

EQUALITY OBJECTIVES – Update November 2017



Objective 1: Continue to reduce the attainment and progress gap between disadvantaged and non-disadvantaged student groups and implement appropriate intervention to support them. Our aim is always to ensure students succeed and have equal opportunities.

Developments 2017:

All students who are eligible for Pupil Premium (PP) funding form a group with our most able students called 'High Flyers'. All have been identified by their teachers through their planning and class overviews. Priority marking of their work takes place as well as close monitoring of their achievement. All PP students in Year 11 have their own mentor who supports them by identifying specific barriers to their learning and how these can be overcome.

Two lead teachers have been appointed to support the achievement of the 'High Flyer' students. These staff are middle leaders who have consistently achieved outstanding results with our students in English and Modern Foreign Languages. Their role is to focus upon the teaching. We have also appointed a Google Classrooms co-ordinator who will be overseeing the rollout of this homework platform across our school. Their role will also include identifying where PP students need support in developing their independence at home.

Exam results 2017:

The gap in progress between our PP and Non-PP students has continued to close this year. In 2016 the gap was -0.42 (Progress 8), while in 2017 it was -0.24 (Progress 8) an improvement of 0.18. There is still a need to further increase PP achievement and work to achieve this will continue over the coming year.

A*-A expectations were achieved or exceeded by PP students in 16 out of the 25 GCSE subjects studied. Most notably, 100% of PP students studying Italian achieved an A* or A grade. A*-As were achieved by PP students in 8 subjects where none were targeted (using prior achievement data). There were impressive rates of progress in the subjects within the Open Element of the Progress 8 score, most notably in Art, Photography and BTEC PE.

Objective 2: Further develop strategies to improve boys underachievement and in so doing continue to reduce the gender gap. This includes boys' underachievement in the higher ability band.

Exam results 2017

From the August results, very few subjects show a significant gender gap. There was a smaller progress gap comparing boys and girls achievement in Maths year on year. Boys attained higher Maths results compared to the girls in all ability bands.

There were five subjects where more boys took the subject compared to girls. These were Computer Science, French, ICT, Music and PE.

Overall, girls made more progress than boys, from their starting points. This was particularly evident in English where the gap is at its largest. There is a new strategy around boys and reading that is being implemented from Year 7 to address this. This looks at the types of books that students want to read, the male teachers modelling reading and the use of different extracts that will continue to engage boys. The impact of this strategy is being assessed at each data capture. Specific interventions are also being put in

place for Year 11 boys.

Improvement is still required in the gap in achievement between the most able boys and girls. This was most evident in the subjects of English, Chemistry, French, Spanish, Catering, Music, History and Geography. The support for our most able Year 11 students is a focus for this academic year through interventions in period 6 sessions and working with our local colleges (Barton Peveril and Richard Taunton's 6th form colleges). These students (along with the PP students) have the most aspirational target set through our target setting process and their independent study is an area that requires further training. All teaching staff will have training on Guided Learning, and the differentiation that is required as part of it, during the second half of the Autumn term. This will have a particular focus upon stretching the most able and what constitutes a grade 8/9 within the new GCSEs.

Student-related Information		Attainment			Projected Progress
		% 9 - 7	% 9 - 5	% 9 - 4	Progress 8* Score
English – by gender	Female	34.4	67.2	82.8	+0.69
	Male	14.8	53.1	70.4	-0.51
Maths – by gender	Female	14.1	32.8	53.1	-0.51
	Male	21.0	40.7	65.4	-0.25
English – by EAL status	Non EAL	23.1	59.0	75.2	-0.08
	EAL	25.0	60.7	78.6	+0.43
Maths – by EAL status	Non EAL	17.9	37.6	59.0	-0.46
	EAL	17.9	35.7	64.3	0.17
Even though there are 8 different ethnic groups within the exited 2017 cohort, only 4 groups have 4 or more students; therefore it is impossible to make judgements on ethnic performance for small cohorts as the sample size is not statistically sufficient					
English – by ethnicity (for cohorts >3 students)	WBRI (111)	20.7	58.6	74.8	-0.13
	WOTH (15)	26.7	66.7	80.0	+0.68
	AIND (9)	33.3	66.7	100	+0.68
	MWAS (4)	50.0	50.0	50.0	+0.38
Maths – by ethnicity (for cohorts >3 students)	WBRI (111)	18.0	36.9	58.6	-0.43
	WOTH (15)	6.7	20.0	53.3	-0.52
	AIND (9)	33.3	55.6	77.8	+0.4
	MWAS (4)	25.0	50.0	75.0	+0.61

Objective 3: Foster a deeper appreciation and understanding of how our school community reflects modern Britain. This will be explicitly linked to British Values and the further development of SMSC across the school.

Observations across the school indicate that our students are keen to ask questions about their world as they seek to understand their role within it. They are naturally inquisitive as well as being accepting and understanding of the many different groups that make up our school.

An audit of all the subjects within the school has now been completed to outline where the four British Values form part of the curriculum in our school. This will be further assessed through a review in the Spring term (2018) where the quality of the provision will be assessed as well as how far the students can talk about the different values. This review will also incorporate an exploration of SMSC (Spiritual, Moral, Social and Cultural).