



Equality & Diversity Objectives and Action Plan 2023-24

Updated September 2023

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Throughout this action plan, the following abbreviations and colouring is used to identify the schools:

ADA	Ada Lovelace CE High School	EFH	Ealing Fields High School
TWY	Twyford CE High School	WPN	William Perkin CE High School

Objective 1 - Raise the attainment of low-performing groups to the level of their peers																				
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	<p><i>Monitored quarterly</i> SLT Lead: JTR, LED</p>	<ul style="list-style-type: none"> • No opt out: ensure students are engaging 100% of brain 100% of the time by not accepting 'I don't know' or empty whiteboards. • Prep: carefully check effort in prep and speak with tutor/HOY to support in study club if needed • Live marking: circulate to live mark students' written work during the lesson. • Visualiser: select students' work to mark under the visualiser. • Contact home: email or phone home to praise and intervene early with any emerging issues • Praise: capitalise on any opportunities to praise and motivate • AfL: if student is not showing good understanding/knowledge during AfL task (but the rest of the class is), ensure reteaching and rechecking occurs 1:1 • Marking: top of the pile marking and regular checks of book etiquette • DTP – all appropriate sessions refer to the cohort • Coaching – all coaches directed to review the AfL in relation to students in the cohort • Profile – raised by Associate Headteacher through DTP, briefing and governors • Training – 2 senior leaders and several middle leaders to attend borough training • Learning Reviews – focus on E&D Cohort for book scrutiny and student voice • Setting – review the position of E&D students in advanced sets and protect position in them for longer if necessary 																																																						
<p>TWY</p>	<p>Progress Data</p>	<p>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.</p> <table border="1" data-bbox="412 719 1973 1091"> <thead> <tr> <th></th> <th>2019 (Prog 8)</th> <th>2020 (Prog 8)*</th> <th>2021 (Prog 8)**</th> <th>2022 (Prog 8)</th> <th>2023 (Prog 8) <i>provisional***</i></th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>-0.03</td> <td>Not available</td> <td>Not available</td> <td>-0.03</td> <td>Not available</td> </tr> <tr> <td>School Average</td> <td>0.94</td> <td>1.05</td> <td>0.90</td> <td>0.67</td> <td>+1.3</td> </tr> <tr> <td>Boys</td> <td>0.77 (94 pupils)</td> <td>0.92 (92 pupils)</td> <td>1.01 (91 pupils)</td> <td>0.38 (83 pupils)</td> <td>+1.3 (100 pupils)</td> </tr> <tr> <td>Black or Black British</td> <td>0.40 (29 pupils)</td> <td>0.76 (47 pupils)</td> <td>0.56 (30 pupils)</td> <td>0.21 (33 pupils)</td> <td>+0.7 (37 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.66 (27 pupils)</td> <td>0.93 (33 pupils)</td> <td>0.87 (34 pupils)</td> <td>0.57 (34 pupils)</td> <td>+1.5 (31 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>1.04 (24 pupils)</td> <td>0.63 (10 pupils)</td> <td>0.68 (16 pupils)</td> <td>1.28 (3 pupils)</td> <td>+1.0 (8 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td>0.51 (19 pupils)</td> <td>0.20 (6 pupils)</td> <td>0.80 (5 pupils)</td> <td>0.17 (3 pupils)</td> <td>+0.6 (5 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>0.25 (7 pupils)</td> <td>0.55 (11 pupils)</td> <td>1.28 (6 pupils)</td> <td>0.49 (5 pupils)</td> <td>+1.9 (13 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 2023, 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> <p>Key Milestones 2023-2024</p> <p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Share identified E&D Cohort with HODs and subject teachers 		2019 (Prog 8)	2020 (Prog 8)*	2021 (Prog 8)**	2022 (Prog 8)	2023 (Prog 8) <i>provisional***</i>	National Average	-0.03	Not available	Not available	-0.03	Not available	School Average	0.94	1.05	0.90	0.67	+1.3	Boys	0.77 (94 pupils)	0.92 (92 pupils)	1.01 (91 pupils)	0.38 (83 pupils)	+1.3 (100 pupils)	Black or Black British	0.40 (29 pupils)	0.76 (47 pupils)	0.56 (30 pupils)	0.21 (33 pupils)	+0.7 (37 pupils)	Mixed or Dual Backgrounds	0.66 (27 pupils)	0.93 (33 pupils)	0.87 (34 pupils)	0.57 (34 pupils)	+1.5 (31 pupils)	Asian or Asian British	1.04 (24 pupils)	0.63 (10 pupils)	0.68 (16 pupils)	1.28 (3 pupils)	+1.0 (8 pupils)	SEN without an EHCP	0.51 (19 pupils)	0.20 (6 pupils)	0.80 (5 pupils)	0.17 (3 pupils)	+0.6 (5 pupils)	SEN with an EHCP	0.25 (7 pupils)	0.55 (11 pupils)	1.28 (6 pupils)	0.49 (5 pupils)	+1.9 (13 pupils)
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	<p>Monitored quarterly SLT lead: EJO</p>	<ul style="list-style-type: none"> • Teachers to have added E&D Cohort to SIMS register • HODs to share T&L strategies to ensure teachers focus on E&D Cohort within lessons: <ol style="list-style-type: none"> 1. Seating plan: students are sat at the front 2. Catch up/revision: ensuring students catch up missed lessons + print revision resources if necessary 3. Live marking: circulate to live mark students' written work during the lesson 4. Visualiser: select students' work to mark under the visualiser 5. Contact home: email or phone home to praise and intervene early with any emerging issues 6. Praise: capitalise on any opportunities to praise and motivate (e.g. assembly shout-outs) 7. AfL: if student is not showing good understanding/knowledge during AfL task (but the rest of the class is), ensure reteaching and rechecking occurs 1:1 8. Prep: carefully check effort in prep and speak with tutor/HOY to support in study club if needed 9. Marking: top of the pile marking and regular checks of book etiquette 10. No opt out: ensure students are engaging 100% of brain 100% of the time by not accepting 'I don't know' or empty whiteboards. • Study Club focused on learning habits and high-quality prep completion – reviewed quarterly to ensure E&D Cohort are on the compulsory register as necessary • Sparx – share identified E&D Cohort with Sparx co-ordinator to ensure cohort is supported in completing tasks/attend Sparx support club as necessary • E&D Cohort added to DLL folder to ensure they are a priority for leaning looks – planners/books always checked and comments made • Track persistent poor prep completion and learning behaviour and monitor with the above (Study Club/DLL) – <i>column to be added to weekly conduct data allowing HOYs to filter the E&D Cohort students more easily</i> • Quarterly monitoring of learning habit grades used to ensure further support where barriers to learning are appearing – <i>data to make this readily available/filtered for E&D Cohort</i> • Setting and staffing of sets checked to ensure that E&D Cohort are well supported (post Q2) • Friday training used to remind staff of the E&D cohort, emphasise the importance of closing the gap and strategies to support in class • Friday training which is department focused to undertake book scrutiny of the E&D Cohort to identify any other evidence of learning/support by looking at their books • Start of term staff training highlights gaps in performance and emphasises importance of closing the gap • KS3 Academic Mentoring focused on E&D Cohort – one session per week for Year 7 and Year 8, using sixth form mentors • Form Tutors to check E&D Cohort planners daily in PM Reg • Form Tutors to monitor E&D Cohort Reading Trackers – contact HOY/home with concerns, support with accessing suitable books • Form Tutors to support with revision materials for quarterly assessments, revision timetables and contact home
WPN	Progress Data	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).

	2019 (Prog 8)	2020 (Prog 8)*	2021 (Prog 8)**	2022 (Prog 8)	2023 (Prog 8) <i>provisional***</i>
National Average	-0.03	Not available	Not available	-0.03	Not available
School Average	1.35	1.36	0.74	1.00	+0.6
Boys	1.20 (99 pupils)	1.04 (100 pupils)	0.64 (96 pupils)	0.91 (107 pupils)	+0.5 (104 pupils)
Black or Black British	1.21 (20 pupils)	1.15 (21 pupils)	0.60 (28 pupils)	0.52 (23 pupils)	+0.1 (25 pupils)
Mixed or Dual Backgrounds	0.73 (12 pupils)	0.84 (16 pupils)	0.52 (14 pupils)	0.92 (18 pupils)	+0.8 (17 pupils)
Asian or Asian British	1.45 (79 pupils)	1.59 (67 pupils)	0.98 (59 pupils)	1.28 (61 pupils)	+0.8 (56 pupils)
SEN without an EHCP	-0.16 (6 pupils)	0.13 (8 pupils)	-0.72 (3 pupils)	0.04 (20 pupils)	-0.3 (6 pupils)
SEN with an EHCP	1.20 (5 pupils)	0.16 (11 pupils)	0.09 (9 pupils)	1.33 (6 pupils)	+0.2 (10 pupils)
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<p>Key Milestones 2023-2024 <i>Monitored quarterly</i> <i>SLT lead: ABW</i></p>	<p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Compulsory study club – E&D cohort prioritised • Subject support card introduced – punctuality to lessons, listening effort, memorisation, HWK/prep – targeted at boys with least value added: Year 8 for now, to be introduced to Y7 post-Q1 • Year 7 - wellbeing log checked by AHoy / HOY / AHT • ‘every boy every lesson’ launched post-Q1 • PP (RAC) learning mentor to track progress and lead interventions, reviewed quarterly • Head teacher to address and brief staff to highlight cohort in briefing • All staff aware of the E&D cohort group: Weekly briefing slide – tracking conduct data (what awarded for? are there any patterns?) • Learning reviews – specifically checking these individual students (book scrutiny) • Quarterly review of data, interventions and changes to seating plans support progress of E&D cohort students • Setting and staffing of sets checked to ensure that E&D groups are well supported • HODs meeting - item to launch E&D cohort; fed into weekly department meetings as a standing item • Continuation of staff training sessions (DTL3) on E&D / tackling inequality • Black & Black British working party to track progress and progression (led by EWA) 				

Objective 2 - Reduce the application of behaviour sanctions to groups of students disproportionately subject to them

ADA	Pastoral Data	A disproportionate number of boys, BME and SEN students are externally suspended/excluded although overall numbers are low and comparable with other schools.		
		2020/2021 (whole year)	2021/2022 (whole year)	2022/2023(whole year)
	Total	0.43%	2.30%	4.4%
	Boys	0.39%	2.76%	6.1%
	BME	0.73%	3.32%	5.6%
	SEN	0.00%	0.00%	4.3%

ADA	Key Milestones 2023-2024 <i>Monitored quarterly SLT lead: MBY</i>	<p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Weekly mentoring for students in KS3 in the Inclusion room • Close liaison established with inclusion to share strategies for managing behaviour and increasing positive conduct • Pupil profiles developed to provide context and strategies for staff to deploy • Quarterly review of data, interventions and changes to seating plans support conduct of boys, BME and SEN students • Strategy for higher parental engagement (identifying barriers e.g. language, cultural and considering strategies to promote higher rates of parental engagement) • Setting and staffing of sets checked to ensure that at risk groups are well supported through the pastoral duty system • Weekly follow up of students on pastoral stages systems supports progress of E&D cohort students via vulnerable groups meetings • Enhanced staff training on strategies for ensuring positive behaviour for all students • Redesign of how focus room is conducted • Internal exclusion and SLT detention to allow for inclusion of restorative mentoring sessions • Focus group to improve contextual understanding of our community
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EFH	Pastoral Data	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			
		2019/20 Q1&2	2020/2021 (whole year)	2021/2022 (whole year)	2022/2023 (whole year)
	Total	1.7%	3.76%	2.40%	2.9%
	Boys	2.6%	4.73%	3.39%	4.2%
	BME	0%	5.35%	4.32%	3.6%
	SEN	3.7%	11.11%	7.14%	0%

	<p>Key Milestones 2023-2024 Monitored quarterly SLT lead: LED</p>	<p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Self-regulation – embedded in tutor programme • RAC – target E&D cohort as appropriate • Quarterly review of data, interventions and changes to seating plans support conduct of boys, BME and SEN students • Setting and staffing of sets checked to ensure that at risk groups are well supported • Weekly follow up of students on pastoral stages systems supports progress of E&D cohort students via vulnerable groups meetings • Continued staff training on unconscious bias • Enhanced staff training on strategies for ensuring positive behaviour for all students to support self-regulation • Further training on best practice in use of Learning Habits grades • Deployment of Pastoral Mentor to prioritise work with E&D cohort as necessary 																									
<p>TWY</p>	<p>Pastoral Data</p>	<p>A disproportionate number of boys, BME and SEN students are externally suspended/excluded although overall numbers are low and comparable with other schools.</p> <table border="1" data-bbox="443 655 1659 890"> <thead> <tr> <th></th> <th>2019/20 Q1&2</th> <th>2020/2021 (whole year)</th> <th>2021/2022 (whole year)</th> <th>2022/2023 (whole year)</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>2.1%</td> <td>1.19%</td> <td>3.69%</td> <td>6.5%</td> </tr> <tr> <td>Boys</td> <td>2.9%</td> <td>1.55%</td> <td>3.55%</td> <td>7.9%</td> </tr> <tr> <td>BME</td> <td>1.4%</td> <td>1.59%</td> <td>3.39%</td> <td>8.9%</td> </tr> <tr> <td>SEN</td> <td>2.9%</td> <td>3.51%</td> <td>3.57%</td> <td>7.9%</td> </tr> </tbody> </table>		2019/20 Q1&2	2020/2021 (whole year)	2021/2022 (whole year)	2022/2023 (whole year)	Total	2.1%	1.19%	3.69%	6.5%	Boys	2.9%	1.55%	3.55%	7.9%	BME	1.4%	1.59%	3.39%	8.9%	SEN	2.9%	3.51%	3.57%	7.9%
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SEN	2.9%	3.51%	3.57%	7.9%																							
	<p>Key Milestones 2023-2024 Monitored quarterly SLT lead: EJO</p>	<p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Start of year HOY training highlights E&D Cohort students to tutors • HOYs to share Form Time strategies to ensure tutors focus on E&D Cohort within tutor times (AM/PM Reg/workshops etc): • Seating plan: students are sat at the front or plan your 'check walk' to see these students <u>first</u> every am and pm registration • No opt out: ensure students are engaging 100% of their brain 100% of the time by not accepting 'I don't know' or empty whiteboards • Planner: 'Go to first' planner checks. Carefully check students have filled out their prep properly and have all sections of their planner filled out • Routines: Use AM/PM Reg as an opportunity to check E&D Cohort planners, uniform, and Wider learning • Catch up/absence: Check who is regularly late/absent, have a conversation with student, ensure they know how to catch-up on work, reach out to subject teachers, liaise with AHOY • Contact home: email or phone home to praise and intervene early with any emerging issues (Model email template sent to Tutors) 																									

		<ul style="list-style-type: none"> • Praise: capitalise on any opportunities to praise and motivate • AfL: if student is not showing good understanding/knowledge during AfL task (but the rest of the class is), ensure reteaching and rechecking occurs 1:1 • SIMS: set up your SIMS to track their positives and negatives <ul style="list-style-type: none"> • Tutors trained in supporting students where there is a negative trend (e.g. results, pastoral indicators, wider learning engagement) and interventions they can take (e.g. daily constructive conversations, effective use of monitoring report card, incentives/reward system) • Add an E&D Column to HOY Weekly Pastoral Data Spreadsheet • Conscious targeting of E&D Cohort for assembly shout-outs, praise and teacher feedback • HOY Assemblies celebrate key soft skills (e.g. positive attitude, resilience) and reflect diversity • E&D Cohort are a priority for Tutor Learning Looks – planners/tutor books/self-reflection booklets always checked and comments made • Early intervention with any inclusion resources & external agencies (e.g. Mentors, CWP, Specialist Family Worker) for students at risk of suspension/poor attendance/disengagement • Weekly follow up of students on pastoral stages via weekly SLT and HOY meetings. E&D Cohort added to weekly pastoral document. • Friday training used to emphasise/remind/train staff on behaviour management strategies (how to have high expectations but still be pastorally positive, least invasive form of behaviour management) • Friday training which is focused on pastoral to ensure HOYs undertake tutor book/Self-Evaluation scrutiny of the E&D Cohort to identify any other evidence of learning/support by looking at their books • Quarterly pastoral data review triggers additional pastoral support (e.g. contact home, positive report cards) • Celebrating diversity (e.g. BHM Showcase and KS3 BHM Competition and Diversity Day includes KS3 students) • Greater/more frequent use of reward trips (outside of activities week) – e.g. Christmas trip for top positives, learning habit grades etc in Autumn Term 																									
WPN	Pastoral Data	<p>A disproportionate number of boys and SEN students are externally excluded although overall numbers are low and comparable with other schools.</p> <table border="1" data-bbox="443 1118 1641 1353"> <thead> <tr> <th></th> <th>2019/20 Q1&2</th> <th>2020/2021 (whole year)</th> <th>2021/2022 (whole year)</th> <th>2022/2023 (whole year)</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>0.6%</td> <td>1.94%</td> <td>3.82%</td> <td>2.3%</td> </tr> <tr> <td>Boys</td> <td>1.0%</td> <td>2.42%</td> <td>4.65%</td> <td>2.3%</td> </tr> <tr> <td>BME</td> <td>0.8%</td> <td>2.08%</td> <td>2.97%</td> <td>2.5%</td> </tr> <tr> <td>SEN</td> <td>5.9%</td> <td>6.25%</td> <td>5.45%</td> <td>3.4%</td> </tr> </tbody> </table>		2019/20 Q1&2	2020/2021 (whole year)	2021/2022 (whole year)	2022/2023 (whole year)	Total	0.6%	1.94%	3.82%	2.3%	Boys	1.0%	2.42%	4.65%	2.3%	BME	0.8%	2.08%	2.97%	2.5%	SEN	5.9%	6.25%	5.45%	3.4%
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	<p>Key Milestones 2023-2024 <i>Monitored quarterly</i> <i>SLT lead: EWA</i></p>	<p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Therapeutic thinking and encouraging pro-social experiences well targeted at this group • E&D cohort students used as examples in therapeutic thinking training • Weekly mentoring group in place (Chord) for E&D cohorts – quarterly • Close liaison established with Chord to share strategies for managing behaviour and increasing positive conduct • Quarterly review of data, interventions and changes to seating plans support conduct of boys, BME and SEN students • Setting and staffing of sets checked to ensure that at risk groups are well supported • Weekly follow up of students on pastoral stages systems supports progress of E&D cohort students via vulnerable groups meetings • Continued staff training on unconscious bias • Whole staff training on the PACE model • Enhanced staff training on strategies for ensuring positive behaviour for all students • Redesign of how focus room is conducted = therapeutic behaviour intervention • Internal exclusion and SLT detention to allow for inclusion of restorative mentoring sessions • Black & Black British working party to track progress and progression (led by EWA)

Objective 3 - Pupils and parents from under-represented groups' participation in school activities increases												
ADA	<p>Engagement Data</p> <p>Participation in wider learning is recorded centrally for each school. Our main measure since September 2022 has been the overall participation rate.</p> <p>These are the figures for Ada Lovelace (Years 7-11):</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>85%</td> </tr> <tr> <td>Boys</td> <td>83%</td> </tr> <tr> <td>BME</td> <td>83%</td> </tr> <tr> <td>SEN</td> <td>74%</td> </tr> </tbody> </table>		2022-23	All students	85%	Boys	83%	BME	83%	SEN	74%	<p>Key Milestones 2023-2024</p> <p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Induction training for all staff on impact of WL and effective systems for monitoring participation and impact • Updated TT for WL based upon additional offer from new staff and student feedback through student council
	2022-23											
All students	85%											
Boys	83%											
BME	83%											
SEN	74%											

	<p><i>Monitored quarterly</i> <i>SLT lead: PDI</i></p>	<ul style="list-style-type: none"> • Students given priority access to signing up to EE's through MS Forms – link sent out 2 days early and IT rooms staffed during AM reg for priority students • Engagement monitored by tutors in target setting meetings and through self-evaluation booklets, AHT SMSC and Personal development to monitor data and share causes for concern/ celebration with HOYs who then pass on to tutors to follow up • Funding of additional sports coaching and mentoring in Sports students have shown particular interest in • Inclusion of E&D students in student leadership opportunities 										
<p>EFH</p>	<p>Engagement Data</p>	<p>Participation in wider learning is recorded centrally for each school. Our main measure since September 2022 has been the overall participation rate.</p> <p>These are the figures for Ealing Fields (Years 7-11):</p> <table border="1" data-bbox="432 467 967 687"> <thead> <tr> <th></th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>98%</td> </tr> <tr> <td>Boys</td> <td>98%</td> </tr> <tr> <td>BME</td> <td>98%</td> </tr> <tr> <td>SEN</td> <td>85%</td> </tr> </tbody> </table>		2022-23	All students	98%	Boys	98%	BME	98%	SEN	85%
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<p>Key Milestones 2023-2024 <i>Monitored quarterly</i> <i>SLT lead: AJM/HBA/ECL</i></p>	<p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Continued use of SIMS activities to ensure accurate monitoring • Relaunch the why behind Enrichment Week with staff, include this a focus on opportunities for the E&D cohort • Review of quality of wider learning provision • E&D cohort prioritised for selection of student representatives 											
<p>TWY</p>	<p>Engagement Data</p>	<p>Participation in wider learning is recorded centrally for each school. Our main measure since September 2022 has been the overall participation rate.</p> <p>These are the figures for Twyford (Years 7-11):</p> <table border="1" data-bbox="432 1198 967 1418"> <thead> <tr> <th></th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>92%</td> </tr> <tr> <td>Boys</td> <td>93%</td> </tr> <tr> <td>BME</td> <td>89%</td> </tr> <tr> <td>SEN</td> <td>95%</td> </tr> </tbody> </table>		2022-23	All students	92%	Boys	93%	BME	89%	SEN	95%
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	<p>Key Milestones 2023-2024 <i>Monitored quarterly</i> SLT lead: EJO</p>	<p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Wider learning offer updated termly • Tracking of engagement at Tutor/AHOY/HOY level using WL dashboard – agenda for year team meetings, AHOY weekly task, MIA Students quickly identified and action taken (e.g. club invites, contact home) • Ensure all E&D Cohort Students are encouraged to engage in at least one WL opportunity OR... • <i>Introduction of ‘Wider Learning Tracker’ for Y7 and 8 E&D Cohort = compulsory attendance at one club (minimum)??</i> • Continue to celebrate positive WL engagement weekly in assembly (e.g. club champions, club shout-outs, tutor group with highest participation) • Proactive inclusion of students from E&D Cohort in student leadership opportunities • Black history month showcase further engages parents from minoritised backgrounds in the school community • Engage parents from minoritised backgrounds in the PTFA (e.g. KS3 Disco) • Ensure that our careers fair and external CIAG external speakers represent and range of backgrounds and ethnicities 										
<p>WPN</p>	<p>Engagement Data</p>	<p>Participation in wider learning is recorded centrally for each school. Our main measure since September 2022 has been the overall participation rate.</p> <p>These are the figures for William Perkin (Years 7-11):</p> <table border="1" data-bbox="430 874 965 1098"> <thead> <tr> <th></th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>61%</td> </tr> <tr> <td>Boys</td> <td>56%</td> </tr> <tr> <td>BME</td> <td>58%</td> </tr> <tr> <td>SEN</td> <td>44%</td> </tr> </tbody> </table>		2022-23	All students	61%	Boys	56%	BME	58%	SEN	44%
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	<p>Key Milestones 2023-2024 <i>Monitored quarterly</i> SLT lead: CSM</p>	<p>Focus on Years 7-8</p> <ul style="list-style-type: none"> • Pilot of SOCS in all extra-curricular clubs to better track and monitor attendance and allow targeted intervention in under-represented groups • Continued running of the ‘Wider Learning passport’ for Y7 and 8 = compulsory attendance at one (minimum) Ext Elective per week • Accurate recording of lunchtime clubs / events / student leadership / study club in which many students take part but are not recorded as extra-curricular school activities • Expansion of activities offered in Chapel space 										

- E&D cohort prioritised for selection of student representatives

Objective 4 - Raise staff awareness of the main provisions of the 2010 Equality Act

Twyford CofE Academies Trust	Progress Data	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.
	Key Milestones 2023-2024 <i>Monitored quarterly</i> <i>SLT lead:</i>	<ul style="list-style-type: none"> • All staff required to complete online learning courses on equality and diversity (including equality and diversity for managers) • Schools to continue to run unconscious bias training

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

Progress Data	Twyford CofE Academies Trust	At September 2023, 94% of Ada Lovelace students, 73% of Ealing Fields students, 66% of Twyford students and 92% of William Perkin students live in the London Borough of Ealing.														
		<p>The next 3 highest boroughs for each school are:</p> <table border="1"> <thead> <tr> <th>Ada Lovelace</th> <th>Ealing Fields</th> <th>Twyford</th> <th>William Perkin</th> </tr> </thead> <tbody> <tr> <td>Brent 3.4%</td> <td>Hounslow 25%</td> <td>Brent 10.7%</td> <td>Hillingdon 3.2%</td> </tr> <tr> <td>Hillingdon 0.6%</td> <td>Richmond upon Thames 0.3%</td> <td>Hammersmith & Fulham 8.6%</td> <td>Brent 2.3%</td> </tr> <tr> <td>Kensington & Chelsea 0.4%</td> <td>Hammersmith & Fulham 0.3%</td> <td>Hounslow 7.6%</td> <td>Harrow 1.6%</td> </tr> </tbody> </table> <p>According to the 2021 Census, the population of Ealing is 12% disabled. For Brent, Hammersmith & Fulham, Hillingdon and Hounslow, the figure is between 12-13%.</p> <p>Again, from the 2021 Census, the Ealing is 57% BME. The other boroughs that we draw our populations from varies from borough to borough. Brent is 65% BME, Hounslow is 56%, Hillingdon is 52% and Hammersmith and Fulham is 37%.</p>	Ada Lovelace	Ealing Fields	Twyford	William Perkin	Brent 3.4%	Hounslow 25%	Brent 10.7%	Hillingdon 3.2%	Hillingdon 0.6%	Richmond upon Thames 0.3%	Hammersmith & Fulham 8.6%	Brent 2.3%	Kensington & Chelsea 0.4%	Hammersmith & Fulham 0.3%
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		<p>Monitoring information for all Trust staff at September 2023– total staff with a response rate of 54%: 23% BME, 35% male and nil declaring disabilities.</p> <p>Monitoring information for Directors and Members at 1st September 2022 shows 11% BME, 44% male and 0% disabled (Sept 2021 - 0%,44%, 11%)</p>
	ADA	<p>At September 2023, the year 7-11 pupil population of Ada Lovelace CofE High School is 71% BME, 58% male and 2.2% SEN (EHCP).</p> <p>Monitoring information for Ada Lovelace High School staff at September 2023 – with a response rate of 40%: 23% BME, 33% male and nil declaring disabilities</p> <p>Monitoring information for Governors shows as at 1st September 202 14% BME, 43% male and 0% disabled. (Sept 2021 – 7%, 50%, nil)</p>
	EFH	<p>At September 2023, the year 7-11 pupil population of Ealing Fields High School is 48% BME, 50% male and 2.5% SEN (inc. non EHCP)</p> <p>Monitoring information for Ealing Fields High School staff at September 2023 – with a response rate of 47%: 21% BME, 36% male and nil declaring disabilities</p> <p>Monitoring information for Governors as at 1st September 2022 shows 0% BME, 40% male and 0% disabled (September 2021 -15%, 54%, nil)</p>
	TWY	<p>At September 2023, the year 7-11 pupil population of Twyford CofE High School is currently 47% BME, 56% male and 6.4% SEN (EHCP)</p> <p>Monitoring information for Twyford High School staff – with a response rate of 67% 20% BME, 36% male and nil declaring disabilities</p> <p>Monitoring information for Governors shows as at 1st September 2022 25% BME, 42% male and 0% disabled (Sept 2021 -25%, 42%, 0%)</p>
	WPN	<p>At September 2023, the year 7-11 pupil population of William Perkin CofE High School is 74% BME, 49% male and 4.8% SEN (EHCP)</p> <p>Monitoring information for William Perkin High School staff at September 2023– with a response rate of 57%: 28% BME, 36% male and nil declaring disabilities</p> <p>Monitoring information for Governors shows as at 1st September 2022 40% BME, 40% male and 13% disabled (Sept 2021 - 38%, 44%, 16%)</p>
Key Milestones 2023-2024	<i>Monitored quarterly</i> <i>Lead - Head of HR</i>	<ul style="list-style-type: none"> • Ethnicity data collected routinely from new staff through the application process (to allow more effective monitoring of the staff body’s composition) • Consider positive action measures in staff recruitment and recruitment to initial teacher training courses

* BME (Black and Minority Ethnic) is defined as all non-white ethnic groups.

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