

## Equality & Diversity Objectives and Action Plan (September 2021 Review)

Objective	Trust/School	Annual Progress Review Sept 2021				
Raise the attainment of low-performing groups to the level of their peers.	Twyford CofE High School	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).				
			2018 (Prog 8)	2019 (Prog 8)	2020 (Prog 8)*	2021 (Prog 8)**
		National Average	-0.02	-0.03	Not available	Not available
		School Average	0.71	0.94	1.05	0.90
		Boys	0.47 (103 pupils)	0.77 (94 pupils)	0.92 (92 pupils)	1.01 (91 pupils)
		Black or Black British	0.29 (25 pupils)	0.40 (29 pupils)	0.76 (47 pupils)	0.56 (30 pupils)
		Mixed or Dual Backgrounds	0.28 (19 pupils)	0.66 (27 pupils)	0.93 (33 pupils)	0.87 (34 pupils)
		Asian or Asian British	1.38 (23 pupils)	1.04 (24 pupils)	0.63 (10 pupils)	0.68 (16 pupils)
		SEN without an EHCP	0.27 (25 pupils)	0.51 (19 pupils)	0.20 (6 pupils)	0.80 (5 pupils)
		SEN with an EHCP	0.71 (11 pupils)	0.25 (7 pupils)	0.55 (11 pupils)	1.28 (6 pupils)
		<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><b>Key Milestones</b></p> <p><i>Monitored quarterly</i></p> <p><i>Key Lead PBe</i></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 ( not being able to circulate limited ability to do this)</li> <li>• Process for tracking persistent poor recording of prep in place ( via conduct points)</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> </ul>				

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		<ul style="list-style-type: none"> <li>Duty learning look data scrutinised weekly in HOY meetings to ensure that at risk classes are being monitored (scrutinised at SLT could do more to ensure that this happens in HOY meetings too)</li> <li>Tutor learning look reviewed at fortnightly SLT and followed up in HOY meetings (less happened than would normally due to Covid restrictions on numbers in classrooms)</li> </ul> <p style="text-align: right;">didn't happen due to bubbles will resume next year</p>																																																	
	William Perkin CofE High School	<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" data-bbox="864 544 2087 1026"> <thead> <tr> <th></th> <th>2018 (Prog 8)</th> <th>2019 (Prog 8)</th> <th>2020 (Prog 8)*</th> <th>2021 (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> </tr> <tr> <td>School Average</td> <td>1.35</td> <td>1.35</td> <td>1.36</td> <td>0.74</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> </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> </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> </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> </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> </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> </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>						2018 (Prog 8)	2019 (Prog 8)	2020 (Prog 8)*	2021 (Prog 8)**	National Average	-0.02	-0.03	Not available	Not available	School Average	1.35	1.35	1.36	0.74	Boys	0.97 (90 pupils)	1.20 (99 pupils)	1.04 (100 pupils)	0.64 (96 pupils)	Black or Black British	1.05 (23 pupils)	1.21 (20 pupils)	1.15 (21 pupils)	0.60 (28 pupils)	Mixed or Dual Backgrounds	0.90 (12 pupils)	0.73 (12 pupils)	0.84 (16 pupils)	0.52 (14 pupils)	Asian or Asian British	1.60 (79 pupils)	1.45 (79 pupils)	1.59 (67 pupils)	0.98 (59 pupils)	SEN without an EHCP		-0.16 (6 pupils)	0.13 (8 pupils)	-0.72 (3 pupils)	SEN with an EHCP	0.36 (7 pupils)	1.20 (5 pupils)	0.16 (11 pupils)	0.09 (9 pupils)
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	<p><b>Key Milestones</b></p> <p>Monitored quarterly</p>	<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> </ul>																																																	

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	SLT lead SBA  (+JEH/SLO/ASA)	<ul style="list-style-type: none"> <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> </ul> <p>Checking of prep a priority in progress review sessions and duty/tutor learning looks. Persistent poor prep / poor recording of prep = compulsory study club</p>																						
	Ealing Fields High School	<p>Summer 2021 saw the first year of Ealing Field's GCSE results.</p> <table border="1" data-bbox="864 715 1476 1051"> <thead> <tr> <th></th> <th>2021 (Prog 8)**</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>Not available</td> </tr> <tr> <td>School Average</td> <td>0.64</td> </tr> <tr> <td>Boys</td> <td>0.47 (67 pupils)</td> </tr> <tr> <td>Black or Black British</td> <td>0.37 (23 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.29 (16 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>0.78 (20 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td>0.58 (12 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>- (0 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>In previous years, monitoring for this report has been based on the percentage of students on track to meet their targets at Q2 (December). There was little difference between BME students' progress and progress of the general population of students.</p> <table border="1" data-bbox="864 1302 2087 1335"> <tr> <td></td> <td>2017/18 Q2 on track</td> <td>2018/19 Q2 on track</td> <td>2019/20 Q2 on track</td> </tr> </table>		2021 (Prog 8)**	National Average	Not available	School Average	0.64	Boys	0.47 (67 pupils)	Black or Black British	0.37 (23 pupils)	Mixed or Dual Backgrounds	0.29 (16 pupils)	Asian or Asian British	0.78 (20 pupils)	SEN without an EHCP	0.58 (12 pupils)	SEN with an EHCP	- (0 pupils)		2017/18 Q2 on track	2018/19 Q2 on track	2019/20 Q2 on track
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		All students	67.1% (233 pupils Yrs 7, 8)	72.2% (360 pupils Yrs 7 - 9)	65.4% (488 pupils Yrs 7-10)
		SEN (EHC Plan)	N/A (0 pupils)	N/A (0 pupils)	100% (2 pupils)
		Black & Minority Ethnic	69.2% (135 pupils)	72.5% (191 pupils)	64.4% (254 pupils)
	<b>Key Milestones</b> <i>Monitored quarterly</i> <i>Led by KWo – KS3</i> <i>LSa –KS4</i>	<b>Quarterly by Head of KS 3 &amp; 4 – KWO &amp; LSA</b> <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> </ul>			
	Ada Lovelace C of E High School		2018/19 Q2 on track	2019/20 Q2 on track	2020/21 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)
		SEN (EHC Plan)	N/A (0 pupils)	N/A (0 pupils)	69% (6 pupils)
		Black & Minority Ethnic	71.3% (78 pupils)	70.7% (154 pupils)	70.9% (275 pupils)
	<b>Key Milestones</b> <i>inc Completion date / Lead</i>	In school variation < 10% for key cohorts Pupil Premium and other at risk cohorts - Support programme <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> </ul>			

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Reduce the application of behaviour sanctions to groups of students disproportionately subject to them.	Twyford CofE High School	A disproportionate number of boys, BME and SEN students are externally excluded although overall numbers are low and comparable with other schools.			
			2018/19 Q1&2	2019/20 Q1&2	2020/2021 (whole year)
		Total	1.9%	2.1%	1.19%
		Boys	3.1%	2.9%	1.55%
		BME	2.8%	1.4%	1.59%
SEN	5.7%	2.9%	3.51%		
	<b>Key Milestones</b>  <i>Monitored quarterly</i>  <i>Leads LDo (KS4) &amp; HWo (KS3)</i>	<ul style="list-style-type: none"> <li>• Year ahead evenings are clear to parents about:               <ul style="list-style-type: none"> <li>○ Behaviour expectations</li> <li>○ The conduct system</li> <li>○ Activities week as a reward</li> </ul> </li> </ul> <p>HOY assemblies celebrate key soft skills e.g. positive attitude            PSHE workshops reviewed and developed            Pastoral stages further refined to include</p> <ul style="list-style-type: none"> <li>• Clear guidance on sanctions for students who reach stages 3 &amp;4</li> <li>• Tightening up of systems around stage 1</li> <li>• Tutors trained in supporting students where there is a negative trend (eg. results, pastoral indicators, wider learning engagement) and intervention they can take (also Cohort 25)</li> </ul>			

Objective	Trust/School	Annual Progress Review Sept 2021			
	William Perkin CofE High School <sup>@</sup>	A disproportionate number of boys and SEN students are externally excluded although overall numbers are low and comparable with other schools.			
		2018/19 Q1&2	2019/20 Q1&2	2020/2021 (whole year)	
	Total	2.6%	0.6%	1.94%	
	Boys	4.8%	1.0%	2.42%	
	BME	2.4%	0.8%	2.08%	
	SEN	7.2%	5.9%	6.25%	
<b>Key Milestones</b> <i>Quarterly Monitoring</i> <i>SLT Leads : EWa (+JEh/SLo/RDa)</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> </ul>				

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	Ealing Fields High School	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 BME boys			
			2018/19 Q1&2	2019/20 Q1&2	2020/2021 (whole year)
		Total	1.1%	1.7%	3.76%
		Boys	1.5%	2.6%	4.73%
		BME	1.5%	0%	5.35%
		SEN	N/A	3.7%	11.11%
	<b>Key Milestones</b> <i>Inc Completion date / Lead</i>	N/A Routine pastoral development plan delivery only			
	Ada Lovelace C of E High School		2020/2021 (whole year)		
		Total	0.43%		
		Boys	0.39%		
		BME	0.73%		
		SEN	0.00%		
	<b>Key Milestones</b> <i>Quarterly Monitoring</i> <i>SLT Leads: Cwi</i>	N/A Routine pastoral development plan delivered effectively to ensure students from vulnerable groups make effective progress – Eg study club, HOY monitoring, self reflection routines			

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Pupils and parents from under-represented groups' participation in school activities increases.	Twyford CofE High School	<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> <p>From 2020/21 the data is for the whole year. This data covers Years 7-11.</p> <table border="1"> <thead> <tr> <th></th> <th>2017/18</th> <th>2018/19</th> <th>2019/20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>BME</td> <td>-4%</td> <td>-1</td> <td>-1</td> <td>-1.2%</td> </tr> <tr> <td>SEN</td> <td>+16%</td> <td>-10</td> <td>-1</td> <td>+8.8%</td> </tr> <tr> <td>Female</td> <td>+1%</td> <td>+4</td> <td>+2</td> <td>+4.58%</td> </tr> </tbody> </table> <p>There were no significant gaps in participation rates in 2019/20.</p>						2017/18	2018/19	2019/20	2020-21	BME	-4%	-1	-1	-1.2%	SEN	+16%	-10	-1	+8.8%	Female	+1%	+4	+2	+4.58%
		2017/18	2018/19	2019/20	2020-21																					
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<p><b>Key Milestones</b> <i>inc Completion date / Lead</i></p>	<p>Additional targeting on key cohorts to increase engagement</p> <ul style="list-style-type: none"> <li>• Better Wifi will help support recording of Sports activities</li> <li>• Continue with the expectation that all KS 3 students will engage in at least one WL activity per ½ term</li> <li>• Agree system of reporting that allows zero/low engagement to be picked up on at least a ½ termly basis</li> <li>• Accurate recording of lunchtime clubs so that there is less of a 'drop in' approach especially for PE</li> <li>• Look at ways to further celebrate WL engagement in assemblies</li> </ul>																									
William Perkin CofE High School@	<p>These are the equivalent figures for William Perkin:</p> <table border="1"> <thead> <tr> <th></th> <th>2017/18</th> <th>2018/19</th> <th>2019/20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>BME</td> <td>+1%</td> <td>-1%</td> <td>-3%</td> <td>-1.3%</td> </tr> <tr> <td>SEN</td> <td>-10%</td> <td>-13%</td> <td>-7%</td> <td>-1.8%</td> </tr> <tr> <td>Female</td> <td>+6%</td> <td>+7%</td> <td>+2%</td> <td>+5.2%</td> </tr> </tbody> </table> <p>Participation by SEN students remains low. Girls are participating more than boys.</p>						2017/18	2018/19	2019/20	2020-21	BME	+1%	-1%	-3%	-1.3%	SEN	-10%	-13%	-7%	-1.8%	Female	+6%	+7%	+2%	+5.2%	
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	<b>Key Milestones</b> <i>inc Completion date / Lead</i>	SAL <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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	<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> </ul>																	
Raise staff awareness of the main provisions of the 2010 Equality Act.	Trust	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>inc Completion date / Lead</i>	Unconscious bias training to be run in all schools																	
Staff, Directors and Governors better reflect the diversity of the community	Trust	<p>At October 2021, 62% of Twyford students, 95% of William Perkin students and 80% of Ealing Fields students, 97% Ada Lovelace students live in the Borough of Ealing.</p> <p>The next 3 highest boroughs for each school are:</p> <table border="1"> <thead> <tr> <th>Twyford</th> <th>William Perkin</th> <th>Ealing Fields</th> <th>Ada Lovelace</th> </tr> </thead> <tbody> <tr> <td>Brent 11.6%</td> <td>Harrow 2%</td> <td>Hounslow 19%</td> <td>Brent 2%</td> </tr> <tr> <td>Hammersmith &amp; Fulham 10.5%</td> <td>Brent 1.8%</td> <td>H&amp;F/Westminster/Barnet All 1%</td> <td>Kensington &amp; Chelsea 0.3%</td> </tr> <tr> <td>Hounslow 7.3%</td> <td>Hillingdon 1.4%</td> <td></td> <td></td> </tr> </tbody> </table> <p>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>		Twyford	William Perkin	Ealing Fields	Ada Lovelace	Brent 11.6%	Harrow 2%	Hounslow 19%	Brent 2%	Hammersmith & Fulham 10.5%	Brent 1.8%	H&F/Westminster/Barnet All 1%	Kensington & Chelsea 0.3%	Hounslow 7.3%	Hillingdon 1.4%		
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Objective	Trust/School	Annual Progress Review Sept 2021
		<p>Monitoring information for all Trust staff – total staff with a response rate of 69% = 25% BME, 33% male and nil declaring disabilities. (Sept 2020 - 16%, 32%, nil)</p> <p><u>Monitoring information for Directors and Members at 1<sup>st</sup> September shows 0% BME, 44% male and 11% disabled (Sept 2020 - 0%,70%, 10%)</u></p>
	Twyford CofE High School	<p>At October 2021, the year 7-11 pupil population of Twyford CofE High School is currently 48% BME, 52% male<sup>#</sup> and 5% SEN (EHCP)</p> <p>Monitoring information for Twyford High School staff – with a response rate of 74% = 23% BME, 25% male and nil declaring disabilities(Sept 2020- 22%, 36%, nil)</p> <p><u>Monitoring information for Governors shows as at 1<sup>st</sup> September 2021 25% BME, 42% male and 0% disabled (Sept 2020 -36%, 43%, nil)</u></p>
	William Perkin CofE High School <sup>@</sup>	<p>At October 2021, the year 7-11 pupil population of William Perkin CofE High School is 70% BME, 50% male<sup>#</sup> and 4.5% SEN (EHCP)</p> <p>Monitoring information for William Perkin High School staff – with a response rate of 61% = 28% BME, 34% male and nil declaring disabilities(Sept 2020 – 25%, 31%, nil)</p> <p><u>Monitoring information for Governors shows as at 1<sup>st</sup> September 2021 38% BME, 44% male and 6% disabled (Sept 2020 - 47%, 53%, 13%)</u></p>
	Ada Lovelace C of E High School	<p>At October 2021, the year 7-11 pupil population of Ada Lovelace CofE High School is 58% BME, 56% male<sup>#</sup> and 1.3% SEN (EHCP).</p> <p>Monitoring information for Ada Lovelace High School staff – with a response rate of 23% BME, 30% male and nil declaring disabilities (Sept 2020- - 25%, 31%, nil)</p> <p><u>Monitoring information for Governors shows as at 1<sup>st</sup> September 2021 7% BME, 50% male and 0% disabled.(Sept 2020 – 10%, 55%, nil)</u></p>

Objective	Trust/School	Annual Progress Review Sept 2021
	Ealing Fields High School	At October 2021, the year population of Ealing Fields High School is 50% BME, 53% male <sup>#</sup> and 1.4% SEN (incl non EHCP)  Monitoring information for Ealing Fields High School staff shows 29% BME, 42% male and nil declaring disabilities (2018/19: 18%, 43%, 0%).  <u>Monitoring information for Governors as at 1<sup>st</sup> September 2021 shows 15% BME, 54% male and 0% disabled (September 2020 -12%, 57%, nil)</u>
	<b>Key Milestones</b> <i>inc Completion date / Lead</i>  <i>Head of HR</i>	Introduce ethnicity monitoring to quarterly reporting  Review the advertising strategy to make more effective use of a range of media

\* 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).