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.	- 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	- 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

	- 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:	- 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	- 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.		

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.	- 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	- 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:	- 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	- 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.

	- 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.		- 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.

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	- 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.	From Sept 2022	- Improvement in level of attendance compared with the pandemic. - An eventual return to attendance of 96% and above.

value of being in school.	• 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.		• An improvement in outcomes and progress at the end of KS4. • Reduction in the level of persistent absences.
Review update:	• 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, behavioral 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.	September 2023	• 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.

	- 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 behaviour that will direct colleagues to manage students on return to school. - The school priority is to raise attendance and achievement for PP and SEND students based on adaptive teaching and the relational approach to behaviour.		

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.	• 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 Ukrainians 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	• 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:	• 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	• **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

	- 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.		activity at lunchtime, after school or out of school. **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.

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.	• 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	• 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:		September 2024	