

## Equality & Diversity Objectives and Action Plan 2022-23

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Objective 1 - Raise the attainment of low-performing groups to the level of their peers							
Twyford CofE High School	Progress Data	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.					
			2018 (Prog 8)	2019 (Prog 8)	2020 (Prog 8)*	2021 (Prog 8)**	2022 (Prog 8)***
		National Average	-0.02	-0.03	Not available	Not available	Not available
		School Average	0.71	0.94	1.05	0.90	0.8
		Boys	0.47 (103 pupils)	0.77 (94 pupils)	0.92 (92 pupils)	1.01 (91 pupils)	0.6 (86 pupils)
		Black or Black British	0.29 (25 pupils)	0.40 (29 pupils)	0.76 (47 pupils)	0.56 (30 pupils)	0.3 (35 pupils)
		Mixed or Dual Backgrounds	0.28 (19 pupils)	0.66 (27 pupils)	0.93 (33 pupils)	0.87 (34 pupils)	0.7 (35 pupils)
		Asian or Asian British	1.38 (23 pupils)	1.04 (24 pupils)	0.63 (10 pupils)	0.68 (16 pupils)	1.1 (3 pupils)
		SEN without an EHCP	0.27 (25 pupils)	0.51 (19 pupils)	0.20 (6 pupils)	0.80 (5 pupils)	0.5 (3 pupils)

		SEN with an EHCP	0.71 (11 pupils)	0.25 (7 pupils)	0.55 (11 pupils)	1.28 (6 pupils)	0.5 (6 pupils)
	<p><b>Key Milestones</b></p> <p><i>Monitored quarterly</i></p> <p><i>SLT lead PBe</i></p>	<p><b>Focus on Year 11</b></p> <ul style="list-style-type: none"> <li>• Identify exactly which students are of track in which subjects</li> <li>• Share identified cohorts with HODs to be sure that they also have these students as a focus group</li> <li>• Weekly study groups in place - reviewed quarterly, includes key students identified above</li> <li>• Checking of prep a priority in progress review sessions and duty/tutor learning looks</li> <li>• Regular contact home from year 11 pastoral team to celebrate successes and keep students engaged</li> <li>• KS one-to-one tutoring running once per week using sixth formers</li> <li>• Track persistent poor recording of prep in place (via conduct points) – set up lunch time HW groups as required</li> <li>• Quarterly review of data, interventions and changes to seating plans support progress of boys, PP and SEN students - Academic monitoring cards in place after Q1 &amp; Q2 for those who require it</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/ SLT meetings to ensure that at risk classes are being monitored</li> <li>• Tutor learning look reviewed at fortnightly SLT</li> <li>• Students in cohort encouraged to take on leadership roles (e.g. mentors) to encourage positive engagement</li> <li>• Carefully planned CIAG meetings to be sure key students are seen by the right staff (HOY/SLT &amp; SENCO)</li> </ul>					

*\* for Summer 2020 there are no national benchmarks for Progress 8 scores due to the suspension of school performance tables. These are based on 2019 national benchmarks and included for comparative purposes only*

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<b>William Perkin CofE High School</b>	<b>Progress Data</b>	<p>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).</p> <table border="1"> <thead> <tr> <th></th> <th>2018 (Prog 8)</th> <th>2019 (Prog 8)</th> <th>2020 (Prog 8)*</th> <th>2021 (Prog 8)**</th> <th>2022 (Prog 8)***</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>-0.02</td> <td>-0.03</td> <td>Not available</td> <td>Not available</td> <td>Not available</td> </tr> <tr> <td>School Average</td> <td>1.35</td> <td>1.35</td> <td>1.36</td> <td>0.74</td> <td>0.8</td> </tr> <tr> <td>Boys</td> <td>0.97 (90 pupils)</td> <td>1.20 (99 pupils)</td> <td>1.04 (100 pupils)</td> <td>0.64 (96 pupils)</td> <td>1.0 (107 pupils)</td> </tr> <tr> <td>Black or Black British</td> <td>1.05 (23 pupils)</td> <td>1.21 (20 pupils)</td> <td>1.15 (21 pupils)</td> <td>0.60 (28 pupils)</td> <td>0.4 (23 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.90 (12 pupils)</td> <td>0.73 (12 pupils)</td> <td>0.84 (16 pupils)</td> <td>0.52 (14 pupils)</td> <td>0.7 (18 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>1.60 (79 pupils)</td> <td>1.45 (79 pupils)</td> <td>1.59 (67 pupils)</td> <td>0.98 (59 pupils)</td> <td>1.0 (61 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td></td> <td>-0.16 (6 pupils)</td> <td>0.13 (8 pupils)</td> <td>-0.72 (3 pupils)</td> <td>0.3 (20 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>0.36 (7 pupils)</td> <td>1.20 (5 pupils)</td> <td>0.16 (11 pupils)</td> <td>0.09 (9 pupils)</td> <td>1.5 (6 pupils)</td> </tr> </tbody> </table> <p><i>* for Summer 2020 there are no national benchmarks for Progress 8 scores due to the suspension of school performance tables. These are based on 2019 national benchmarks and included for comparative purposes only</i></p> <p><i>** for Summer 2021 there are no national benchmarks for Progress 8 scores. The Fischer Family Trust (FFT) produced a similar analysis for a subset of English schools. These results are included here to allow comparison between groups.</i></p> <p><i>*** for Summer 2022, at the time of updating, the DFE had not yet produced Progress 8 scores from the national dataset. The Fischer Family Trust (FFT) produced an early analysis for a subset of English schools. These results are included here to allow comparison between groups.</i></p>		2018 (Prog 8)	2019 (Prog 8)	2020 (Prog 8)*	2021 (Prog 8)**	2022 (Prog 8)***	National Average	-0.02	-0.03	Not available	Not available	Not available	School Average	1.35	1.35	1.36	0.74	0.8	Boys	0.97 (90 pupils)	1.20 (99 pupils)	1.04 (100 pupils)	0.64 (96 pupils)	1.0 (107 pupils)	Black or Black British	1.05 (23 pupils)	1.21 (20 pupils)	1.15 (21 pupils)	0.60 (28 pupils)	0.4 (23 pupils)	Mixed or Dual Backgrounds	0.90 (12 pupils)	0.73 (12 pupils)	0.84 (16 pupils)	0.52 (14 pupils)	0.7 (18 pupils)	Asian or Asian British	1.60 (79 pupils)	1.45 (79 pupils)	1.59 (67 pupils)	0.98 (59 pupils)	1.0 (61 pupils)	SEN without an EHCP		-0.16 (6 pupils)	0.13 (8 pupils)	-0.72 (3 pupils)	0.3 (20 pupils)	SEN with an EHCP	0.36 (7 pupils)	1.20 (5 pupils)	0.16 (11 pupils)	0.09 (9 pupils)	1.5 (6 pupils)
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<b>Key Milestones</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 to track progress and lead interventions, reviewed quarterly</li> <li>• Head teacher to address and brief staff to target ISV between boys and girls</li> </ul>																																																							

	<p>Monitored quarterly</p> <p><i>SLT Leads : ABw /RRa/SLo</i></p>	<ul style="list-style-type: none"> <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>• All staff aware of the key cohort groups (Black students) Year 11</li> <li>• Curriculum panel discussing Year 11 Black cohort intervention</li> <li>• Year 10 cohort completing 1-1 tuition following John Lyon partnership</li> <li>• Quarterly drives within core subjects in Year 10/11 prioritising key cohort</li> <li>• Sixth form mentoring in place to provide intervention for underachieving groups</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>• Continual review of pastoral programme to ensure full and aspirational representation of BAME students in CIAG resources</li> <li>• Compulsory study club targets pupils who have persistent poor prep and recording of prep</li> </ul>																											
<p><b>Ealing Fields High School</b></p>	<p><b>Progress Data</b></p>	<p>Summer 2021 saw the first year of Ealing Field’s GCSE results.</p> <table border="1" data-bbox="862 826 1720 1161"> <thead> <tr> <th></th> <th>2021 (Prog 8)**</th> <th>2022 (Prog 8)***</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>Not available</td> <td>Not available</td> </tr> <tr> <td>School Average</td> <td>0.64</td> <td>1.3</td> </tr> <tr> <td>Boys</td> <td>0.47 (67 pupils)</td> <td>1.4 (75 pupils)</td> </tr> <tr> <td>Black or Black British</td> <td>0.37 (23 pupils)</td> <td>0.9 (15 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.29 (16 pupils)</td> <td>1.2 (23 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>0.78 (20 pupils)</td> <td>1.3 (13 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td>0.58 (12 pupils)</td> <td>1.5 (11 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>- (0 pupils)</td> <td>1.3 (2 pupils)</td> </tr> </tbody> </table> <p><i>** for Summer 2021 there are no national benchmarks for Progress 8 scores. The Fischer Family Trust (FFT) produced a similar analysis for a subset of English schools. These results are included here to allow comparison between groups.</i></p> <p><i>*** for Summer 2022, at the time of updating, the DFE had not yet produced Progress 8 scores from the national dataset. The Fischer Family Trust (FFT) produced an early analysis for a subset of English schools. These results are included here to allow comparison between groups.</i></p>		2021 (Prog 8)**	2022 (Prog 8)***	National Average	Not available	Not available	School Average	0.64	1.3	Boys	0.47 (67 pupils)	1.4 (75 pupils)	Black or Black British	0.37 (23 pupils)	0.9 (15 pupils)	Mixed or Dual Backgrounds	0.29 (16 pupils)	1.2 (23 pupils)	Asian or Asian British	0.78 (20 pupils)	1.3 (13 pupils)	SEN without an EHCP	0.58 (12 pupils)	1.5 (11 pupils)	SEN with an EHCP	- (0 pupils)	1.3 (2 pupils)
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	<p><b>Key Milestones</b>  <b>2022-23</b>  <i>Monitored quarterly</i>  <i>Led by LSA – Yr11</i>  <i>KWO – Yr 9 &amp; 10</i>  <i>LED – Yr 7 &amp; 8</i></p>	<ul style="list-style-type: none"> <li>• Start of year staff training highlights relative gaps in performance between whole cohort and under-performing groups to emphasise importance of closing the gap</li> <li>• Start of year dept training highlights off-track individuals in class handover meetings and department analysis</li> <li>• Yr 11 student cohort of most-at-risk shared with staff so they can be prioritised</li> <li>• Students in vulnerable groups prioritised for seating plans to be nearest teacher/easily accessible</li> <li>• Students prioritised for checking of work in lessons – mini-WBs, independent tasks, questioning</li> <li>• Marking prioritised for the key individuals</li> <li>• Where appropriate additional catch-up resources (e.g. revision guides) used to support students</li> <li>• Compulsory study club for low-level issues with prep &amp; independent learning</li> <li>• HoD &amp; teacher monitoring of performance in key assessed work and liaising with families &amp; pastoral teams where concerns arise</li> <li>• Quarterly assessment checks trigger further booster/intervention/tuition programmes for Year 11 pupils who are significantly off track</li> <li>• Quarterly monitoring of learning habit grades triggers further teacher/tutor/HoY/HoD support where barriers to learning are apparent</li> <li>• Careful monitoring of set changes at KS3 to raise aspiration of vulnerable students</li> </ul>																				
<p><b>Ada Lovelace CofE High School</b></p>	<p><b>Progress Data</b></p>	<table border="1"> <thead> <tr> <th></th> <th>2018/19 Q2 on track</th> <th>2019/20 Q2 on track</th> <th>2020/21 Q2 on track</th> <th>2021/22 Q2 on track</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>75.2% (119 pupils Yr 7)</td> <td>72.7% (251 pupils Yrs 7-8)</td> <td>70.7% (464 pupils Yrs 7-9)</td> <td>74% (668 pupils Yrs 7-10)</td> </tr> <tr> <td>SEN (EHC Plan)</td> <td>N/A (0 pupils)</td> <td>N/A (0 pupils)</td> <td>69% (6 pupils)</td> <td>68% (11 pupils)</td> </tr> <tr> <td>Black &amp; Minority Ethnic</td> <td>71.3% (78 pupils)</td> <td>70.7% (154 pupils)</td> <td>70.9% (275 pupils)</td> <td>72% (407 pupils)</td> </tr> </tbody> </table> <p><b>Key Milestones</b>  <i>Monitored quarterly</i>  <i>SLT lead MC/RH</i></p> <p><b>Focus on Year 11</b></p> <ul style="list-style-type: none"> <li>• Identify E &amp; D research cohort</li> <li>• Identify exactly which students are off track in which subjects</li> <li>• Share identified cohorts with HODS to be sure that they also have these students as a focus group</li> </ul>		2018/19 Q2 on track	2019/20 Q2 on track	2020/21 Q2 on track	2021/22 Q2 on track	All students	75.2% (119 pupils Yr 7)	72.7% (251 pupils Yrs 7-8)	70.7% (464 pupils Yrs 7-9)	74% (668 pupils Yrs 7-10)	SEN (EHC Plan)	N/A (0 pupils)	N/A (0 pupils)	69% (6 pupils)	68% (11 pupils)	Black & Minority Ethnic	71.3% (78 pupils)	70.7% (154 pupils)	70.9% (275 pupils)	72% (407 pupils)
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		<ul style="list-style-type: none"> <li>• Weekly Study Club focus on learning habits and routines in place - reviewed quarterly, includes key students identified above</li> <li>• Checking of prep a priority in progress review sessions and duty/tutor learning looks</li> <li>• Regular contact home from year 11 pastoral team to celebrate successes and keep students engaged</li> <li>• Track persistent poor recording of prep in place (via conduct points) and monitor with focused duty looks</li> <li>• Quarterly review of data, interventions and changes to seating plans support progress of Raising achievement cohort - Academic monitoring cards in place after Q1 &amp; Q2 for those who require it</li> <li>• Setting and staffing of sets checked to ensure that at risk groups are well supported (post Q2)</li> <li>• Weekly follow up of students on pastoral stages systems supports progress of RA cohort</li> <li>• Carefully planned CIAG meetings and target setting to be sure key students are seen by the right staff (HOY/SLT)</li> <li>• Start of term staff training highlights relative gaps in performance between whole cohort and under-performing groups to emphasise importance of closing the gap</li> <li>• Start of term dept training highlights off-track individuals in class handover meetings and department analysis</li> <li>• Students prioritised for checking of work in lessons – mini-WBs, independent tasks, questioning</li> <li>• Marking prioritised for the key individuals</li> <li>• Where appropriate additional catch-up resources (e.g. revision guides) used to support students</li> <li>• Compulsory study club for low-level issues with prep &amp; independent learning</li> <li>• HoD &amp; teacher monitoring of performance in key assessed work and liaising with families &amp; pastoral teams where concerns arise</li> <li>• Quarterly assessment checks trigger further booster/intervention/tuition programmes for Year 11 pupils who are significantly off track</li> <li>• Quarterly monitoring of learning habit grades triggers further teacher/tutor/HoY/HoD support where barriers to learning are apparent</li> </ul>
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**Objective 2 - Reduce the application of behaviour sanctions to groups of students disproportionately subject to them**

<b>Twyford CofE High School</b>	<b>Pastoral Data</b>	<p>A disproportionate number of boys, BAME and SEN students are externally suspended/excluded although overall numbers are low and comparable with other schools.</p> <table border="1" data-bbox="864 347 2078 641"> <thead> <tr> <th></th> <th>2018/19 Q1&amp;2</th> <th>2019/20 Q1&amp;2</th> <th>2020/2021 (whole year)</th> <th>2021/2022 (whole year)</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>1.9%</td> <td>2.1%</td> <td>1.19%</td> <td>3.69%</td> </tr> <tr> <td>Boys</td> <td>3.1%</td> <td>2.9%</td> <td>1.55%</td> <td>3.55%</td> </tr> <tr> <td>BAME</td> <td>2.8%</td> <td>1.4%</td> <td>1.59%</td> <td>3.39%</td> </tr> <tr> <td>SEN</td> <td>5.7%</td> <td>2.9%</td> <td>3.51%</td> <td>3.57%</td> </tr> </tbody> </table>		2018/19 Q1&2	2019/20 Q1&2	2020/2021 (whole year)	2021/2022 (whole year)	Total	1.9%	2.1%	1.19%	3.69%	Boys	3.1%	2.9%	1.55%	3.55%	BAME	2.8%	1.4%	1.59%	3.39%	SEN	5.7%	2.9%	3.51%	3.57%
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	<p><b>Key Milestones</b></p> <p><i>Monitored quarterly</i></p> <p><i>KS4 SLT lead LDo</i></p> <p><i>KS3 SLT lead ABJ</i></p>	<ul style="list-style-type: none"> <li>• Anti- racism in the classroom training for all teaching staff at the start of the academic year</li> <li>• Year ahead evenings are clear to parents about the following (PPTs and expectations booklet emailed to all parents the day after the meeting):             <ul style="list-style-type: none"> <li>○ Behaviour expectations</li> <li>○ The conduct system</li> <li>○ Importance of positive engagement with WL</li> </ul> </li> <li>• Second unconscious bias training for staff in place for Spring/ Summer term</li> <li>• HOY assemblies celebrate key soft skills e.g. positive attitude</li> <li>• PSHE workshops reviewed and developed to include workshops for year 11-13</li> <li>• Tutors trained in supporting students where there is a negative trend (e.g. results, pastoral indicators, wider learning engagement) and intervention they can take (also Cohort 25)</li> <li>• Weekly follow up of students on pastoral stages systems supports progress of boys, BAME and SEN students via weekly SLT and HOY meetings</li> <li>• Duty learning look data scrutinised weekly in SLT meetings to ensure that at risk classes are being monitored</li> <li>• Mentoring in place for those students who present with additional challenging circumstances</li> </ul>																									
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		2018/19 Q1&2	2019/20 Q1&2	2020/2021 (whole year)	2021/2022 (whole year)	
		Total	2.6%	0.6%	1.94%	3.82%
		Boys	4.8%	1.0%	2.42%	4.65%
		BAME	2.4%	0.8%	2.08%	2.97%
		SEN	7.2%	5.9%	6.25%	5.45%
	<p><b>Key Milestones</b></p> <p><i>Quarterly Monitoring</i></p> <p><i>SLT Leads : EWa/RRa/SLo/ABw</i></p>	<ul style="list-style-type: none"> <li>• Weekly mentoring group in place (Chord) for underachieving boys reviewed quarterly</li> <li>• Creation of an additional 11X form to support with progress and progression of an at risk cohort and provide daily small group mentoring</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, BAME 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, BAME 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>• Celebrating diversity weeks</li> <li>• Chord are using black teachers to support with our black students to allow for representation</li> <li>• ARC study withdrawal session have tailored curriculum</li> <li>• Specific ARC study club</li> <li>• ARC specific life skills</li> <li>• Life skills sessions, catered to tackle boys' over-representation in exclusion numbers</li> <li>• Review of EMS and study curriculum to ensure it is accessible and learning time is maximised</li> <li>• St Giles speaker and follow up sessions to ensure students are aware of CCE</li> <li>• Sixth form mentoring in place to provide intervention for students in younger year groups displaying negative behaviours</li> <li>• Continued staff training on unconscious bias</li> <li>• Whole staff training on the PACE model</li> <li>• Enhanced staff training on strategies for ensuring positive behaviour for SEN students</li> <li>• Continual review of the pastoral programme to ensure full and aspirational representation of BAME students in CIAG resources</li> </ul>				



		<ul style="list-style-type: none"> <li>Redesign of how focus room is conducted = therapeutic behaviour intervention</li> <li>Internal exclusion to allow for inclusion of restorative mentoring sessions</li> </ul>																									
<b>Ealing Fields High School</b>	<b>Pastoral Data</b>	<p>A disproportionate number of boys are externally excluded although overall numbers are low and lower than other schools. There does not seem to be an issue with BAME boys</p> <table border="1"> <thead> <tr> <th></th> <th>2018/19 Q1&amp;2</th> <th>2019/20 Q1&amp;2</th> <th>2020/2021 (whole year)</th> <th>2021/2022 (whole year)</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>1.1%</td> <td>1.7%</td> <td>3.76%</td> <td>2.40%</td> </tr> <tr> <td>Boys</td> <td>1.5%</td> <td>2.6%</td> <td>4.73%</td> <td>3.39%</td> </tr> <tr> <td>BAME</td> <td>1.5%</td> <td>0%</td> <td>5.35%</td> <td>4.32%</td> </tr> <tr> <td>SEN</td> <td>N/A</td> <td>3.7%</td> <td>11.11%</td> <td>7.14%</td> </tr> </tbody> </table>		2018/19 Q1&2	2019/20 Q1&2	2020/2021 (whole year)	2021/2022 (whole year)	Total	1.1%	1.7%	3.76%	2.40%	Boys	1.5%	2.6%	4.73%	3.39%	BAME	1.5%	0%	5.35%	4.32%	SEN	N/A	3.7%	11.11%	7.14%
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	<p><b>Key Milestones 2022-23</b>  <i>Monitored quarterly</i>  <i>Led by LSA – Yr11</i>  <i>KWO – Yr 9 &amp; 10</i>  <i>LED – Yr 7 &amp; 8</i></p>	<ul style="list-style-type: none"> <li>Start of year HoY training highlights pastorally vulnerable individuals in analysis and tutor handover</li> <li>Tutor seating plans prioritise students off track</li> <li>Priority meetings for vulnerable students at target-setting meetings</li> <li>Conscious targeting of vulnerable groups for assembly shout-outs, praise and teacher feedback</li> <li>Greater support for at-risk pupils in checking their pastoral reflection booklets</li> <li>Early intervention with any inclusion resources &amp; external agencies (e.g. groundwork mentors) for students at risk of suspension/poor attendance/disengagement</li> <li>Quarterly pastoral data review triggers additional pastoral support – support cards, compulsory study club, contact home – as appropriate</li> <li>Prioritise at risk-students for Plan A/B/C support for post-16 (including external CV help and careers advisors.</li> <li>Further training for tutors during the year to identify additional support strategies required for individuals off track</li> </ul>																									
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	<b>Key Milestones</b> <i>Monitored quarterly</i> <i>SLT lead CWi</i>	<b>Focus on Yr 7 – 11 E and D research cohorts</b> <ul style="list-style-type: none"> <li>• 7-11 research cohorts agreed and shared with all teachers/tutors</li> <li>• Start of year HoY training highlights pastorally vulnerable individuals in analysis and tutor handover</li> <li>• Tutor seating plans prioritise students from 7 – 10 E and D cohorts on pastoral stages 2+</li> <li>• Priority meetings for vulnerable students at target-setting meetings</li> <li>• Conscious targeting of vulnerable groups for assembly shout-outs, praise and teacher feedback – adaptive teaching training</li> <li>• Weekly follow up of E and D research cohort students on pastoral stages 2+</li> <li>• Greater support for at-risk pupils in checking their pastoral reflection booklets</li> <li>• Early intervention with any inclusion resources &amp; external agencies (e.g. groundwork mentors) for students at pastoral stages 2+ and/or at risk of suspension/poor attendance/disengagement</li> <li>• Quarterly pastoral data review triggers additional pastoral support – support cards, compulsory study club, contact home – as appropriate</li> <li>• Prioritise at risk-students for Plan A/B/C support for post-16 (including external CV help and careers advisors)</li> <li>• Further training for tutors during the year to identify additional support strategies required for individuals off track</li> <li>• Staff development group to have a reading focus around issues of ethnic minority underachievement</li> </ul> <p>E&amp;D cohort reviewed regularly at Vulnerable Groups meetings</p>		

<b>Objective 3 - Pupils and parents from under-represented groups' participation in school activities increases</b>		
<b>Twyford CofE High School</b>	<b>Engagement Data</b>	<p>Twyford offers a wide range of opportunities for participation in wider learning activities. Participation of BAME, 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> <p>From 2020/21 onwards the data is for the whole year. This data covers Years 7-11.</p>

			2017/18	2018/19	2019/20	2020-21	2021-22
		BAME	-4%	-1	-1	-1.2%	-0.96%
		SEN	+16%	-10	-1	+8.8%	+2.01%
		Female	+1%	+4	+2	+4.58%	+0.45%
		There were no significant gaps in participation rates in 2019/20.					
	<b>Key Milestones</b> <i>Monitored quarterly</i> SLT lead LAD	Additional targeting on key cohorts to increase engagement <ul style="list-style-type: none"> <li>Wider learning offer updated termly</li> <li>Start of term training for staff to ensure that there is better representation from BAME students in all year 11 leadership roles</li> <li>Better tracking of engagement at tutor level using SIMs activity – data dashboard reviewed and refined to make identification of non-engagement easier – clear steps for follow up from tutors</li> <li>½ termly tracking of engagement of different student groups at SLT</li> <li>Ensure all year 11 are encouraged to engage in at least one WL/Leadership opportunity</li> <li>Introduce two PSHE workshops to year 11 – one that specifically focuses on physical and mental wellbeing</li> <li>Continue to celebrate positive engagement weekly in assembly – making links to employment soft skills</li> <li>Black history month showcase further engages parents from minoritised backgrounds in the school community</li> <li>Ensure that our careers fair and external CIAG external speakers represent and range of backgrounds and ethnicities</li> </ul>					
<b>William Perkin CofE High School</b>	<b>Engagement Data</b>	These are the equivalent figures for William Perkin:					
			2017/18	2018/19	2019/20	2020-21	2021-22
		BAME	+1%	-1%	-3%	-1.3%	-0.88%
		SEN	-10%	-13%	-7%	-1.8%	-6.54%
		Female	+6%	+7%	+2%	+5.2%	+7.25%

		Participation by SEN students remains low. Girls are participating more than boys.																							
	<b>Key Milestones</b>  <i>SLT Leads :</i> <i>CSm / DSa</i>	<ul style="list-style-type: none"> <li>Continued review of SIMs activities to ensure attendance is tracked to allow targeted intervention in under-represented groups</li> <li>Pilot of SOCS in sport clubs to better track and monitor attendance</li> <li>Continued running of the '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</li> <li>Expansion of activities offered in Chapel space</li> <li>Survey of student voice to inform wider learning offer (in student council)</li> </ul>																							
<b>Ealing Fields High School</b>	<b>Engagement Data</b>	These are the equivalent figures for Ealing Fields:																							
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<b>Key Milestones 2022-23</b> <i>Monitored quarterly</i> <i>Led by PDe</i>	<ul style="list-style-type: none"> <li>Tutors use SIMS activities reports from Data team to identify non-engaged students</li> <li>Tutor conversations as first-wave support</li> <li>SLT and HoY support with more hard-to-reach students to engage with a WL activity</li> <li>Proactive inclusion of students from vulnerable background in student leadership opportunities – e.g. assembly performances, showcases and end of term assemblies</li> <li>Support for more at risk students to access work experience programme</li> <li>Targeted intervention from tutors &amp; MLT/SLT to ensure vulnerable students access Enrichment Week programme</li> </ul>																								
<b>Ada Lovelace CofE High School</b>	<b>Engagement Data</b>	These are the equivalent figures for Ada Lovelace:																							
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		SEN	+5.38%	+3.38%	
		Female	+0.05%	+2.00%	
	<b>Key Milestones</b> <i>Inc Completion date/Lead</i>	<ul style="list-style-type: none"> <li>• Tutors use SIMS activities reports from Data team to identify non-engaged students</li> <li>• Tutor conversations as first-wave support</li> <li>• Staff development to offer training in adaptive tutoring</li> <li>• SLT and HoY support with more hard-to-reach students to engage with a WL activity</li> <li>• Proactive inclusion of students from vulnerable background in student leadership opportunities – e.g. assembly performances, showcases and end of term assemblies</li> <li>• Support for more at risk students to access work experience programme</li> <li>• Survey of student voice to inform wider learning offer</li> </ul>			

<b>Objective 4 - Raise staff awareness of the main provisions of the 2010 Equality Act</b>		
<b>Twyford CofE Academies Trust</b>	<b>Progress Data</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.
	<b>Key Milestones</b> <i>Monitored quarterly</i>  <i>Lead – Director of Finance &amp; Operations</i>	<ul style="list-style-type: none"> <li>• Unconscious bias training to be run in all schools</li> <li>• All staff receive Equality &amp; Diversity training via Flick Learning. In addition to this, Managers receive further Equality &amp; Diversity training via Flick Learning.</li> </ul>

**Objective 5 - Staff, Directors and Governors better reflect the diversity of the community**

<p><b>Progress Data</b></p>	<p><b>Twyford CofE Academies Trust</b></p>	<p>At September 2022, 66% of Twyford students, 91% of William Perkin students, 76% of Ealing Fields students, and 94% of Ada Lovelace students live in the London Borough of Ealing.</p> <p>The next 3 highest boroughs for each school are:</p> <table border="1" data-bbox="864 392 2094 639"> <thead> <tr> <th>Twyford</th> <th>William Perkin</th> <th>Ealing Fields</th> <th>Ada Lovelace</th> </tr> </thead> <tbody> <tr> <td>Brent 10.2%</td> <td>Hillingdon 3.3%</td> <td>Hounslow 23%</td> <td>Brent 3.6%</td> </tr> <tr> <td>Hammersmith &amp; Fulham 9.6%</td> <td>Harrow 2.2%</td> <td>Barnet 0.3%</td> <td>Kensington &amp; Chelsea 0.4%</td> </tr> <tr> <td>Hounslow 7.5%</td> <td>Brent 1.7%</td> <td>Hammersmith &amp; Fulham 0.3%</td> <td>Barnet 0.23%</td> </tr> </tbody> </table> <p>According to the 2011 Census, the population of LB Ealing is 50% BAME and 4% disabled. The BAME figures for H&amp;F are 32%, Brent 65% and Hounslow 49%. At the time of writing, the figures for the 2021 census are not yet published by the Office for National Statistics.</p> <p>Monitoring information for all Twyford and Trust staff – total staff with a response rate of 45% = 21% BAME, 33% male and nil declaring disabilities. (Sept 2021: 24%, 30%, nil) Please note that at the time of writing an information gathering exercise is underway by HR to capture monitoring information for our new staff which accounts for this year’s lower response rate.</p> <p><u>Monitoring information for Directors and Members at 1<sup>st</sup> September 2022 shows 11% BAME, 44% male and 0% disabled (Sept 2021 - 0%,44%, 11%)</u></p>	Twyford	William Perkin	Ealing Fields	Ada Lovelace	Brent 10.2%	Hillingdon 3.3%	Hounslow 23%	Brent 3.6%	Hammersmith & Fulham 9.6%	Harrow 2.2%	Barnet 0.3%	Kensington & Chelsea 0.4%	Hounslow 7.5%	Brent 1.7%	Hammersmith & Fulham 0.3%	Barnet 0.23%
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<p><b>Twyford CofE High School</b></p>	<p>At October 2022, the year population of Twyford CE High School is 47% BAME, 50% male and 4% SEN (EHCP)</p> <p>Monitoring information for all Twyford and Trust staff – total staff with a response rate of 45% = 21% BAME, 33% male and nil declaring disabilities. (Sept 2021: 24%, 30%, nil) Please note that at the time of writing an information gathering exercise is underway by HR to capture monitoring information for our new staff which accounts for this year’s lower response rate.</p> <p><u>Monitoring information for Governors shows as at 1<sup>st</sup> September 2022 25% BAME, 42% male and 0% disabled (Sept 2021 -25%, 42%, 0%)</u></p>																	

	<b>William Perkin CofE High School</b>	<p>At October 2022, the year population of William Perkin CE High School is 71% BAME, 50% male and 4.5% SEN (EHCP)</p> <p>Monitoring information for William Perkin High School staff – with a response rate of 57% = 27% BAME, 35% male and nil declaring disabilities (Sept 2021: 28%, 34%, nil) Please note that at the time of writing an information gathering exercise is underway by HR to capture monitoring information for our new staff which accounts for this year’s lower response rate.</p> <p><u>Monitoring information for Governors shows as at 1<sup>st</sup> September 2022 40% BAME, 40% male and 13% disabled (Sept 2021 - 38%, 44%, 16%)</u></p>
	<b>Ada Lovelace CofE High School</b>	<p>At October 2022, the year population of Ada Lovelace CE High School is 61% BAME, 57% male and 2.1% SEN (EHCP)</p> <p>Monitoring information for Ada Lovelace High School staff – with a response rate 46%= 19% BAME, 32% male and nil declaring disabilities (Sept 2021: 23%, 30%, nil) Please note that at the time of writing an information gathering exercise is underway by HR to capture monitoring information for our new staff which accounts for this year’s lower response rate.</p> <p><u>Monitoring information for Governors shows as at 1<sup>st</sup> September 202 14% BAME, 43% male and 0% disabled. (Sept 2021 – 7%, 50%, nil)</u></p>
	<b>Ealing Fields High School</b>	<p>At October 2022, the year population of Ealing Fields High School is 42% BAME, 50% male and 2.8% SEN (EHCP)</p> <p>Monitoring information for Ealing Fields High School staff – with a response rate of 59% shows 15% BAME, 32% male and nil declaring disabilities (Sep 2021: 29%, 42%, 0%). Please note that at the time of writing an information gathering exercise is underway by HR to capture monitoring information for our new staff which accounts for this year’s lower response rate.</p> <p><u>Monitoring information for Governors as at 1<sup>st</sup> September 2022 shows 0% BAME, 40% male and 0% disabled (September 2021 -15%, 54%, nil)</u></p>
<b>Key Milestones</b>	<p><i>Monitored quarterly</i></p> <p><i>Lead - Head of HR</i></p>	<p>Ethnicity data is available for 58% of total staff, for those who we hold ethnicity data for 77.5% are white British, Irish or other white background.</p> <p>Asian/Asian British or any other Asian background was the second highest recorded ethnicity at 6%</p> <p>Male/Female split is 67% female to 33% male across the Trust</p> <p>HR will be emailing all staff in October/November 2022 to reconfirm their personal information, and this will be an opportunity to update ethnic monitoring data.</p>

\* BAME (Black, Asian and Minority Ethnic) is defined as all non-white ethnic groups.



SEN = Pupils identified as having special educational needs (Education and Healthcare Plans).