

EQUALITY OBJECTIVES

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Equality Objectives

Sandwich Technology School seeks to promote equality and we celebrate diversity within our community. We welcome the public sector equality duty as set out in the Equality Act (2010).

What is the duty?

We must:

- eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our Equality Policy

Our Equality Policy contains information about how the school complies with the public sector equality duty. We also give guidance to staff and external visitors on our approach to promoting equality.

Our Equality Objectives 2017/2018

Our Equality Objectives for 2017/2018 were:

- 1 to improve outcomes for Pupil Premium (disadvantaged) students;
- 2 to improve outcomes for High Prior Attainment students;
- 3 to challenge stereotypes that can deny opportunities to students through high quality careers advice.

Objective 1

During the year 2017/2018 we:

- engaged the services of a Pupil Premium consultant to advise us on how to improve outcomes;
- appointed an internal 'Raising Standards Leader: Pupil Premium' and a team of Pupil Premium Champions to raise awareness and ensure the Pupil Premium students were supported, encouraged and challenged;
- undertook Learning Walks and Development Observations where Pupil Premium students were a focus;
- used regular training sessions and Goldfish (a weekly staff newsletter) to keep Pupil Premium performance and associated strategies high on the agenda;
- wrote a specific action plan about Pupil Premium, which was included with the school's Development Plan.

The school met all of its targets within the Pupil Premium plan and has succeeded in bringing the performance of Pupil Premium students closer to that of non-Pupil Premium students.

Objective 2

During the year 2017/2018 we:

- ensured all staff knew who the High Prior Attainment (HPA) students were in the class;
- used a teacher training day to deliver 'Stretch and Challenge' training that was delivered by an external expert;
- undertook Learning Walks and Development Observations where HPA students were a focus;

- used regular training sessions and Goldfish (a weekly staff newsletter) to keep HPA performance and associated strategies high on the agenda;
- created 'Most Able Pupils' groups in key year groups who met regularly with an Assistant Headteacher. The Assistant Headteacher also contacted home to praise these students and explain the schools high expectations for them.

The school increased its performance for the proportion of students achieving a grade 5 or more in both English and Maths and also narrowed the in-school gap between HPA and non-HPA performance in terms of progress.

Objective 3

During the year 2017/2018 we:

- identified vulnerable students who were disadvantaged or who had no immediate family members who had accessed Higher Education previously, to receive input from Universities to increase their aspiration;
- addressed stereotypes during the Year 10 Work Related Learning Day by ensuring that there were female representatives from the armed services and engineering sector and male representatives from the beauty industry;
- created general and subject related career noticeboards around the school that challenged stereotypes;
- ensured that a careers education programme was in place for all year groups.

The school has successfully improved its careers provision and has achieved an Investor in Careers Award stage 1 and began working towards stage 2. A greater number of all students, regardless of background, are accessing and benefitting from our careers service.

Our Equality Objectives 2018/2019

Our Equality Objectives for 2018/2019 were:

- 1 to improve further the outcomes for High Prior Attainment Students;
- 2 to improve the outcomes for boys;
- 3 to improve the outcomes for Sixth Form students who underachieved in Year 11 via the introduction of our Transition Year Curriculum.

Objective 1

During the year 2018/2019 we:

- improved the proportion of students who achieved 3 or more A Levels, from 62% in 2018 to 91%;
- improved the number of A* grades at A Level from 0 in 2018 to 4;
- improved the number of A grades at A Level from 0 in 2018 to 7;
- improved the proportion of students who achieved A*/A grades (or vocational equivalent) in A Level from 11% to 17%;
- improved the progress of HPA students from -0.62 in 2017 and 2018 to -0.44;
- improved the proportion of students who achieved grade 5 or more in both English and Maths GCSE from 23% in 2018 to 25%;
- improved the proportion of students who achieved grade 7 or more in both English and Maths GCSE from 2% in 2018 to 7%;
- improved the proportion of students who achieved five grades 9 to 7 or more in their GCSEs from 2% in 2018 to 4%;
- improved the number of GCSE grade 9s from 2 in 2018 to 7;
- improved the number of GCSE grades 9 to 7 from 94 in 2018 to 155.

Objective 2

During the year 2018/2019 we:

- improved boys' overall attainment from 36.2 to 36.5;
- improved boys' attainment in English from 3.41 to 3.92;
- improved boys' attainment in EBacc subjects from 2.88 to 2.93;
- improved boys' progress from -1.01 in June 2018 to -0.75;
- improved the attainment of boys in Geography from an APS of 2.82 to 3.41;

- improved the attainment of boys in History from an APS of 3.13 to 3.32;
- improved the progress made by boys in Humanities from -1.14 to -0.79;
- improved the attainment of boys in Triple Science from 5.40 to 5.95;
- closed the gender progress gap between June 2018 and June 2019 in 15 subjects.

Objective 3

During the year 2018/2019 we:

- successfully enrolled 11 students on the Transition Year programme;
- of those, 8 students completed the course;
- of those, 7 have now successfully achieved access to study Level 3 courses;
- established a programme that is being repeated in the year 2019/2020, with a view to improving its outcomes further.

Our Equality Objectives 2019/2020

Our Equality Objectives reflect the school priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

The Equality Objectives for the year 2019/2020 were:

- 1 to reduce the number of exclusions in general and for SEN and Pupil Premium students in particular;
- 2 to improve the outcomes for boys;
- 3 to improve the accessibility of some aspects of our curriculum for our Low Prior Attainers.

Objective 1

This is difficult to assess as the Nationwide school closure due to the pandemic last year meant there is no comparable data from last year.

However, if 2019/2020 figures up to February half term are compared to 2018/2019 figures up to February half term, then:

- in total the number of students excluded reduced from 39 in 2018/2019 to 23 in 2019/2020;
- of those, the number with Special Educational Needs reduced from 12 in 2018/2019 to 1 in 2019/2020;
- unfortunately, the number of those students who were Pupil Premium increased from 4 in 2018/2019 to 7 in 2019/2020.

Objective 2

During the year 2019/2020 we:

- improved boys' overall attainment from 36.2 to 40.1;
- improved boys' progress from -0.74 in June 2019 to -0.35;
- improved boys' attainment in English from 3.92 to 4.18;
- improved boys' attainment in Maths from 3.79 to 4.23;
- increased the % of boys gaining English & Maths at grade 4+ from 39% to 57%;
- increased the % of boys gaining English & Maths at grade 5+ from 18% to 26%;
- improved boys' attainment in EBacc subjects from 2.93 to 3.31;
- improved boys' progress in English from -0.93 to -0.68;
- improved boys' progress in Maths from -0.47 to -0.02;
- improved boys' progress in EBacc subjects from -0.80 to -0.21;
- improved boys' progress in Open Element subjects from -0.88 to -0.62;
- narrowed the gender gap in overall attainment, English attainment, Maths attainment, % gaining EM at Grade 4+, English progress and Maths progress.

Objective 3

During the year 2019/2020 we:

- improved overall attainment of LPA students from 22 to 24.5;
- improved progress of LPA students from -0.20 to -0.09;
- increased the number of exam entries for LPA students from 6.8 to 9.4;
- designed a new STS KS3 Baccalaureate for introduction in 2020/2021 to ensure all students, including LPA, get a broader KS3 curriculum.

Our Equality Objectives 2020/2021

Our Equality Objectives reflect the school priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

The Equality Objectives for the year 2020/2021 are:

- 1 to improve attendance, particularly for Pupil Premium students;
- 2 to ensure outcomes for students who were affected by the March 2020 lockdown are not negatively impacted;
- 3 to ensure that the outcomes of examination cohorts in English are not negatively impacted by the multiple maternity leaves within that department.

An analysis of the progress made towards these objectives and objectives for the academic year 2021/2022 will be published during Term 1, 2021.
