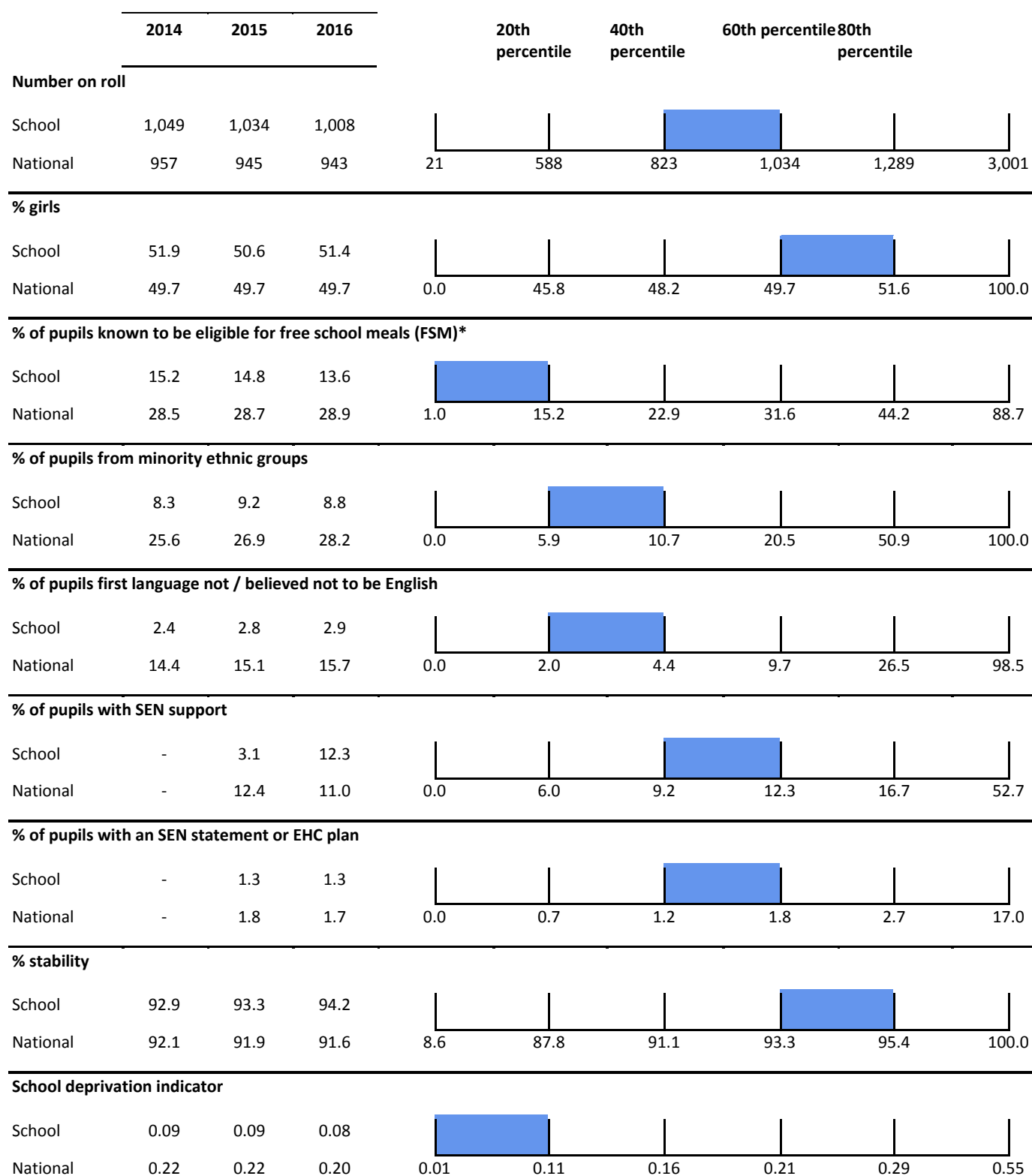


## Annex A: Equality Objectives School Information (2016)

### 1 Context:



NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	170	51.2 / 48.8	16.5	7.1	2.4	17.1	1
8	169	53.8 / 46.2	13.6	9.5	4.1	15.4	-
9	153	55.6 / 44.4	16.3	7.2	3.3	13.1	1
10	163	44.2 / 55.8	11.0	10.4	0.6	17.2	-
11	168	46.4 / 53.6	10.7	6.6	1.8	19.0	1
Post-Compulsory	185	41.6 / 58.4	-	11.4	4.9	1.1	-

	% Pupils in ward	% Minority ethnic children
Chipping Norton	35.1	3.9
Kingham, Rollright and Enst	15.4	6.5
Hook Norton	13.9	2.9
Charlbury and Finstock	12	6.0
Chadlington and Churchill	7.8	2.3
The Bartons	7.4	3.7
Brailes & Compton	1.6	2.5
Bloxham and Bodicote	1.4	5.7
Sibford	0.7	3.7
Deddington	0.6	2.5
Average for Ward		3.9
School Average		8.8
England		23.5

Notes:

- The school has a small proportion of ethnic minority students (8.8% compared with national figure of 28.2%)
- The proportion of students entitled to FSM is less than half that of the national average (13.6% compared with 28.9%). This proportion is growing (Y7 16.5%; Y11 10.7%)
- Ethnic minority students are spread relatively evenly across year groups.
- The school community appears to be more diverse than the local community (8.8% ethnic minority compared to 3.9% in the local community).

## 2 KS2-4 Progress 8 Comparison (2017 is unvalidated data)

	2015	2016	2017
<u>All pupils</u>			
Progress 8	-0.19	-0.09	0.19
English element	-0.38	-0.23	0.45
Maths element	-0.15	0.1	0.33
Ebacc element	0.23	0.13	0.02
Open element	-0.5	-0.34	0.08
<u>Disadvantaged pupils</u>			
Progress 8	-0.73	-0.53	-0.2
English element	-0.8	-0.89	-0.06
Maths element	-0.65	-0.1	-0.45
Ebacc element	-0.23	-0.21	-0.41
Open element	-1.23	-0.88	0.09
<u>Prior attainment</u>			
Lower	-0.74	-0.46	-0.51
Middle	-0.1	-0.22	0.32
High	-0.12	-0.24	0.22

### Notes:

- Disadvantaged students perform relatively poorly (compared to the national P8 average of "0") but progress has improved since 2015.
- Disadvantaged students in Maths perform poorly relative to their peers in English.
- Lower ability students perform poorly relative to their more able peers.

### 3 General staff information:

ETHNICITY	
<b>TEACHING STAFF</b>	
<b>Ethnicity</b>	<b>Number</b>
White British	56
White (any other background)	2
<b>SUPPORT STAFF</b>	
<b>Ethnicity</b>	<b>Number</b>
White British	60
White (any other background)	1

TEACHING STAFF INFORMATION	
Males	25
Females	33
Disability	0
Age = 50 or less	44
Age = 51 or more	14
<b>SUPPORT STAFF INFORMATION</b>	
Males	11
Females	50
Disability	0
Age = 50 or less	27
Age = 51 or more	34

Notes:

- Ethnic breakdown of staff is not reflective of school student proportion
- Male/female proportion is wider for support staff than teaching staff
- Age differential is towards older aged employees in support staff profile

**Annex B: Equality Objectives 2017/18**

<b>Equality Objective</b>	<b>Why</b>	<b>How</b>	<b>Outcome</b>
1. To improve the attendance and engagement of PP/disadvantaged students and to close PP gap.	PP students have historically not made the progress that they should have made. Progress is improving but remains below that of their peers (especially in lower ability and maths).	PP focus to key objective in School Action Plan. PP strategies in teaching and learning practice (First Check; Data Seating Plans; PP focus groups, RAP meetings). Literacy focus to work of team in school. PP mentors appointed to support learning.	PP Gap continues to narrow to bring Maths in line with English, and lower ability in line with middle/high ability.
2. To reduce the proportion of fixed term and internal exclusions for PP/disadvantaged students. (In 2016) 17 PP student exclusions were 30%.	PP students make up only 14% of the school population but account for 30% of the fixed term and internal exclusions.	Isolation Room used to support PP students remaining in school and reduce fixed term exclusions. Focus on attendance of PP students and engagement of parents in order to reduce risks around PP student behaviour. Implement interventions to support PP students through SAP.	PP students are less likely to be excluded. Data from fixed term exclusions shows that PP students are excluded less disproportionately. PP attendance improves.
3. SEN students make better progress relative to their peers	Some SEN students make strong progress but it is not consistently strong across all areas. Outcomes for SEN students could be improved in both English and other GCSE subjects.	Restructuring of SEN support to increase levels of responsibility and accountability. Provision of expertise to meet specific learning needs. Improving the SEN student profiles to make teaching staff more aware of needs. Focus on quality of teaching and learning to ensure that SEN needs are met through more	SEN students make better progress relative to their peers. Strong transition support enables SEN students to move to next stages in learning more effectively. SEN student voice (and that of parents) is positive about SEN progress and outcomes.

		effective classroom practice.	
4. To further reduce the number of incidents of a prejudicial nature	In 2015/16 there were 10 incidents that were prejudicial in nature. In 2016/17 there were 8 incidents that were prejudicial in nature. This is a relatively low number but needs to be reduced/eliminated.	Reinforce messages of tolerance and respect through assemblies and tutor system (fortnightly tutor slides and weekly assemblies).	Students and parents report that they feel safe and supported in school, regardless of their race, religion, sexual orientation or gender assignment. Governors involved in monitoring practice and impact.
5. Improve the understanding of LGBT and gender assignment issues	Gender and LGBT issues are increasingly coming to the fore (especially in terms of management and awareness	Introduce a forum for LGBT discussion and sharing of views. Respond effectively to concerns raised by students, parents, school nurse, etc. Make staff more aware of issues and support channels	Students report they feel supported in tackling and dealing with LGBT and gender issues
6. Improve balance of ages /sexes in staffing	Gender imbalance in support staff (high in female %). Age imbalance in support staff (proportionately more older staff).	Look at recruitment procedures and patterns. Look to redress balance where it is reasonable and achievable.	Increase proportion of younger staff where recruitment allows. Reduce male/female imbalance where it exists.