



## Equality Objectives Sale High School

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The General Equality Duty requires public authorities to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and those who do not share it

As a school we are also required to follow the specific duties. This means we need to:

- Define one or more equality objectives that support the aims of the general duty (by 6<sup>th</sup> April 2012 and at least every four years thereafter)
- Ensure the objectives are specific and measurable
- Publish the objectives so that they are accessible to the public.

Our main aim as a school is to drive up standards and this includes narrowing gaps between identified groups. We recognise our duty in setting specific, measurable equality objectives and have included the following four objectives in our school development plan.

### Equality Objectives for 2017-18

1. To address the annual fluctuations in the attainment and achievement of **boys and girls, particularly girls in maths**, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the percentage achieving a good pass in both English and Maths.
2. To close the **disadvantaged** gap across a range of measures, **especially for High Level Learners**, including Progress 8, Attainment 8 and the Ebacc measure and the percentage of those achieving a good pass in both English and Maths.
3. To improve results for **White British** students across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths.
4. Further support the increasing number of **SEN students** in order that they achieve in line with **non SEN counterparts** across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths by identifying and evaluating specific needs and effective interventions



**Equality Objectives 2017-18: Review**

Objective	Impact			Comment
<p>1. To address the annual fluctuations in the attainment and achievement of <b>boys and girls, particularly girls in maths</b>, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the % achieving a good pass in both English and Maths.</p>	<p><b>5+ A*-C grades incl Eng &amp; Maths % (Gender)</b></p> <p><b>2011</b></p> <p><b>2012</b></p> <p><b>2013</b></p> <p><b>2014</b></p> <p><b>2015</b></p> <p><b>2016</b></p> <p><b>2017</b></p>	<p><b>Males</b></p> <p>32.00</p> <p>39.00</p> <p>44.44</p> <p>42.05</p> <p>50.82</p>	<p><b>Females</b></p> <p>44.00</p> <p>48.00</p> <p>51.14</p> <p>44.44</p> <p>58.67</p>	<p>Measures have been updated in line with national changes. This makes historical comparisons difficult as calculating 5A*% is no longer relevant or possible.</p> <p>Based on new measures there are no significant difference in gender regarding A8/P8 progress.</p> <p>With further changes to curriculum and assessment this will continue to be an area to focus on</p>
<p>In 2017 boys marginally outperformed girls in most Progress 8 elements. Overall, boys' P8 was 0.16 compared to 0.13 for girls. The only exception was in the Open P8 element, where girls outperformed boys by 0.01. The only P8 element with negative overall P8 scores was Maths; boys achieved a score of -0.12 in 2017 compared to -0.15 for girls. This indicates that Maths still needs to be a key area of focus for girls, but also for boys as well (in particular for high attaining pupils at KS2).</p>				



<p>2. To close the <b>disadvantaged</b> gap across a range of measures, <b>especially for High Level Learners</b>, including Progress 8, Attainment 8 and the Ebacc measure and the % of those achieving a good pass in both English and Maths.</p>	<p>The 2017 disadvantaged gap for P8 has widened from 2016. The gap is now at -0.56.</p> <p>In 2017:</p> <p>English p8 = 0.09 (disad = -0.55)</p> <p>Maths p8 = -0.14 (disad = -0.59)</p> <p>English a8 = 10.16 (disad = 8.36)</p> <p>Maths a8 = 8.80 (disad = 7.08)</p> <p>Em 4+ = 70.10 (disad = 48.72)</p> <p>Em 5+ = 41.24 (disad = 20.51)</p>	<p>There is further work needed to close the disadvantaged gap and work done within the schools remit focuses on learning and</p> <p>Often the combinations of Disadvantaged with another vulnerability e.g. SEN, attendance and LAC adds to the complex needs of the cohort.</p> <p>Our case studies show that extreme cases, of which we had several, have a significant impact on overall progress data.</p> <p>Disadvantaged students with significant vulnerabilities receive substantial levels of pastoral and academic support</p>
<p>3. To improve results for <b>White British</b> students across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths.</p>	<p>White (not necessarily white British) exceeded expectations in ebacc 4+ and em 4+ (source: fft dashboard)</p> <p>Suggest continue tracking white British pupils using above a8/p8 measures. Primary source for data on white British pupils = raise online because this compares us with national averages.</p>	<p>The majority if our students are white British and we had good results for majority of pupils 2017. So results demonstrate a significant improvement for all students but RAISE will tell us if there is still a gap which needs to be closed compared to white british pupils nationally.</p>
<p>4. Further support the increasing number of <b>SEN students</b> in order that they achieve in line with <b>non SEN counterparts</b> across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths by identifying and evaluating specific needs and effective interventions</p>	<p>We have further identified this measure as an area for focus</p> <p>As data shows SEN support receive a grade lower than estimate to achieve from KS2 compared to non-SEN</p>	<p>Makes sure baselines from KS2 are used to create realistic targets. The SEN support group are now a category that has more challenging needs than previously was the case as fewer students are now eligible for EHC plan that leads to a statement.</p>



### Stage 1: Understanding Our School Community – Students

Students on role as at 17<sup>th</sup> November 2017

Gender	
Girls	<b>349</b> <b>(49.1%)</b>
Boys	<b>362</b> <b>(50.9%)</b>

Using the CIMIS data the following information was available:

Ethnic Categories							
White British	<b>497</b> <b>(69.9%)</b>	White & Black Caribbean	<b>6</b> <b>(0.8%)</b>	Indian	<b>(2.1%)</b>	Any Other Black Background	<b>15</b> <b>(2.1%)</b>
Irish	<b>1</b> <b>(0.1%)</b>	White & Asian	<b>4</b> <b>(0.6%)</b>	Pakistani	<b>31</b> <b>(4.4%)</b>	Refugee	<b>0</b>
Any other white background	<b>31</b> <b>(4.4%)</b>	White & Black African	<b>1</b> <b>(0.1%)</b>	Bangladeshi	<b>4</b> <b>(0.6%)</b>	Asylum Seeker	<b>0</b>
Traveller of Irish Heritage	<b>0</b>	Any Other Mixed Background	<b>24</b> <b>(3.4%)</b>	Any other Asian background	<b>28</b> <b>(3.9%)</b>	Any Other Ethnic Group	<b>17</b> <b>(2.4%)</b>
Gypsy/Roma	<b>0</b>	Chinese	<b>11</b> <b>(1.5%)</b>	Black Caribbean	<b>11</b> <b>(1.5%)</b>	Information Refused	<b>2</b> <b>(0.3%)</b>
White European	<b>0</b>	Any other Chinese background	<b>0</b>	Black African	<b>13</b> <b>(1.8%)</b>	Information Not Obtained	<b>1</b> <b>(0.1%)</b>



### Comparison with LA demographics (%)

Ethnic Code	Ethnic group	No of Pupils	Trafford	Manchester	School
<b>ABAN</b>	Bangladeshi	4	1	3	<b>0.6</b>
<b>AIND</b>	Indian	15	12	3	<b>2.1</b>
<b>AOTH</b>	Any Other Asian Background	28	16	11	<b>3.9</b>
<b>APKN</b>	Pakistani	31	25	6	<b>4.4</b>
<b>BAFR</b>	Black-African	13	10	3	<b>1.8</b>
<b>BCRB</b>	Black Caribbean	11	7	4	<b>1.5</b>
<b>BOTH</b>	Any Other Black Background	15	6	9	<b>2.1</b>
<b>CHNE</b>	Chinese	11	7	3	<b>1.5</b>
<b>MOTH</b>	Any Other Mixed Background	24	11	13	<b>3.4</b>
<b>MWAS</b>	White & Asian	4	3	1	<b>0.6</b>
<b>MWBA</b>	White & Black African	1	1	0	<b>0.1</b>
<b>MWBC</b>	White & Black Caribbean	6	2	2	<b>0.8</b>
<b>NOBT</b>	Information Not Yet Obtained	1	1	0	<b>0.1</b>
<b>OOTH</b>	Any Other Ethnic Group	17	11	5	<b>2.4</b>
<b>REFU</b>	Refused	2	2	0	<b>0.3</b>
<b>WBRI</b>	White British	497	332	160	<b>69.9</b>
<b>WIRI</b>	White Irish	1	1	0	<b>0.1</b>
<b>WOTH</b>	Any Other White Background	31	24	7	<b>4.4</b>

Figures show that Sale High School has a wider ethnic diversity than Trafford itself. This is particularly true of the immediate local community.

Disability Categories				
% identified ( <b>20.7%</b> )				Speech, Language and Communication Needs (15)
Autistic Spectrum Disorder (4)		Other Difficulty/Disability (6)		Specific Learning Difficulty (13)
Hearing Impairment (3)		Physical Disability (2)		Visual Impairment (2)
Moderate Learning Difficulty (46)		Profound & Multiple Learning Difficulty (1)		
SEN support but no specialist assessment of need type (26)		Social, Emotional and Mental Health (29)		



SEN	Percentage (%)	Actual No.
No Specified SEN	82.4%	586
EHCP	2.0%	14
SEN support	15.6%	111

First Language					
Bengali	4	Other than English	7	Believed to be other than English	75
Chinese	5	Panjabi	4	English	582
(Cantonese)	5				
Believed to be English		Urdu	25	Hindu	4

No Information was available on the following protected characteristics:

## Stage 2: Understanding the Information Gathered

The school uses the information and data we have to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics. The following represent the areas that we regularly monitor in terms of the protected characteristics:

- Attainment
- Attendance
- Exclusions (both internal and fixed term)
- Racist related incidents
- Sexual/gender related incidents

Other areas that have been identified include:

- Participation in school activities
- Representation on school bodies e.g. school council, student leaders
- Rewards and sanctions

Admissions We collect diversity data during the admission process which relates to some of the protected characteristics. These are gender, SEN, ethnicity and religion. Information on disability is processed as part of transition from Year 6 to Year 7.



### **Equality Objective: 1**

**To address the annual fluctuations in the attainment and achievement of boys and girls, particularly girls in maths, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the % achieving a good pass in both English and Maths**

**Why:**

Based on new measures there are no significant difference in gender regarding A8/P8 progress. With further changes to curriculum and assessment this will continue to be an area to focus on. Results for boys and girls have fluctuated between each gender outperforming the other over a number of years without parity being established. Changes to exam systems (the move away from early entry and controlled assessments, the end of speaking and listening in English, the reduction the number and the changes in the nature of vocational qualifications) are likely to impact along gender lines.

**How:** Track the performance of gender groups (6 data entry points, tracking meetings, MLL DSEFs, QA Programme) and identify appropriate interventions. Staff training on effective pedagogy Student voice

**Outcomes:** As measured on Raise Online

### **Equality Objective: 2**

**To close the disadvantaged gap across a range of measures, especially for High Level Learners, including Progress 8, Attainment 8 and the Ebacc measure and the % of those achieving a good pass in both English and Maths.**

**Why:** There is further work needed to close the disadvantaged gap and work done within the schools remit focuses on learning and Often the combinations of Disadvantaged with another vulnerability e.g. SEN, attendance and LAC adds to the complex needs of the cohort. Our case studies show that extreme cases, of which we had several, have a significant impact on overall progress data. Disadvantaged students with significant vulnerabilities receive substantial levels of pastoral and academic support

**How:** Two SLT leads for Disadvantaged students at KS3 and KS4. Track the spend and performance of disadvantaged students (6 data entry points, tracking meetings, MLL DSEFs, QA programme) and identify appropriate interventions. Focus on attendance, raising aspirations, careers advice and guidance, alternative provision, supporting vulnerable students, departmental interventions, staff training, study skills, provision of resources and a working environment through the library, literacy and intervention groups.

**Outcomes:** As measured on Raise Online



### **Equality Objective: 3**

**To improve results for White British students across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths.**

**Why:** The majority of our students are white British and we had good results for majority of pupils 2017. So results demonstrate a significant improvement for all students but RAISE will tell us if there is still a gap which needs to be closed compared to white British pupils nationally.

**How:** Track the performance of white British students (6 data entry points, data tracking meetings, DSEFs, QA programme) and identify appropriate interventions. 43% of white British students are eligible for the Pupil Premium

**Outcomes:** As measured on Raise Online

### **Equality Objective: 4**

**Further support the increasing number of SEN students in order that they achieve in line with non SEN counterparts across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths by identifying and evaluating specific needs and effective interventions.**

**Why:** We have further identified this measure as an area for focus as recent data shows SEN support receive a grade lower than estimate to achieve from KS2 compared to non -SEN

**How:** Makes sure baselines from KS2 are used to create realistic targets. The SEN support group are now a category that has more challenging needs than previously was the case as fewer students are now eligible for EHC plan that leads to a statement.

**Outcomes:** As measured on Raise Online