



# **STRATEGIC EQUALITY PLAN FOR DEAN TRUST SCHOOLS Ashton on Mersey**

**September 2016**

**Updated Sept 2017**

*The Dean Trust Schools*

*Ashton on Mersey School*

**Strategic Equality Plan  
2016 – 2020**

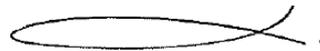
**PART A:**

**Strategic Equality Plan agreed by WTLP Governors:**

**(Signed by Vice Chair)**

*N. Thople*

***Date July 2016***

A handwritten signature in black ink, appearing to be 'N. Thople', with a large, sweeping flourish underneath.

**Scheme due for review: July 2020**

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## **1. Our Distinctive Character, Priorities and Aims**

**The following principles underline everything we do;**

- A respect for all pupils and their parents.
- A full commitment to professionalism.
- A well-ordered and caring school community.

**The school aims to;**

Help pupils to achieve their full academic potential while offering all pupils equality of opportunity in learning, regardless of gender or special educational needs, while preventing racial discrimination and prejudice.

Help pupils to acquire knowledge and skills relevant to adult life, employment and leisure in a fast changing world,

Help pupils to be literate and numerate.

Help pupils to develop lively, enquiring minds with the ability to question and argue rationally while applying themselves to tasks and physical skills.

Prepare pupils for future economic roles as producers, consumers and citizens.

Help pupils contribute to an industrialised and highly technological society, allowing them to understand enterprise, wealth creation and entrepreneurial skills.

Encourage the principles of common sense and courtesy and to develop a respect for other people and their property.

Help pupils develop sensitivity, empathy, tolerance, self-control, sympathy and an understanding of others while helping pupils understand and respect the world in which they live and the interdependence of individuals, groups of people and nations.

Increase pupils' awareness of the wide variety of religious and cultural experiences, beliefs and practices to be found in the world so that they may develop an awareness and understanding of their own beliefs and respect the rights and values of others.

Help pupils to understand the effect of human activities on the environment.

Create a happy and stable environment in which learning can take place.

Help pupils to develop an interest in their own good health and acquire the skills to make positive choices and decisions throughout their lives.

Help and encourage all concerned to maintain the school's reputation.

## 1.1 Trust Values

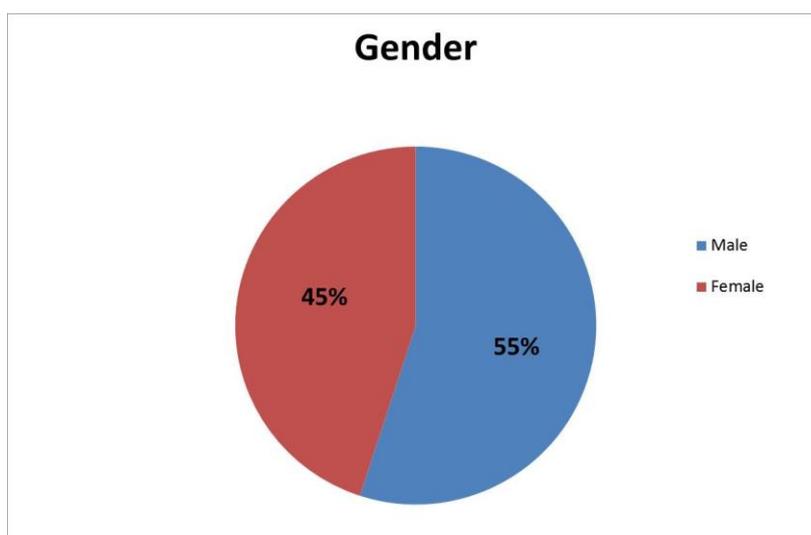
All schools within the Dean Trust are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. The Dean Trust aims to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and data used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Dean Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

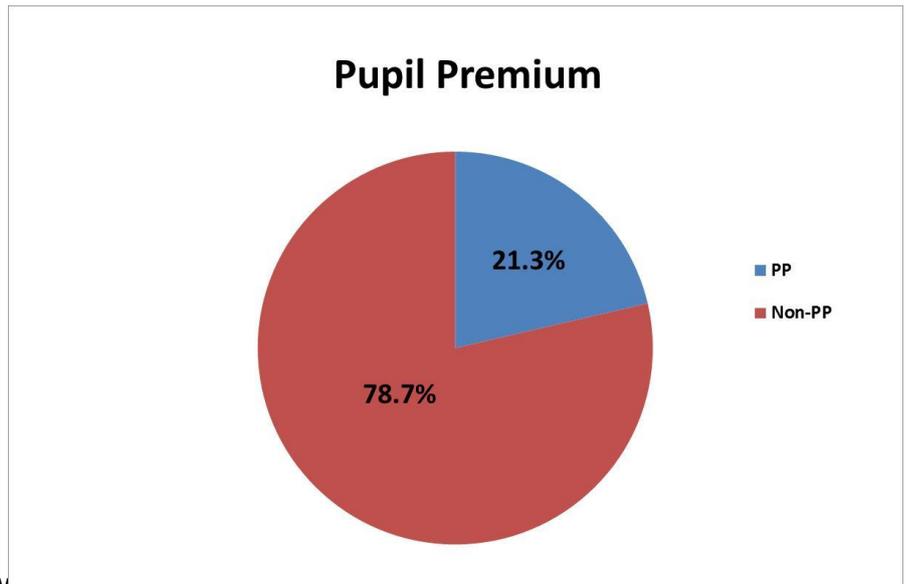
## 1.2 Characteristics of Ashton on Mersey School

Ashton on Mersey School is part of the West Trafford Learning Partnership and is a lead school in 'The Dean Trust', its Multi Academy Sponsor. Currently there are 1438 pupils aged 11 – 18 on roll. Although the immediate vicinity of the school is a relatively affluent area, there are areas of deprivation within the catchment area (8.9% free school meals (129 pupils) and 21.3% Pupil Premium). The school lies within the borough of Trafford, a selective authority, which means that the intake is not a true cross section of abilities, as the top 30% of children locally are selected for grammar school education. The school takes more children with SEN than any other school in the borough and has more than twice the number of Statements/EHCPs than the average for the Authority; 19% of the Schools current pupils have special needs; 91 pupils with statements/EHCPs of special needs with a further 182 on SEN School support. There are 29 pupils who are 'looked after' by someone other than their natural parents.

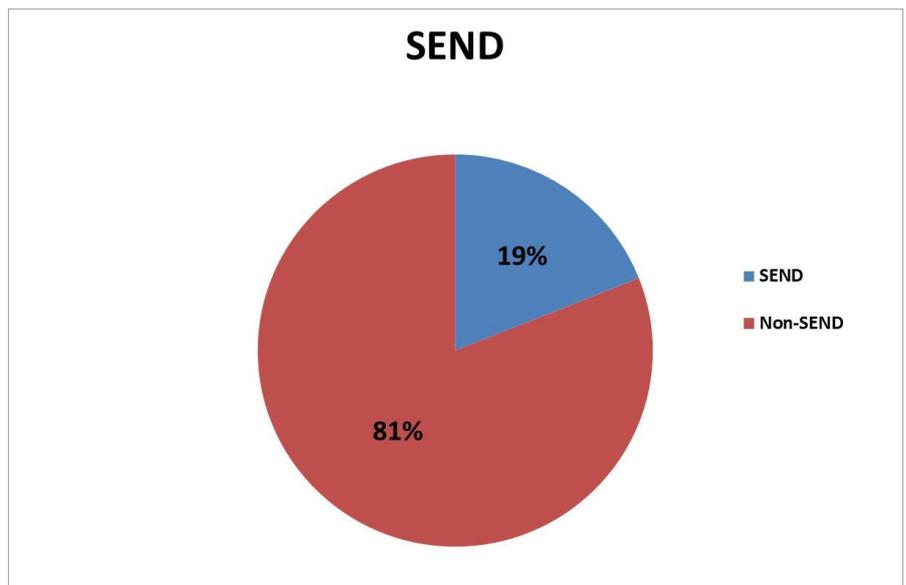
**Graph1.2.1;** Pie chart showing the percentage of each gender attending Ashton on Mersey School for 2016 – 2017.



**Graph1.2.2;** Pie chart showing the percentage of pupils attending Ashton on Mersey School for 2016 – 2017 classed as Pupil Premium (PP).



**Graph1.2.3;** Pie chart showing the percentage of pupils attending Ashton on Mersey School for 2016 – 2017 who are registered as having a special educational need (SEND, either SEN-Support or EHCP).



**Table 1.2.1;** Ethnic breakdown of pupils attending Ashton on Mersey School for 2016 – 2017. Data collected from school census.

<b>Ethnicity</b>	<b>Number of Pupils</b>
White British	1176
Mixed White and Black	38
Any other Mixed	32
Mixed White and Asian	27
Any other White	25
Pakistani	21
Indian	19
Any other Ethnic Group	16
Any other Asian background	15
African	13
Black Caribbean	13
Mixed White and Black	13
Refused	8
Information not obtained	6
White Irish	6
Any other Black	4
Chinese	4
Bangladeshi	2

### **1.3 Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

The school will aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, the school will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;

- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

#### **1.4 Setting our equality objectives**

The purpose of the schools Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of the school plans and policies as defined within the Equality Act 2010.

In setting the equality objectives for the school, due regard is taken in respect of the Equality Act general duty to;

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it by;
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic,
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it,
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The schools SEP and Equality Objectives are set in the light of the regional equality objectives identified in Appendix 1. Taking into account the views expressed by stakeholders that have been involved in the development of the scheme while addressing any issues arising as a result of our analysis of our pupil data, e.g. Gaps in attainment and progress for the following cohorts;

- Male and Female pupils,
- SEND pupils,
- Children in care (LAC's),
- Pupil Premium.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in Section 5 (p.12) and Appendix 2.

## **2. Responsibilities**

## **2.1 Governing Body**

The Trust board and School governing bodies have set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child or staff member is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will assess the progress of the SEP annually, as part of its Annual Reporting activity

## **2.2 Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Trust's and school's policies, ensuring that all staff are aware of their role in equality.

## **2.3 Staff – teaching and non-teaching**

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **3. Information gathering and Engagement**

### **3.1 Purpose and process**

The collection of information is crucial to supporting the school in deciding what actions needs to be taken in order to improve equality and eliminate discrimination within the school community. The information also subsequently helps the school to review its own performance, therefore, it needs to be detailed enough to measure how well the school is delivering on its equality duties. The information also helps create impact assessment and evaluate the school's aims; identifying those that have been achieved and those that require additional work.

Engagement is based on the information gained about representation of different groups. The school aims to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The school takes particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

### **3.2 Types of information gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes, but is not limited to the following:

- an analysis of the responses received from pupils, parents/carers, staff in questionnaires. Through discussion with lead members of the WTLP who will ensure accountability with the Headteacher.
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### **3.3 Engagement**

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties.

We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities. These include, but are not limited to the following:

- The schools links to the Trust Board and Governing Body,
- Links with University providers via our Initial Teacher Training work,
- Links with our SCITT partnership schools,
- Annual Parental and Pupil Questionnaires,
- Involvement with Community based activities
- My Independence Group (Adults with Learning Difficulties from our local community) work with our 6<sup>th</sup> Form Students in a school environment on a regular basis,
- Work with our local Primary schools e.g. Primary Sports Presentation evening and the use of our school field for annual Sports Days.
- Spanish Exchange experiences,
- Representation at SEND forums within the local community,
- Links with local churches and annual Christmas Services for all our pupils.

#### **4. Equality Impact Assessment**

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school promote equality and ensure that no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance of the specific duties of the Act, it will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, the school will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

#### **5. Objectives and Action Plans**

The schools chosen equality objectives are:

1. Ensure the School's commitment to equality is evident in its strategic development planning, promotion and self-review process.
2. To reduce the gaps in attainment across all key stages (between each individual grouping and non-vulnerable pupils).
3. Ensure enhanced awareness of equality and diversity issues amongst pupils, staff and governors and where observed, that barriers to participation are removed to enable all staff and learners to play a full part in the life of the school.

The school has relevant action plans covering all relevant protected characteristics, as detailed in Appendix 2. These describe how the school is taking action to fulfil both the general and specific duties.

Our action plans are cross-referenced with the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis (at least annually), through the governing body and when the school is inspected.

## **6. Publication and reporting**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual dSEF Reports.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2020.

# The Dean Trust Schools

## Strategic Equality Plan 2016 – 2019

### Appendices

<b>Appendix 1</b>	<b>Regional Equality Objectives</b>
<b>Appendix 2</b>	<b>School Equality Objectives and Action Plan</b>
<b>Appendix 3</b>	<b>Current school Access Plan</b>

## Regional Equality Objectives

### North West

#### **1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

#### **2. Implement Government Bullying Guidance and reduce Identity based bullying in schools**

Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

#### **3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

#### **4. Reduce the number of NEETs**

The North West has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group within England. Being NEET is a major disadvantage to young people.

#### **5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

#### **6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that all Schools must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors. An example of this is the may be the Channel – Safeguarding Vulnerable People from Being Drawn into Terrorism for staff.

## Ashton on Mersey School Equality Policy and Action Plan 2016-19

### Equality Objective 1.

*Ensure the School's commitment to equality is evident in its strategic development planning, promotion and self-review process.*

### Our Research:

*Although the School's commitment to equality is evident, it is not always visible. By identifying and exemplifying in our work the focus we have on equality and diversity will establish a higher profile for equality issues across all school functions. Increased opportunities for pupils to engage in 'equality and diversity' learning needs to be signposted.*

### Information from Engagement:

*Headteacher and SLT will ensure that all documentation that is used for promotion, self-review or publication addresses generic equality and diversity issues. Governing body will be able to ratify this through the Headteacher reports (SEFs) published in each academic year.*

### Data Development:

*School Prospectus  
Staff Handbook  
Headteacher reports to GB  
School magazine and other promotional materials used annually*

### This objective will be judged to be successful if...

*Equality and diversity issues are signposted in the wider curriculum in school, more clearly evidenced in school publications and staff, pupils, parents and governors are more familiar with our equality stance.*

### Actions:

	Description	Responsibility	Start date	End date
1.1	Ensure SMSC materials signpost equality position	HEP/JUS	September 16	September 19
1.2	Ensure all School documentation is equality focused and visible	SLT	September 16	September 19
1.3	Self evaluation processes identify how further improvements will be made	SLT/GB	September 16	September 19

### Review

*September 2017- Having established the Equality Policy and Action Plan much has been done to raise awareness of equality and diversity issues in school. Form Tutor activities and PSHE materials that are used have been checked to ensure they address equality provision*

where required. Ensuring equality and diversity is visible on all publications developed in the school- website, prospectus, promotional material and advertorials has been emphasised through the SLT having a clearer steer through the SEP. Equality in provision has been a central theme whilst developing the whole school SIP for 2017-18 and subsequent dSIPS.

**Suggested amendments for subsequent years.**

No immediate amendments necessary but our work in this area needs to be maintained.

**Objective 1 *Ensure the School's commitment to equality is evident in its strategic development planning, promotion and self-review process.***

Actions	Target Date	Evidence / Outcomes	Staff	Monitoring & Review
Ensure that the school's commitment to equality is embedded in its key strategies, policies and documents	Commitment to be included in documents annually	The school's commitment to equality is evident in the following documents: School Prospectus Staff Handbook 3 x yearly Headteachers reports to Governors (reflecting equality issues raised across the school) School magazine Other promotional materials	Headteacher and SLT	Annually by Headteacher and GB

**Equality Objective 2**

To reduce the gaps in attainment across all key stages (between each individual vulnerable grouping and non-vulnerable pupils). This will be evidenced through the progress made from KS2-4 for targeted groups of pupils.

**Our Research and 2016-17 SMART targets:**

**Pupil Premium**

- To reduce the gaps in attainment between PP and Non PP pupils in key indicators to no more than 10%. To reduce the gap in progress from 0.25 in favour of Non PP to 0.1.

**Last year** in Basics (A\*-C in Eng and Maths) gap in favour of Non PP 17% (9-4 E/M 25%)  
 in 3+A\*-A gap in favour of Non PP 12% (A\*/A 9/7 15%)  
 in English Baccalaureate gap in favour of Non PP 5% (standard pass 13%)  
 in English gap in favour of Non PP 8% (9-4 18%)  
 in Maths gap in favour of Non PP 23% (9-4 25%)  
 Progress 8 gap in favour of Non PP 0.25 TBC

### Gender

- To reduce the gap in girls' and boys' attainment performance in the majority of indicators to no more than 10%. To reduce the gap in progress from 0.25 in favour of girls to 0.1.

**Last year** in Basics (A\*-C in Eng and Maths) gap in favour of girls 16% (9-4 E/M 3% in favour of girls)  
 in 3+A\*-A gap in favour of girls 9% (9-7 A\*/A 9% in favour of girls)  
 in English Baccalaureate gap in favour of girls 17% (standard pass 12% in favour of girls)  
 in English gap in favour of girls 19% (9-4 11% in favour of girls)  
 in Maths gap in favour of girls 9% (9-4 6% in favour of boys)  
 Progress 8 gap in favour of girls 0.25 TBC

### SEND

- To reduce the gaps in attainment between SEND and Non SEND pupils in key indicators to no more than 40%. To reduce the gap in progress from 0.17 in favour of Non SEND to 0.1.

**Last year** in Basics (A\*-C in Eng and Maths) gap in favour of Non SEND 59% (9-4 E/M 41% in favour of NS)  
 in English Baccalaureate gap in favour of Non SEND 26% (standard pass 26% in favour of NS)  
 in English gap in favour of Non SEND 54% (9-4 40% in favour of NS)  
 in Maths gap in favour of Non SEND 47% (9-4 37% in favour of NS)

### Information from Engagement:

*Co-ordinator of PP for the school now specifically identifies funding and strategies that will have a direct impact on PP pupils. SENCO identifies specific strategies for SEND pupils to achieve aspirational targets, providing bespoke intervention when required. Targets are tracked at each data assessment window across KS4 to evidence progress against gap targets made with specific*

groups.

**Data Development:**

*Data Assessment (autumn 1, autumn 2, spring and summer 1.)*

*Pupil voice and parental surveys.*

**This objective will be judged to be successful if...**

The performance gap between disadvantaged students and the non-disadvantaged students narrows to below 10%.

**Actions:**

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>End date</b>
1.1	Monitor PP funding ensuring the spend explicitly impacts positively on performance.	ROW	September 16	September 19
1.2	Collect data at all assessment windows and assess progress made against targets and necessary interventions including gender	JOK/SAW	September 16	September 19
1.3	Ensure aspirational goals for SEND pupils and utilise data produced to arrange bespoke activities for learners under achieving.	MAF	September 16	September 19

**Review**

September 2017- Success rates for each target area are identified in red on the targets above. It is clear much further work needs to be done to secure reduction in gaps identified in targets for each specific focus group (PP, Gender and SEND learners). The Year 2016-17 proved challenging in terms of securing the gaps required as the volatility of exams without clear grade boundaries was always going to have an unknown effect on outcomes. Despite this significant reductions in gaps have been made in both gender and SEND focus groups, although disappointingly the PP focus group will need to reassessed in terms of interventions required.

**Suggested amendments for subsequent years.**

2017-18.

- Revisit PP plans to maximise the impact of spend to reduce gaps
- Develop specific faculty plans for the improvement of boys performance to reduce gender gaps- evidenced through the SIP
- To ensure changes undertaken in SEND staffing have a positive effect in raising SEND attainment
- Further ensure planning for improvement in focus group activity is developed out clearly defined evidence gathering

**Objective 2** To reduce the gaps in attainment across all key stages (between each individual vulnerable grouping and non-vulnerable pupils). This will be evidenced through the progress made from KS2-4 for targeted groups of pupils.

Actions	Target Date	Evidence / Outcomes	Staff	Monitoring & Review
Ensure we provide a broad and balanced curriculum that meets all learners needs	Ongoing	Evaluation of the quality of the curriculum and annual updates. KS4 and 5 qualification offer meets current national requirements (P8, A8 and Ebacc and Post 18 access opportunities)	Curriculum Managers/ SLT	Assistant Principal KS3- ROW
Evaluate the quality of teaching and its impact on the learning of all protected characteristic groups	Ongoing	IQTL systems External evaluations of quality of teaching Views of learners, parents and staff Analysis of pupil progress by subject, cohort, gender, pupil group and teaching group Effective strategies for improving teaching: identifying best practice, monitoring and acting on findings, coherent CPD (inc. Coaching, training, mentoring, curriculum development, and tackling underperformance) Systematic performance management	All staff	DAK
Forensic management of data to monitor learner achievement and respond to variations between	Ongoing	Attainment and progress from historic examination and test results, RAISE online and comparisons with national standards Attainment and progress of current	Leadership Team	MAF SAW JOK

<p>groups of learners, courses and key stages, using trends over time and comparisons with other schools.</p>		<p>learners  Attainment and progress of sub-groups of learners. Including SEN, Gender, LAC  Attainment &amp; progress in different subjects.  Use of 'Narrowing the Gap' in school report to identify specific issues  Provision of necessary interventions</p>		
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**Equality Objective 3.**

*Ensure enhanced awareness of equality and diversity issues amongst pupils, staff and governors and that barriers to participation are removed to enable all staff and learners to play a full part in the life of the school.*

**Our Research:**

Equality and diversity are key goals that need greater emphasis in the AoM curriculum. Equality and diversity needs to be signposted as an integral part of Citizenship (British Values), pastoral activities and the SMSC curriculum.  
Some pupils find challenge in physically accessing areas of the school site, which needs to be improved.

**Information from Engagement:**

Equality and diversity work feedback to governors annually on developments taking place in the school.

**Data Development:**

School will look at Pupil Voice regularly and feedback gained from Progress Evening meetings  
Specific focus group of pupils identified to support objective- SEND.  
Site staff to undertake full site disability access audit annually.

**This objective will be judged to be successful if...**

The site is accessible to all and all staff, pupils and governors display in actions and words that they are fully committed to equality and diversity.

**Actions:**

	Description	Responsibility	Start date	End date
1.1	Identify how greater awareness of equality and diversity can be signposted in the curriculum (form time programmes, assemblies)	JUS / HEP	September 16	September 19
1.2	Seek feedback via pupil voice termly. Specific PV undertaken with SEND pupils to discuss accessibility.	ALM /JKM/MAF	September 16	September 19
1.3	Seek feedback via Progress Evenings	ALM / CHV	September 16	September 19
<b>Review</b> September 2017- A full review of Citizenship and PSHE materials have now been undertaken and the developed materials are being delivered. These materials have been amended to account for opportunities for all staff to signpost equality and diversity to our learners. Feedback is taken more regularly from all stakeholders and underpins the school improvement process undertaken at school. The Pupil Parliament programme introduced last year has significantly improved the opportunities for learners to voice their opinions on our school activity and has led to some significant changes across the school (eg improved dining facilities, enhanced extracurricular provision, site updates etc)				
<b>Suggested amendments for subsequent years.</b> Ensure the loop from receiving information from stakeholders to feeding back on developments is closed as quickly as possible and information on improvements and other changes is given back to stakeholders at all opportunities.				

**Objective 3 *Ensure enhanced awareness of equality and diversity issues amongst pupils, staff and governors and that barriers to participation are removed to enable all staff and learners to play a full part in the life of the school.***

Actions	Target Date	Evidence / Outcomes	Staff	Monitoring & Review
Ensure that the school's commitment to equality is evident in its admission procedures	Admission procedures for admission in 2017, 2018 & 2019	Admission procedures Diverse, non-stereotypical images in all marketing materials. Appeals Policy and records	Admissions team	Annually by VP- ALM

<p>Provide a clear and coherent learning experiences enabling learners to understand others, value diversity and human rights, and participate responsibly in their communities</p>	<p>Ongoing</p>	<p>Curriculum provision / documentation in Form Time activities that signpost diversity and equality issues Annual whole school assemblies delivered through SLT in the theme of 'equality' School displays eg Inspiration Corridor</p>	<p>Leadership Team</p>	<p>Annually by Assistant Principal -HEP</p>
<p>Ensure that where practicable, all buildings are accessible to all staff and learners</p>	<p>Ongoing</p>	<p>Planning documentation and DDA audits Wheelchair access to all areas and work undertaken Provision of study/social space for learners with disabilities Contractors employed by the school are made aware of the school's expectations regarding equality</p>	<p>Leadership Team</p>	<p>Estates Manager</p>

## Appendix 3

### Equality Access Assessment of the Schools within the Dean Trust July 2017: Ashton on Mersey School

The following audit is designed to assist with the review of service provision for disabled pupils/staff & visitors within the built environment.

#### 1) Safe traffic routes and pedestrian routes.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	1.1	Roads around the school are congested with parked traffic during the school day. The parking issues are most notable at the start/end of the School day as pupils arrive/leave. The parked vehicles causes the issue of clear lines of sight and audibility of pupils and parents along with mobility for those persons with such impairments. Parents & carers with mobility difficulties have attended the school during the day & evening events and have reported no issues with the facilities.	Cecil Ave & Langley Rd.	Heads letter to parents and carers about parking on the zig-zags and double yellow lines.	Head	Termly
				Request support from the local police/traffic warden to patrol the area at the peak times.	VP	Termly
				Encourage a car share scheme for staff	HR	1 Yr
				Additional restrictions on parking outside the School.	Estates	3 Yr
				Provide additional parking with school grounds.	Estates	5 Yr

#### 2) Arrangements for pedestrian access in and out of buildings.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	2.1	Access to the School is restricted to the reception desk (due to safeguarding requirements). Parents & carers with mobility difficulties have attended the school during the day & evening events and have reported no issues with the facilities.	School reception/hall 2/Drama studio	Step in to the areas listed – Provide ramp in accordance with ACoP to SEND area.	MAB	1 Yr

**3) Designated disabled parking areas for visitors and permit holders - delivery vehicles.**

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	3.1	Disabled parking provision is provided at the School.	School, 6 <sup>th</sup> Form & Training centre reception	Maintain the provision no further action required.	MAB	N/A

**4) The overall layout of the building is reasonably clear and logical.**

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	4.1	The layout of the building is reasonably clear and logical.	Whole site	Nil – To be reviewed as part of any major refurbishment or re-build.	MAB	N/A

**5) The main entrance is easy to locate and is suitably designed, installed and maintained.**

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	5.1	The Main entrance to the School, 6 <sup>th</sup> form and training school are confused by some visitors. Deliveries to the School & 6 <sup>th</sup> form are also ‘dropped off’ or re-directed. At the start and end (into the evening) of the school day visitors sometimes enter via the tennis court gates and the Archway gates. The Signage to direct visitors/deliveries should be improved. The entrance to the main school does not comply with the current width requirements for equality.	Main entrance	Improve directional signage in accordance with the ACoPs	MAB	3 Months
				Entrance doors should be a minimum of 1000mm wide opening and have assisted access/egress facilities.	MAB	2 Yrs
				Minimal size of the School reception means that it readily becomes over crowded – Extension to reception area recommended. Refurb needs to account for appropriate access	MAB	2 Yrs

*Ensure that the following are suitably designed, installed and maintained to meet the wide range of user’s needs,*

### 6) Approach, routes and street furniture.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	6.1	The approach to the main entrance to the School is off Cecil Ave for the School & 6 <sup>th</sup> Form Reception areas.	Whole site	<p>The tarmac outside the School entrance is worn with some undulations in its finish – Recommend that this is relayed as part of the proposed reception refurbishment.</p> <p>There is a small step into the school reception which does cause some issues for wheelchair users.</p> <p>The Reception is poorly laid out with restricted seating and waiting area. The reception desk does meet the equality requirements (higher and lower desk height and knee space for wheel chair users).</p> <p>There is no external street furniture adjacent to the reception area. There is adequate lighting to the external areas.</p>	MAB	6 Mths
					MWT	6 Mths
					MAB	18 Mths

### 7) Car parking.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	7.1	Adequate parking at School, 6 <sup>th</sup> form & Training School for disabled drivers.	Whole site	Nil		

### 8) External ramps and steps.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	8.1	Access to all areas of the school is available – however there are a number of locations where ramps could be installed.	Whole site	<p>Suggested ramps required from :-</p> <ul style="list-style-type: none"> <li>• Entrance to SEND area by US girls toilets</li> <li>• Outside diner – slope too steep</li> </ul>	MAB	12 Mths

## 9) Entrances.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	9.1	Entrance to comply with part M of the Building regulations.  Doors into the conservatory pond courtyard do not comply with the minimum width requirement.	Sports centre	The entrance into the sports centre (during the school day) does not comply with the regulations, however the double doors which are not used are available (tumble bar barrier access).  Ironmongery to door needs up-grading to DDA standard. Suggest doors need replacing to conform		6 Mths  12 Mths

## 10) Reception areas and lobbies.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	10.1	Hearing induction loop not fitted to the School reception, training school and sports centre reception desk & Sign.  Inadequate waiting area for the volume of pupils & visitors at peak times.  6 <sup>th</sup> Form reception satisfactory.		Fit hearing induction loop and sign.  Increase the size of the School reception area.		6 Mths  2 Yrs

## 11) Corridors and walkways.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	11.1	Several of the doors within the courtyard areas have doors which open out into the corridor – potential	Across Site	Suggest we replace doors which open into the classroom to the correct door size and DDA ironmongery.	MAB	3 Yrs

		collision hazard.  The corridors within the school are narrow given the volume of pupils who undertake a class change every 50 minutes throughout the day.		The corridors could be widened to facilitate the flow of pupil traffic during class change (only where we have space to move out into).		3 Yrs
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### 12)Internal doors, ramps and stairs.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	12.1	Many of the older doors within the school don't comply with the current standards (Observation panels, opening outwards worn and no DDA ironmongery)	Across Site	Funding dependant suggest we adapt doors to have observation panels, open the correct way and fit DDA ironmongery.	MAB	1 Yr

### 13)Lifts: Passenger lifts, platform lifts and stair lifts.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	13.1	Passenger lifts are fitted to:- <ul style="list-style-type: none"> <li>• Training centre</li> <li>• 6<sup>th</sup> Form</li> <li>• Stair lift to CR 51 – 53</li> <li>• Stair lift to CR 1 - 3</li> </ul>	Across Site	The stair lift to CR 1 – 3 is not operational, ensure new passenger lift provides access to CR 1 – 3.  The stair lift to CR 51 – 53 is in and out of repair- suggest replacement	MAB	6 Mths  3 years

### 14)WCs (both for general use and for wheelchair users).

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	14.1	Adapted WCs for able body and mobility pupils, staff & visitors provided.	Across Site	Nil  Hoist required in SEND disability toilet to provide appropriate support for pupils who require physical support	MAB	1 year

### 15)Internal surfaces.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	15.1	Differentiations between the colour, texture and contrast of floors, walls and fixtures should be given to assist partially sighted persons.	Across Site	To be considered during refurbishment and new build projects.	MAB	On going

### 16)Seating in waiting areas.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	16.1	Consideration to be given to designated areas for pupil, staff & visitors with wheel chairs – evening events etc.	Halls, drama studio etc.	To be considered during events and activities.	HOY SLT	On going

### 17)Reception counters and service desks.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	17.1	Satisfactory to most areas, however sports centre reception counter could be improved.	Sports hall	Review of sports centre reception counter desk.	MAB	1 Yr

### 18)Way finding.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	18.1	Signage within the school is none standard with a mix of sizes fonts and colour differential.	Across Site	Signage to be standardised in accordance with the RiBA/RNIB code of practice.	MAB	1 Yr

### 19)Lighting.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	19.1	Lighting levels and quality within the school is not to the current standard with a mix of colours controls.	Across Site	Lighting and controls to be standardised in accordance with the CIBSE/RNIB code of practice.	MAB	3 Yr

### 20)Acoustic environment.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	20.1	Acoustic performance within the Jackson building is poor – transfer of sound between teaching and circulation areas.	Jackson	Acoustic performance to be improved in accordance with the DfES/BRE code of practice.	MAB	3 Yr

### 21)Means of escape and alarms.

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	21.1	Current fire detection and warning system within the main school, Jackson & Sports centre does meet the current requirements of the Fire Act.	Across Site	Nil action required	Head	

### 22)Ensure that all building management services are checked on a regular basis.

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	22.1	Satisfactory	Across Site	The in-house estate's management team maintain the estate.	MAB	On going

### 23) Adaptations for SEN pupils across site and in specific classrooms and SEND area

	Ref	Observation	Location	Action	Who	Time Scale
Ashton	23.1	Satisfactory	Across Site	<p>Review undertaken at the start of each year on new pupil intake and current pupil needs.</p> <p>Adaptions undertaken depending on emerging needs of the cohort including fall and rise desks, access to areas, specialist SEND resources required etc</p>	SENCO	On going

### 24) Adaptations for Staff & Visitors

Ashton	Ref	Observation	Location	Action	Who	Time Scale
Ashton	25.1	Satisfactory	Across Site	<p>Review undertaken at the start of each year on new staff intake and current staff needs. Visitor feedback following events provides a steer on necessary adaptations.</p>	Head	On going