

Gillotts Equality Duty Statement (with Proposed Action Plan)



Equality Duty Introduction

Gillotts School is committed to exercising its functions in compliance with its Public Sector Equality Duty (“the Duty”) under the Equality Act 2010 (“the Act”). It will therefore exercise its functions having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not share it.

We consider the needs of all individuals in their day to day work, in developing policy, in delivering education to our students, and in relation to our own employees. These commitments apply to our students, staff, governors, parents and other stakeholders and visitors and relate to the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, and age (in relation to employment, but not in relation to students).

We appreciate that discrimination can take many forms: direct, associative, discrimination by perception, indirect discrimination, harassment, harassment by a third party, victimisation and in the context of disability, by failing to make reasonable adjustments. We realise that Gillotts School has a legal obligation under the Act to consider the needs of people with disabilities and, where it is reasonable so to do, to make adjustments even if this would result, on occasions, in disabled students/staff being given more favourable treatment when compared with individuals not suffering from disabilities.

Further, the School recognises that new Positive Action provisions in the Act 2010 allow us, in certain situations, to take certain action that is designed to alleviate disadvantages experienced by, or to meet the particular needs of, students and/or staff with particular protected characteristics provided that any such positive action is a proportionate means of achieving the aim of enabling/encouraging equality.

The School recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- Students, families and staff with different religions or beliefs
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students and others with special educational needs
- Students, staff and others with a range of disabilities
- Children looked after and their carers
- Students and staff who are gay or lesbian
- Students and staff who are pregnant or have just given birth
- Students and staff who are undergoing, have undergone or are proposing to undergo a process (or part of a process) of reassigning their sex.

The extent to which all students prosper is indicated by an analysis of the standards particular groups of students achieve and a measure of the progress they make. Exam performance is analysed by sub-group, using data published by Oxfordshire County Council and Ofsted, by Subject Leaders, Heads of House and the Leadership Team. It is reported in Subject Exam Reviews, Subject and House Quality Assurance reports, reports to Governors and in the school Self Evaluation Form.

The School has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

Through the manner in which it exercises its functions, Gillotts School endeavours to tackle the above barriers.

Development of Gillotts' Equality Duty:

Gillotts' School, acting through its Governing Body, its Headteacher, staff, students and associated third parties is committed to playing its part in making society fairer by not only tackling and eliminating unlawful discrimination but also by advancing equality of opportunity to those connected to the exercise of the School's functions and by fostering good relations between all who are connected with the School. The School accepts that it is incumbent upon it to examine its policies and the outcome of its policies and practices to guard against disadvantaging any section of its community.

The School appreciates that this is a continuing and developing Duty. In addition to the three aims of the Duty, there are now specific duties in force which provide further criteria and guidance for the School, in meeting the Duty. There is also a statutory Code of Practice ("the Code") on the Equality Duty (which can be viewed at http://www.equalityhumanrights.com/uploaded_files/EqualityAct/employercode.pdf) which provides invaluable information. The specific duties require the School to publish annually information relating to students who share a relevant protected characteristic in order to demonstrate its compliance with the Duty. The other requirement of the specific duties is to set and publish, at least every four years, specific and measurable equality objectives which are designed to help the School achieve its statutory equality objectives. Although the School is not required to publish information in relation to its employees, the Duty Action Plan nevertheless includes measurable goals to analyse its workforce and ensure that the aims of the Duty are being complied with to the extent that it is possible.

In reviewing the Duty in December 2020, we took into account updated information available through the Equality and Human Rights Commission (EHRC) including the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and the EHRC's Guidance on Equality Objective.

Overarching Principles for Implementation of the Equality Duty:

As is demonstrated by the detail set out in the following strategies, policies and proposed action plan, Gillotts School realises that this Duty under the Equality Act touches every strand of its functions. Before looking at how the Duty will be met in practice, we set out in summary the following overarching principles which we consider are essential for the Duty to be fulfilled:

Understanding the characteristics of the Duty:

The School understands that the Duty is a duty of consideration, not results. The Duty is for the School, in the performance of its functions to give “due regard” to the goals of eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations as defined in the Act (“the equality goals”). The School however appreciates that these equality goals are not simply relevant considerations to be considered along with other, often competing, matters. The goals are described as “needs” and as such, the School understands that the equality goals have an enhanced status as compared to other considerations and it is therefore incumbent on it to formulate policy with an intended course of meeting those goals.

The School also understands that it is insufficient simply to take the equality goals into account as the requirement is to give them “due regard” and this means that the degree of regard should be proportionate to the circumstances, taking into account the importance of the policy or decision to the achievement of the equality goals and the likely extent of its effects upon the protected groups. It follows from this that the School will approach the question of equality impact of a particular decision or of formulating/reviewing a particular policy, with rigor and an open mind and will thus obtain sufficient information as to the likely impact of the decision/policy. The School will conduct a proper assessment of the level of information required depending on the circumstances of the decision/policy being considered/formulated/reviewed. Where a potential discriminatory impact is identified, a higher level of information will be required and such information may well include information gleaned from consulting with affected groups.

Knowledge:

It is essential that knowledge of the School’s pre-emptive Duty is disseminated to the Governing Body, the Headteacher, the Leadership Team, all staff, to students and to associated third parties (including those carrying out functions on the School’s behalf), so that all understand that the Duty must be complied with **before or at the time that** a particular decision is taken or policy/procedure is under consideration. This knowledge is imparted and reinforced through a number of mechanisms including (but not limited to):

- Through the School Development Plan
- The Staff Handbook
- The Parent Handbook
- An explanatory note given to all Governors
- The School’s website
- Through training
- Through Student policies e.g. Behaviour for Learning Policy, Anti-bullying Policy; Y9 Options Booklet
- Through the curriculum, including visits and trips
- Through focussed weeks such as Anti-bullying Week
- Through Student Voice

Responsibility:

As well as ensuring that the School complies with its Duty, the School understands that it is also responsible for ensuring that any third parties which exercise functions on behalf of the School are also capable of complying with the Duty and do so in practice. The School has concluded that the Headteacher will take responsibility for overseeing compliance with the Duty and in particular ensuring consistency of approach across the School so

that the Duty forms an integral part of all relevant decision-making processes, with sufficient information being obtained in advance to give due regard to the equality goals.

EQUALITY OBJECTIVES

JULY 2012

| | Equality Objective | Success Criteria | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
|----|---|--|---|---------------------------------|---------------------------------|
| I. | <p>Progress</p> <p>To improve progress for identified groups: (SDP12/13)</p> <p>Students with high prior attainment</p> <p>Students on the special educational needs register at School Action</p> | <p>Within 12 months Gaps narrowed for high prior attainment</p> <p>Within 2 years Gaps removed for high prior attainment and narrowed for SA</p> <p>After 4 years Gaps removed for high prior attainment and removed for SA</p> | <ol style="list-style-type: none"> 1. To improve the proportion of outstanding teaching and eliminate satisfactory teaching 2. To ensure all students reach their potential, through embedding the use of Assessment for Learning 3. Increase student progress monitoring at KS3 through, eg subject progress reviews, 2+3 programme, cross year assessments 4. Ensure that SIMS is used by staff to help track, monitor and raise achievement for all students | Advance equality of opportunity | <p>Disability</p> <p>Gender</p> |

| | Equality Objective | Success Criteria | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
|-----------|---|--|---|---|--------------------------------------|
| 2. | <p>Exclusions</p> <p>To reduce exclusions for all students, but particularly for those with special education needs (SDP12/13)</p> <p>Current: 2011-12, 77 fixed term exclusions (all five days or fewer) administered to a total of 37 students (4% of school population)</p> | <p>Within 12 months Redeveloped After-School School provision providing a more effective alternative to exclusion</p> <p>Within 2 years Redeveloped caretaker's cottage as a dedicated base for KS4 alternative provision</p> <p>After 4 years Alternative provision at Gillotts linked into overarching programme for Oxfordshire's young people</p> | <ol style="list-style-type: none"> 1. Working with OCC's Social Inclusion Team, explore the potential for a range of alternative curriculum provisions, eg Meadowbrook satellite, tutoring at NOMAD, accessing existing part-time provision (BCA, Reading) 2. Introduce a Skillforce provision for male students in Year 9 at risk of permanent exclusion 3. In collaboration with the Didcot Hub, develop a coordinated programme of parenting support for students aged 3-16 and develop a website to bring together resources to support parents' needs | <p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> | <p>Disability</p> <p>Gender</p> |
| 3. | <p>Diversity of the workforce</p> <p>Analyse our data so we understand the diversity of our workforce (eg age, gender, ethnicity)</p> <p>Analyse our data on pay so we can explore issues of pay equality, including the gender pay gap</p> | <p>Within 12 months Analysis complete</p> <p>Within 2 years Analysis complete</p> | <ol style="list-style-type: none"> 1. Improve systems of data collection 2. Conduct analyses | <p>Advance equality of opportunity</p> <p>Foster good relations</p> | <p>Race</p> <p>Gender</p> <p>Age</p> |

EQUALITY OBJECTIVES – Monitoring progress

| | Equality Objective | Success Criteria | December 2013 | | | | December 2014 | December 2015 | December 2016 |
|-----------|---|---|---|----------------|----------------|----------------|----------------------|----------------------|----------------------|
| I. | Progress | | | | | | | | |
| | To improve progress for identified groups: (SDPI2/13) | Within 12 months Gaps narrowed for high prior attainment | A*/A 2011 26% 2012 29% 2013 33% | | | | A*/A 2014 42% | A*/A 2015 24% | A*/A 2016 30% |
| | Students with high prior attainment | Within 2 years Gaps removed for high prior attainment and narrowed for SA | 5+ A*/A 2011 28% 2012 32% 2013 37% | | | | 5+A*/A 2014 46% | 5+A*/A 2015 23% | 5+A*/A 2016 30% |
| | Students on the special educational needs register at School Action | After 4 years Gaps removed for high prior attainment and removed for SA | Best 8 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| | | | Non-SEN | 374 | 381 | 388 | 386 | 365 | 362 |
| | | | K | - | 284 | 310 | 313 | 261 | 298 |

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|-----------|---|--|---|---|--|--|
| 2. | <p>Exclusions</p> <p>To reduce exclusions for all students, but particularly for those with special educational needs (SDP12/13)</p> <p>Current: 2011-12, 77 fixed term exclusions (all five days or fewer) administered to a total of 37 students (4% of school population)</p> | <p>Within 12 months Redeveloped After-School School provision providing a more effective alternative to exclusion</p> <p>Within 2 years Redeveloped caretaker's cottage as a dedicated base for KS4 alternative provision</p> <p>After 4 years Alternative provision at Gillotts linked into overarching programme for Oxfordshire's young people</p> | <p>2012/13 7 exclusions; four students with SEN, three students without</p> | <p>2013/14 2 exclusions; both students with SEN</p> <p>Funding secured to complete redevelopment of caretaker's cottage</p> | <p>2014/15 1 exclusion; no SEN</p> <p>Redevelopment of caretaker's cottage completed</p> | <p>2015/16 16 exclusions; 10 students – seven with SEN</p> <p>Discussions underway re future of alternative provision in Oxfordshire</p> |

| | Equality Objective | Success Criteria | December 2013 | | December 2014 | | December 2015 | | December 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|---|--|---|--------------------------|--------------------------|--------------------------|---------------|---|---------------|---------------|-----|-----|---|-------------|---------------|-----|-----|---|-------------|---------------|-----|-----|--|---------------------|-------------------|---------------|----|-------------|---|-------|---|-------|---|-------|---|---|-----------|-------------------|-----|----|-----|---|-------|---|-------|---|-------|---|----|---|-------|---|---|-----------|-------------------|-----|----|-----|---|-------|---|-------|---|-------|---|----|---|-------|---|---|-----------|-------------------|-----|----|-----|---|-------|---|-------|---|-------|---|----|---|-------|---|---|------------|-------------------|-----|---|-------|----|-------|----|-------|----|-------|----|-----|---|---|------------|-------------------|-----|---|-------|----|-------|----|-------|----|-------|----|-----|---|---|------------|-------------------|-----|---|-------|----|-------|----|-------|----|-------|----|-----|---|---|------------|-------------------|-----|---|-------|----|-------|----|-------|----|-------|----|-----|---|
| 3. | Diversity of the workforce Analyse our data so we understand the diversity of our workforce (eg age, gender, ethnicity) Analyse our data on pay so we can explore issues of pay equality, including the gender pay gap | Within 12 months Analysis complete Within 2 years Analysis complete | <table border="1"> <tr><td>Male</td><td>Female</td></tr> <tr><td>27%</td><td>73%</td></tr> </table> | Male | Female | 27% | 73% | <table border="1"> <tr><td>Male</td><td>Female</td></tr> <tr><td>24%</td><td>76%</td></tr> </table> | Male | Female | 24% | 76% | <table border="1"> <tr><td>Male</td><td>Female</td></tr> <tr><td>23%</td><td>77%</td></tr> </table> | Male | Female | 23% | 77% | <table border="1"> <tr><td>Male</td><td>Female</td></tr> <tr><td>23%</td><td>76%</td></tr> </table> | Male | Female | 23% | 76% | <table border="1"> <tr><td>Ethnic Group</td><td>Percentage</td></tr> <tr><td>White-British</td><td>89</td></tr> <tr><td>White-Other</td><td>7</td></tr> <tr><td>Black</td><td>1</td></tr> <tr><td>Asian</td><td>2</td></tr> <tr><td>Other</td><td>1</td></tr> </table> | Ethnic Group | Percentage | White-British | 89 | White-Other | 7 | Black | 1 | Asian | 2 | Other | 1 | <table border="1"> <tr><td>EG</td><td>Percentage</td></tr> <tr><td>W-B</td><td>90</td></tr> <tr><td>W-O</td><td>6</td></tr> <tr><td>Black</td><td>0</td></tr> <tr><td>Asian</td><td>2</td></tr> <tr><td>Mixed</td><td>1</td></tr> <tr><td>NR</td><td>1</td></tr> <tr><td>Other</td><td>1</td></tr> </table> | EG | Percentage | W-B | 90 | W-O | 6 | Black | 0 | Asian | 2 | Mixed | 1 | NR | 1 | Other | 1 | <table border="1"> <tr><td>EG</td><td>Percentage</td></tr> <tr><td>W-B</td><td>92</td></tr> <tr><td>W-O</td><td>4</td></tr> <tr><td>Black</td><td>0</td></tr> <tr><td>Asian</td><td>1</td></tr> <tr><td>Mixed</td><td>2</td></tr> <tr><td>NR</td><td>2</td></tr> <tr><td>Other</td><td>0</td></tr> </table> | EG | Percentage | W-B | 92 | W-O | 4 | Black | 0 | Asian | 1 | Mixed | 2 | NR | 2 | Other | 0 | <table border="1"> <tr><td>EG</td><td>Percentage</td></tr> <tr><td>W-B</td><td>89</td></tr> <tr><td>W-O</td><td>4</td></tr> <tr><td>Black</td><td>0</td></tr> <tr><td>Asian</td><td>1</td></tr> <tr><td>Mixed</td><td>2</td></tr> <tr><td>NR</td><td>2</td></tr> <tr><td>Other</td><td>0</td></tr> </table> | EG | Percentage | W-B | 89 | W-O | 4 | Black | 0 | Asian | 1 | Mixed | 2 | NR | 2 | Other | 0 | <table border="1"> <tr><td>Age</td><td>Percentage</td></tr> <tr><td><25</td><td>7</td></tr> <tr><td>25-34</td><td>23</td></tr> <tr><td>35-44</td><td>25</td></tr> <tr><td>45-54</td><td>32</td></tr> <tr><td>55-64</td><td>11</td></tr> <tr><td>≥65</td><td>2</td></tr> </table> | Age | Percentage | <25 | 7 | 25-34 | 23 | 35-44 | 25 | 45-54 | 32 | 55-64 | 11 | ≥65 | 2 | <table border="1"> <tr><td>Age</td><td>Percentage</td></tr> <tr><td><25</td><td>3</td></tr> <tr><td>25-34</td><td>21</td></tr> <tr><td>35-44</td><td>28</td></tr> <tr><td>45-54</td><td>31</td></tr> <tr><td>55-64</td><td>15</td></tr> <tr><td>≥65</td><td>2</td></tr> </table> | Age | Percentage | <25 | 3 | 25-34 | 21 | 35-44 | 28 | 45-54 | 31 | 55-64 | 15 | ≥65 | 2 | <table border="1"> <tr><td>Age</td><td>Percentage</td></tr> <tr><td><25</td><td>3</td></tr> <tr><td>25-34</td><td>21</td></tr> <tr><td>35-44</td><td>29</td></tr> <tr><td>45-54</td><td>30</td></tr> <tr><td>55-64</td><td>15</td></tr> <tr><td>≥65</td><td>2</td></tr> </table> | Age | Percentage | <25 | 3 | 25-34 | 21 | 35-44 | 29 | 45-54 | 30 | 55-64 | 15 | ≥65 | 2 | <table border="1"> <tr><td>Age</td><td>Percentage</td></tr> <tr><td><25</td><td>2</td></tr> <tr><td>25-34</td><td>21</td></tr> <tr><td>35-44</td><td>28</td></tr> <tr><td>45-54</td><td>27</td></tr> <tr><td>55-64</td><td>17</td></tr> <tr><td>≥65</td><td>1</td></tr> </table> | Age | Percentage | <25 | 2 | 25-34 | 21 | 35-44 | 28 | 45-54 | 27 | 55-64 | 17 | ≥65 | 1 |
| Male | Female | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | Female | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24% | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | Female | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23% | 77% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | Female | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23% | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ethnic Group | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White-British | 89 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White-Other | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EG | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W-B | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W-O | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mixed | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NR | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EG | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W-B | 92 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W-O | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mixed | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NR | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EG | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W-B | 89 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W-O | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mixed | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NR | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Age | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <25 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25-34 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 35-44 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45-54 | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55-64 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ≥65 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Age | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <25 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25-34 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 35-44 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45-54 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55-64 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ≥65 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Age | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <25 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25-34 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 35-44 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45-54 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55-64 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ≥65 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Age | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <25 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25-34 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 35-44 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45-54 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55-64 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ≥65 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Pay equality – see below | Pay equality – see below | Pay equality – see below | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

December 2014 – Pay equality

NB Calculated using FTE salaries

| | Teachers - Main | | Teacher - Upper | | Support staff | |
|---------------|-----------------|----------------|-----------------|----------------|---------------|----------------|
| | Number | Average salary | Number | Average salary | Number | Average salary |
| Male | 9 | £31,056 | 7 | £41,005 | 11 | £16,038 |
| Female | 11 | £30,309 | 26 | £39,734 | 39 | £17,682 |

December 2015 – Pay equality

NB Calculated using FTE salaries

| | Teachers - Main | | Teacher - Upper | | Support staff | |
|---------------|-----------------|----------------|-----------------|----------------|---------------|----------------|
| | Number | Average salary | Number | Average salary | Number | Average salary |
| Male | 4 | £23,385 | 9 | £40,917 | 10 | £16,567 |
| Female | 13 | £27,192 | 24 | £40,214 | 44 | £18,081 |

December 2015 – Analysis of managers by gender

| | Teachers – TLR holders | | Support staff – designated line manager | |
|---------------|------------------------|-------------|---|----------------|
| | Number | Average TLR | Number | Average salary |
| Male | 6 | £5949 | 1 | Withheld |
| Female | 12 | £6650 | 12 | £24,864 |

December 2016 – Pay equality

NB Calculated using FTE salaries

| | Teachers - Main | | Teacher - Upper | | Support staff | |
|---------------|-----------------|----------------|-----------------|----------------|---------------|----------------|
| | Number | Average salary | Number | Average salary | Number | Average salary |
| Male | 5 | £25,563 | 10 | £37,438 | 10 | £18,458 |
| Female | 12 | £27,899 | 30 | £37,661 | 43 | £21,424 |

December 2016 – Analysis of managers by gender

| | Teachers – TLR holders | | Support staff – designated line manager | |
|---------------|------------------------|-------------|---|----------------|
| | Number | Average TLR | Number | Average salary |
| Male | 7 | £6373 | 1 | Withheld |
| Female | 13 | £6268 | 11 | £28,709 |

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

| | Equality Objective | Success Criteria | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
|-----------|---|--|---|---|--------------------------------------|
| 1. | <p>Progress</p> <p>To improve achievement for identified groups: (Ofsted 2016)</p> <p>Disadvantaged students</p> <p>Students with SEND</p> | <p>Within 12 months Gaps with national non-disadvantaged narrowed</p> <p>Within 2 years Gaps with national non-disadvantaged removed and gaps with national non-SEND narrowed</p> <p>After 4 years Gaps with national non-disadvantaged removed and gaps with national non-SEND removed</p> | <ol style="list-style-type: none"> 1. Ensure all students reach their potential, through embedding the use of Assessment for Learning 2. Develop further Heads of House as lead champions for PP students, supported by tutors 3. Focus on improving the quality of teaching, not increasing the number of interventions. 4. Appraisal objective to include specified outcomes for PP and SEN students 5. Develop further learning walks focussed on the progress of PP and SEN students | <p>Advance equality of opportunity</p> | <p>Disability</p> <p>Gender</p> |
| 2. | <p>Diversity of the workforce</p> <p>Analyse our data so we monitor changes the diversity of our workforce (eg age, gender, ethnicity)</p> <p>Analyse our data on pay so we can monitor issues of pay equality, including the gender pay gap</p> | <p>Within 12 months Analysis complete</p> <p>Within 2 years Analysis complete</p> <p>After 4 years Analysis complete</p> | <ol style="list-style-type: none"> 1. Conduct analyses | <p>Advance equality of opportunity</p> <p>Foster good relations</p> | <p>Race</p> <p>Gender</p> <p>Age</p> |

EQUALITY OBJECTIVES – Monitoring progress

| | Equality Objective | Success Criteria | December 2017 | December 2018 | December 2019 | December 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|--|--|--|---------------|---------------|---------------|------|---------------|------|----|---------|-----------|------|--------------|------|--|----|---------|--------------|------|---------------|------|----|---------|-----------|------|--------------|------|--|----|---------|--------------|------|---------------|------|----|---------|-----------|------|--------------|------|---|
| I. | <p>Progress</p> <p>To improve achievement for identified groups: (Ofsted 2016)</p> <p>Disadvantaged students</p> <p>Student with SEND</p> | <p>Within 12 months Gaps with national non-disadvantaged narrowed</p> <p>Within 2 years Gaps with national non-disadvantaged removed and gaps with national non-SEND narrowed</p> <p>After 4 years Gaps with national non-disadvantaged removed and gaps with national non-SEND removed</p> | <table border="1"> <thead> <tr> <th>A8</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>Non-PP (nat)</td> <td>49.8</td> </tr> <tr> <td>PP (Gillotts)</td> <td>35.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>A8</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>All (nat)</td> <td>46.0</td> </tr> <tr> <td>K (Gillotts)</td> <td>36.1</td> </tr> </tbody> </table> | A8 | 2016-17 | Non-PP (nat) | 49.8 | PP (Gillotts) | 35.2 | A8 | 2016-17 | All (nat) | 46.0 | K (Gillotts) | 36.1 | <table border="1"> <thead> <tr> <th>A8</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Non-PP (nat)</td> <td>50.0</td> </tr> <tr> <td>PP (Gillotts)</td> <td>40.1</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>A8</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>All (nat)</td> <td>46.4</td> </tr> <tr> <td>K (Gillotts)</td> <td>35.7</td> </tr> </tbody> </table> | A8 | 2017-18 | Non-PP (nat) | 50.0 | PP (Gillotts) | 40.1 | A8 | 2017-18 | All (nat) | 46.4 | K (Gillotts) | 35.7 | <table border="1"> <thead> <tr> <th>A8</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Non-PP (nat)</td> <td>50.2</td> </tr> <tr> <td>PP (Gillotts)</td> <td>34.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>A8</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>All (nat)</td> <td>46.6</td> </tr> <tr> <td>K (Gillotts)</td> <td>36.7</td> </tr> </tbody> </table> | A8 | 2018-19 | Non-PP (nat) | 50.2 | PP (Gillotts) | 34.7 | A8 | 2018-19 | All (nat) | 46.6 | K (Gillotts) | 36.7 | <p><i>No national data due to school closure (COVID-19)</i></p> |
| A8 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-PP (nat) | 49.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP (Gillotts) | 35.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A8 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All (nat) | 46.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K (Gillotts) | 36.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A8 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-PP (nat) | 50.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP (Gillotts) | 40.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A8 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All (nat) | 46.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K (Gillotts) | 35.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A8 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-PP (nat) | 50.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP (Gillotts) | 34.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A8 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All (nat) | 46.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K (Gillotts) | 36.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | Equality Objective | Success Criteria | December 2017 | | December 2018 | | December 2019 | | December 2020 | |
|----|--|---|---|---|---|---|---|---|---|---|
| 2. | Diversity of the workforce Analyse our data so we monitor changes the diversity of our workforce (eg age, gender, ethnicity) Analyse our data on pay so we can monitor issues of pay equality, including the gender pay gap | Within 12 months Analysis complete Within 2 years Analysis complete After 4 years Analysis complete | Male 22% | Female 78% | Male 19% | Female 81% | Male 20% | Female 80% | Male 23% | Female 77% |
| | | | EG W-B W-O Black Asian Mixed NR Other | Percentage 93 4 0 1 2 1 0 | EG W-B W-O Black Asian Mixed NR Other | Percentage 92 3 1 2 2 1 0 | EG W-B W-O Black Asian Mixed NR Other | Percentage 94 1 1 1 2 2 0 | EG W-B W-O Black Asian Mixed NR Other | Percentage 94 3 1 1 1 1 0 |
| | | | Age <25 25-34 35-44 45-54 55-64 ≥65 | Percentage 3 20 23 33 21 1 | Age <25 25-34 35-44 45-54 55-64 ≥65 | Percentage 5 18 21 39 16 1 | Age <25 25-34 35-44 45-54 55-64 ≥65 | Percentage 4 21 20 38 16 2 | Age <25 25-34 35-44 45-54 55-64 ≥65 | Percentage 3 17 22 38 20 1 |
| | | | Pay equality – see below | | Pay equality – see below | | Pay equality – see below | | Pay equality – see below | |

December 2017 – Pay equality

NB Calculated using FTE salaries

| | Teachers - Main | | Teacher - Upper | | Support staff | |
|---------------|-----------------|----------------|-----------------|----------------|---------------|----------------|
| | Number | Average salary | Number | Average salary | Number | Average salary |
| Male | 6 | £26,274 | 10 | £38,152 | 7 | £19,531 |
| Female | 11 | £29,269 | 27 | £38,153 | 47 | £21,421 |

December 2017 – Analysis of managers by gender

| | Teachers – TLR holders | | Support staff – designated line manager | |
|---------------|------------------------|-------------|---|----------------|
| | Number | Average TLR | Number | Average salary |
| Male | 8 | £6,817 | 1 | Withheld |
| Female | 13 | £6,627 | 11 | £29,042 |

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

December 2018 – Pay equality

NB Calculated using FTE salaries

| | Teachers - Main | | Teacher - Upper | | Support staff | |
|--------|-----------------|----------------|-----------------|----------------|---------------|----------------|
| | Number | Average salary | Number | Average salary | Number | Average salary |
| Male | 4 | £27,065 | 10 | £38,871 | 6 | £21,432 |
| Female | 7 | £31,001 | 32 | £38,883 | 47 | £21,592 |

December 2018 – Analysis of managers by gender

| | Teachers – TLR holders | | Support staff – designated line manager | |
|--------|------------------------|-------------|---|----------------|
| | Number | Average TLR | Number | Average salary |
| Male | 8 | £6,573 | 2 | £26,654 |
| Female | 13 | £6,760 | 8 | £29,875 |

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

December 2019 – Pay equality

NB Calculated using FTE salaries

| | Teachers - Main | | Teacher - Upper | | Support staff | |
|--------|-----------------|----------------|-----------------|----------------|---------------|----------------|
| | Number | Average salary | Number | Average salary | Number | Average salary |
| Male | 4 | £28,570 | 10 | £40,171 | 7 | £19,986 |
| Female | 12 | £32,717 | 32 | £40,086 | 49 | £23,301 |

December 2019 – Analysis of managers by gender

| | Teachers – TLR holders | | Support staff – designated line manager | |
|--------|------------------------|-------------|---|----------------|
| | Number | Average TLR | Number | Average salary |
| Male | 6 | £7,884 | 1 | Withheld |
| Female | 16 | £5,750 | 8 | £31,960 |

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

December 2020 – Pay equality*NB Calculated using FTE salaries*

| | Teachers - Main | | Teacher - Upper | | Support staff | |
|---------------|------------------------|-----------------------|------------------------|-----------------------|----------------------|-----------------------|
| | Number | Average salary | Number | Average salary | Number | Average salary |
| Male | 7 | £27,885 | 7 | £41,419 | 9 | £21,751 |
| Female | 6 | £33,007 | 34 | £41,129 | 46 | £23,692 |

December 2020 – Analysis of managers by gender

| | Teachers – TLR holders | | Support staff – designated line manager | |
|---------------|-------------------------------|--------------------|--|-----------------------|
| | Number | Average TLR | Number | Average salary |
| Male | 7 | £7,008 | 2 | £27,888 |
| Female | 18 | £5,396 | 7 | £31,789 |

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

| | Equality Objective | Success Criteria | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
|------------------|--|--|--|--|---------------------------------|
| <p>I.</p> | <p>Progress</p> <p>To improve the impact of the curriculum on identified groups:</p> <p>Disadvantaged students</p> <p>Student with SEND</p> | <p>Within 12 months Gaps with national non-disadvantaged narrowed</p> <p>Within 2 years Gaps with national non-disadvantaged removed and gaps for SEND with all national narrowed</p> <p>After 4 years Gaps with national non-disadvantaged removed and gaps for SEND with all national removed</p> | <ol style="list-style-type: none"> 1. Develop the practice of each subject team (and the individuals within it) to embed Assessment for Learning and hence improve progress 2. Continue to develop the Curriculum and Assessment statement in each subject 3. Plan a systematic approach to revision for major exams 4. Develop systematic teaching of vocabulary 5. Develop the English curriculum to ensure students have the cultural capital they need to access the English curriculum, and hence the wider curriculum. Explore links with the curricula of other subjects 6. Ensure the culture is that 'Attendance is everyone's business' 7. Monitor and develop the range, quality and take-up of extra-curricular activities offered by the school with a particular focus on disadvantaged students and students with SEND | <p>Advance equality of opportunity</p> | <p>Disability</p> <p>Gender</p> |

| | Equality Objective | Success Criteria | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
|-----------|---|---|--|---|--------------------------------------|
| 2. | <p>Diversity of the workforce</p> <p>Analyse our data so we monitor changes the diversity of our workforce (eg age, gender, ethnicity)</p> <p>Analyse our data on pay so we can monitor issues of pay equality, including the gender pay gap</p> | <p>Within 12 months Analysis complete</p> <p>Within 2 years Analysis complete</p> <p>After 4 years Analysis complete</p> | <p>I. Conduct analyses</p> | <p>Advance equality of opportunity</p> <p>Foster good relations</p> | <p>Race</p> <p>Gender</p> <p>Age</p> |