**Securing Equality and Equal Opportunities at Churchmead School**

Our commitment to equality is demonstrated through our commitment to the individual by our mission statement; **‘Life in all its fullness’**. This is further underpinned by our trinity of school values: **Courage**, **Compassion** and **Commitment** where we encourage each other to be the best we can, with no exceptions surrounding social, economic, sexual orientation, age, gender, cultural or religious backgrounds. We are an inclusive school which nurtures the whole person. The school operates an Equalities Policy that is reviewed annually by the board of Governors. A copy of the policy can be found on the school website.

**Contextual Information:**

The school is nonselective serving the communities of Slough, Datchet, Wraysbury, and Iver. The school is situated within a selective system of grammar schools in the local area. The attainment on entry is significantly below national average on entry. P8 scores +015 was significantly above national average and significantly above average for the local authority in 2022. 135 students are pupil premium (31%) which is above national average. 39% of current year 11 students are pupil premium. Within the school there are 34 different first languages (summer census 2023). 20% of students have English as an additional language. The number of students on the SEND register is 146 (27%), the number of students with EHCP was 20 in June 2023, this grew to 25 in September 2023 (4.3%). 126 students are SEND support (24%). This is significantly above the national averages for SEND and EHCP. The number of students that are GRT is significantly above the national average. The deprivation shows that 29% are in the category financially stretched or urban adversity. This is significantly above the deprivation indicators for RBWM LA. Since last inspection, the school has introduced a second MFL of Spanish into the curriculum that has proved increasingly popular and significantly increased the number of students studying languages and the EBAC. The first cohort of Spanish results is August 2023.

**Equalities Objectives**

* Promote a caring environment based on our Christian Vision and Values.
* To continue to provide a school environment that welcomes, protects and respects diverse people.
* To continue to close the gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.
* To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.
* To eradicate the use of homophobic, sexist, racist and other discriminative language in the school.
* To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

The school will combat discrimination on whatever grounds throughout the organisation and will use our position of influence to help overcome discriminatory barriers. We will fulfil the core values of The Royal Borough of Windsor & Maidenhead Equality Policy and the equality Act 2010.

**Monitoring and Progress**

Throughout the academic year the school monitors the success in securing our commitment to our school values and the equalities objectives in the following ways:

* Analysis of staff performance through our annual appraisals, department examination results, and continued professional development activities.
* External scrutiny and reports from SIAMS, Challenge partners and being awarded the inclusion Mark.
* Regular monitoring of teaching and learning by the school leaders and the governing body including book looks of specific groups of learners and staff.
* Comprehensive Analysis at all levels of leadership for the provision of education for all students. This has included reviews of students’ assessments, tracking information, examination results, attendance data, suspension and exclusion data, setting and seating arrangements.
* Monitoring and actioning feedback we receive from parents and carers through parents evening, our PTA, parental academic and pastoral meetings, website contact requests and parent surveys conducted once a term.
* Staff feedback is vital to aid monitoring of progress towards our equality objectives. This feedback is received in a variety of ways, including in staff surveys, line management meetings, Middle leader meetings and department meetings, exit interviews, letters and other informal feedback.
* Monitoring concerns received from both students and parents/carers, ensuring that these are addressed appropriately.
* Student feedback that we receive is important to help monitor the schools progress in meeting the school’s values and equalities objectives. Feedback from students includes the School Council, Student voice activities in each subject and each year group, Student Panels for new appointments.
* Senior leadership monitoring of equal opportunities staff employment data and ensuring that fair and open recruitment processes are followed at all times.
* Continue analysis and monitoring of the overall performance of the school against the priorities for school laid out in the School Improvement Plan by Senior Leaders and the Governor Panel.
* Reporting to the Governors’ Panel

**Impact of work securing equal opportunities:**

GCSE results

* 60% of all students gained 5 standard passes (4+) including English and Mathematics.
* 30% of all students gained 5 strong passes (5+) including English and Mathematics.
* Attainment of all students overall based on Attainment 8 was 4.
* Progress of all students overall based on Progress 8 was -0.22, which is in line with the floor targets.
* Outcomes for PP students are below that of non-PP students. For example, students who were in year 11 who are PP (20) achieved 40% 4+ including English and Mathematics and 20% achieved 5+ including English and Mathematics. The gap is closing, and PP students outperformed non-PP in 4+ Mathematics grades.
* Attainment of all disadvantaged students on Attainment 8 was 3.6.
* Progress of disadvantaged students was -0.47. In 2023, the average P8 score of disadvantaged students was –0.57.
* SEND students also attained at least one grade less than students without SEND. This is broadly in line with RBWM students who had a P8 score of –0.81 and Slough students who had a score of –0.85. Students with SEND achieved 16% 4+ in English and Maths.
* Our Pupil Premium Strategy aims to impact positively on outcomes for PP students (the schools’ strategy can be found on the schools’ website.) Improved attainment among disadvantaged students by the end of KS4 is a priority of the strategy and aims for a positive P8.
* Girls performed better than boys, on average half a grade better. Closing our gender gap closer to 2022 results is also a priority.
* Students who speak English as an additional language performed well, on average these students made better progress than other students.
* GTR students performed well below other ethnic groups, this is based upon 4 students in the Year group. All other groups in the school were broadly in line with targets or not statistically significant.

Attainment for disadvantaged students is below the national average. It should be noted that the students who are PP (31%) is above national average and students with SEND is well above the national average (24%). Students who are both SEND and PP makes up nearly 10% of the current school cohort. The leaders and governors of Churchmead school are fully committed to improving outcomes for these groups of students so that they match those of their higher attaining peers. Contextual factors as not an excuse for lower attainment.

* Attendance is above national average with attendance of disadvantaged students on average 4% lower than non-disadvantage students. This is improving year on year and engagement of disadvantaged students are part of plans and interventions in place to further close this gap. Our HOY rewards for improving attendance and house competitions have impacted positively. HOY, attendance officer, and pastoral support officers take direct responsibility to monitor and work students on their attendance, including putting plans in plans in place. A small minority of learners are currently school refusers we work with those students and parents/carers to address this, particularly parents/carers of disadvantaged and vulnerable students.
* The proportion of students suspended has remained the same as the school has grown with number of suspensions and exclusions PP students being slightly higher compared to non-disadvantaged students. Support is in place for those students at risk of exclusion and this is reviewed regularly.
* Disadvantaged students’ outcomes are a priority for Churchmead School. Our feed forward marking policy requires that PP students and key groups books are marked first and we have a teaching learning priority of asking PP students firsts during cold calling. The school continues to work to improve outcomes including work with disadvantaged students and their parents/carers to improve attendance and participation of these groups – vital to their academic success. Further information of our work to tackle disadvantage and improve outcomes for PP students and can be found in our Pupil Premium Strategy that is available on the school’s website.
* We monitor all reported incidents of peer-on-peer abuse using CPOMS. Feedback from student voice tells us that most students get on well with each other regardless of background or circumstance. There were very few examples of apparent discrimination and the numbers of reported racist incidents has remained low.
* Churchmead School takes a consistent approach to deal robustly with any problems that students report. This has included, focus assemblies and tutorials to raise awareness and provide information and guidance to students on staying safe, bullying, use of social media and how to stay safe online. Student are reminded during these activities how to report to report any concerns. Students have taken the lead in promoting values of tolerance and acceptance by establishing a lunch time club open to all students lead by our Churchmead Guardian Angles who are specifically trained to support pupils in need. We survey students termly and leaders speak with students informally on a regular basis, responding to emerging issues.