



# Equality Duty Policy

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Next review:	September 2024
Link Manager:	Mr A Rogers, Headteacher
Governor Committee:	Standard and Achievements

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 2023-24**

1. To address the achievement of **girls (particularly in Maths and Physics)** and ensure greater consistency across a range of measures including Progress 8 and Attainment 8.
2. To close the **disadvantaged** gap across a range of measures, including Progress 8 and Attainment 8.
3. **Students with SEND** to achieve in line with non-SEND students across a range of measures including Progress 8 and Attainment 8.

## Review of Equality Objectives 2022-23

- To address the fluctuations in the attainment and achievement of groups in Maths, **particularly girls**, and so ensure greater consistency across a range of measures including Progress and Attainment 8.

The data below shows the Maths Progress 8 data for each cohort.

Maths P8								
Gender	SHS 2023	National 2023	SHS 2022	National 2022	SHS 2019	National 2019	SHS 2018	National 2018
Boys	0.23	0.09	0.00	0.04	0.10	-0.02	0.40	0.00
Girls	-0.61	-0.14	-0.70	-0.09	-0.50	-0.02	-0.10	-0.10
Gap	-0.84	-0.23	-0.70	-0.13	-0.60	0.00	-0.50	-0.10
Disadvantage	SHS 2023	National 2023	SHS 2022	National 2022	SHS 2019	National 2019	SHS 2018	National 2018
PP	-0.60		-0.50	-0.40	-0.60	-0.40	-0.10	-0.40
Non PP	-0.03		-0.20	0.10	0.00	0.10	0.30	0.10
Gap	-0.57		-0.30	-0.50	-0.60	-0.50	0.40	-0.50
Prior Attainment	SHS 2023	National 2023	SHS 2022	National 2022	SHS 2019	National 2019	SHS 2018	National 2018
HAP	-0.40	0.01	-0.90	0.00	-0.70	0.00	0.00	0.00
MAP	-0.10	-0.01	-0.60	-0.01	0.10	-0.01	0.20	0.00
LAP	-0.30	-0.09	0.50	-0.09	1.80	-0.15	0.30	-0.10
SEND	SHS 2023	SHS 2022	SHS 2019	SHS 2018				
SEN - K	-0.08	-0.80	-0.30	-0.30				
SEN - EHCP	0.80	0.70	-2.30	0.30				
No SEN	-0.24	-0.30	-0.20	0.24				

### Gender

- Both cohorts have improved but gap between girls and boys has slightly widened from 2022-23. National gap has also widened by a similar amount.

### Disadvantage

- PP gap has slightly widened but mainly due to improvement in non PP

### Prior Attainment

- HAPs and MAPs have made a big improvement from 2022 to 2023
- LAP results have fallen and will be a focus in Maths for 2023-24

2. To close the **disadvantaged** gap across a range of measures, **especially for High Level Learners, and white British**, including Progress 8 and Attainment 8.

<b>Progress 8</b>								
<b>PP</b>	<b>SHS 2023</b>	<b>National 2023</b>	<b>SHS 2022</b>	<b>National 2022</b>	<b>SHS 2019</b>	<b>National 2019</b>	<b>SHS 2018</b>	<b>National 2018</b>
PP	-0.48	-0.57	-0.41	-0.55	-0.43	-0.45	0.10	-0.44
Non PP	0.20	0.17	0.00	0.15	0.17	0.13	0.44	0.13
<b>GAP</b>	<b>-0.68</b>	<b>-0.74</b>	<b>-0.41</b>	<b>-0.70</b>	<b>-0.60</b>	<b>-0.58</b>	<b>-0.34</b>	<b>-0.57</b>
<b>PP HPA</b>	<b>SHS 2023</b>	<b>SHS 2022</b>	<b>SHS 2019</b>	<b>SHS 2018</b>				
PP HPA	-0.97	-1.04	-0.87	0.23				
Non PP HPA	0.00	-0.55	-0.74	0.17				
<b>Gap</b>	<b>-0.97</b>	<b>-0.49</b>	<b>-0.13</b>	<b>0.06</b>				
<b>PP WBB</b>	<b>SHS 2023</b>	<b>SHS 2022</b>	<b>SHS 2019</b>	<b>SHS 2018</b>				
PP WBB	-0.64	-0.53	-0.40	0.14				
Non PP WBB	0.12	0.72	1.36	0.78				
<b>Gap</b>	<b>-0.76</b>	<b>-1.25</b>	<b>-1.76</b>	<b>0.64</b>				

- PP progress is consistently above national average but the gap has increased since 2022. The gap remains smaller than national.
- The school continues to prioritise disadvantaged students to decrease the gap.
- PP High Prior Attainers didn't make the same improvement that non PP High Prior Attainers did.
- The progress gap between PP White British Boys (WBB) and non PP WBB is closing, but slowly.
- The Progress 8 gap between White British is wide and over a full grade. This group has previously been positive or close to positive in 2018, 2020 and 2021

3. 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 and Attainment 8.

**Progress 8 Data by SEN Cohort**

<b>Year</b>	<b>SEN E</b>	<b>SEN K</b>	<b>Non SEN</b>	<b>Gap (SEN K-Non)</b>	<b>Gap (SEN E-Non)</b>
<b>2023</b>	0.76	-0.37	0.02	-0.39	0.74
<b>2022</b>	0.43	-1.02	-0.06	-0.96	0.49
<b>2019</b>	-2.90	-0.24	0.04	-0.20	-2.84
<b>2018</b>	0.14	-0.19	0.38	-0.57	-0.24

- Students with EHCPs (E) outperform students with no SEND by three quarters of a grade on average
- Students with SEN support (K) perform lower than students with no SEND, but made a big improvement from 2022 to 2023
- SEND progress across the board remains a priority for school and risen for the 2023 cohort. This cohort is above average.

## Understanding Our School Community – Students

Students on role as at 31<sup>st</sup> January 2024

Gender	
Girls	<b>517</b> <b>(49.1%)</b>
Boys	<b>535</b> <b>(50.9%)</b>
Total	<b>1052</b>

### School characteristics

	2021	2022	2023
School number on roll	Close to average 926	Close to average 1011	Close to average 1017
School % FSM	Above average 34	Above average 32	Close to average 29
School % SEND support	Close to average 13	Above average 14	Close to average 13
School % EHC plan	Well above average 3.3	Well above average 3.4	Well above average 4
School % EAL	Above average 18	Above average 19	Above average 19
School % stability	Well below average 86	Below average 88	Below average 89

Source: IDSR (2023)

## School Ethnicity Data

Ethnicity	No. of Students	% of School	% Trafford Schools
Any other Asian background	25	2.4%	
Any other Black background	7	0.7%	
Any other ethnic group	22	2.1%	
Any other mixed background	27	2.6%	
Any other White background	24	2.3%	
Bangladeshi	3	0.3%	
Black - African	62	5.9%	
Black Caribbean	20	1.9%	
Chinese	63	6.0%	
Gypsy/Roma	1	0.1%	
Indian	41	3.9%	
Information Not Yet Obtained	2	0.2%	
Pakistani	50	4.8%	
Refused	2	0.2%	
White - British	654	62.2%	
White - Irish	1	0.1%	
White and Asian	14	1.3%	
White and Black African	13	1.2%	
White and Black Caribbean	21	2.0%	
<b>Total</b>	<b>1052</b>		

First Language*	No. of Students	% of School
Arabic	22	2%
Believed Other than English	10	1%
Chinese	5	0%
Chinese (Cantonese)	41	4%
English	854	81%

Hindi	7	1%
Other than English	44	4%
Polish	5	0%
Urdu	15	1%

**\*Groups with 5 or more students shown**

SEN Need	No of Students	% of School
Education, Health and Care Plan	52	5%
SEN Support	123	12%
No SEN	877	83%
<b>Total</b>	<b>1052</b>	

Additional Need	No of Students
Autistic Spectrum Disorder	14
Behaviour, Emotional and Social Difficulty	1
Hearing Impairment	8
Moderate Learning Difficulty	74
No Specialist Assessment	8
Other Difficulty/Disability	11
Physical Disability	11
Severe Learning Difficulty	3
Social, Emotional and Mental Health	90
Specific Learning Difficulty	46
Speech, Language or Communication Need	63
Vision Impairment	1
<b>Total</b>	<b>330</b>



## **Understanding the Information Gathered**

The school uses the information 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

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 Objectives 2023 -24**

### **Equality Objective 1**

To address the achievement of **girls (particularly in Maths and Physics)** and ensure greater consistency across a range of measures including Progress 8.

#### **Why:**

Girls progress, particularly in Maths and Physics, is below average and has historically been the case.

#### **How:**

- Ensure students have the foundations of mathematical concepts that can then lead to challenge with examination preparation and thinking.
- Member of the Maths and Science leadership teams have taken this area on as a focus
- Dedicated girls Maths form in year 11 to build confidence and improve engagement with the subject
- Gender used as a cohort in Venn diagrams to identify underperforming girls.
- Track the performance of gender groups (3 data entry points, tracking meetings, MLL DSEFs, QA Programme) and identify appropriate interventions.
- Staff held to account for performance of girls at Maths and Science data meetings.
- Intervention to target girls' achievement in Maths and Physics.
- Target STEM opportunities across school particular for girls.
- Ensure that girls have the opportunity to study further maths and take part in the scholars programme.

**Outcomes:** Performance of girls in Maths and Physics to improve in line with national rates

### **Equality Objective 2**

To close the **disadvantaged** gap across a range of measures, including Progress 8.

**Why:** The school deprivation is close to average, but the location disadvantage is well below average. Even though progress and attainment is in line with national rates there is further work needed to close the internal gap between disadvantaged and non-disadvantaged progress. Disadvantaged high prior attainers, disadvantaged with SEND and disadvantaged white British boys are a cohort to focus on.

#### **How:**

- Utilise the PP strategy to ensure disadvantaged students are being fully supported to achieve.
- Track the performance of disadvantaged students – particularly HAP, SEND and WBB (3 data entry points, tracking meetings, MLL DSEFs, QA programme) and identify appropriate interventions. SLT will monitor this and hold staff to account through data meetings, learning walks and book

checks.

- All additional enrichment, such as Sale Scholars, careers, aspiration raising, extracurricular and rewards to target PP HAP. These students to be a focus group for attendance.
- Middle Leaders will be asked to identify key students that are PP HAP, PP SEND and PP WBB on their Venn diagrams. Staff will present their strategies and the impact of interventions at data meetings. Interventions will be quality assured through learning walks.
- Staff training will focus on working with disadvantaged students and the range of effective strategies to use.

**Outcomes:** Gap between disadvantaged and non-disadvantaged lessens, while both measures remain above national rates of progress. PP HAP and PP SEND achieve above national rates of progress and lessen the gap with non-disadvantaged.

### **Equality Objective 3:**

**Students with SEND** to achieve in line with non-SEND students across a range of measures including Progress 8.

**Why:** Students with EHCPs achieve well in comparison with non-SEN students. SEND support still remains a concern, with a gap between those students and non-SEN in progress and attendance. Primary needs include social, emotional, and mental health.

**How:**

- Regularly revisit adaptive teaching strategies during staff training and how to best utilise the support of ILs - ensuring all staff are trained in effective approaches.
- QA will monitor impact and quality of provision particularly for SEND through SEND focused learning walks and book checks with clear actions for improvement. Good practice highlighted and shared with whole staff.
- Review of the SEND team structure to ensure impact from each area is able to be measured.
- Utilisation of key staff to work with students with additional needs that are struggling to manage their behavior and engage with learning.
- Social, emotional and mental health issues being addressed through additional ELSA support, extra pastoral staff and school counsellors.
- SEND K discussed in attendance team meetings, with a focus on improvement.

**Outcomes:** Progress and attendance of students with SEND improves in line with non-SEND. Students with SEND are happy in school and C3s reduce for a key cohort.