LANCASTER GIRLS' GRAMMAR SCHOOL

Equality Objectives: 2015 – 2020 (Reviewed June 2020)

In line with our duties under the Equality Act, we carry out an annual review of our existing practices in relation to equality and consider objectives to help us improve further. These were our objectives for the period 2015-2020, which have been reviewed annually. Objective 2 was introduced in 2017 to reflect the importance of widening access.

Moving forward we have included a draft set of objectives for 2020-2021 and invite comments from students, parents, staff and governors.

The objectives for 2020 to 2021 have been significantly changed to emphasise the importance of anti racism and reducing systemic inequality as well as consider how the school's workforce and Governing Body can become more diverse.

Objectives	Action/Strategy for 2019-2020	Resp.	Intended outcome/success criteria	Evaluation June 2020
1. Eliminating discrimination, promoting equality, and celebrating diversity	Publish and promote the Equality Policy and Plan through the school website, newsletters, assemblies, and staff meetings.	HT	Staff, students and parents aware of Policy and Plan; staff apply its principles at all times	Equality still implicit in school's core values of care, contribute and challenge. Spring term 2020 anti-racist review of curriculum began. Feedback shows that a greater emphasis could be given to equality and anti-racism and embedded throughout the curriculum.
	Involve pupils, parents and staff more in the review and monitoring of the Equality Plan and Policy.	HT	School community involved in monitoring and suggest further improvements and priorities	Pupil Attitude Questionnaire used with Y7, 9 and 11 pupils show a very inclusive community. 100% Y11, 97.7% Y9, 96% of Year 7 they have never/only occasionally witnessed racist behaviour in school. Although these statistics show us as one of the top schools in Lancashire for no racist behaviour, the increased

				number for Y7 shows we cannot be complacent.
	Continue to provide opportunities for pupils; their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities through the school's International programme including the Chinese homestay programme and more locally based enrichment opportunities.	HT	Established links with other schools and communities in this country and elsewhere.	Sixth form placements with local primary schools established. Y10 sports leaders programme with Dallas Road very successful. Chinese Homestay reintroduced Oct 2019 Cadet programme expanding and included army section from Sept 2019. Growing number of opportunities to work with pupils from other schools e.g. Lancashire book of the year, Technology, Chemistry and maths challenges. Cancellation of MFL exchanges and the Y7 French trip due to coronavirus have reduced opportunities
	Ensure the promotion of positive attitudes towards disabled people and those with different religious beliefs through the celebration of diversity in assemblies, displays and curriculum materials	HT	Frequency and diversity of Celebrations, Excellent attitudes, low/zero discrimination	Well being ambassadors appointed autumn term 2019. Worked with Y8 forms and delivered assemblies Introduction of new PSHE/Citizenship programme and further changes planned for Sept 2020.

Objectives	Action/Strategy	Resp.	Intended outcome/success criteria	Evaluation June 2020			
2. Seek to widen access to LGGS and promote social mobility	Monitor admissions data to evaluate impact of FSM oversubscription criteria, review entrance exam arrangements and promote opportunities for students of all backgrounds to visit the school	HT	LGGS intake to be more representative of local community in terms of ethnicity, and % FSM.	Changes to over subscription criteria and promotion of opportunities for disadvantaged pupils have continued to lead to an increase in the number of Pupil Premium students. Increase in admissions numbers and changes to admission policy had a significant impact on school's diversity. School is now more diverse than the local community as shown by our school census data on ethnicity.			
				%	White	BAME	Refused
				Year 7	63.3	35.3	1.3
				Year 8	72.6	27.4	0.0
				Year 9	66.7	31.3	2.1
				Year 10	70.1	29.2	0.7
				Year 11	74.1	25.9	0.0
				Year 12	78.4	19.2	2.4
				Year 13	82.2	17.0	0.7
				Concern about impact of school closure on Year 5 pupils preparing for the September entrance exams.			

Issue	Action/Strategy	Resp.	Intended outcome/success criteria	Evaluation
3.Narrow any gaps in achievement between different groups	Continue to monitor the progress made by different groups in school at every data event and put in place intervention when necessary e.g. SEN, Students new to sixth form, disadvantaged, ethnic groups	SLT	School data shows little variation in progress made by different groups and. progress is significantly positive.	Termly reports to Academic Committee and annual report to governors of achievements of different groups. The greater focus on induction for sixth form students has particularly benefited students new to the school. New students to the sixth form had higher rates of value added achievement than existing students summer 2019. SEN group made less progress, new strategies and additional support from SENCo put in place. At GCSE in 2019 all ethnic groups made positive value added, Black African +1.38 (meaning almost 1.5 grades higher in GCSEs than KS2 data would suggest) Indian +0.84, Pakistani +1.65' Chinese +0.57, White +0.49

	Continue to monitor attendance of different groups at least termly and put in place intervention when necessary	SLT AHKS4	Improvement in SEN attendance, which is below whole school.	Attendance being monitored, attendance well above national average and an improving picture for SEN and Pupil Premium students' attendance.
	Ensure that Disadvantaged Pupils funding money is targeted and used in the most effective way	HT	Improvement in progress of disadvantaged pupils and other key groups so that it mirrors whole school.	Reports to governors show a mixed picture. Some year groups more positive value added in terms of progress than others but as numbers are quite small the data will vary.
4.Narrow any gaps in participation in school life between disadvantaged pupils and other pupils in Years 7 to 11 and internal/external students in the sixth form.	Continue to publicise the use of Disadvantaged Funding to support participation in school visits and Duke of Edinburgh schemes Continue to publicise to parents the significance of registering for FSM if eligible Monitor participation rates in School Council, school visits, sporting clubs and activities and the Duke of Edinburgh scheme. Monitor involvement rates by sixth formers	HT	School data shows closing gaps in participation	Ensure all sixth formers entitled to bursary funding claim this money, as numbers appear to have declined. In 2019-20 this trend was reversed with all money claimed. High levels of involvement in school opportunities by disadvantaged pupil evident, in particular peripatetic music and Duke of Edinburgh Award.

Issue	Action/Strategy	Resp.	Intended outcome/success criteria	Evaluation
5. Encourage a more open climate in school where any bullying, particularly related to LGBT and hostile attitudes towards different groups are reported.	Anti-bullying groups set up Anti-bullying mentors/ ambassadors trained Incident/concern reporting sheet to be used by staff Staff training in dealing with radicalisation and extremism	HT All staff	Improved responses on the PAQ about talking to someone in school More accurate monitoring of concerns	PAQ does show a greater openness about talking to someone in school. A new role of learning mentors has helped this. Anna Freud survey and Lancashire Pupil Attitude Questionnaire all show a very positive and improving picture. LGBT group has a planned programme of activities. New LGBT unit Y9 Citizenship. CPOMS being used effectively to monitor bullying incidents. Prevent training for all staff planned for April but cancelled due to school closure. Assistant Headteacher and Head of KS3 Citizenship attended training in radicalisation.

Draft Equality Objectives for 2020-2025 for consultation

Objectives	Action/Strategy for 2019-2020	Resp.	Intended outcome/success criteria
1. Eliminating discrimination, promoting anti racism and equality, celebrating diversity	Review aspects of the school curriculum as a result of feedback and the need to address inequalities and promote recognises the full diversity of our society.	HT Head of English Head of History	English and History review current provision, make recommendations for change and seek views of the school community. Changes in provision made and resources allocated to where changes need to be made. Student voice sought on the impact of the new changes
	Set up a staff, governor and student group to review current school practices and make recommendation about what aspects of LGGS equality and anti racism work should be maintained, what can be improved and what we need to change	HT	Group will look at curriculum but also wider aspects of school life including established school events such as International Week, Black History Month, leadership opportunities and reporting of concerns. Group meets regularly and feedback to the rest of the school community. Recommendations built into the School Development Plan
	Implement changes planned to Citizenship at KS3 and KS4 to further develop anti racism and promote equality	AHKS4 Head of Citizenship KS3	Changes implemented. Staff feel confident about teaching new material Student voice positive about changes
	Continue to ensure non-discriminatory recruitment and employment practices following Lancashire HR policies Encourage all potential applicants to visit the school before making an application Carry out a review of Governing Body membership looking at skills needed Ensure student panels used in recruitment reflect the diversity of the school community. Seek further opportunities for staff and governor training in promoting equality and anti racism	HT Chair of Governors	Detailed analysis of recruitment data and trends with regard to race, gender and disability carried out annually and reported to the SPC sub-committee of the Full Governing Body. Increase the representation of staff and governors from the BAME communities so that this group increases in order to better reflect the diversity of our student body Training for staff and governors leads to greater understanding for staff and governors in promoting equality and anti-racism.

Objectives	Action/Strategy	Resp.	Intended outcome/success criteria
2. Seek to widen access to LGGS	Continue to monitor admissions data to evaluate impact of Pupil Premium Over subscription criteria. Review and consult on entrance exam arrangements for 2022 and admission arrangements	HT	Continue to increase % of students eligible for Pupil Premium in school Continue to publicise Pupil Premium entitlement and develop provision as needed. Carry out any proposed changes to our admission exams and admission arrangements.

Objectives	Action/Strategy	Resp.	Intended outcome/success criteria
3.Continue to promote an aspirational culture in school Narrow any gaps in achievement between different groups	Continue to monitor the progress made by different groups in school at every data event and put in place intervention when necessary e.g. SEN, EAL, Students new to sixth form, disadvantaged, any specific ethnic groups Provide high quality careers advice and guidance so that all opportunities are promoted – apprenticeships, university applications Ensure students have access to guest speakers and role models that reflect the diversity of the school community.	SLT	Continuing improvement in progress of disadvantaged pupils and other key groups so that it mirrors the whole school data Positive feedback from students and parents about the quality of advice and guidance Destinations data shows that students aim high when considering courses and apprenticeship routes.