

# Public Sector Equalities Duty and Equalities Objectives (updated March 2022)

## Purpose of this document

This document gives a high-level explanation of the Public Sector Equalities Duty; our equalities objectives; how this relates to our school vision, context, school development plan and how we use targeted grants such as the Pupil Premium and Covid Recovery Grants. It then reports on progress towards our current equalities objectives, the next steps we will take and where these feature in our School Development Plan (SDP)

## Our current equalities objectives

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|-------------|---|
| Objective 1 | To ensure that all students make the best possible progress in both English and Maths, with the ambition of meeting or exceeding ambitious flightpaths in both subjects. Our strategy will be to secure baseline assessments, provide high quality teaching, intervention and support strategies, all of which will be internally and externally quality assured. |
| Objective 2 | To review our curriculum to further improve post-16 progression for all students.   |

## The Public Sector Equalities Duty and our school vision

The Equality Act 2010 requires all public organisations, including schools, to comply with the Public Sector Equality Duty, which has three broad aims:

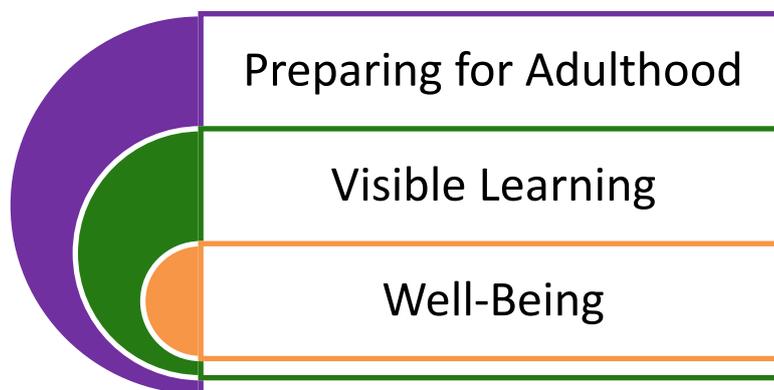
1. **Eliminating unlawful discrimination, harassment, and victimisation.**
2. **Advancing equality of opportunity between different groups.**
3. **Fostering good relations between different groups.**

The Public Sector Equality Duty also ensures that we continue to tackle issues of disadvantage and underachievement of different groups by breaking down barriers to learning, and increasing life choices for all students, which underpin our vision and whole-school priorities

## Our Vision

Achievement for all in a unique world-class school

## Whole-School Priorities 2020-23



## School Context

Our school is situated in a diverse community where many people experience, or have experienced disadvantage, discrimination and/or prejudice. We provide a positive learning environment, where all members are valued, irrespective of: sex; race; disability; age; religion or belief; gender reassignment, sexual orientation; pregnancy or maternity; marriage and civil partnership.

As a special school, each of our students has special educational needs and disabilities that are sufficiently complex and significant to require placement in a special school rather than mainstream secondary. In addition, the large majority of our students are eligible for the pupil premium grant and the majority receive free school meals.

The school provision to maximise outcomes for all students is therefore built into our school improvement priority planning and review processes, utilising the graduated response set out in the SEND Code of Practice. The heart of our approach is in providing a ‘universal offer’ of high-quality teaching that meets the special educational needs of our students whilst discovering and nurturing their talents and aspirations as they prepare for adulthood. Ensuring high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

### Our Equalities Objectives

As stated in our Pupil Premium Strategy, our ultimate objectives for our students are for them to

1. make greater progress with their learning, emotional and social development than they would anywhere else, and for that progress to be indistinguishable from non-disadvantaged peers with similar starting points
2. have full lives, making increasingly meaningful choices about their futures, and control of their support<sup>1</sup>
3. be fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study<sup>2</sup>.

### Progress towards current Equalities Objectives

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|--------------------|---|
| <b>Objective 1</b> | To ensure that all students make the best possible progress in both English and Maths, with the ambition of meeting or exceeding ambitious flightpaths in both subjects. Our strategy will be to secure baseline assessments, provide high quality teaching, intervention and support strategies, all of which will be internally and externally quality assured. |
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#### Progress towards Objective 1:

- Baseline assessments in English and Maths on entry to the school are rigorous and subject to both internal moderation in the school and the external moderation by the Local Authority. The external moderation shows that the actual starting point for many students is significantly below the unmoderated teacher assessment levels reported at the end of Key Stage 2.
- Evidence-based, targeted maths interventions delivered by trained staff accelerate progress through addressing fundamental misconceptions. All 3 Maths interventions continue to be effective in accelerating student progress:-

| Intervention Name | Average gain (months) | Length of intervention (months) |
|-------------------|-----------------------|---------------------------------|
| Numbers Count     | 11.6                  | 4.3                             |
| 1stClass@Number 1 | 17.7                  | 2.5                             |
| 1stClass@Number 2 | 18.5                  | 10.3                            |

- Student outcomes remain slightly higher overall in English compared to Maths, though the gap has reduced significantly. This will need continued attention as 2020 and 2021 GCSE outcomes used centre/teacher-assessed grades and comparisons between subjects may not be directly comparable to end-of-course examinations.

#### Next steps are included in our School Development Plan (SDP):

- Update ‘a year’s worth of progress’ / ambitious flightpaths following changes to GCSEs and Functional Skills exams [SDP 2.2]
- Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. [SDP 5.6]

<sup>1</sup> Adapted from <https://www.preparingforadulthood.org.uk/about-us/our-work.htm>

<sup>2</sup> Adapted from ‘Impact’ in the [Education Inspection Framework](#)

- Phased plan to revisit opportunities across the curriculum to improve students' communication skills (reading, writing, oracy) so that they can deepen their learning [SDP 2.5]

|                    |   |
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| <b>Objective 2</b> | To review our curriculum to further improve post-16 progression for all students. |
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#### Progress towards Objective 2:

- The innovative Sixth Form study programme is now an established part of the school provision. It lasts one year, with sustained 'after-care' to ensure that learners' retention, progress, and skill development are supported and tracked in subsequent years.
- Where students experience difficulties or setbacks, the Sixth Form team intervene rapidly and successfully to support re-engagement with the existing course provider or secure a different individually tailored pathway.
- The Sixth Form study programme's effectiveness in developing students' ability to successfully cope with the challenges of transition to a more adult environment and the expectations of the world of work is evidenced by the retention of almost all students and the systematic progression in levels of courses undertaken
- Follow-up tracking of our Sixth Form 'alumni' show that whatever their starting points, almost all students continue to make sustained and substantial progress during and beyond their time in the Sixth Form.
- When Ofsted inspected the school and Sixth Form in July 2018, their judgment was that "The 16 to 19 provision is outstanding. All students gain qualifications and continue in education, training or employment... Leaders' partnership and quality-assurance work with other Sixth-Form providers is exceptional."
- Current evidence is that the Sixth Form Study Programme continues to be highly effective in preparing students for the next stage in their education and/or training, matched to each student's interests, abilities and need

Next steps are included in our School Development Plan (SDP) under SDP 1 Preparing for Adulthood (PfA):

1. Review Education, Health and Care Planning and Review processes to include PfA outcomes
2. Refreshed opportunities in the wider curriculum
3. Curriculum and accreditation routes kept under review for each cohort
4. Updated [Relationships, sex and health education \(RSHE\)](#), with evaluation of implementation and impact
5. Working towards achieving the Quality in Careers Standard to fully meet the [Gatsby Benchmarks](#)

#### **Reviewing our Objectives**

The current equalities objectives will be reviewed in 2023. To help inform those decisions as we emerge from the pandemic, we have also included related priorities in our School Development Plan 2022-23:-

- Students' individual and collective voices are systematically heard and responded to through PfA Annual Reviews and the Smart School Council Communication Teams [SDP 3.1.1]
- Work with newly-elected parent governors to extend [parental engagement](#) by: providing practical strategies to support learning at home; tailoring school communications; offering/ signposting more support where needed [SDP 4.2]
- Develop long-term equalities & diversity action plans [SDP 3.2.4]
  1. Staff professional development sessions focused on equality and diversity
  2. Inclusive recruitment processes that actively encourage under-represented groups to apply
  3. Routinely communicating to governors, parents, staff, students and the wider community how our values of tolerance and understanding are being promoted in the school community and beyond
  4. Reviewing our curriculum to ensure it is inclusive for all, and represents the diversity of the local and global community
  5. Ensuring the curriculum signposts where students have opportunities to share life experiences and discuss current affairs