 'Kindertransport'. In Y9 and Y10 students read in form time. The chosen books celebrate neurodiversity, multiculturalism and resilience. 	September 2024	<ul style="list-style-type: none"> Themes that link to diversity, inclusion and acceptance are embedded in the Y9 curriculum in English, history, geography and RE. In biology students learn about the environmental impact on different groups throughout the world.