

## Equality & Diversity Objectives and Action Plan

Objective	Trust/School	Annual Progress Review July 2020																																				
Raise the attainment of low performing groups to the level of their peers.	<b>Twyford C of E High School</b>	<p>Progress 8 is above the national average for all groups but boys, certain ethnic groups and SEN pupils continue to make less progress than the average (numbers of SEN pupils without EHCPs are low). There was a reduction in the gaps in 2019.</p> <table border="1"> <thead> <tr> <th></th> <th>2017 (Prog 8)</th> <th>2018 (Prog 8)</th> <th>2019 (Prog 8)</th> </tr> </thead> <tbody> <tr> <td>National Av.</td> <td>-0.03</td> <td>-0.02</td> <td>-0.03</td> </tr> <tr> <td>School Av.</td> <td>0.49</td> <td>0.71</td> <td>0.94</td> </tr> <tr> <td>Boys</td> <td></td> <td>0.47 (103 pupils)</td> <td>0.77 (94 pupils)</td> </tr> <tr> <td>Black or Black British</td> <td>0.04 (40 pupils)</td> <td>0.29 (25 pupils)</td> <td>0.40 (29 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.68 (37 pupils)</td> <td>0.28 (19 pupils)</td> <td>0.66 (27 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>1.46 (19 pupils)</td> <td>1.38 (23 pupils)</td> <td>1.04 (24 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td>0.23 (21 pupils)</td> <td>0.27 (25 pupils)</td> <td>0.51 (19 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>-0.37 (13 pupils)</td> <td>0.71 (11 pupils)</td> <td>0.25 (7 pupils)</td> </tr> </tbody> </table>		2017 (Prog 8)	2018 (Prog 8)	2019 (Prog 8)	National Av.	-0.03	-0.02	-0.03	School Av.	0.49	0.71	0.94	Boys		0.47 (103 pupils)	0.77 (94 pupils)	Black or Black British	0.04 (40 pupils)	0.29 (25 pupils)	0.40 (29 pupils)	Mixed or Dual Backgrounds	0.68 (37 pupils)	0.28 (19 pupils)	0.66 (27 pupils)	Asian or Asian British	1.46 (19 pupils)	1.38 (23 pupils)	1.04 (24 pupils)	SEN without an EHCP	0.23 (21 pupils)	0.27 (25 pupils)	0.51 (19 pupils)	SEN with an EHCP	-0.37 (13 pupils)	0.71 (11 pupils)	0.25 (7 pupils)
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	<p><b>Key Milestones</b> <i>inc Completion date / Lead</i></p>	<p>Quarterly by Head of KS 3 &amp; 4</p> <ul style="list-style-type: none"> <li>• Weekly study groups in place Reviewed quarterly</li> <li>• Checking of prep a priority in progress review sessions and duty/tutor learning looks <ul style="list-style-type: none"> <li>○ Process for tracking persistent poor recording of prep in place</li> </ul> </li> <li>• Quarterly review of data, interventions and changes to seating plans support progress of boys, PP and SEN students</li> <li>• Setting and staffing of sets checked to ensure that at risk groups are well supported</li> <li>• Weekly follow up of students on pastoral stages systems supports progress of boys, PP and SEN students</li> <li>• Duty learning look data scrutinised weekly in HOY meetings to ensure that at risk classes are being monitored</li> <li>• Tutor learning look reviewed at fortnightly SLT and followed up in HOY meetings</li> <li>• KS one-to-one tutoring running once per week using sixth formers</li> <li>• Introduction of staff training sessions (DTL3) on tackling underachievement amongst minority ethnic groups</li> <li>• Enhanced staff training on strategies for ensuring progress for SEN students</li> <li>• Changes to pastoral programme via pastoral refresh to ensure full and aspirational representation of BAME students in CIAG resources</li> </ul>																																				

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	<b>William Perkin C of E High School</b>	Progress 8 is well above the national average for all groups but boys, certain ethnic groups and SEN pupils, having mostly been progressing in line with the average made less progress at the end of KS4 than the average (numbers of SEN pupils are low). The gender gap narrowed in 2019.	<table border="1"> <thead> <tr> <th></th> <th>2018 (Prog 8)</th> <th>2019 (Prog 8)</th> </tr> </thead> <tbody> <tr> <td>National Av.</td> <td>-0.02</td> <td>-0.03</td> </tr> <tr> <td>School Av.</td> <td>1.35</td> <td>1.35</td> </tr> <tr> <td>Boys</td> <td>0.97 (90 pupils)</td> <td>1.20 (99 pupils)</td> </tr> <tr> <td>Black and Black British</td> <td>1.05 (23 pupils)</td> <td>1.21 (20 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.90 (12 pupils)</td> <td>0.73 (12 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>1.60 (79 pupils)</td> <td>1.45 (79 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td></td> <td>-0.16 (6 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>0.36 (7 pupils)</td> <td>1.20 (5 pupils)</td> </tr> </tbody> </table>		2018 (Prog 8)	2019 (Prog 8)	National Av.	-0.02	-0.03	School Av.	1.35	1.35	Boys	0.97 (90 pupils)	1.20 (99 pupils)	Black and Black British	1.05 (23 pupils)	1.21 (20 pupils)	Mixed or Dual Backgrounds	0.90 (12 pupils)	0.73 (12 pupils)	Asian or Asian British	1.60 (79 pupils)	1.45 (79 pupils)	SEN without an EHCP		-0.16 (6 pupils)	SEN with an EHCP	0.36 (7 pupils)	1.20 (5 pupils)
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	<b>Key Milestones inc Completion date / Lead</b>	<ul style="list-style-type: none"> <li>• Weekly mentoring group in place (Chord) for underachieving boys reviewed quarterly</li> <li>• PP(RAC) and LAC/PLAC learning mentor employed to track progress and lead interventions, reviewed quarterly</li> <li>• Y11 Pastoral support appointed with brief to target ISV between boys and girls</li> <li>• Quarterly review of data, interventions and changes to seating plans support progress of boys, PP and SEN students</li> <li>• Setting and staffing of sets checked to ensure that at risk groups are well supported</li> <li>• Weekly follow up of students on pastoral stages systems supports progress of boys, PP and SEN students via vulnerable groups meetings</li> <li>• Duty learning look data scrutinised weekly in HOY meetings to ensure that at risk classes are being monitored</li> <li>• Sixth form mentoring in place to provide intervention for underachieving groups (currently suspended sure to Covid 19 restrictions)</li> <li>• SLT academic mentoring in place to provide intervention for underachieving groups in Y11</li> <li>• 6th form pastoral mentor provides daily interventions for underachieving groups</li> <li>• Introduction of staff training sessions (DTL3) on tackling underachievement amongst minority ethnic groups</li> <li>• Enhanced staff training on strategies for ensuring progress for SEN students</li> <li>• Changes to pastoral programme via pastoral refresh to ensure full and aspirational representation of BAME students in CIAG resources</li> <li>• Checking of prep a priority in progress review sessions and duty/tutor learning looks. Persistent poor prep / poor recording of prep = compulsory study club</li> </ul>																												

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<b>Key Milestones</b> <i>inc Completion date / Lead</i>	Quarterly by Head of KS 3 & 4 <ul style="list-style-type: none"> <li>• Setting and staffing of groups completed to ensure high priority sets staffed appropriately</li> <li>• Quarterly review of data enabling interventions and changes to seating plans to support progress of BME students</li> <li>• RAC and other intervention groups reviewed quarterly to support BME students where appropriate</li> <li>• Weekly follow up of students on pastoral stages systems supports progress of at risk pupils</li> <li>• Ensure BME students are well-represented in student leadership teams</li> <li>• Ensure BME students are well-represented in end of term assemblies/celebration events</li> <li>• Introduction of staff training sessions (DTL3) on tackling underachievement amongst minority ethnic groups</li> <li>• Enhanced staff training on strategies for ensuring progress for SEN students</li> <li>• Changes to pastoral programme via pastoral refresh to ensure full and aspirational representation of BAME students in CIAG resources</li> </ul>																		
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	<b>Key Milestones</b> <i>inc Completion date / Lead</i>	<p>In school variation &lt; 10% for key cohorts</p> <p>Pupil Premium and other at risk cohorts - Support programme</p> <ul style="list-style-type: none"> <li>• Vulnerable groups meetings highlight students requiring additional support</li> <li>• Intervention opportunities for 2020-21 defined and staffing agreed</li> <li>• Analysis of quarterly assessment results identify intervention cohorts and individuals in need of targeted support</li> <li>• Targeted intervention at study club for off track individuals</li> <li>• Interventions put in place for at risk students and support them to make progress</li> <li>• Pupil premium coordinator inducted and proactively supporting off track PP students</li> </ul>															
Reduce the application of behaviour sanctions to groups of students disproportionately subject to them.	<b>Twyford C of E High School</b>	<p>A disproportionate number of boys, BME and SEN students are externally excluded although overall numbers are low and comparable with other schools.</p> <table border="1"> <thead> <tr> <th></th> <th>2018/19 Q1&amp;2</th> <th>2019/20 Q1&amp;2</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>1.9%</td> <td>2.1%</td> </tr> <tr> <td>Boys</td> <td>3.1%</td> <td>2.9%</td> </tr> <tr> <td>BME</td> <td>2.8%</td> <td>1.4%</td> </tr> <tr> <td>SEN</td> <td>5.7%</td> <td>2.9%</td> </tr> </tbody> </table>		2018/19 Q1&2	2019/20 Q1&2	Total	1.9%	2.1%	Boys	3.1%	2.9%	BME	2.8%	1.4%	SEN	5.7%	2.9%
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	<b>Key Milestones</b> <i>inc Completion date / Lead</i>	<ul style="list-style-type: none"> <li>• Weekly mentoring group in place (Chord) for underachieving boys reviewed quarterly</li> <li>• Weekly boys 'role model' mentoring group in place (Chord)</li> <li>• Close liaison established between SEN/Chord to share strategies for managing behaviour and increasing positive conduct</li> <li>• Quarterly review of data, interventions and changes to seating plans support conduct of boys, BME and SEN students</li> <li>• Setting and staffing of sets checked to ensure that at risk groups are well supported</li> <li>• Weekly follow up of students on pastoral stages systems supports progress of boys, BME and SEN students via vulnerable groups meetings</li> <li>• Duty learning look data scrutinised weekly in HOY meetings to ensure that at risk classes are being monitored</li> <li>• PE mentoring (daily) in place to provide intervention for students at stages 3+</li> <li>• Sixth form mentoring in place to provide intervention for students in younger year groups displaying negative behaviours (currently suspended sure to Covid 19 restrictions)</li> <li>• Introduction of staff training on unconscious bias</li> <li>• Enhanced staff training on strategies for ensuring positive behaviour for SEN students</li> <li>• Changes to pastoral programme via pastoral refresh to ensure full and aspirational representation of BAME students in CIAG resources</li> <li>• Redesign of how focus room is conducted = therapeutic behaviour intervention</li> <li>• Review of internal exclusion to allow for inclusion of restorative mentoring sessions</li> <li>• Ensure BME students are well-represented in student leadership teams</li> <li>• Ensure BME students are well-represented in end of term assemblies/celebration events</li> </ul>															
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Pupils and parents from under-represented groups' participation in school activities increases.	<b>Twyford C of E High School</b>	<p>Twyford offers a wide range of opportunities for participation in wider learning activities. Participation of BME, SEN and female students is monitored. The differences in percentage points between the percentage of students in monitored groups receiving participation points in the first 4 months of the year and the overall percentage are shown below.</p> <table border="1"> <thead> <tr> <th></th> <th>2016/17<sup>#</sup></th> <th>2017/18<sup>#</sup></th> <th>2018/19<sup>#</sup></th> <th>2019/20<sup>#</sup></th> </tr> </thead> <tbody> <tr> <td>BME</td> <td>0%</td> <td>-4%</td> <td>-1%</td> <td>-1%</td> </tr> <tr> <td>SEN</td> <td>+8%</td> <td>+16% (low numbers)</td> <td>-10% (low numbers)</td> <td>-1%</td> </tr> <tr> <td>Female</td> <td>+1%</td> <td>+1%</td> <td>+4%</td> <td>+2%</td> </tr> </tbody> </table> <p>There were no significant gaps in participation rates in 2019/20.</p>		2016/17 <sup>#</sup>	2017/18 <sup>#</sup>	2018/19 <sup>#</sup>	2019/20 <sup>#</sup>	BME	0%	-4%	-1%	-1%	SEN	+8%	+16% (low numbers)	-10% (low numbers)	-1%	Female	+1%	+1%	+4%	+2%
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<b>Key Milestones</b> <i>inc Completion date / Lead</i>	<ul style="list-style-type: none"> <li>• Introduction of SIMs activities to better track attendance will allow targeted intervention in under-represented groups</li> <li>• Introduction of 'Wider Learning passport' for Y7 and 8 = compulsory attendance at one (minimum) Ext Elective per week</li> <li>• Accurate recording of lunchtime clubs in which many students take part but are not recorded as school activities e.g. Chance Cup</li> <li>• Training of non-RE member of staff to support (and then run) Citizens activities to attract a larger number of students</li> <li>• Expansion of activities offered in Chapel space</li> <li>• Survey of student voice to inform wider learning offer</li> </ul>																					

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<i>Key Milestones inc Completion date / Lead</i>		<ul style="list-style-type: none"> <li>Introduction of SIMs activities to better track attendance will allow targeted intervention in under-represented groups</li> </ul>																
Raise student / staff awareness of the main provisions of the 2010 Equality Act.	<b>Trust</b>	The Trust has adopted an Equality Policy and regularly reviews it. The Policy has been published to staff. Further work is needed to ensure all staff are fully aware of the contents of the Policy.																
	<i>Key Milestones inc Completion date / Lead</i>	<ul style="list-style-type: none"> <li>Require all staff to undertake E&amp;D training each year</li> <li>Require all managers to undertake unconscious bias training now/on joining the Trust</li> <li>Student workshop pf prejudice agreed Student workshop on prejudice revised to include unconscious bias</li> <li>Ongoing review of the curriculum to ensure it is 'decolonised'</li> </ul>																
Staff, Directors and Governors better reflect the diversity of the community	<b>Trust</b>	<p>63% of Twyford students, 91% of William Perkin students and 78% of Ealing Fields students live in the Borough of Ealing. For Twyford the next highest boroughs are Hammersmith &amp; Fulham (11%), Brent (10%) and Hounslow (9%)#. According to the 2011 Census, the population of LB Ealing is 50% BME and 4% disabled. The BME figures for H&amp;F are 32%, Brent 65% and Hounslow 49%.</p> <p>Monitoring information for all Trust staff shows 16% BME, 32% male and nil declaring disabilities (2018/19: 18%, 32% and nil).</p> <p>Monitoring information for Directors and Members shows 0% BME, 50% male and 19% disabled (2018/19: 0% BME, 70% male and 10% disabled).</p>																

Objective	Trust/School	Annual Progress Review July 2020
	<b>Twyford CofE High School</b>	<p>The year 7-11 pupil population of Twyford CofE High School is currently 51% BME, 50% male<sup>#</sup> and 7.0% SEN (2018/19: 50%, 49% and 3.6%).</p> <p>Monitoring information for Twyford High School staff shows 22% BME, 36% male and nil declaring disabilities (2018/19: 20%, 34% and nil).</p> <p>Monitoring information for Governors for 2019/20 shows 30% BME, 46% male and 0% disabled (2018/19 36% BME, 43% male and 0% disabled)</p>
	<b>William Perkin CofE High School<sup>@</sup></b>	<p>The year 7-11 pupil population of William Perkin CofE High School is 67% BME, 53% male<sup>#</sup> and 6.7% SEN (2018/19: 68%, 54% and 6.2%).</p> <p>Monitoring information for William Perkin High School staff shows 25% BME, 31% male and nil declaring disabilities (2018/19: 12%, 26% and nil).</p> <p>Monitoring information for Governors for 2019/20 shows 30% BME, 46% male, 15% disabled (2018/19 47% BME, 53% male and 13% disabled)</p>
	<b>Ada Lovelace C of E High School</b>	<p>Pupil and staff statistics included with William Perkin above.</p> <p>Monitoring information for Governors for 2019/20 shows 10% BME, 46% Male, 0% disabled (2018/19 10% BME, 55% male and 0% disabled)</p>
	<b>Ealing Fields High School</b>	<p>The pupil population of Ealing Fields High School is 52% BME, 55% male<sup>#</sup> and 5.5% SEN (incl non EHCP) (2018/19: 56%, 57% and 4.7%).</p> <p>Monitoring information for Ealing Fields High School staff shows 29% BME, 42% male and nil declaring disabilities (2018/19: 18%, 43%, 0%).</p> <p>Monitoring information for Governors for 2019/20 shows 14% BME, 57% male, and 0% disabled (2018/19 14% BME, 57% male and 0% disabled)</p>
	<p>Key Milestones <i>inc Completion date</i></p> <p><i>Lead: HR Manager</i></p>	<ul style="list-style-type: none"> <li>• Add E&amp;D monitoring to regular staff recruitment reports (% of applicants, appointees and staff at different levels in protected groups) - Sept</li> </ul> <p>Review advertising strategy to ensure the Trust is maximising opportunity to attract staff from Diverse backgrounds (Nov 2020)</p>

\* BME (Black and Minority Ethnic) is defined as all non-white ethnic groups. # SIMS @ Includes staff/pupils of Ada Lovelace C of E High School SEN = Pupils identified as having special educational needs (Education and Health Plans). Includes pupils with disabilities.