

Equality within the academy

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information. The aim for this is to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

In all our activities we act in accordance with the equality act and our equality policy which can be found on our website

As part of this we will:

- Publish information every year about our academy population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

At the academy we work together to eliminate all forms of discrimination, harassment and victimisation. Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.

Our academy population is predominately white-British and there are roughly equal number of boys and girls although this differs in some year groups. We have an average number of students who are eligible for free school meals. Children come from a broad socio-economic background. 17% of our students have been identified as having special educational needs, with 4% having an EHC plan which is above the national average'

Our academy improvement plan is compiled each year in discussion with all staff and governors. This makes use of comments from parents and students and aims to address inequalities that are shown through our data and raised through dialogue with all our stakeholders. Our aim is always to ensure that all students reach their full potential and make good progress.

Equality objectives

Objective 1: Reduce attainment gaps for disadvantaged students

Aim: Narrow gaps in progress and attainment between groups (Pupil Premium and SEND) and the whole cohort.

Success Criteria

- Year-on-year reduction in Progress 8 and attainment gaps for targeted groups.
- Termly data shows targeted interventions leading to measurable improvement (e.g., reading ages, subject grades).
- Attendance at intervention sessions for disadvantaged pupils is above 90%.

- Annual review demonstrates increased representation of these pupils in higher-tier GCSE entries where appropriate.

Objective 2: Improve attendance and reduce persistent absence for vulnerable groups

Aim: Raise attendance for groups with historically lower attendance (SEND, Pupil Premium).

Success Criteria

- Attendance for targeted groups improved and moving towards whole-school average.
- Reduction in the proportion of persistent absentees within each targeted group.
- Termly monitoring shows effective use of early help, pastoral support, and personalised attendance plans.

Objective 3: Foster a school culture where discrimination, bullying and harassment are actively challenged

Aim: Ensure the school environment is safe, inclusive, and respectful for all

Success Criteria

- Logged incidents of discriminatory language/behaviour (racist, homophobic, ableist, sexist) decrease year-on-year.
- Student surveys show improved feelings of safety, belonging, and respect across all groups (measured annually).
- Curriculum audits show inclusive representation across subjects (e.g., literature, history, Personal Development).

Objective 4: Promote equality, diversity and inclusion through the curriculum and wider personal development

Aim: Ensure pupils understand equality, challenge stereotypes, and respect diversity in modern Britain.

Success Criteria

- PSHE, RSE, and curriculum audits show clear planned coverage of protected characteristics.
- Evidence of inclusive curriculum enrichment (e.g., assemblies, theme weeks, role models).
- Student voice shows improved understanding of equality issues and protected characteristics.
- Positive impact seen through reductions in stereotype-related incidents or misconceptions.

Equality information

Last reviewed – Sept 2026

Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

The academy recognises that there are persistent inequalities in educational outcomes for some groups of students. Disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND) have, on average, lower levels of attainment and progress compared with their peers. Attendance remains a key area of focus, with disadvantaged pupils and some SEND learners being disproportionately represented in persistent absence figures.

We are also aware of disproportionality in behaviour sanctions, with pupils who are eligible for Pupil Premium (PP) receiving a higher proportion of sanctions compared with other groups. Addressing these imbalances is central to our commitment to equity, inclusion and the removal of barriers to achievement.

How we have due regard to our duty

The information provided here aims to show that we consider equality issues in everything that we do in the academy.

We are committed to working for the equality of all our students. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards individuals with protected characteristics we:

- Ensure related policies are in place – including anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, more able, gifted and talented and SEN.
- Give due regard of equality issues in decisions and changes we make – engaging with and consulting students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.
- Have in place an accessibility plan
- Have an induction process for new arrivals and ensure that the admission arrangements do not disadvantage groups of students
- Monitor / report on exclusions and all incidents of harassment / discrimination
- Providing adequate training for all staff members and governors including safeguarding and SEN issues
- Follow our published complaints procedure
- Adhere to non-discriminatory employment practices
- Have in place staff and student codes of conduct
- Have a balanced curriculum with an activity / enrichment programme that is accessible to all students
- Provide additional support and apply reasonable adjustments where necessary
- Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them
- Track and monitor identified groups and their access and performance and aim to reduce gaps between groups
- Keep a record, where appropriate of the protected characteristics of our students and employees

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 635

Confidentiality – Guarantees of confidentiality are given to all individuals who provide monitoring information or who take part in surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

			The academy		National (if available)
			Number	%	%
Gender	Male		329	50	
	Female		326	50	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	546	83	
		Irish	1	0.1	
		Gypsy or Irish Traveller	0	0	
		Any other White background	20	3	
	Mixed / multiple ethnic groups	White and Black Caribbean	5	0.7	
		White and Black African	6	0.9	
		White and Asian	5	0.7	
		Any other Mixed/Multiple ethnic background	12	0.2	
	Asian / Asian British	Indian	0	0	
		Pakistani	0	0	
		Bangladeshi	0	0	
		Chinese	2	0.3	
		Any other Asian background	1	0.1	
	Black / African / Caribbean / Black British	African	3	0.4	
		Caribbean	0	0	
		Any other Black / African / Caribbean background	0	0	
	Other ethnic group	Arab	2	0.3	
		Any other ethnic group	2	0.3	
	Information refused		0	0	
	Information not obtained		0	0	
Disability	Mobility and Physical Impairments		18	2.7	
	Spinal cord injury		1	0.1	
	Head / brain injury		1	0.1	
	Visual impairment		67	10	
	Hearing impairment		4	0.6	
	Balance disorders		0	0	

	Developmental impairment	1	0.1
	Cognitive impairment	8	1.2
	Specific learning disability	19	2.9
	Information refused	0	0
	Information not obtained	0	0
Special Educational Needs (SEN)	No specified special educational need	525	80
	SEND support (K)	110	16
	Education Health Care Plan (EHCP)	27	4
Religion	No religion	128	19.5
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	181	27.5
	Buddhist	1	0.1
	Hindu	1	0.1
	Jewish	0	0
	Muslim	1	0.1
	Sikh	0	0
	Any other religion	9	1.4
	Information refused	1	0.1
	Information not obtained	333	50
Pregnancy and maternity	Students who are pregnant	0	0
	Students who have recently given birth	1	0.1
Information on other groups	Students with English as an additional language (EAL)	29	4.4
	Children Looked After (CLA)	7	1
	Young carers	8	1.2
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available.		

No Information was available on the following protected characteristics.

Gender reassignment – The academy does not have any information on whether any of the students on roll had reassigned their gender

Sexual identity – The academy does not have information on whether any of the students on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked

Diversity of our workforce

The academy employs fewer than 150 staff members and therefore is not required to publish this data. The academy uses any data collected about its staff demographic to inform policies, decisions and the objectives detailed on this document.