

## EQUALITY OBJECTIVES 2022-23

Please see both our published characteristics and our 12-month objectives (below)

### Part One: Our Characteristics

Chipping Norton School has used the following process to assist in the identification of some of the barriers to our students in accessing education provision.

In March 2022 we had 962 children on roll and the information below (acquired from our SIMS database) provides the following protected characteristics information.

STUDENT ETHNICITY (Snapshot March 2022)					
Any other Asian background	5	White and Asian	13	White and Black African	7
Any other Ethnic background	4	Chinese	3	White and Black Caribbean	3
Any other Mixed background	13	Indian	6	White British	848
Any other White background	38	Pakistani	2	White Irish	1
Bangladeshi	10	Traveller of Irish heritage	2	Information not obtained	2
Black African	4	Gypsy Roma	1	Information refused	2

SPECIAL EDUCATIONAL NEEDS SEN (Snapshot March 2022)	
No specified SEN	865
SEN Support	87
Education, Health and Care Plan (EHCP)	12
Total specified SEN	99

STUDENT RELIGION AND BELIEFS (Snapshot March 2022)			
Buddhist	2	Other religion	2
Catholic	10	Refused	1
Christian	76	No religion	39
Muslim	10	Not recorded	824

There is no detailed information available on the following protected characteristics:

Sexual identity: The school did not have information on whether any staff or students on roll identified as lesbian, gay or bi-sexual but we know students that identify as transgender and that some students identify as lesbian, gay or bi-sexual. There is a gender alliance group at school (Pride Group).

STAFF ETHNICITY (Snapshot March 2022)		STAFF CHARACTERISTICS (Snapshot March 2022)	
White British	100	Male	31
White or any other White background	3	Female	75
Black or Black British, African	1	Disability	None
Asian or Asian British, Indian	1	Age = 50 or less	60
Did not like to say	1	Age = 51 or more	46

## Part Two: Our 2022-23 Equality Objectives

### 1. To narrow the achievement gap between our disadvantaged students and their peers

**Why:** Our disadvantaged students are more likely to achieve lower grades and make less progress than their peers.

**How:** Our new School Improvement and Development Plan (SIDP) for 2021-24 places the achievement of disadvantaged students at the heart of its mission. 'Everyone Achieving and Everyone Belonging' captures our goals and the SIDP permeates every aspects of life at CNS: teaching and learning policies and practices; adaptations for students with SEND; updated SEN profiles to guide classroom practice; quality first 'high-TEMP' teaching that has a disproportionately beneficial effect on disadvantaged students; a further increased emphasis on high expectations and low tolerance of disruption; continued professional development and learning; appraisal; and our personal development programme.

Similarly, the removal of ambiguity around revision is another core goal. The Get Ahead Programme in Year 11 is the most visible shift towards a highly structured approach to examination preparation, but is more culturally rooted in the development of our knowledge-rich curriculum in key stage 3 and beyond.

**Outcome:** Disadvantaged students will increasingly achieve in line with their peers.

For more detailed information please follow this [link](#) to our Pupil Premium Statement December 2022. This will provide more information regarding the GCSE outcomes of disadvantaged students.

### 2. To improve the attendance of disadvantaged students

**Why:** Students eligible for the Pupil Premium or have special educational needs are significantly more likely to be absent from school or become persistently absent. We recognise that every day of absence increases the likelihood of academic underachievement and social isolation.

Attendance 1.9.21-11.3.22	Year 7-11	Year 7	Year 8	Year 9	Year 10	Year 11
All Students	91.70	92.71	91.96	92.10	91.22	90.22
Boys	91.41	91.48	90.43	94.16	89.91	90.83
Girls	91.98	94.09	93.22	89.98	92.38	89.62
SEN	85.90	88.49	87.35	87.09	83.84	68.67
EHCPs	73.30	66.98	97.07	96.67	74.17	62.29
Pupil Prem	84.11	87.09	86.51	82.51	79.14	83.25

**How:** There is a high profile focus on attendance through the weekly Attendance Tracker and through our Guidance Team Meetings. We have raised the profile of the tutor in promoting higher levels of attendance, and are looking at the wider role of all staff. Staffing capacity has increased to enable greater outreach work with families and external agencies. Our Attendance Officer, Family Support Worker, Vulnerable Learners Coordinator, Heads of Key Stage, Pastoral Leaders work closely with the SENDCo, Assistant Headteachers and the Deputy Head to identify those more likely to be absent and develop plans to offset the impact of absence and improve rates of attendance. A fast action response to explain absence is in place where our attendance officer and pastoral team contact parents/carers quickly. Disadvantaged students are prioritised. Attendance data is scrutinised each week and the findings are shared with pastoral teams. Agreed action points to improve individual attendance are discussed at Guidance Team and attendance strategy meetings. Our Family Support Worker and Vulnerable Learners Coordinator work closely with some of our hardest to reach families, improving home/school communication. Our attendance strategy continues to evolve and is shaped by the latest [DfE](#) research and [Ofsted](#) guidance on good practice.

**Outcome:** Disadvantaged/SEN students will improve their attendance.

### 3. To reduce the number of exclusions for disadvantaged students

**Why:** Students eligible for the Pupil Premium or have special educational needs are significantly more likely to be fixed term excluded or permanently excluded.

<b>Fixed Term Exclusions 1.9.21-11.3.22</b>	<b>Years 7-11 Sessions</b>	<b>Year 7 Sessions</b>	<b>Year 8 Sessions</b>	<b>Year 9 Sessions</b>	<b>Year 10 Sessions</b>	<b>Year 11 Sessions</b>	<b>Years 12/13</b>
<b>Total</b>	219 (45)	15 (6)	28 (6)	68 (16)	35 (7)	73 (10)	n/a
<b>Boys</b>	165 (35)	13 (5)	25 (5)	42 (10)	26 (6)	59 (9)	n/a
<b>Girls</b>	54 (10)	2 (1)	3 (1)	26 (6)	9 (1)	14 (1)	n/a
<b>SEN</b>	64 (15)	9 (3)	23 (4)	18 (5)	10 (2)	4 (1)	n/a
<b>PP</b>	125 (24)	15 (6)	22 (5)	29 (6)	14 (3)	45 (4)	n/a

**Brackets indicate actual number of students**

**How:** A review of our Behaviour for Learning Policy has sought to achieve several goals. Greater clarity on our expectations leading to greater consistency is designed to increase student buy-in through widespread acceptance of fairness of our rules and expectations. LTS (Leadership Team supervision) and centralised detentions have increased our capacity to address issues in a more timely and consistent way ensuring that less time is lost from lessons. Teachers are encouraged and trained to adopt more consistent methods to diffuse, distract and de-escalate situations with students, together with safe responses to heightened levels of anxiety. Greater capacity has been added to the pastoral/inclusion teams so that students have safe places to go and staff are available to avoid further escalation. We have raised the profile of rewards and celebration within the school to encourage positive behaviours and relaunched the House system based on our four key values, to encourage a competitive spirit across the school. The curriculum has been amended at both KS3 and KS4 across all subjects, where there is a focus on high TEMP teaching (Task Design, Explanation, Modelling, Practice). High expectations and strong adaptations in lessons are supporting our PP/DA/SEN students to achieve greater success.

**Outcome:** A reduction in exclusion and behaviour incidents with our Disadvantaged/SEN students and an increased sense of belonging and level of engagement.