



Equality Objectives

This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

1) School Context – Pupil

This section provides information on the composition of the pupil population at the school with respect to the 'protected characteristics' outlined in the Equality Act. The Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Gender (%)

Male:100

Female:0

Other/ Not Stated:

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 10%

Ethnicity & Race

Eth	%
ABAN	2.3
AIND	0.5
AOTH	0.5
APKN	0.2
BAFR	0.4
BCRB	0.4
BEUR	0.2
BNGN	0.2
BOTH	0.7
CHNE	0.5
MOTH	2.1
MWAO	0.2
MWAS	1.1
MWBC	1.1
NOBT	1.8
OARA	0.4
OOth	0.5
REFU	0.2
WBRI	82.9
WEEU	1.1
WENG	0.9

WEUR	0.4
WIRI	0.2
WIRT	0.2
WITA	0.4
WOTH	1.2
WROM	0.2
WTUK	0.2
Blanks	0.2

Religion & Belief

Religion		%
CofE	24	4.2
Muslim	15	2.7
Other	3	0.5
Christian	57	10.1
Hindu	2	0.4
Jehovah	1	0.2
No Religion	75	13.3
Roman Catholic	7	1.2
Russian Orthodox	1	0.2
Blank	380	67.3

***Data have been combined for data protection reasons. Religions in this category include Hinduism, Judaism and Buddhism.**

Additional Groups

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	49	0	49	8.7%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	201	0	201	35.6

Number of pupils receiving the 16-19 Bursary (Post-				
Number of Looked After Children: 2				

2) Our Equality Objectives

Equality Objective 1: We aim to narrow the gap between pupils who receive the pupil premium, and those who don't.

This will be achieved by:

- Using the pupil premium funding to provide additional staffing and resourcing to support this group of students
- Close monitoring of PP student progress in all subjects
- Ensure that PP students are given access to wider opportunities beyond the curriculum
- Ensuring that our ethos and message is that we expect the highest standards of all young people, regardless of any obstacles to learning which may present themselves
- Ensuring that the quality of our provision is robust at all times

Review date and comments:

Review dates = each data collection point will be an opportunity to review the progress by these groups. This will form a specific part of the moderation and standardisation by middle leaders. End of year will provide the opportunity for a deeper review and analysis of the effectiveness of the provisions provided.

Equality Objective 2: We aim to improve the progress made by pupils with SEND.

This will be achieved by:

- Dedicated provision for pupils with Special Educational Needs and Disabilities
- Small group teaching in target areas; particularly literacy
- Close monitoring of progress and attainment
- Whole school review of literacy provision and staff training to develop stronger literacy outcomes for all

Review date and comments:

Review dates = each data collection point. This will form a specific part of the moderation and standardisation by middle leaders. This will form a specific part of the moderation and standardisation by middle leaders. End of year will provide the opportunity for a deeper review and analysis of the effectiveness of the provisions provided.

Equality Objective 3: We aim to ensure KS3 students have a reading age in line with, or in excess of, their chronological age.

This will be achieved by:

- Regular testing and review (NGRT and Hodder).
- Supporting literacy in all subjects across the curriculum.
- Focused intervention strategies for students requiring support.

Review date and comments: In line with the academy assessment calendar.