



## Annual Equality Objectives Progress Report

Under the Public Sector Equality Duty (PSED) we are required to publish information every year on how we are complying with our duty including evidence of the progress we are making towards our PSED objectives.

### Annual progress towards our Key Objectives

- a) ensure our admissions policy and procedures are accessible to all children including those with protected characteristics.

*Admissions Policy has been subject to annual audit by Lincolnshire County Council Admissions Team and Solicitors with no concerns raised regarding our policy and its accessibility for children and those with protected characteristics.*

- b) to ensure that boys and girls, including those with protected characteristics, make similar progress at GCSE and A Level when compared to national outcomes.

*Detailed analysis of our GCSE and A Level results have been scrutinised and considered by the Governors C&S Committee to test and monitor the progress of students compared to national outcomes. No statistically significant trends have been identified.*

- c) to encourage all girls, including those with protected characteristics, to consider opting for Science and Mathematics at A Level

*We continue to encourage through our options process and internal dialogues the encouragement of girls to take Science and Mathematics at A Level and we continue to see a positive trend towards this.*

### Annual Audit of our Day to Day PSED Operations

Focus		Annual Audit of Day to Day Actions
<b>Pupil Achievement</b>	<ul style="list-style-type: none"> <li>Under-achievement is identified and appropriate intervention is applied through pupil workshops and quality first teaching.</li> <li>Pupils are able to participate in a full range of extra-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Student Progress Conversations embedded into Directed Time Calendar ensure Departments discuss the progress of all students with specific focus on those with protected characteristics.</li> <li>Compulsory Enrichment provision in Pd6 has ensured that all students can access extra-curricular as a core part of our offer.</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>Pupils respect one another.</li> <li>Pupils feel safe and valued.</li> <li>Pupils, staff and parents know that misconduct and gross misconduct will be challenged.</li> </ul>	<ul style="list-style-type: none"> <li>Bi-annual OFSTED and Anti-Bullying Alliance survey's demonstrate that the overwhelming majority of students feel safe, and valued.</li> <li>Weekly KESH team meeting and digital reporting mechanisms allows rapid intervention where concerns are reported or raised.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>All pupils experience 'good or better' lessons.</li> <li>Lessons are supportive of all pupils</li> <li>Discrimination doesn't occur</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leaders carry out regular learning walks and lesson drop ins as well as carrying out regular student voice sessions to monitor student experience.</li> <li>School Parliament also provides an outlet for students to raise concerns or issues around quality of education.</li> </ul>
<b>Leadership &amp; Management</b>	<ul style="list-style-type: none"> <li>The staff and governing body reflect the diversity of the school community.</li> <li>No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>SLT collect, analyse and publish data that includes equality assessment and standards data including: prejudice-related incidents.</li> <li>Consultation is specifically aimed at all groups, is accessible and uses technology to ensure that hard to reach groups can access consultation.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and governing body diversity continues to be a key target and focus area for improvement.</li> <li>The KESH team's regular weekly briefings by the Director of Student Intervention ensures that staff are alerted to the needs of all children and especially those who are vulnerable.</li> <li>SLT regularly review, consult and collect data on assessment, through the departmental SPCs and through the SIMS Behaviour Management and school's safeguarding systems. This is analysed at SLT, KESH and Director level to inform day to day actions.</li> <li>Consultation occurs with all groups via surveys, questionnaires and through face to face discussions in focus groups e.g. Parliament and parental focus groups as part of our Triennial Consultation Process.</li> </ul>