



Equality & Diversity Objectives and Action Plan 2024-25

Updated September 2024

Contents

Objective 1 - Raise the attainment of low-performing groups to the level of their peers 1

Objective 2 - Reduce the application of behaviour sanctions to groups of students disproportionately subject to them..... 5

Objective 3 - Pupils and parents from under-represented groups’ participation in school activities increases 8

Objective 4 - Raise staff awareness of the main provisions of the 2010 Equality Act 11

Objective 5 - Staff, Directors and Governors better reflect the diversity of the community 11

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) <i>provisional**</i>
		National Average	-0.03
		School Average	Not available
		+1.33	+1.36
		Boys	+1.16 (64 pupils)
		Black or Black British	+1.15 (75 pupils)
		+0.96 (8 pupils)	-0.18 (2 pupils)
		Mixed or Dual Backgrounds	+0.71 (14 pupils)
		+0.71 (14 pupils)	+0.94 (13 pupils)
		Asian or Asian British	+1.19 (20 pupils)
		+1.19 (20 pupils)	+1.63 (11 pupils)
		SEN without an EHCP	-
		-	+0.79 (4 pupils)
		SEN with an EHCP	+0.22 (1 pupil)
		+0.22 (1 pupil)	-0.46 (2 pupils)

*** for Summer 2024, at the time of updating, the DFE had not yet produced Progress 8 scores from the national dataset. The Progress scores are therefore calculated based on the 2023 national data. These results are included here to allow comparison between groups*

Key Milestones 2024-2025
*Monitored quarterly
 SLT lead: MCW*

Focus on Years 7-9

- **Appointment** of E and D STEM coordinator – deliver programme to identified cohort
- 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
- Maximise the information yielded by the new literacy test
- Selection of E and D cohort with targeted interventions and a range of support
- **Seating plan:** students are sat at the front where possible, use of motivating peer otherwise.
- **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
- **Catch up/revision:** ensuring students catch up missed lessons + print revision resources if necessary.
- **Live marking:** circulate to live mark students’ written work during the lesson.
- **Contact home:** email or phone home to praise and intervene early with any emerging issues
- **Praise:** capitalise on any opportunities to praise and motivate
- Priority appointment at parent meetings eg target setting
- **Marking:** top of the pile marking and regular checks of book etiquette
- CPD, briefings, SLT, HoD and HoY meetings to track cohort as standing items

SUMMARY OF PROGRESS Q1, 2, 3 and 4

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EFH Progress Data

Summer 2021 saw the first year of Ealing Field’s GCSE results.

	2021 (Prog 8)*	2022 (Prog 8)	2023 (Prog 8)	2024 (Prog 8) <i>provisional**</i>
National Average	Not available	-0.03	-0.03	Not available
School Average	0.64	1.32	+1.34	+1.22
Boys	0.47 (67 pupils)	1.30 (71 pupils)	+1.34 (54 pupils)	+1.18 (59 pupils)
Black or Black British	0.37 (23 pupils)	0.95 (15 pupils)	+1.20 (13 pupils)	+1.15 (11 pupils)
Mixed or Dual Backgrounds	0.29 (16 pupils)	1.19 (20 pupils)	+0.39 (19 pupils)	+1.39 (14 pupils)
Asian or Asian British	0.78 (20 pupils)	1.49 (13 pupils)	+1.87 (9 pupils)	+1.96 (11 pupils)
SEN without an EHCP	0.58 (12 pupils)	1.91 (5 pupils)	+0.57 (8 pupils)	+0.70 (19 pupils)
SEN with an EHCP	- (0 pupils)	1.11 (2 pupils)	+0.15 (2 pupils)	+2.37 (2 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.*

*** for Summer 2024, at the time of updating, the DFE had not yet produced Progress 8 scores from the national dataset. The Progress scores are therefore calculated based on the 2023 national data. These results are included here to allow comparison between groups*

	Key Milestones 2024-2025 <i>Monitored quarterly</i> <i>SLT Lead: JTR, LED</i>	Focus on Years 7-9 <ul style="list-style-type: none"> Unit planners designed to support disadvantaged students through their precision and focus on misconceptions, AfL, prior learning and powerful knowledge Continued focus on literacy and oracy – whole trust strategies bedded in Maximise the information yielded by the new literacy test (NGRT) 																																													
TWY	Progress Data	<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="412 459 1704 831"> <thead> <tr> <th></th> <th>2021 (Prog 8)*</th> <th>2022 (Prog 8)</th> <th>2023 (Prog 8)</th> <th>2024 (Prog 8) <i>provisional**</i></th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>Not available</td> <td>-0.03</td> <td>-0.03</td> <td>Not available</td> </tr> <tr> <td>School Average</td> <td>0.90</td> <td>0.67</td> <td>+1.26</td> <td>+1.03</td> </tr> <tr> <td>Boys</td> <td>1.01 (91 pupils)</td> <td>0.38 (83 pupils)</td> <td>+1.18 (99 pupils)</td> <td>+1.10 (99 pupils)</td> </tr> <tr> <td>Black or Black British</td> <td>0.56 (30 pupils)</td> <td>0.21 (33 pupils)</td> <td>+0.80 (36 pupils)</td> <td>+0.62 (34 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.87 (34 pupils)</td> <td>0.57 (34 pupils)</td> <td>+1.40 (31 pupils)</td> <td>+0.97 (39 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>0.68 (16 pupils)</td> <td>1.28 (3 pupils)</td> <td>+1.10 (8 pupils)</td> <td>+1.01 (9 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td>0.80 (5 pupils)</td> <td>0.17 (3 pupils)</td> <td>+0.57 (5 pupils)</td> <td>+1.33 (4 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>1.28 (6 pupils)</td> <td>0.49 (5 pupils)</td> <td>+1.55 (12 pupils)</td> <td>+2.18 (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 2024, at the time of updating, the DFE had not yet produced Progress 8 scores from the national dataset. The Progress scores are therefore calculated based on the 2023 national data. These results are included here to allow comparison between groups</i></p>		2021 (Prog 8)*	2022 (Prog 8)	2023 (Prog 8)	2024 (Prog 8) <i>provisional**</i>	National Average	Not available	-0.03	-0.03	Not available	School Average	0.90	0.67	+1.26	+1.03	Boys	1.01 (91 pupils)	0.38 (83 pupils)	+1.18 (99 pupils)	+1.10 (99 pupils)	Black or Black British	0.56 (30 pupils)	0.21 (33 pupils)	+0.80 (36 pupils)	+0.62 (34 pupils)	Mixed or Dual Backgrounds	0.87 (34 pupils)	0.57 (34 pupils)	+1.40 (31 pupils)	+0.97 (39 pupils)	Asian or Asian British	0.68 (16 pupils)	1.28 (3 pupils)	+1.10 (8 pupils)	+1.01 (9 pupils)	SEN without an EHCP	0.80 (5 pupils)	0.17 (3 pupils)	+0.57 (5 pupils)	+1.33 (4 pupils)	SEN with an EHCP	1.28 (6 pupils)	0.49 (5 pupils)	+1.55 (12 pupils)	+2.18 (10 pupils)
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	Key Milestones 2024-2025 <i>Monitored quarterly</i> <i>SLT lead: EJO</i>	Focus on Years 7-9 <ul style="list-style-type: none"> Continue to raise the profile of E&D cohort in Y7-9 in department, year team and whole school training to ensure high priority for in-class intervention/staff awareness Unit planners designed to support disadvantaged students through their precision and focus on misconceptions, AfL, prior learning and powerful knowledge Continued focus on literacy and oracy – whole trust strategies bedded in Maximise the information yielded by the new literacy test (NGRT) 																																													
WPN	Progress Data	<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 1378 1742 1449"> <thead> <tr> <th></th> <th>2021 (Prog 8)*</th> <th>2022 (Prog 8)</th> <th>2023 (Prog 8)</th> <th>2024 (Prog 8) <i>provisional**</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2021 (Prog 8)*	2022 (Prog 8)	2023 (Prog 8)	2024 (Prog 8) <i>provisional**</i>																																								
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National Average	Not available	-0.03	-0.03	Not available
School Average	0.74	1.00	+0.83	+0.80
Boys	0.64 (96 pupils)	0.91 (107 pupils)	+0.53 (105 pupils)	+0.75 (93 pupils)
Black or Black British	0.60 (28 pupils)	0.52 (23 pupils)	+0.08 (26 pupils)	+0.42 (31 pupils)
Mixed or Dual Backgrounds	0.52 (14 pupils)	0.92 (18 pupils)	+0.94 (17 pupils)	+0.64 (25 pupils)
Asian or Asian British	0.98 (59 pupils)	1.28 (61 pupils)	+1.13 (56 pupils)	+0.85 (58 pupils)
SEN without an EHCP	-0.72 (3 pupils)	0.04 (20 pupils)	-0.18 (6 pupils)	-0.62 (5 pupils)
SEN with an EHCP	0.09 (9 pupils)	1.33 (6 pupils)	-0.12 (10 pupils)	+0.75 (10 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 2024-2025
*Monitored quarterly
 SLT lead: ABW*

Focus on Years 7-9

- Subject support card continued – punctuality to lessons, listening effort, memorisation, HWK/prep – targeted at boys with least value added
- Year 7 - wellbeing log checked by AHOY / HOY / AHT
- ‘Every Boy Every Lesson’ continued
- Head teacher to address and brief staff to highlight cohort in briefing
- All staff aware of the E&D cohort group
- E&D cohort used in all training examples
- 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)
- Questioning experts training cont’d
- 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
- Continuation of staff training sessions (DTL3) on E&D / tackling inequality
- E&D HAPs boys mentoring from Y12s (student leaders)
- Paired reading scheme Y7/Y12 (6th formers trained in delivering 1:1 phonics decoding for Y7) – prioritised E&D cohort
- 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
- Curriculum team strategy for minimising online prep (as this has been a barrier for some PP students)
- HOY focusing tutor team on following up E&D cohort missing from Wider Learning
- Bertha Earth weekly external project prioritising Y7 E&D cohort
- Curriculum team direct staff to create seating plans taking E&D cohort into account
- Top-of-the-pile checks for revision for E&D cohort

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 *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 2022-2023 in mainstream secondary schools was 18.9 suspensions per 100 pupils, and the exclusion rate was 1.1 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		
	Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils
National (Secondary schools)	18.9	1.1		Not available	Not available	
Total	8.3	1.7	881	12.4	1.0	1004
Boys	12.5	3.0	496	18.4	1.7	583
Black or Black British	17.8	11.1	45	21.2	0	52
Mixed or Dual Backgrounds	8.5	0	129	3.3	0	151
Asian or Asian British	0	0	93	6.4	5.3	94
SEN without an EHCP	17.6	0.0	17	93.1	0.0	29
SEN with an EHCP	4.3	0.0	23	9.4	0.0	32

Key Milestones 2024-2025

Monitored quarterly
SLT lead: MBY

Focus on Years 7-9

- Focus on core classroom routines – entry, exit, positive engagement with a focus on turn around
- Coaching for focus on the successful embedding of core classroom routines
- 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 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

		<ul style="list-style-type: none"> Enhanced staff training on strategies for ensuring positive behaviour for all students Development of Inclusion base with 3 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 Increase size and scope of pastoral SLT team Internal exclusion and SLT detention to allow for inclusion of restorative mentoring sessions Focus group to improve contextual understanding of our community <p><u>SUMMARY OF PROGRESS Q1, 2, 3 and 4</u></p> <ul style="list-style-type: none"> 																																																																					
EFH	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 2022-2023 in mainstream secondary schools was 18.9 suspensions per 100 pupils, and the exclusion rate was 1.1 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" data-bbox="443 799 1655 1157"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2022-2023</th> <th colspan="3">2023-2024</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> </tr> </thead> <tbody> <tr> <td>National (Secondary schools)</td> <td>18.9</td> <td>1.1</td> <td></td> <td>Not available</td> <td>Not available</td> <td></td> </tr> <tr> <td>Total</td> <td>6.1</td> <td>0.7</td> <td>722</td> <td>7.7</td> <td>0.7</td> <td>762</td> </tr> <tr> <td>Boys</td> <td>9.2</td> <td>0.0</td> <td>359</td> <td>10.1</td> <td>0.0</td> <td>378</td> </tr> <tr> <td>Black or Black British</td> <td>12.3</td> <td>0</td> <td>57</td> <td>31.0</td> <td>0</td> <td>58</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>12.4</td> <td>0</td> <td>105</td> <td>7.1</td> <td>0</td> <td>112</td> </tr> <tr> <td>Asian or Asian British</td> <td>1.8</td> <td>0</td> <td>57</td> <td>3.4</td> <td>0</td> <td>58</td> </tr> <tr> <td>SEN without an EHCP</td> <td>8.9</td> <td>0.0</td> <td>56</td> <td>41.7</td> <td>6.9</td> <td>72</td> </tr> <tr> <td>SEN with an EHCP</td> <td>47.6</td> <td>0.0</td> <td>21</td> <td>14.3</td> <td>0.0</td> <td>28</td> </tr> </tbody> </table>		2022-2023			2023-2024			Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils	National (Secondary schools)	18.9	1.1		Not available	Not available		Total	6.1	0.7	722	7.7	0.7	762	Boys	9.2	0.0	359	10.1	0.0	378	Black or Black British	12.3	0	57	31.0	0	58	Mixed or Dual Backgrounds	12.4	0	105	7.1	0	112	Asian or Asian British	1.8	0	57	3.4	0	58	SEN without an EHCP	8.9	0.0	56	41.7	6.9	72	SEN with an EHCP	47.6	0.0	21	14.3	0.0	28
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TWY	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 2022-2023 in mainstream secondary schools was 18.9 suspensions per 100 pupils, and the exclusion rate was 1.1 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> </tr> <tr> <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>Not available</td> <td>Not available</td> <td></td> </tr> <tr> <td>Total</td> <td>7.0</td> <td>0.9</td> <td>1648</td> <td>6.1</td> <td>1.5</td> <td>1655</td> </tr> <tr> <td>Boys</td> <td>10.7</td> <td>1.2</td> <td>822</td> <td>9.9</td> <td>2.4</td> <td>830</td> </tr> <tr> <td>Black or Black British</td> <td>15.4</td> <td>0</td> <td>221</td> <td>13.8</td> <td>0</td> <td>203</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>11.3</td> <td>3.5</td> <td>282</td> <td>8.</td> <td>5.2</td> <td>286</td> </tr> <tr> <td>Asian or Asian British</td> <td>2.8</td> <td>0</td> <td>106</td> <td>6.1</td> <td>0</td> <td>99</td> </tr> <tr> <td>SEN without an EHCP</td> <td>46.7</td> <td>16.7</td> <td>30</td> <td>0.0</td> <td>0.0</td> <td>26</td> </tr> <tr> <td>SEN with an EHCP</td> <td>11.6</td> <td>0.0</td> <td>69</td> <td>21.1</td> <td>0.0</td> <td>76</td> </tr> </tbody> </table>		2022-2023			2023-2024			Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils	National (Secondary schools)	18.9	1.1		Not available	Not available		Total	7.0	0.9	1648	6.1	1.5	1655	Boys	10.7	1.2	822	9.9	2.4	830	Black or Black British	15.4	0	221	13.8	0	203	Mixed or Dual Backgrounds	11.3	3.5	282	8.	5.2	286	Asian or Asian British	2.8	0	106	6.1	0	99	SEN without an EHCP	46.7	16.7	30	0.0	0.0	26	SEN with an EHCP	11.6	0.0	69	21.1	0.0	76
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Key Milestones 2024-2025 <i>Monitored quarterly</i> <i>SLT lead: EJO</i>	Focus on Years 7-9	<ul style="list-style-type: none"> Consistent application of core classroom routines (CCR) to support disadvantaged students Coaching to focus on CCR and the impact on the E&D cohort Monitor conduct data and learning habits to track impact of the join up of these areas Consider literacy-related intervention for students receiving high numbers of negative conduct points (where low literacy levels are shown by NGRT) 																																																																					
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 2022-2023 in mainstream secondary schools was 18.9 suspensions per 100 pupils, and the exclusion rate was 1.1 exclusions per 500 pupils.</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.

	2022-2023			2023-2024		
	Susp./100	Excl./500	Pupils	Susp./100	Excl./500	Pupils
National (Secondary schools)	18.9	1.1		Not available	Not available	
Total	2.4	0.4	1399	4.9	0.4	1416
Boys	2.6	0.7	701	7.3	0.7	717
Black or Black British	3.7	0	162	10.3	0	145
Mixed or Dual Backgrounds	4.3	3.5	141	12.1	0	157
Asian or Asian British	2.2	0	409	3.0	0	405
SEN without an EHCP	11.4	0.0	35	32.6	10.9	46
SEN with an EHCP	4.7	0.0	64	6.0	0.0	67

Key Milestones

2024-2025

*Monitored quarterly
SLT lead: EWA*

Focus on Years 7-9

- Continued focus through staff training on therapeutic thinking, PACE and encouraging pro-social experiences
- Whole school DP focus on SOL and EOL routines to increase consistency and reduce cognitive load
- E&D cohort students used as examples in staff training
- Weekly 'student profile' in staff briefing, focussed on SEN / SEN K / Chord students to raise profile and explore strategies that work for these students
- 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 (incl. new student passports)
- Quarterly review of data, interventions and changes to seating plans support conduct of boys, at-risk ethnic groups 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 refinement of how focus room/internal suspension is conducted = therapeutic behaviour intervention
- Punctuality improvement strategy (letters home, panels and punctuality awareness course)

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
All students	85%	83%
Boys	83%	86%
Black or Black British	72%	78%
Mixed or Dual Backgrounds	89%	83%
Asian or Asian British	82%	88%
SEN without an EHCP	88%	84%
SEN with an EHCP	74%	63%

Key Milestones 2024-2025
Monitored quarterly
SLT lead: PDI

Focus on Years 7-9

- 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
- 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
- Inclusion of E&D students in student leadership opportunities
- Pastoral support in key wider learning opportunities including enrichment week targeting E and cohorts to ensure their experience is full and appropriate and includes D and T and food Tec

SUMMARY OF PROGRESS Q1, 2, 3 and 4

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EFH 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 Ealing Fields (Years 7-11):

	2022-2023	2023-2024
All students	98%	97%
Boys	98%	97%
Black or Black British	98%	96%
Mixed or Dual Backgrounds	97%	99%
Asian or Asian British	98%	96%
SEN without an EHCP	95%	100%

		SEN with an EHCP	85%	82%																								
	Key Milestones 2024-2025 <i>Monitored quarterly</i> <i>SLT lead: AJM/HBA/ECL</i>	Focus on Years 7-9 <ul style="list-style-type: none"> Enrichment week targets E&D students to ensure their experience is full and appropriate and includes D&T and Food Technology Review Wider Learning Data quarterly to ensure E&D engagement and deploy WSLT responsible for this area to address any lack of engagement 																										
TWY	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 Twyford (Years 7-11): <table border="1" data-bbox="430 699 1155 973"> <thead> <tr> <th></th> <th>2022-2023</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>Boys</td> <td>93%</td> <td>94%</td> </tr> <tr> <td>Black or Black British</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>89%</td> <td>93%</td> </tr> <tr> <td>Asian or Asian British</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>SEN without an EHCP</td> <td>92%</td> <td>95%</td> </tr> <tr> <td>SEN with an EHCP</td> <td>95%</td> <td>97%</td> </tr> </tbody> </table>				2022-2023	2023-2024	All students	92%	92%	Boys	93%	94%	Black or Black British	90%	90%	Mixed or Dual Backgrounds	89%	93%	Asian or Asian British	92%	92%	SEN without an EHCP	92%	95%	SEN with an EHCP	95%	97%
	2022-2023	2023-2024																										
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	Key Milestones 2024-2025 <i>Monitored quarterly</i> <i>SLT lead: EJO</i>	Focus on Years 7-9 <ul style="list-style-type: none"> Activities week targets E&D students to ensure their experience is full and appropriate Review WL data quarterly to ensure E&D engagement is high and intervene where appropriate 																										
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.																										

	<p>These are the figures for William Perkin (Years 7-11):</p> <table border="1"> <thead> <tr> <th></th> <th>2022-2023</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>61%</td> <td>67%</td> </tr> <tr> <td>Boys</td> <td>56%</td> <td>68%</td> </tr> <tr> <td>Black or Black British</td> <td>60%</td> <td>68%</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>56%</td> <td>66%</td> </tr> <tr> <td>Asian or Asian British</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>SEN without an EHCP</td> <td>48%</td> <td>58%</td> </tr> <tr> <td>SEN with an EHCP</td> <td>44%</td> <td>43%</td> </tr> </tbody> </table>		2022-2023	2023-2024	All students	61%	67%	Boys	56%	68%	Black or Black British	60%	68%	Mixed or Dual Backgrounds	56%	66%	Asian or Asian British	57%	71%	SEN without an EHCP	48%	58%	SEN with an EHCP	44%	43%
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<p>Key Milestones 2024-2025 <i>Monitored quarterly</i> SLT lead: CSM</p>	<p>Focus on Years 7-9</p> <ul style="list-style-type: none"> • SOCS rolled out in all extra-curricular clubs to better track and monitor attendance and allow targeted intervention in under-represented groups • 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 2024-2025 <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

Objective 5 - Staff, Directors and Governors better reflect the diversity of the community		
Progress Data	Twyford CofE	At September 2024, 94% of Ada Lovelace students, 73% of Ealing Fields students, 67% of Twyford students and 92% of William Perkin students live in the London Borough of Ealing.

Academies Trust

Other boroughs with at least 10 students for each school are:

Ada Lovelace	Ealing Fields	Twyford	William Perkin
Brent 3%	Hounslow 26%	Brent 11% Hammersmith & Fulham 9% Hounslow 7% Kensington & Chelsea 2% Hillingdon 1% Westminster 1%	Brent 3% Hillingdon 3% Harrow 1%

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%.

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.

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.

Monitoring information for all Trust staff at September 2024– total staff with a response rate of 64% for ethnicity and 47% for disabilities:

38% from ethnic minorities, 36% male and 2% declaring disabilities.

Monitoring information for Directors and Members at September 2024 shows 31% from ethnic minorities and 0% disabled.

ADA

At September 2023, the year 7-11 pupil population of Ada Lovelace CofE High School is 64% from ethnic minorities, 58% male and 3% SEN (EHCP).

Monitoring information for Ada Lovelace High School staff at September 2024 – with a response rate of 48% for ethnicity and 37% for disability: 29% from ethnic minorities, 37% male and 6% declaring disabilities

		Monitoring information for Governors at September 2024 shows 7% from ethnic minorities, 43% male and 0% disabled.
	EFH	At September 2023, the year 7-11 pupil population of Ealing Fields High School is 42% from ethnic minorities, 48% male and 4% SEN (inc. non EHCP) Monitoring information for Ealing Fields High School staff at September 2024 – with a response rate of 58% for ethnicity and 42% for disability: 38% from ethnic minorities, 32% male and nil declaring disabilities Monitoring information for Governors at September 2024 shows 17% from ethnic minorities and 8% disabled.
	TWY	At September 2023, the year 7-11 pupil population of Twyford CofE High School is currently 50% from ethnic minorities, 53% male and 6% SEN (EHCP) Monitoring information for Twyford High School staff at September 2024 – with a response rate of 81% for ethnicity and 56% for disability: 40% from ethnic minorities, 37% male and 3% declaring disabilities. Monitoring information for Governors at September 2024 shows 33% from ethnic minorities and 0% disabled.
	WPN	At September 2023, the year 7-11 pupil population of William Perkin CofE High School is 73% from ethnic minorities, 52% male and 4% SEN (EHCP) Monitoring information for William Perkin High School staff at September 2024– with a response rate of 64% for ethnicity and 50% for disability: 42% from ethnic minorities, 35% male and 5% declaring disabilities. Monitoring information for Governors at September 2024 shows 60% from ethnic minorities and nil disabled.
Key Milestones 2024-2025	<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).