



Equality & Diversity Objectives and Action Plan 2025-26

Updated September 2025

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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 CE 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				
ADA	Progress Data	Summer 2023 saw the first year of Ada Lovelace’s GCSE results:		
		2023 (Prog 8)	2024 (Prog 8)	2025 (Prog 8)** FFT est.
		National Average	-0.03	-0.03
		School Average	+1.33	+1.40
		Boys	+1.16 (64 pupils)	+1.21 (75 pupils)
		Black, Black British, Black Welsh, Caribbean or African	+0.96 (8 pupils)	-0.12 (2 pupils)
		Mixed or Multiple Ethnic Groups	+0.71 (14 pupils)	+1.12 (7 pupils)
		Asian, Asian British or Asian Welsh	+1.19 (20 pupils)	+1.49 (19 pupils)
		SEN without an EHCP	-	+0.83 (4 pupils)
		SEN with an EHCP	+0.22 (1 pupil)	-0.39 (2 pupils)
			+1.06 (93 pupils)	+0.55 (7 pupils)
			+1.15 (25 pupils)	+1.22 (16 pupils)
			+1.40 (6 pupils)	+0.46 (6 pupils)

		<p>** for Summer 2025, the DFE are producing Progress 8 scores from the national dataset as these students did not sit KS2 SATs due to covid. FFT have produced a proxy for this, based on CATs scores and partial national data. Pupil numbers are those with a CATs baseline and are therefore included in the progress calculation</p>																																																
	<p>Key Milestones 2025-2026 <i>Monitored quarterly</i> <i>SLT lead: MCW</i></p>	<p>Focus on Years 7-10</p> <ul style="list-style-type: none"> • Selection of E and D cohort with targeted interventions and a range of support. HoYs to identify off track (3 or more subjects) and coordinate academic support across subjects. Raising achievement intervention in all year groups. E.g. use of Compulsory Prep Support, Study Club, Sparx Club • Unit planners designed to support E and D students through the focus on misconceptions, AFL, prior learning and powerful knowledge • Continued focus on literacy and oracy for all classroom teachers for all students • Maximise the information yielded by the new literacy test (NGRT) and use E&D identification to prioritise resourcing • CPD, briefings, SLT, HoD and HoY meetings track cohort as standing items • CaLM training focus highlights need for adaptation of lesson to suit cohorts • Classroom teachers consistently use E&D cohort to prioritise: <ol style="list-style-type: none"> 1. Seating plan: students are sat at the front where possible, use of motivating peer otherwise. 2. No opt out: ensure students are engaging 100% of brain 100% of the time by not accepting 'I don't know' or empty whiteboards. 3. Prep: carefully check effort in prep and speak with tutor/HOY to support in study club if needed 4. Catch up/revision: ensuring students catch up missed lessons + print revision resources if necessary. 5. Live marking: circulate to live mark students' written work during the lesson. 6. Contact home: email or phone home to praise and intervene early with any emerging issues 7. Praise: capitalise on any opportunities to praise and motivate 8. Priority appointment at parent meetings eg target setting 9. Marking: top of the pile marking and regular checks of book etiquette 																																																
<p>EFH</p>	<p>Progress Data</p>	<p>Summer 2021 saw the first year of Ealing Field's GCSE results.</p> <table border="1" data-bbox="412 981 2009 1426"> <thead> <tr> <th></th> <th>2021 (Prog 8)*</th> <th>2022 (Prog 8)</th> <th>2023 (Prog 8)</th> <th>2024 (Prog 8)</th> <th>2025 (Prog 8)** FFT est.</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>Not available</td> <td>-0.03</td> <td>-0.03</td> <td>-0.03</td> <td><i>Not available</i></td> </tr> <tr> <td>School Average</td> <td>0.64</td> <td>1.32</td> <td>+1.34</td> <td>+1.31</td> <td>+1.36</td> </tr> <tr> <td>Boys</td> <td>0.47 (67 pupils)</td> <td>1.30 (71 pupils)</td> <td>+1.34 (54 pupils)</td> <td>+1.24 (59 pupils)</td> <td>+1.36 (69 pupils)</td> </tr> <tr> <td>Black, Black British, Black Welsh, Caribbean or African</td> <td>0.37 (23 pupils)</td> <td>0.95 (15 pupils)</td> <td>+1.20 (13 pupils)</td> <td>+1.22 (11 pupils)</td> <td>+1.20 (13 pupils)</td> </tr> <tr> <td>Mixed or Multiple Ethnic Groups</td> <td>0.29 (16 pupils)</td> <td>1.19 (20 pupils)</td> <td>+0.39 (19 pupils)</td> <td>+1.26 (12 pupils)</td> <td>+1.39 (22 pupils)</td> </tr> <tr> <td>Asian, Asian British or Asian Welsh</td> <td>0.78 (20 pupils)</td> <td>1.49 (13 pupils)</td> <td>+1.87 (9 pupils)</td> <td>+1.73 (15 pupils)</td> <td>+0.84 (10 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td>0.58 (12 pupils)</td> <td>1.91 (5 pupils)</td> <td>+0.57 (8 pupils)</td> <td>+0.77 (19 pupils)</td> <td>+0.78 (9 pupils)</td> </tr> </tbody> </table>		2021 (Prog 8)*	2022 (Prog 8)	2023 (Prog 8)	2024 (Prog 8)	2025 (Prog 8)** FFT est.	National Average	Not available	-0.03	-0.03	-0.03	<i>Not available</i>	School Average	0.64	1.32	+1.34	+1.31	+1.36	Boys	0.47 (67 pupils)	1.30 (71 pupils)	+1.34 (54 pupils)	+1.24 (59 pupils)	+1.36 (69 pupils)	Black, Black British, Black Welsh, Caribbean or African	0.37 (23 pupils)	0.95 (15 pupils)	+1.20 (13 pupils)	+1.22 (11 pupils)	+1.20 (13 pupils)	Mixed or Multiple Ethnic Groups	0.29 (16 pupils)	1.19 (20 pupils)	+0.39 (19 pupils)	+1.26 (12 pupils)	+1.39 (22 pupils)	Asian, Asian British or Asian Welsh	0.78 (20 pupils)	1.49 (13 pupils)	+1.87 (9 pupils)	+1.73 (15 pupils)	+0.84 (10 pupils)	SEN without an EHCP	0.58 (12 pupils)	1.91 (5 pupils)	+0.57 (8 pupils)	+0.77 (19 pupils)	+0.78 (9 pupils)
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		SEN with an EHCP	- (0 pupils)	1.11 (2 pupils)	+0.15 (2 pupils)	+2.41 (2 pupils)	+0.33 (6 pupils)
	<p>* 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.</p> <p>** for Summer 2025, the DFE are producing Progress 8 scores from the national dataset as these students did not sit KS2 SATs due to covid. FFT have produced a proxy for this, based on CATs scores and partial national data. Pupil numbers are those with a CATs baseline and are therefore included in the progress calculation</p>						
	Key Milestones 2025-2026 <i>Monitored quarterly</i> <i>SLT Lead: JTR, LED</i>	Focus on Years 7-10 <ul style="list-style-type: none"> All staff aware of the E&D cohort group: cohort highlighted in Friday briefing and all staff training resources Fortnightly coaching meeting – staff prompted to plan action steps with E&D cohort specifically in mind Learning reviews – specifically checking these individual students (book scrutiny, lesson visits, student voice) Setting and staffing of sets checked to ensure that E&D groups are well supported Positive setting (E&D cohort students in set data places them based on potential attainment i.e. KS2 data rather than current attainment i.e. quarterly) if ‘potential’ (CATs/SATs) data puts them in higher set than current data Quarterly review of data, interventions and changes to seating plans support progress of E&D cohort students Sparx club to support PP pupils with access to online prep programme in maths Daily study club offer in addition to CSC Top-of-the-pile checks for revision for E&D cohort Destination tracking and sharing of destination case studies focussed on disadvantaged/PP cohorts Connexions provision and WEx – PP/disadvantaged prioritised for support Quarterly analysis and feedback to staff on positives/negatives distribution, including categories being rewarded, as part of SOT staff session Establish race forum with parents 					
TWY	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.					
			2021 (Prog 8)*	2022 (Prog 8)	2023 (Prog 8)	2024 (Prog 8)	2025 (Prog 8)** FFT est.
		National Average	Not available	-0.03	-0.03	-0.03	<i>Not available</i>
		School Average	0.90	0.67	+1.26	+1.08	+1.32
		Boys	1.01 (91 pupils)	0.38 (83 pupils)	+1.18 (99 pupils)	+1.13 (99 pupils)	+1.16 (104 pupils)
		Black, Black British, Black Welsh, Caribbean or African	0.56 (30 pupils)	0.21 (33 pupils)	+0.80 (36 pupils)	+0.70 (34 pupils)	+1.07 (28 pupils)
		Mixed or Multiple Ethnic Groups	0.87 (34 pupils)	0.57 (34 pupils)	+1.40 (31 pupils)	+0.94 (34 pupils)	+1.08 (33 pupils)

Asian, Asian British or Asian Welsh	0.68 (16 pupils)	1.28 (3 pupils)	+1.10 (8 pupils)	+1.16 (22 pupils)	+0.86 (8 pupils)
SEN without an EHCP	0.80 (5 pupils)	0.17 (3 pupils)	+0.57 (5 pupils)	+1.37 (4 pupils)	+1.06 (2 pupils)
SEN with an EHCP	1.28 (6 pupils)	0.49 (5 pupils)	+1.55 (12 pupils)	+2.22 (10 pupils)	+1.72 (14 pupils)

** 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.*

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Key Milestones 2025-2026
Monitored quarterly
SLT lead: EJO & ABJ

Focus on Years 7-10

- Selection of E and D cohort with targeted interventions and a range of support.
- All staff aware of the E&D cohort group: cohort highlighted in Friday briefing and all staff training resources
- HoYs/AHTs to identify off track (3 or more subjects) and coordinate academic support across subjects.
- Raising achievement intervention in all year groups. E.g. use of Compulsory Prep Support, Study Club, Sparx Club
- Learning reviews and duty learning looks – specifically checking these individual students (book scrutiny, lesson visits, student voice)
- Unit planners designed to support E and D students through the focus on misconceptions, AFL, prior learning and powerful knowledge
- Positive setting (E&D cohort students in set data places them based on potential attainment)
- Provision of printed revision materials for E&D students (Quarterly assessment points)
- Continued focus on literacy and oracy for all classroom teachers for all students
- Maximise the information yielded by the new literacy test (NGRT)
- CPD, briefings, SLT, HoD and HoY meetings track cohort as standing items
- CaLM training focus highlights need for adaptation of lesson to suit E&D cohorts
- AHOY+ role put in place cohort specific interventions
- PTFA funding sourced for additional resources for E&D students
- Year 9 cohort 1:1 support for options process with parents/carers and Form Tutor
- Year 9 peer mentoring from Y12 student leaders
- Paired reading scheme with Year 11 reading mentor
- Destination tracking and sharing of destination case studies focussed on Yr 10 E&D cohort

Classroom teachers consistently use E&D cohort to prioritise

- a) **Seating plan:** students are sat at the front where possible, use of motivating peer otherwise.
- b) **No opt out:** ensure students are engaging 100% of brain 100% of the time by not accepting 'I don't know' or empty whiteboards.
- c) **Prep:** carefully check effort in prep and speak with tutor/HOY to support in study club if needed
- d) **Catch up/revision:** ensuring students catch up missed lessons + print revision resources if necessary.
- e) **Live marking:** circulate to live mark students' written work during the lesson.
- f) **Contact home:** email or phone home to praise and intervene early with any emerging issues

		<p>g) Praise: capitalise on any opportunities to praise and motivate</p> <p>h) Priority appointment at parent meetings eg target setting</p> <p>i) Marking: top of the pile marking and regular checks of book etiquette</p>																																																						
WPN	<p>Progress Data</p>	<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="412 308 1980 786"> <thead> <tr> <th></th> <th>2021 (Prog 8)*</th> <th>2022 (Prog 8)</th> <th>2023 (Prog 8)</th> <th>2024 (Prog 8)</th> <th>2025 (Prog 8)** FFT est.</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>Not available</td> <td>-0.03</td> <td>-0.03</td> <td>-0.03</td> <td><i>Not available</i></td> </tr> <tr> <td>School Average</td> <td>0.74</td> <td>1.00</td> <td>+0.83</td> <td>+0.87</td> <td>+1.14</td> </tr> <tr> <td>Boys</td> <td>0.64 (96 pupils)</td> <td>0.91 (107 pupils)</td> <td>+0.53 (105 pupils)</td> <td>+0.83 (93 pupils)</td> <td>+1.12 (85 pupils)</td> </tr> <tr> <td>Black, Black British, Black Welsh, Caribbean or African</td> <td>0.60 (28 pupils)</td> <td>0.52 (23 pupils)</td> <td>+0.08 (26 pupils)</td> <td>+0.48 (31 pupils)</td> <td>+0.82 (18 pupils)</td> </tr> <tr> <td>Mixed or Multiple Ethnic Groups</td> <td>0.52 (14 pupils)</td> <td>0.92 (18 pupils)</td> <td>+0.94 (17 pupils)</td> <td>+0.91 (18 pupils)</td> <td>+1.14 (24 pupils)</td> </tr> <tr> <td>Asian, Asian British or Asian Welsh</td> <td>0.98 (59 pupils)</td> <td>1.28 (61 pupils)</td> <td>+1.13 (56 pupils)</td> <td>+0.88 (67 pupils)</td> <td>+1.28 (61 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td>-0.72 (3 pupils)</td> <td>0.04 (20 pupils)</td> <td>-0.18 (6 pupils)</td> <td>-0.56 (5 pupils)</td> <td>+0.66 (10 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>0.09 (9 pupils)</td> <td>1.33 (6 pupils)</td> <td>-0.12 (10 pupils)</td> <td>+0.78 (10 pupils)</td> <td>+0.54 (10 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 2025, the DFE are producing Progress 8 scores from the national dataset as these students did not sit KS2 SATs due to covid. FFT have produced a proxy for this, based on CATs scores and partial national data. Pupil numbers are those with a CATs baseline and are therefore included in the progress calculation</i></p>		2021 (Prog 8)*	2022 (Prog 8)	2023 (Prog 8)	2024 (Prog 8)	2025 (Prog 8)** FFT est.	National Average	Not available	-0.03	-0.03	-0.03	<i>Not available</i>	School Average	0.74	1.00	+0.83	+0.87	+1.14	Boys	0.64 (96 pupils)	0.91 (107 pupils)	+0.53 (105 pupils)	+0.83 (93 pupils)	+1.12 (85 pupils)	Black, Black British, Black Welsh, Caribbean or African	0.60 (28 pupils)	0.52 (23 pupils)	+0.08 (26 pupils)	+0.48 (31 pupils)	+0.82 (18 pupils)	Mixed or Multiple Ethnic Groups	0.52 (14 pupils)	0.92 (18 pupils)	+0.94 (17 pupils)	+0.91 (18 pupils)	+1.14 (24 pupils)	Asian, Asian British or Asian Welsh	0.98 (59 pupils)	1.28 (61 pupils)	+1.13 (56 pupils)	+0.88 (67 pupils)	+1.28 (61 pupils)	SEN without an EHCP	-0.72 (3 pupils)	0.04 (20 pupils)	-0.18 (6 pupils)	-0.56 (5 pupils)	+0.66 (10 pupils)	SEN with an EHCP	0.09 (9 pupils)	1.33 (6 pupils)	-0.12 (10 pupils)	+0.78 (10 pupils)	+0.54 (10 pupils)
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- Lead learners, questioning experts - prioritise E&D cohort (HWO)
- Curriculum team strategy for minimising / providing an alternative to online prep (JPA + HODs)
- Sparx club to support PP pupils with access to online prep programmes in maths and science (VBH, SLT after school duty)
- Daily study club offer in addition to CSC (all SLT)
- Bertha Earth weekly external project prioritising Y7 E&D cohort (CMY)
- Curriculum team direct staff to create seating plans taking E&D cohort into account (ABW, ELW, all staff)
- Top-of-the-pile checks for revision for E&D cohort (All staff)
- Prioritisation of vulnerable/lower performing ethnic/socio-economic groups in ELPs (ELW + RRA)
- Destination tracking and sharing of destination case studies focussed on disadvantaged/PP cohorts (JCH, RRA, BGA)
- Connexions provision and WEx – PP/disadvantaged prioritised for support (BGA, RRA, JCH)
- Representation in library and reading materials available, including reading lists recommended to parents, audited regularly (JPA, HWO)
- ‘Pupil attitude to school and self’ survey (PASS) - ANE following up cost
- Quarterly analysis and feedback to staff on positives/negatives distribution, including categories being rewarded, as part of SOT staff session (AHTs)
- E&D cohort missing a day = attendance catch up with aHOY

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

ADA	Pastoral Data	A disproportionate number of boys, ethnic minority and SEN students are externally suspended/excluded although overall numbers are low and comparable with other schools.									
		The DFE produce national statistics showing a suspension/exclusion rate of <i>number of suspensions/exclusions per 100 pupils</i> . We routinely use similar metrics internally comparing external suspensions per 100 pupils and permanent exclusions per 500 pupils. For context, the national suspension rate in 2023-2024 in mainstream secondary schools was 22.6 suspensions per 100 pupils, and the exclusion rate was 1.25 exclusions per 500 pupils.									
		These normalised figures allow comparisons between groups, regardless of the group size – though care should be taken in drawing conclusions from this data where group sizes are small.									
		2022-2023			2023-2024			2024-2025			
		Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils	
		National (Secondary schools)	18.9	1.1		22.6	1.25		Not available	Not available	
		Total	8.3	1.7	881	12.4	1.0	1004	10.6	1.4	1082
		Boys	12.5	3.0	496	18.4	1.7	583	15.1	2.4	631
Black, Black British, Black Welsh, Caribbean or African	17.8	11.1	45	21.2	0	52	10.7	0.0	56		
Mixed or Multiple Ethnic Groups	8.5	0	129	3.3	0	151	9.5	6.0	84		

Asian, Asian British or Asian Welsh	0	0	93	6.4	5.3	94	7.1	2.9	170
SEN without an EHCP	17.6	0.0	17	93.1	0.0	29	45.2	0.0	31
SEN with an EHCP	4.3	0.0	23	9.4	0.0	32	17.5	0.0	40

Key Milestones 2025-2026
Monitored quarterly
 SLT lead: RHA

Focus on Years 7-10

- Focus on core classroom routines – entry, exit, positive engagement with a focus on turn around
- Enhanced staff training on strategies for ensuring positive behaviour for all students, with a focus on how CaLM supports effective behaviour management
- Coaching for focus on the successful embedding of core classroom routines, with an increased focus on Tutor time – starting the day well, corporate parenting
- Monitor conduct data and learning habits to track impact on E and D cohorts
- YA evenings – individualised invitations to at risk students
- Weekly mentoring for students 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 E&D cohort

- 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
- Development of Inclusion base with 2 spaces to meet the differing needs of the most at risk students
- Development of an inclusion timetable and curriculum to support students at risk of suspension
- Peer mentoring programme from Yr 10 ambassadors to at risk Yr 8 students

- Internal exclusion and SLT detention to allow for inclusion of restorative mentoring sessions

EFH Pastoral Data

A disproportionate number of boys, ethnic minority and SEN students are externally suspended/excluded although overall numbers are low and comparable with other schools.

The DFE produce national statistics showing a suspension/exclusion rate of *number of suspensions/exclusions per 100 pupils*. We routinely use similar metrics internally comparing external suspensions per 100 pupils and permanent exclusions per 500

pupils. For context, the [national suspension rate](#) in 2023-2024 in mainstream secondary schools was 22.6 suspensions per 100 pupils, and the exclusion rate was 1.25 exclusions per 500 pupils. These normalised figures allow comparisons between groups, regardless of the group size – though care should be taken in drawing conclusions from this data where group sizes are small.

	2022-2023			2023-2024			2024-2025		
	Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils
National (Secondary schools)	18.9	1.1		22.6	1.25		Not available	Not available	
Total	6.1	0.7	722	7.7	0.7	762	3.2	0.0	782
Boys	9.2	0.0	359	10.1	0.0	378	6.4	0.0	376
Black, Black British, Black Welsh, Caribbean or African	12.3	0	57	31.0	0	58	8.7	0.0	69
Mixed or Multiple Ethnic Groups	12.4	0	105	7.1	0	112	3.2	0.0	63
Asian, Asian British or Asian Welsh	1.8	0	57	3.4	0	58	5.6	0.0	71
SEN without an EHCP	8.9	0.0	56	41.7	6.9	72	9.7	0.0	62
SEN with an EHCP	47.6	0.0	21	14.3	0.0	28	25.7	0.0	35

Key Milestones 2025-2026
Monitored quarterly
SLT lead: LED

Focus on Years 7-10

- Establish race forum
- Increase training including but not limited to, microaggressions, unconscious bias, increasing representation and dealing with racist incidents
- CCR routines continued, and expanded to TTRs, to increase consistency and reduce cognitive load
- E&D cohort students used as examples in staff training
- Weekly follow up of students on pastoral stages systems supports progress of E&D cohort students via vulnerable groups meetings
- Changes to approach to BHM to encourage greater celebration and engagement
- Continuous checking and refinement of pastoral resources to ensure positive representation

TWY Pastoral Data

A disproportionate number of boys, ethnic minority and SEN students are externally suspended/excluded although overall numbers are low and comparable with other schools.

The DFE produce national statistics showing a suspension/exclusion rate of *number of suspensions/exclusions per 100 pupils*. We routinely use similar metrics internally comparing external suspensions per 100 pupils and permanent exclusions per 500

pupils. For context, the [national suspension rate](#) in 2023-2024 in mainstream secondary schools was 22.6 suspensions per 100 pupils, and the exclusion rate was 1.25 exclusions per 500 pupils. These normalised figures allow comparisons between groups, regardless of the group size – though care should be taken in drawing conclusions from this data where group sizes are small.

	2022-2023			2023-2024			2024-2025		
	Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils
National (Secondary schools)	18.9	1.1		22.6	1.25		Not available	Not available	
Total	7.0	0.9	1648	6.1	1.5	1655	5.4	0.0	1643
Boys	10.7	1.2	822	9.9	2.4	830	9.3	0.0	869
Black, Black British, Black Welsh, Caribbean or African	15.4	0	221	13.8	0	203	13.5	0.0	208
Mixed or Multiple Ethnic Groups	11.3	3.5	282	8.	5.2	286	6.7	0.0	164
Asian, Asian British or Asian Welsh	2.8	0	106	6.1	0	99	4.7	0.0	258
SEN without an EHCP	46.7	16.7	30	0.0	0.0	26	4.5	0.0	22
SEN with an EHCP	11.6	0.0	69	21.1	0.0	76	8.9	0.0	90

Key Milestones 2025-2026
Monitored quarterly
SLT lead: EJO & ABJ

Focus on Years 7-10

- E&D cohort students used as examples in staff training
- CCR routines continued, and expanded to TTRs, to increase consistency and reduce cognitive load
- Weekly follow up of students on pastoral stages systems supports progress of E&D cohort students via vulnerable groups meetings
- BHM continue to encourage greater celebration and engagement
- International Day run by student senior leadership team
- Continuous checking and refinement of pastoral resources to ensure positive representation
- AHOY+ role put in place cohort specific interventions
- Weekly follow up of students on pastoral stages systems supports progress of E&D cohort students via weekly pastoral meetings
- Induction training for all staff on impact of WL and effective systems for monitoring participation and impact
- E&D students given priority access to signing up to Friday Sport Programme
- Engagement monitored SLT in target setting meetings (and by Tutors within Tutor Time)
- Inclusion of E&D students in student leadership opportunities
- Whole School Pastoral training around vulnerable cohorts

WPN	Pastoral Data	<p>A disproportionate number of boys, ethnic minority and SEN students are externally suspended/excluded although overall numbers are low and comparable with other schools.</p> <p>The DFE produce national statistics showing a suspension/exclusion rate of <i>number of suspensions/exclusions per 100 pupils</i>. We routinely use similar metrics internally comparing external suspensions per 100 pupils and permanent exclusions per 500 pupils. For context, the national suspension rate in 2023-2024 in mainstream secondary schools was 22.6 suspensions per 100 pupils, and the exclusion rate was 1.25 exclusions per 500 pupils.</p> <p>These normalised figures allow comparisons between groups, regardless of the group size – though care should be taken in drawing conclusions from this data where group sizes are small.</p>																																																																																																		
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3" style="background-color: #fff9c4;">2022-2023</th> <th colspan="3" style="background-color: #d9e1f2;">2023-2024</th> <th colspan="3" style="background-color: #fff9c4;">2024-2025</th> </tr> <tr> <th>Susp./100</th> <th>Excl./500</th> <th>Pupils</th> <th>Susp./100</th> <th>Excl./500</th> <th>Pupils</th> <th>Susp./100</th> <th>Excl./500</th> <th>Pupils</th> </tr> </thead> <tbody> <tr> <td>National (Secondary schools)</td> <td>18.9</td> <td>1.1</td> <td></td> <td>22.6</td> <td>1.25</td> <td></td> <td>Not available</td> <td>Not available</td> <td></td> </tr> <tr> <td>Total</td> <td>2.4</td> <td>0.4</td> <td>1399</td> <td>4.9</td> <td>0.4</td> <td>1416</td> <td>2.5</td> <td>0.0</td> <td>1420</td> </tr> <tr> <td>Boys</td> <td>2.6</td> <td>0.7</td> <td>701</td> <td>7.3</td> <td>0.7</td> <td>717</td> <td>3.6</td> <td>0.0</td> <td>743</td> </tr> <tr> <td>Black, Black British, Black Welsh, Caribbean or African</td> <td>3.7</td> <td>0</td> <td>162</td> <td>10.3</td> <td>0</td> <td>145</td> <td>3.1</td> <td>0.0</td> <td>131</td> </tr> <tr> <td>Mixed or Multiple Ethnic Groups</td> <td>4.3</td> <td>3.5</td> <td>141</td> <td>12.1</td> <td>0</td> <td>157</td> <td>1.4</td> <td>0.0</td> <td>69</td> </tr> <tr> <td>Asian, Asian British or Asian Welsh</td> <td>2.2</td> <td>0</td> <td>409</td> <td>3.0</td> <td>0</td> <td>405</td> <td>3.6</td> <td>0.0</td> <td>448</td> </tr> <tr> <td>SEN without an EHCP</td> <td>11.4</td> <td>0.0</td> <td>35</td> <td>32.6</td> <td>10.9</td> <td>46</td> <td>12.3</td> <td>0.0</td> <td>65</td> </tr> <tr> <td>SEN with an EHCP</td> <td>4.7</td> <td>0.0</td> <td>64</td> <td>6.0</td> <td>0.0</td> <td>67</td> <td>19.1</td> <td>0.0</td> <td>68</td> </tr> </tbody> </table>		2022-2023			2023-2024			2024-2025			Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils	National (Secondary schools)	18.9	1.1		22.6	1.25		Not available	Not available		Total	2.4	0.4	1399	4.9	0.4	1416	2.5	0.0	1420	Boys	2.6	0.7	701	7.3	0.7	717	3.6	0.0	743	Black, Black British, Black Welsh, Caribbean or African	3.7	0	162	10.3	0	145	3.1	0.0	131	Mixed or Multiple Ethnic Groups	4.3	3.5	141	12.1	0	157	1.4	0.0	69	Asian, Asian British or Asian Welsh	2.2	0	409	3.0	0	405	3.6	0.0	448	SEN without an EHCP	11.4	0.0	35	32.6	10.9	46	12.3	0.0	65	SEN with an EHCP	4.7	0.0	64	6.0	0.0	67	19.1	0.0
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	Key Milestones 2025-2026 <i>Monitored quarterly</i> <i>SLT lead: SLO</i>	<p>Focus on Years 7-10</p> <ul style="list-style-type: none"> Participation in ELP Equality & Diversity network, including attendance at all training sessions offered (all SLT) Continued focus through staff training on therapeutic thinking, PACE and encouraging pro-social experiences (SLO) CCR routines continued, and expanded to TTRs, to increase consistency and reduce cognitive load (SLO) E&D cohort students used as examples in staff training (ABW) Mentoring group in place (Chord) -E&D cohorts prioritised (BCA) Weekly follow up of students on pastoral stages systems supports progress of E&D cohort students via vulnerable groups meetings (SLO, CMY, CLO, RRA, BGA) Changes to celebrating diversity week to ensure genuine focus on Black History Month (ELU) Continuous checking and refinement of pastoral resources to ensure positive representation (all SLT) 																																																																																																		

Objective 3 - Pupils and parents from under-represented groups' participation in school activities increases

ADA Engagement Data

Participation in wider learning is recorded centrally for each school. Our main measure since September 2022 has been the overall participation rate.

These are the figures for Ada Lovelace (Years 7-11):

	2022-2023	2023-2024	2024-2025
All students	85%	83%	84%
Boys	83%	86%	81%
Black, Black British, Black Welsh, Caribbean or African	72%	78%	89%
Mixed or Multiple Ethnic Groups	89%	83%	83%
Asian, Asian British or Asian Welsh	82%	88%	86%
SEN without an EHCP	88%	84%	79%
SEN with an EHCP	74%	63%	78%

We also monitor attendance at school.

These are the figures for Ada Lovelace (Years 7-11):

	2022-2023		2023-2024		2024-2025	
	Attendance	% Persistent Absence	Attendance	% Persistent Absence	Attendance	% Persistent Absence
All students						
Boys						
Black, Black British, Black Welsh, Caribbean or African						
Mixed or Multiple Ethnic Groups						
Asian, Asian British or Asian Welsh						
SEN without an EHCP						
SEN with an EHCP						

Key Milestones 2025-2026

- Focus on Years 7-10**
- 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

	<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 and IT rooms staffed during AM reg by HOY 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 • Pre-AM registration and Lunchtime Wider Learning clubs to provide further opportunities for cohort. • Inclusion of E&D students in student leadership opportunities • Pastoral support in key wider learning opportunities including enrichment week targeting E&D cohorts to ensure their experience is full and appropriate and includes D and T and food Tec • 																																
<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="432 651 1675 948"> <thead> <tr> <th></th> <th>2022-2023</th> <th>2023-2024</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>98%</td> <td>97%</td> <td>96%</td> </tr> <tr> <td>Boys</td> <td>98%</td> <td>97%</td> <td>97%</td> </tr> <tr> <td>Black, Black British, Black Welsh, Caribbean or African</td> <td>98%</td> <td>96%</td> <td>91%</td> </tr> <tr> <td>Mixed or Multiple Ethnic Groups</td> <td>97%</td> <td>99%</td> <td>97%</td> </tr> <tr> <td>Asian, Asian British or Asian Welsh</td> <td>98%</td> <td>96%</td> <td>95%</td> </tr> <tr> <td>SEN without an EHCP</td> <td>95%</td> <td>100%</td> <td>95%</td> </tr> <tr> <td>SEN with an EHCP</td> <td>85%</td> <td>82%</td> <td>91%</td> </tr> </tbody> </table>		2022-2023	2023-2024	2024-2025	All students	98%	97%	96%	Boys	98%	97%	97%	Black, Black British, Black Welsh, Caribbean or African	98%	96%	91%	Mixed or Multiple Ethnic Groups	97%	99%	97%	Asian, Asian British or Asian Welsh	98%	96%	95%	SEN without an EHCP	95%	100%	95%	SEN with an EHCP	85%	82%	91%
	2022-2023	2023-2024	2024-2025																															
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	<p>Key Milestones 2025-2026 <i>Monitored quarterly</i> <i>SLT lead: AJM/HBA/ECL</i></p>	<p>Focus on Years 7-10</p> <ul style="list-style-type: none"> • Refined attendance monitoring systems: tutors to intervene sooner and more proactively, greater rewards for attendance alongside sanctioning absence • Expansion of study club – daily offer • E&D cohort prioritised in 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>																																

These are the figures for Twyford (Years 7-11):

	2022-2023	2023-2024	2024-2025
All students	92%	92%	93%
Boys	93%	94%	94%
Black, Black British, Black Welsh, Caribbean or African	90%	90%	95%
Mixed or Multiple Ethnic Groups	89%	93%	93%
Asian, Asian British or Asian Welsh	92%	92%	92%
SEN without an EHCP	92%	95%	93%
SEN with an EHCP	95%	97%	94%

Key Milestones 2025-2026
Monitored quarterly
 SLT lead: EJO & ABJ

Focus on Years 7-10

- Induction training for all staff on impact of WL and effective systems for monitoring participation and impact
- Joint KS3 study club in place, supported by 6th Form mentors (Year 10 separate study club)
- E&D students given priority access to signing up to Friday Sport Programme
- WL engagement monitored SLT in target setting meetings (and by Tutors within Tutor Time)
- Weekly feedback to SLT on WL engagement data (including non-participation CFCs)
- E&D cohort prioritised in selection of student representatives

WPN Engagement Data

Participation in wider learning is recorded centrally for each school. Our main measure since September 2022 has been the overall participation rate.

These are the figures for William Perkin (Years 7-11):

	2022-2023	2023-2024	2024-2025
All students	61%	67%	79%
Boys	56%	68%	78%
Black, Black British, Black Welsh, Caribbean or African	60%	68%	83%
Mixed or Multiple Ethnic Groups	56%	66%	75%
Asian, Asian British or Asian Welsh	57%	71%	81%
SEN without an EHCP	48%	58%	79%
SEN with an EHCP	44%	43%	62%

	Key Milestones 2025-2026 <i>Monitored quarterly</i> <i>SLT lead:</i> ELU/CSM	Focus on Years 7-10 <ul style="list-style-type: none"> Refined attendance monitoring systems: tutors to intervene sooner and more proactively, greater rewards for attendance alongside sanctioning absence (HERO project) (SLO) Punctuality improvement strategy (letters home, panels and punctuality awareness course) (SLO) SOCS rolled out in all extra-curricular clubs (including some previously not included e.g. ARC study club, student leadership, CSC) to better track and monitor attendance and allow targeted intervention in under-represented groups (ELU) Expansion of study club – daily offer (ELU) E&D cohort prioritised in selection of student representatives (ELU)

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 2025-2026 <i>Monitored annually</i>	<ul style="list-style-type: none"> All staff required to complete Equality and Diversity training on Flick Learning. This also includes specific training for managers High profile of the E&D cohort project amongst all staff, particularly teaching staff through all threads of staff training and evaluation Policies are routinely evaluated using an Equality Impact Assessment. The format of this is to be reviewed to ensure full consideration is given to these as policies are reviewed.

Objective 5 - Staff, Directors and Governors better reflect the diversity of the community																		
Progress Data	Twyford CofE Academies Trust	At September 2025, 95% of Ada Lovelace students, 70% of Ealing Fields students, 68% of Twyford students and 93% of William Perkin students live in the London Borough of Ealing.																
		Other boroughs with at least 10 students for each school are:																
		<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 4%</td> <td>Hounslow 29%</td> <td>Brent 10%</td> <td>Hillingdon 2%</td> </tr> <tr> <td>Hounslow 1%</td> <td></td> <td>Hammersmith & Fulham 9%</td> <td>Brent 2%</td> </tr> <tr> <td>Hillingdon 1%</td> <td></td> <td></td> <td>Harrow 1%</td> </tr> </tbody> </table>	Ada Lovelace	Ealing Fields	Twyford	William Perkin	Brent 4%	Hounslow 29%	Brent 10%	Hillingdon 2%	Hounslow 1%		Hammersmith & Fulham 9%	Brent 2%	Hillingdon 1%			Harrow 1%
Ada Lovelace	Ealing Fields	Twyford	William Perkin															
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	Hammersmith & Fulham 1%		Hounslow 7% Westminster 1% Kensington & Chelsea 1% Hillingdon 1%		
	<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, 57% of Ealing residents are from ethnic minorities. The other boroughs that we draw our populations from vary from borough to borough. 56% of Hounslow residents, 66% of Brent residents and 38% of Hammersmith and Fulham residents are from ethnic minorities.</p> <p>Combining the student address and census ethnicity data, if the population of the Trust’s staff and students represented the local areas that the students are drawn from, we would expect 57% to be from ethnic minority groups. 58% of the Trust’s students are from ethnic minority groups.</p> <p>Monitoring information for all Trust staff at September 2025– total staff with a response rate of 70% for ethnicity and 43% for disabilities:</p> <p>27% from ethnic minorities, 34% male and 3% declaring disabilities.</p> <p>Monitoring information for Directors and Members at September 2024 shows 31% from ethnic minorities and 0% disabled.</p>				
ADA	<p>At September 2025, the year 7-11 pupil population of Ada Lovelace CofE High School is 67% from ethnic minorities, 57% male and 4% SEN (EHCP).</p> <p>Monitoring information for Ada Lovelace High School staff at September 2025 – with a response rate of 57% for ethnicity and 31% for disability: 26% from ethnic minorities, 34% male and 5% declaring disabilities.</p> <p>Monitoring information for Governors at September 2024 shows 7% from ethnic minorities, 43% male and 0% disabled.</p>				
EFH	<p>At September 2025, the year 7-11 pupil population of Ealing Fields High School is 43% from ethnic minorities, 46% male and 5% SEN (inc. non EHCP)</p> <p>Monitoring information for Ealing Fields High School staff at September 2025 – with a response rate of 62% for ethnicity and 35% for disability: 30% from ethnic minorities, 32% male and nil declaring disabilities.</p>				

		Monitoring information for Governors at September 2024 shows 17% from ethnic minorities and 8% disabled.
	TWY	At September 2025, the year 7-11 pupil population of Twyford CofE High School is currently 50% from ethnic minorities, 54% male and 8% SEN (EHCP) Monitoring information for Twyford High School staff at September 2025 – with a response rate of 85% for ethnicity and 47% for disability: 25% from ethnic minorities, 36% male and 2% declaring disabilities. Monitoring information for Governors at September 2024 shows 33% from ethnic minorities and 0% disabled.
	WPN	At September 2025, the year 7-11 pupil population of William Perkin CofE High School is 67% from ethnic minorities, 54% male and 7% SEN (EHCP) Monitoring information for William Perkin High School staff at September 2025– with a response rate of 69% for ethnicity and 45% for disability: 32% from ethnic minorities, 34% male and 5% declaring disabilities. Monitoring information for Governors at September 2024 shows 60% from ethnic minorities and nil disabled.
Key Milestones 2025-2026	<i>Monitored annually</i> <i>Lead - Head of HR</i>	<ul style="list-style-type: none"> • Diversity statement are included in all adverts to encourage applicants from different ethnic minorities and disabilities. • Applicant monitoring information is captured on Eploy, our applicant tracking system at the point of application. Blind shortlisting has been integrated with the view of launching it in the future. Support staff roles are emailed to parents as well as advertised across the borough which will further help reflect the community which the school serves.

* ethnic minority refers to all groups except the White British group. This definition is in line with the Government’s guidance on writing about ethnicity (<https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity/>)

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