Rednock School Equality Objectives 2015-2016

Objective	Action	Led By	Dates	How will the impact be monitored?
Ensure all members of the school community are aware of the Equality Duty	Publish and promote the Equality Plan through the school website, staff meetings and assemblies.	SCU KE SLT	Throughout year	Rednock school is continually promoting equality through the curriculum, the assembly and tutor programme and enrichment days. The school community challenges inequality and supports equal opportunities in a variety of ways e.g. Support groups (Young Carers, ELO, Breakfast club etc.). The delivery of Ideas and challenges regarding equal opportunities are implicit and explicit; they are integral to day to day life at Rednock. Moving forward, it would be beneficial to sign post how concerns can be raised and the support that is available.
Ensure students achieve in line with expectations, irrespective of race, gender and disability.	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students. Provide additional support for students who are underachieving.	STW SLT	Annually in September and throughout year	<u>Gender</u> Gender analysis is an ongoing part of our reporting through governors' committees and forms part of the data sheet for KS4. This shows that there is a gap between boys and girls (as for many schools). Last year's (2015-16) Raise inspection dashboard showed that our gender gaps for value added (Best 8) was significantly positive for girls 1026 vs 1009 national) and in line with national for boys 1003 vs 991 national. Although these led to an overall strong value added performance, the gap between girls and boys 23 remains an area of focus which will need tracking and acting on as we move to national measures such as progress 8. At a subject level girls performed above national level in all areas - significantly so for science and humanities. Boys were slightly below national levels for English and Science and broadly in line for other subjects. The most recent Y11 data (2015-16) predicts that girls will outperform boys in most areas. In English there is a 14.5% gap between boys and girls for 3 LOP and 18.9% gap for 4 LOP. It is also noticeable that the confidence levels for the boys' performance is lower. For maths the predicted gaps are

| | | | | much narrower (4.3% for 3 LOP and boys predicted to perform better than girls for 4 LOP).

Progress 8 (P8) predictions for boys and girls are both positive, but at 0.30 the prediction for boys is worryingly close to 0. This is the first year of reporting P8 and we will need to monitor accuracy of predictions to ensure that our intervention strategies are effective for this key new measure.

Ethnicity
The school does not have wide ethnic diversity with 94.7% of last year's Y11 cohort reported as White British. 98.4% stated English as first language – significantly higher than the national average (of 82.5%). As a result of this we do not focus regularly on reporting between ethnic groups. The significantly positive value added scores for White British pupils is not relevant other than as a reflection that the entire cohort performed well.

S.E.N.D.
S.E.N.D. monitoring is used for checking progress of those with disabilities. The reporting for these students is best viewed through the individual case studies of the S.E.N.D. department.
Value added for S.E.N.D. with no statement / E.H.C.P. were below 1000 (989.7), but not significantly so, and higher than national (972). |
| Provide opportunities for all students to make a positive contribution to school life irrespective of race, gender and disability. | Encourage all students to participate in school events, take a leadership role in community and extra-curricular opportunities Monitor and analyse students' rewards and behaviour points by race, gender and disability and act on any trends or patterns in | HEM SLT | Ongoing | Exclusion figures for S.E.N.D. students are continuing to be low after a radical decrease two years ago:

2011-12   2012-13   2013-14   2014-15   2015-16
88   48   1   5   6

Figures for rewards and behaviour points over this year and last year are given in the table below for comparison purposes.
Although there is a disparity between girls' and boys' behaviour, the gap is narrowing slightly. |

	the data that require additional support for students.			This year the % of P.P.I. students has increased, rewards are in line with the overall % of P.P.I. students but behaviour of this cohort is under close scrutiny. Last year there was a marked reduction in the number of behaviour incidents for S.E.N.D. students, this improving trend has continued and they have received a larger % than expected of reward points. (N.B. Figures taken from 9.7.15 & 14.7.16)
Ensure school policy and practice takes into account issues relating to race, gender and disability	Assess impact on identified groups when reviewing school policies on annual cycle.	SLT Governing Body	Ongoing	All policies include reference to equalities impact. This should be formally considered within governor ratification of policies.

	% of cohort 2014-15	% Rewards 2014-15	% Behaviour 2014-15	% of cohort 2015-16	% Rewards 2015-6	% Behaviour 2015-16
Girls	51	53	28	51	51	31
Boys	49	47	72	49	49	69
P.P.I.	19	25	36	21	22	42
S.E.N.D.	18	17	29	12	18	25