

Equality & Diversity Objectives and Action Plan

| Objective | Trust/School | Annual Progress Review September 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|---------------|---------------|----------------|------------------|-------|-------|---------------|----------------|------|------|------|------|-------------------|------------------|------------------|------------------------|------------------|------------------|------------------|---------------------------|------------------|------------------|------------------|------------------------|------------------|------------------|------------------|---------------------|------------------|------------------|-----------------|------------------|------------------|-----------------|------------------|--|
| Raise the attainment of low-performing groups to the level of their peers. | Twyford CofE High School | Progress 8 is above the national average for all groups but boys, certain ethnic groups and SEN pupils continue to make less progress than the average (numbers of SEN pupils without EHCPs are low). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <table border="1"> <thead> <tr> <th></th> <th>2018 (Prog 8)</th> <th>2019 (Prog 8)</th> <th>2020 (Prog 8)*</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>-0.02</td> <td>-0.03</td> <td>Not available</td> </tr> <tr> <td>School Average</td> <td>0.71</td> <td>0.94</td> <td>1.05</td> </tr> <tr> <td>Boys</td> <td>0.47 (103 pupils)</td> <td>0.77 (94 pupils)</td> <td>0.92 (92 pupils)</td> </tr> <tr> <td>Black or Black British</td> <td>0.29 (25 pupils)</td> <td>0.40 (29 pupils)</td> <td>0.76 (47 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.28 (19 pupils)</td> <td>0.66 (27 pupils)</td> <td>0.93 (33 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>1.38 (23 pupils)</td> <td>1.04 (24 pupils)</td> <td>0.63 (10 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td>0.27 (25 pupils)</td> <td>0.51 (19 pupils)</td> <td>0.20 (6 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>0.71 (11 pupils)</td> <td>0.25 (7 pupils)</td> <td>0.55 (11 pupils)</td> </tr> </tbody> </table> | | 2018 (Prog 8) | 2019 (Prog 8) | 2020 (Prog 8)* | National Average | -0.02 | -0.03 | Not available | School Average | 0.71 | 0.94 | 1.05 | Boys | 0.47 (103 pupils) | 0.77 (94 pupils) | 0.92 (92 pupils) | Black or Black British | 0.29 (25 pupils) | 0.40 (29 pupils) | 0.76 (47 pupils) | Mixed or Dual Backgrounds | 0.28 (19 pupils) | 0.66 (27 pupils) | 0.93 (33 pupils) | Asian or Asian British | 1.38 (23 pupils) | 1.04 (24 pupils) | 0.63 (10 pupils) | SEN without an EHCP | 0.27 (25 pupils) | 0.51 (19 pupils) | 0.20 (6 pupils) | SEN with an EHCP | 0.71 (11 pupils) | 0.25 (7 pupils) | 0.55 (11 pupils) | |
| | 2018 (Prog 8) | 2019 (Prog 8) | 2020 (Prog 8)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Average | -0.02 | -0.03 | Not available | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Average | 0.71 | 0.94 | 1.05 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | <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> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Key Milestones <i>Monitored quarterly</i> <i>Key Lead PBe</i> | <ul style="list-style-type: none"> • Weekly study groups in place Reviewed quarterly • Checking of prep a priority in progress review sessions and duty/tutor learning looks • Process for tracking persistent poor recording of prep in place • Quarterly review of data, interventions and changes to seating plans support progress of boys, PP 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 boys, PP and SEN students • Duty learning look data scrutinised weekly in HOY meetings to ensure that at risk classes are being monitored • Tutor learning look reviewed at fortnightly SLT and followed up in HOY meetings • KS one-to-one tutoring running once per week using sixth formers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---------------------------|--|---|-------------------|--|--|--|---------------|---------------|----------------|------------------|-------|-------|---------------|----------------|------|------|------|------|------------------|------------------|-------------------|------------------------|------------------|------------------|------------------|---------------------------|------------------|------------------|------------------|------------------------|------------------|------------------|------------------|---------------------|--|------------------|-----------------|------------------|-----------------|-----------------|------------------|
| | William Perkin CofE High School | 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). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th></th> <th>2018 (Prog 8)</th> <th>2019 (Prog 8)</th> <th>2020 (Prog 8)*</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>-0.02</td> <td>-0.03</td> <td>Not available</td> </tr> <tr> <td>School Average</td> <td>1.35</td> <td>1.35</td> <td>1.36</td> </tr> <tr> <td>Boys</td> <td>0.97 (90 pupils)</td> <td>1.20 (99 pupils)</td> <td>1.04 (100 pupils)</td> </tr> <tr> <td>Black or Black British</td> <td>1.05 (23 pupils)</td> <td>1.21 (20 pupils)</td> <td>1.15 (21 pupils)</td> </tr> <tr> <td>Mixed or Dual Backgrounds</td> <td>0.90 (12 pupils)</td> <td>0.73 (12 pupils)</td> <td>0.84 (16 pupils)</td> </tr> <tr> <td>Asian or Asian British</td> <td>1.60 (79 pupils)</td> <td>1.45 (79 pupils)</td> <td>1.59 (67 pupils)</td> </tr> <tr> <td>SEN without an EHCP</td> <td></td> <td>-0.16 (6 pupils)</td> <td>0.13 (8 pupils)</td> </tr> <tr> <td>SEN with an EHCP</td> <td>0.36 (7 pupils)</td> <td>1.20 (5 pupils)</td> <td>0.16 (11 pupils)</td> </tr> </tbody> </table> | | | | | 2018 (Prog 8) | 2019 (Prog 8) | 2020 (Prog 8)* | National Average | -0.02 | -0.03 | Not available | School Average | 1.35 | 1.35 | 1.36 | Boys | 0.97 (90 pupils) | 1.20 (99 pupils) | 1.04 (100 pupils) | Black or Black British | 1.05 (23 pupils) | 1.21 (20 pupils) | 1.15 (21 pupils) | Mixed or Dual Backgrounds | 0.90 (12 pupils) | 0.73 (12 pupils) | 0.84 (16 pupils) | Asian or Asian British | 1.60 (79 pupils) | 1.45 (79 pupils) | 1.59 (67 pupils) | SEN without an EHCP | | -0.16 (6 pupils) | 0.13 (8 pupils) | SEN with an EHCP | 0.36 (7 pupils) | 1.20 (5 pupils) | 0.16 (11 pupils) |
| | 2018 (Prog 8) | 2019 (Prog 8) | 2020 (Prog 8)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| School Average | 1.35 | 1.35 | 1.36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys | 0.97 (90 pupils) | 1.20 (99 pupils) | 1.04 (100 pupils) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | <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> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Key Milestones Monitored quarterly SLT lead SBA (+JEH/SLO/ASA) | <ul style="list-style-type: none"> • Weekly mentoring group in place (Chord) for underachieving boys reviewed quarterly • PP(RAC) and LAC/PLAC learning mentor employed to track progress and lead interventions, reviewed quarterly • Y11 Pastoral support appointed with brief to target ISV between boys and girls • Quarterly review of data, interventions and changes to seating plans support progress of boys, PP 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 boys, PP and SEN students via vulnerable groups meetings • Duty learning look data scrutinised weekly in HOY meetings to ensure that at risk classes are being monitored • Sixth form mentoring in place to provide intervention for underachieving groups (currently suspended sure to Covid 19 restrictions) • SLT academic mentoring in place to provide intervention for underachieving groups in Y11 • 6th form pastoral mentor provides daily interventions for underachieving groups • Introduction of staff training sessions (DTL3) on tackling underachievement amongst minority ethnic groups • Enhanced staff training on strategies for ensuring progress for SEN students • Changes to pastoral programme via pastoral refresh to ensure full and aspirational representation of BAME students in CIAG resources <p>Checking of prep a priority in progress review sessions and duty/tutor learning looks. Persistent poor prep / poor recording of prep = compulsory study club</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---------------------------|---|--|-----------------------------|--|--|----------------------------|----------------------------|----------------------------|-------------------------|-----------------------------|------------------------------|-----------------------------|----------------|---------------------------|-------------------|--------------------|-------------------------|--------------------|--------------------|--------------------|
| | Ealing Fields High School | <p>There is little difference between BME students' progress and progress of the general population of students.</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td>2017/18 Q2 on track</td> <td>2018/19 Q2 on track</td> <td>2019/20 Q2 on track</td> </tr> <tr> <td>All students</td> <td>67.1% (233 pupils Yrs 7, 8)</td> <td>72.2% (360 pupils Yrs 7 - 9)</td> <td>65.4% (488 pupils Yrs 7-10)</td> </tr> <tr> <td>SEN (EHC Plan)</td> <td>N/A (0 pupils)</td> <td>N/A (0 pupils)</td> <td>100% (2 pupils)</td> </tr> <tr> <td>Black & Minority Ethnic</td> <td>69.2% (135 pupils)</td> <td>72.5% (191 pupils)</td> <td>64.4% (254 pupils)</td> </tr> </table> | | | | 2017/18 Q2 on track | 2018/19 Q2 on track | 2019/20 Q2 on track | All students | 67.1% (233 pupils Yrs 7, 8) | 72.2% (360 pupils Yrs 7 - 9) | 65.4% (488 pupils Yrs 7-10) | SEN (EHC Plan) | N/A (0 pupils) | N/A (0 pupils) | 100% (2 pupils) | Black & Minority Ethnic | 69.2% (135 pupils) | 72.5% (191 pupils) | 64.4% (254 pupils) |
| | 2017/18 Q2 on track | 2018/19 Q2 on track | 2019/20 Q2 on track | | | | | | | | | | | | | | | | | |
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| Black & Minority Ethnic | 69.2% (135 pupils) | 72.5% (191 pupils) | 64.4% (254 pupils) | | | | | | | | | | | | | | | | | |
| | Key Milestones <i>Monitored quarterly</i> <i>Led by KWo – KS3</i> <i>LSa –KS4</i> | Quarterly by Head of KS 3 & 4 – KWO & LSA <ul style="list-style-type: none"> • Setting and staffing of groups completed to ensure high priority sets staffed appropriately • Quarterly review of data enabling interventions and changes to seating plans to support progress of BME students • RAC and other intervention groups reviewed quarterly to support BME students where appropriate • Weekly follow up of students on pastoral stages systems supports progress of at risk pupils • Ensure BME students are well-represented in student leadership teams • Ensure BME students are well-represented in end of term assemblies/celebration events | | | | | | | | | | | | | | | | | | |
| | Ada Lovelace C of E High School | <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td>2018/19 Q2 on track</td> <td>2019/20 Q2 on track</td> </tr> <tr> <td>All students</td> <td>75.2% (119 pupils Yr 7)</td> <td>72.7% (251 pupils Yrs 7-8)</td> </tr> <tr> <td>SEN (Statement/EHC Plan)</td> <td>N/A (0 pupils)</td> <td>N/A (0 pupils)</td> </tr> <tr> <td>Black and Minority Ethnic</td> <td>71.3% (78 pupils)</td> <td>70.7% (154 pupils)</td> </tr> </table> | | | | 2018/19 Q2 on track | 2019/20 Q2 on track | All students | 75.2% (119 pupils Yr 7) | 72.7% (251 pupils Yrs 7-8) | SEN (Statement/EHC Plan) | N/A (0 pupils) | N/A (0 pupils) | Black and Minority Ethnic | 71.3% (78 pupils) | 70.7% (154 pupils) | | | | |
| | 2018/19 Q2 on track | 2019/20 Q2 on track | | | | | | | | | | | | | | | | | | |
| All students | 75.2% (119 pupils Yr 7) | 72.7% (251 pupils Yrs 7-8) | | | | | | | | | | | | | | | | | | |
| SEN (Statement/EHC Plan) | N/A (0 pupils) | N/A (0 pupils) | | | | | | | | | | | | | | | | | | |
| Black and Minority Ethnic | 71.3% (78 pupils) | 70.7% (154 pupils) | | | | | | | | | | | | | | | | | | |
| | Key Milestones <i>inc Completion date / Lead</i> | <p>In school variation < 10% for key cohorts</p> <p>Pupil Premium and other at risk cohorts - Support programme</p> <ul style="list-style-type: none"> • Vulnerable groups meetings highlight students requiring additional support • Intervention opportunities for 2020-21 defined and staffing agreed • Analysis of quarterly assessment results identify intervention cohorts and individuals in need of targeted support • Targeted intervention at study club for off track individuals • Interventions put in place for at risk students and support them to make progress | | | | | | | | | | | | | | | | | | |

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|---|---|--|-------------------------|------|
| Reduce the application of behaviour sanctions to groups of students disproportionately subject to them. | Twyford CofE High School | A disproportionate number of boys, BME and SEN students are externally excluded although overall numbers are low and comparable with other schools. | | |
| | | 2018/19 Q1&2 | 2019/20 Q1&2 | |
| | | Total | 1.9% | 2.1% |
| | | Boys | 3.1% | 2.9% |
| | | BME | 2.8% | 1.4% |
| | | SEN | 5.7% | 2.9% |
| | Key Milestones <i>Monitored quarterly</i> <i>Leads LDo (KS4) & HWo (KS3)</i> | <ul style="list-style-type: none"> • Year ahead evenings are clear to parents about: <ul style="list-style-type: none"> ○ Behaviour expectations ○ The conduct system ○ Activities week as a reward HOY assemblies celebrate key soft skills e.g. positive attitude PSHE workshops reviewed and developed Pastoral stages further refined to include <ul style="list-style-type: none"> • Clear guidance on sanctions for students who reach stages 3 &4 • Tightening up of systems around stage 1 • Tutors trained in supporting students where there is a negative trend (eg. results, pastoral indicators, wider learning engagement) and intervention they can take (also Cohort 25) | | |
| | William Perkin CofE High School | A disproportionate number of boys and SEN students are externally excluded although overall numbers are low and comparable with other schools. | | |
| | | 2018/19 Q1&2 | 2019/20 Q1&2 | |
| | | All students | 2.6% | 0.6% |
| | | Boys | 4.8% | 1.0% |
| | | BME | 2.4% | 0.8% |
| | | SEN | 7.2% | 5.9% |

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|--------------|--|---|--|--------------|--------------|--------------|------|------|------|------|------|-----|------|----|-----|-----|------|
| | <p>Key Milestones <i>Quarterly Monitoring</i> <i>SLT Leads : EWa (+JEh/SLo/RDa)</i></p> | <ul style="list-style-type: none"> • Weekly mentoring group in place (Chord) for underachieving boys reviewed quarterly • Weekly boys ‘role model’ mentoring group in place (Chord) • Close liaison established between SEN/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 boys, BME and SEN students via vulnerable groups meetings • Duty learning look data scrutinised weekly in HOY meetings to ensure that at risk classes are being monitored • PE mentoring (daily) in place to provide intervention for students at stages 3+ • Sixth form mentoring in place to provide intervention for students in younger year groups displaying negative behaviours (currently suspended sure to Covid 19 restrictions) • Introduction of staff training on unconscious bias • Enhanced staff training on strategies for ensuring positive behaviour for SEN students • Changes to pastoral programme via pastoral refresh to ensure full and aspirational representation of BAME students in CIAG resources • Redesign of how focus room is conducted = therapeutic behaviour intervention • Review of internal exclusion to allow for inclusion of restorative mentoring sessions | | | | | | | | | | | | | | | |
| | <p>Ealing Fields High School</p> | <p>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</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2018/19 Q1&2</th> <th style="text-align: center;">2019/20 Q1&2</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td style="text-align: center;">1.1%</td> <td style="text-align: center;">1.7%</td> </tr> <tr> <td>Boys</td> <td style="text-align: center;">1.5%</td> <td style="text-align: center;">2.6%</td> </tr> <tr> <td>BME</td> <td style="text-align: center;">1.5%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>SEN</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">3.7%</td> </tr> </tbody> </table> | | 2018/19 Q1&2 | 2019/20 Q1&2 | All students | 1.1% | 1.7% | Boys | 1.5% | 2.6% | BME | 1.5% | 0% | SEN | N/A | 3.7% |
| | 2018/19 Q1&2 | 2019/20 Q1&2 | | | | | | | | | | | | | | | |
| All students | 1.1% | 1.7% | | | | | | | | | | | | | | | |
| Boys | 1.5% | 2.6% | | | | | | | | | | | | | | | |
| BME | 1.5% | 0% | | | | | | | | | | | | | | | |
| SEN | N/A | 3.7% | | | | | | | | | | | | | | | |
| | <p>Key Milestones <i>inc Completion date / Lead</i></p> | <p>N/A Routine pastoral development plan delivery only</p> | | | | | | | | | | | | | | | |

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|---|---|---|----------------------|----------------------|----------------------|----------------------|----------------------|-----|-----|-----|-----|-----|-------|--------------------|--------------------|--------------------|--------|--------|-----|-----|-----|-----|
| Pupils and parents from under-represented groups' participation in school activities increases. | Twyford CofE High School | <p>Twyford offers a wide range of opportunities for participation in wider learning activities. Participation of BME, SEN and female students is monitored. The differences in percentage points between the percentage of students in monitored groups receiving participation points in the first 4 months of the year and the overall percentage are shown below.</p> <table border="1" data-bbox="860 389 1883 580"> <thead> <tr> <th></th> <th>2016/17[#]</th> <th>2017/18[#]</th> <th>2018/19[#]</th> <th>2019/20[#]</th> </tr> </thead> <tbody> <tr> <td>BME</td> <td>0%</td> <td>-4%</td> <td>-1%</td> <td>-1%</td> </tr> <tr> <td>SEN</td> <td>+8%</td> <td>+16% (low numbers)</td> <td>-10% (low numbers)</td> <td>-1%</td> </tr> <tr> <td>Female</td> <td>+1%</td> <td>+1%</td> <td>+4%</td> <td>+2%</td> </tr> </tbody> </table> <p>There were no significant gaps in participation rates in 2019/20.</p> | | 2016/17 [#] | 2017/18 [#] | 2018/19 [#] | 2019/20 [#] | BME | 0% | -4% | -1% | -1% | SEN | +8% | +16% (low numbers) | -10% (low numbers) | -1% | Female | +1% | +1% | +4% | +2% |
| | | 2016/17 [#] | 2017/18 [#] | 2018/19 [#] | 2019/20 [#] | | | | | | | | | | | | | | | | | |
| | BME | 0% | -4% | -1% | -1% | | | | | | | | | | | | | | | | | |
| | SEN | +8% | +16% (low numbers) | -10% (low numbers) | -1% | | | | | | | | | | | | | | | | | |
| Female | +1% | +1% | +4% | +2% | | | | | | | | | | | | | | | | | | |
| Key Milestones <i>inc Completion date / Lead</i> | Additional targeting on key cohorts to increase engagement | | | | | | | | | | | | | | | | | | | | | |
| William Perkin CofE High School | <p>These are the equivalent figures for William Perkin:</p> <table border="1" data-bbox="860 820 1883 1011"> <thead> <tr> <th></th> <th>2016/17[#]</th> <th>2017/18[#]</th> <th>2018/19[#]</th> <th>2019/20[#]</th> </tr> </thead> <tbody> <tr> <td>BME</td> <td>+2%</td> <td>+1%</td> <td>-1%</td> <td>-3%</td> </tr> <tr> <td>SEN</td> <td>- 21%</td> <td>-10% (low numbers)</td> <td>-13%</td> <td>-7%</td> </tr> <tr> <td>Female</td> <td>+5%</td> <td>+6%</td> <td>+7%</td> <td>+2%</td> </tr> </tbody> </table> <p>Participation by SEN students remains low. Girls are participating more than boys.</p> | | 2016/17 [#] | 2017/18 [#] | 2018/19 [#] | 2019/20 [#] | BME | +2% | +1% | -1% | -3% | SEN | - 21% | -10% (low numbers) | -13% | -7% | Female | +5% | +6% | +7% | +2% | |
| | 2016/17 [#] | 2017/18 [#] | 2018/19 [#] | 2019/20 [#] | | | | | | | | | | | | | | | | | | |
| BME | +2% | +1% | -1% | -3% | | | | | | | | | | | | | | | | | | |
| SEN | - 21% | -10% (low numbers) | -13% | -7% | | | | | | | | | | | | | | | | | | |
| Female | +5% | +6% | +7% | +2% | | | | | | | | | | | | | | | | | | |
| Key Milestones <i>inc Completion date / Lead</i> | <p>SAL</p> <ul style="list-style-type: none"> • Introduction of SIMs activities to better track attendance will allow targeted intervention in under-represented groups • Introduction of 'Wider Learning passport' for Y7 and 8 = compulsory attendance at one (minimum) Ext Elective per week • Accurate recording of lunchtime clubs in which many students take part but are not recorded as school activities e.g. Chance Cup • Training of non-RE member of staff to support (and then run) Citizens activities to attract a larger number of students • Expansion of activities offered in Chapel space • markSurvey of student voice to inform wider learning offer | | | | | | | | | | | | | | | | | | | | | |

| Objective | Trust/School | Annual Progress Review September 2020 | | | | | | | | | | | | | | | | |
|--|--|---|----------------------|----------------------|----------------------|----------------------|-----|-----|-----|-----|---------------------|---------------|------|--------------------|--------|-----|-----|-----|
| | Ealing Fields High School | <p>These are the equivalent figures for Ealing Fields:</p> <table border="1" data-bbox="853 284 2087 478"> <thead> <tr> <th></th> <th>2017/18[#]</th> <th>2018/19[#]</th> <th>2019/20[#]</th> </tr> </thead> <tbody> <tr> <td>BME</td> <td>-1%</td> <td>-6%</td> <td>-2%</td> </tr> <tr> <td>SEN (incl non-EHCP)</td> <td>(low numbers)</td> <td>-17%</td> <td>-10% (low numbers)</td> </tr> <tr> <td>Female</td> <td>-1%</td> <td>+8%</td> <td>+1%</td> </tr> </tbody> </table> <p>SEN students have below average participation.</p> | | 2017/18 [#] | 2018/19 [#] | 2019/20 [#] | BME | -1% | -6% | -2% | SEN (incl non-EHCP) | (low numbers) | -17% | -10% (low numbers) | Female | -1% | +8% | +1% |
| | 2017/18 [#] | 2018/19 [#] | 2019/20 [#] | | | | | | | | | | | | | | | |
| BME | -1% | -6% | -2% | | | | | | | | | | | | | | | |
| SEN (incl non-EHCP) | (low numbers) | -17% | -10% (low numbers) | | | | | | | | | | | | | | | |
| Female | -1% | +8% | +1% | | | | | | | | | | | | | | | |
| | Key Milestones <i>inc Completion date / Lead</i> | | | | | | | | | | | | | | | | | |
| Raise staff awareness of the main provisions of the 2010 Equality Act. | Trust | The Trust has adopted an Equality Policy and regularly reviews it. The Policy has been published to staff. Further work is needed to ensure all staff are fully aware of the contents of the Policy. | | | | | | | | | | | | | | | | |
| | Key Milestones <i>inc Completion date / Lead</i> | Unconscious bias training to be run in all schools | | | | | | | | | | | | | | | | |
| Staff, Directors and Governors better reflect the diversity of the community | Trust | <p>63% of Twyford students, 91% of William Perkin students and 78% of Ealing Fields students live in the Borough of Ealing. For Twyford the next highest boroughs are Hammersmith & Fulham (11%), Brent (10%) and Hounslow (9%)[#]. According to the 2011 Census, the population of LB Ealing is 50% BME and 4% disabled. The BME figures for H&F are 32%, Brent 65% and Hounslow 49%.</p> <p>Monitoring information for all Trust staff shows 16% BME, 32% male and nil declaring disabilities (2018/19: 18%, 32% and nil).</p> <p><u>Monitoring information for Directors and Members shows 0% BME, 70% male and 10% disabled (2017/18: 0% BME, 58% male and 8% disabled).</u></p> | | | | | | | | | | | | | | | | |
| | Twyford CofE High School | <p>The year 7-11 pupil population of Twyford CofE High School is currently 51% BME, 50% male[#] and 7.0% SEN (2018/19: 50%, 49% and 3.6%).</p> <p>Monitoring information for Twyford High School staff shows 22% BME, 36% male and nil declaring disabilities (2018/19: 20%, 34% and nil).</p> | | | | | | | | | | | | | | | | |

| Objective | Trust/School | Annual Progress Review September 2020 |
|-----------|--|--|
| | | <u>Monitoring information for Governors shows 36% BME, 43% male and 0% disabled (2017/18: 29% BME, 40% male and 0% disabled).</u> |
| | William Perkin CofE High School | <p>The year 7-11 pupil population of William Perkin CofE High School is 67% BME, 53% male[#] and 6.7% SEN (2018/19: 68%, 54% and 6.2%).</p> <p>Monitoring information for William Perkin High School staff shows 25% BME, 31% male and nil declaring disabilities (2018/19: 12%, 26% and nil).</p> <p><u>Monitoring information for Governors shows 47% BME, 53% male and 13% disabled (2017/18: 29% BME, 57% male and 14% disabled).</u></p> |
| | Ada Lovelace C of E High School | <p>Pupil and staff statistics included with William Perkin above.</p> <p><u>Monitoring information for Governors shows 10% BME, 55% male and 0% disabled.</u></p> |
| | Ealing Fields High School | <p>The pupil population of Ealing Fields High School is 52% BME, 55% male[#] and 5.5% SEN (incl non EHCP) (2018/19: 56%, 57% and 4.7%).</p> <p>Monitoring information for Ealing Fields High School staff shows 29% BME, 42% male and nil declaring disabilities (2018/19: 18%, 43%, 0%).</p> <p><u>Monitoring information for Governors shows 14% BME, 57% male and 0% disabled (2017/18: 8%, 67%, 0%).</u></p> |
| | <p>Key Milestones inc Completion date / Lead Head of HR</p> | <p>Introduce ethnicity monitoring to quarterly reporting</p> <p>Review the advertising strategy to make more effective use of a range of media</p> |

* BME (Black and Minority Ethnic) is defined as all non-white ethnic groups. # SIMS @ Includes staff/pupils of Ada Lovelace C of E High School
SEN = Pupils identified as having special educational needs (Education and Health Plans). Includes pupils with disabilities.