

EQUALITY OBJECTIVES 2020-21

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.

We currently have 960 children on roll and the information below (acquired from our SIMS database) provides the following protected characteristics information.

STUDENT ETHNICITY 2020-21					
Any other Asian background	5	Black Caribbean	1	White and Black African	3
Any other Ethnic background	4	Chinese	2	White and Black Caribbean	7
Any other Mixed background	9	Indian	5	White British	845
Any other White background	45	Pakistani	3	White Irish	1
Bangladeshi	10	Traveller of Irish heritage	1	Information not obtained	3
Black African	3	White and Asian	11	Information refused	1
Gypsy Roma	1				

SPECIAL EDUCATIONAL NEEDS SEN 2020-21	
No specified SEN	869
SEN Support	75
Education, Health and Care Plan (EHCP)	16
Total specified SEN	91

STUDENT RELIGION AND BELIEF 2020-21			
Buddhist	1	Other religion	2
Catholic	13	Refused	
Christian	88	No religion	27
Muslim	5	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.

STAFF ETHNICITY 2020-21		STAFF CHARACTERISTICS 2020-21	
White British	105	Male	36
White or any other White background	4	Female	76
Black or Black British, African	1	Disability	None
Asian or Asian British, Indian	1	Age = 50 or less	64
Did not like to say	1	Age = 51 or more	48

Part Two: Our 2020-21 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: We have a raised emphasis on a high expectation culture across CNS so that disadvantaged students are routinely exposed to the highest levels of expectations and excellent as standard in all aspects of their experience at school. This relates to the basics of behaviour, attendance and appearance, but more rooted in the fundamentals of teaching & learning and tutoring & pastoral care. Greater clarity and pursuit of consistency in these areas forms the core school improvement goals and one which we believe will have a disproportionately beneficial effect for disadvantaged students.

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 Strategy Statement 2020-21](#)

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 2019-20	Year 7-11	Year 7	Year 8	Year 9	Year 10	Year 11
All Students	92.83%	94.53%	93.85%	90.51%	92.55%	93.67%
Boys	92.72%	94.14%	93.10%	91.55%	93.39%	94.22
Girls	93.52%	94.65%	94.42%	89.29%	91.38%	92.76%
SEN	85.88%	90.13%	82.70%	77.32%	88.54%	87.88%
EHCPs	75.01%	88.26%	94.74%	24.56%	90.20%	86.70%
Pupil Prem	88.08%	89.43%	87.61%	81.36%	90.68%	91.63%

(Figure up until the end of Term 4 when lockdown occurred).

How: There is a high profile focus on attendance through the weekly Attendance Tracker and through the newly introduced Guidance Team Meetings. We have raised the profile of the tutor in promoting and rewarding higher levels of attendance on a daily weekly basis. Staffing capacity has increased to enable greater outreach work with families and external agencies. Our Attendance Officer, Heads of Year, AHOYs will 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.

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.

Fixed Term Exclusions 2019-20	Years 7-11	Year 7	Year 8	Year 9	Year 10	Year 11	Years 12/13
Total	69	16	11	23	6	13	0
Boys	22	6	5	1	4	6	0
Girls	7	1	0	5	1	0	0
SEN	18	5	5	3	2	3	0
PP	20	5	4	5	3	3	0

(Figure up until the end of Term 4 when lockdown occurred)

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 issue in a more timely and consistent way ensuring the 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. The curriculum has been amended at both KS3 where there are trained nurture practitioners who are able to support those with high level needs and at KS4 where there has been an introduction of more BTEC courses.

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