



EQUALITY OBJECTIVES (SET IN 2018 AND REVIEWED ANNUALLY):

Objective one — narrowing the gap in attainment

- Comparison of achievement of children with special educational needs in relation to children without identified needs

In response to this objective, 2019 outcomes closed the gap completely, with the progress of students with SEND being greater than the progress of students without identified needs. These are the last accredited results that are available, but we are confident that any gaps between children with and without SEND in any of the key stages continue to be narrow or non-existent.

- Comparison of attainment by selected groups — gender, year, prior attainment, subject.

The gender gap in 2019 was in line with the national gap, but better than national in English, Maths and the Open element (Progress 8). The gap for disadvantaged students is also better than national. More able students achieved a positive Progress 8 of +0.185. Similarly, in 2020, in spite of results being calculated on Centre Assessed Grades, there were no specific groups which stood out as significantly underperforming.

- Review of Curriculum to ensure broad and balanced opportunities

The curriculum for September 2021 has been reviewed to ensure that it is broad and balanced at all key stages. Students have access to discrete, weekly PSHE teaching, a good balance of core and creative subjects, access to Modern Foreign Languages and scope to enter and succeed in the EBacc of subjects. Key Stage 3 lasts for 3 years, ensuring that students have exposure to a wide range of subjects, before making GCSE option choices. At Key Stage 5, students can choose from a wide range of A Level courses and suitable, vocational alternatives, which enable progression beyond Sixth Form.

Measures

- Lessons observed show good differentiation to support the target groups
- Gaps between the progress of different groups compare favourably with national data

Objective two — narrowing the gap in participation

- Gender participation - in different curricula (e.g. sport, motor vehicle, science options)
- Student voice participation - analysis by gender, race, disability

There is a higher proportion of disadvantaged students participating in extra-curricular activities than the proportion on roll. This is also true of SEND and boys. The school has set a target to engage key groups more in leadership.



Measures

- No student is excluded from an activity based on their personal characteristics.
- student voice membership includes of all groups of students

Options allow all students access to all subjects with the exception of triple Science, which is not accessible to some students in lower sets in Year 9. Double Science is compulsory as a minimum (national expectation) for all students.

Student voice membership is representative of the school community and has increased in frequency and relevance since September 2020, including regular reference to the School Council group.

Objective three — fostering good relations

- Staff development and Appraisal policy
- Images of school in press and in community relations

Measures

- All staff have opportunities for career development regardless of gender, race or disability
- Images in the press/website portray a balance of all groups in the school

Review of Policy

This policy has been reviewed, amended and adopted by governors of Wilsthorpe School. The next review will be September 2021 when progress towards the objectives will be published.