



*Creative
Education
Trust*

Public Sector Equality Duty Statement of Intent

Equality Statement

This statement provides information about how Creative Education Trust (the Trust) ensures it meets its Specific Duties under the Equality Act 2010 (the Act) in relation to the Public Sector Equality Duty (PSED).

The PSED requires the Trust, as a body carrying out public functions, to have due regard to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

These are known as the General Duties of the PSED.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

The Trust is committed to actively examining current and proposed policies and practices, to ensure that they are not discriminatory under the Act.

The PSED also requires our academies to publish information about equalities, which can be found at appendix 1.

Protected characteristics

Under the Act, certain groups of society will be protected, by way of a particular characteristic. These are known under the Act as protected characteristics. The Trust has a statutory duty under the PSED to minimise or remove the disadvantages suffered by those with the below protected characteristics, and to promote equality for all.

The protected characteristics under the Act are:



- Age (not applicable to pupils, but applicable to staff, parents and visitors)
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership (applicable only to the first General Duty. Not applicable to pupils, but applicable to staff, parents and visitors)

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that academies aim to achieve.

Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help academies meet the general duty. They are to:

1. publish information to demonstrate how the academy is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
2. prepare and publish equality objectives.

Application

This policy applies to pupils, staff and visitors to any academy within the Trust and its principles and values apply equally to everyone.

Principles and values

We will collect and use equality information to help us to:

1. identify key issues, ensure equality for all and remove disadvantages suffered by those with protected characteristics
2. understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby make informed decision making to plan them more effectively
3. assess whether we are discriminating unlawfully when carrying out any of our functions and how we will eradicate this, as far as reasonably possible, in the future
4. ensure that staff and students alike are recognised for their talents
5. identify what the key equality issues are for our organisation and all those accessing the facilities, resources and benefits provided by the Trust.
6. prepare and publish information to demonstrate how our academy is complying with and meeting the PSED



Appendix 1 provides information about the **Wrenn School** community

Appendix 2 outlines the equality objectives for **Wrenn School**



Appendix 1

The information below demonstrates the ways that Wrenn School implements the duties of the PSED:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - Through the framework of policies implemented across the Trust
 - Equality, Diversity and Inclusion Policy
 - Supporting pupils with medical conditions policy
 - Staff code of conduct
 - Anti-bullying policy
 - Behaviour for learning policy
 - Child Protection Policy
 - Complaints Policy
 - Discipline and Grievance policies
 - Family Friendly Policy
 - Flexible Working Policy
 - Special Educational Needs and Disability Policy
 - Induction of all new staff to include staff code of conduct
 - Regular monitoring of equality data through our recruitment process
 - Regular monitoring and analysis of behaviour data
 - Through the online training “Equality, Diversity and Inclusion” provided by Learn Upon E-Learning Consultancy, as part of ongoing Trust-wide provision. Training concludes with an assessment, with a minimum pass rate before certification is issued. Staff not certified by the system have to re-complete training. Completed on a 3-year cycle.
 - Monitor the SEN register to regular and support pupils with a medical history
 - Annual safeguard training for all staff and AC members
 - Signposting the CET policies and our website and making them available for staff.

School Community data

- The percentage of pupils who have been eligible for free school meals at any point in the past six years is 28.2% compared to 15.9% nationally.
- The percentage of pupils from ethnic minority backgrounds is 45.40% compared to 32.3% nationally.
- The percentage of pupils who speak English as an additional language is 29.71% compared to 17.1% nationally.
- The percentage of pupils who have special educational needs or are disabled is 16% compared to 15.5% nationally.
- 49.88% of our pupils are girls compared to 49% nationally.
- The Wrenn School workforce consists of 116 females and 36 males in total. Of the total 152 members of staff, 19 are identified as BAME, with 6 registered as Disabled.
- Gaps remain between boys and girls, and between SEND and non-SEND students, however these are closing over time



Student destinations data 2020: TM/data

Post 16

% Russell group level 6 course	% other level 6 course	% other training	% employment	% known NEET	% not known
10%	54%	8%	28%	0%	0%

Year 11

% Continued education in school	% College of Further education	% Training – Not employed	% Employment with planned training	% Employment without planned training	% NEET
95.9%	53.1%	0.0%	1%	0.5%	2.6%

2. Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Boys underachieve in comparison to girls
- There are gaps in achievement between those in receipt of pupil premium and those that not in receipt, with attendance of those that receive pupil premium also being lower.
- Boys receive more fixed term exclusions and this impacts on their attendance and progress.
- During 2020 there has been a slight increase in racist language used by students. This is being addressed with students through assemblies and the PSHE curriculum and staff are being offered additional CPD.
- Raise the aspirations and expectations of all boys (but not at the detriment of the girls), lower ability, SEN and PP students so that the gap between sub groups and the whole school becomes negligible

The following steps have been taken in response to the data to advance equal opportunities

1. Develop our use of retrieval practice and meta-cognitive strategies to support students' understanding of the different how to learn techniques to improve progress.
2. Develop the effectiveness and efficiency of feedback and marking and embed the culture of feedback and response/ improvement from students through highly effective ACTION tasks.



3. Develop the use of in-class feedback through the introduction of new technology into classrooms (visualizers and Promethean boards).
4. Implement the newly designed curriculum so that it ensures all pupils, including disadvantaged and SEND pupils, progress towards ambitious end points
5. Develop Academic Language across the school. Introduction of a reading scheme to all year groups and clear embedded practice in lessons and feedback.
6. Cultural capital to be developed to become a key focus of curricular and extra-curricular work.
7. Create an Alternative Provision Centre to reduce the FTE and support the vulnerable students who are at risk of an exclusion.
8. Continue to build on effective strategies to promote high standards of behaviour for learning, which support good outcomes.
9. Create a bespoke programme for disadvantaged students to ensure positive behaviours and attitudes are developed.
10. Develop partnerships with parents/carers to enhance the communication between stakeholders.
11. Anti-bullying audit and strategy plan to ensuring an anti-bullying campaign becomes a high profile across the school.
12. Develop schemes of learning for years 9 and 10 for skills builder programme delivery.
13. Ensure the skills builder programme for disadvantaged students promotes self-awareness, positive human interaction, aspiration and productive independent learning.
14. Focus on employer engagement in the Curriculum and the World of Work to ensure Gatsby benchmarks are reached. Develop lasting links with employers. Continue to focus on the implementation of the Gatsby Benchmarks.
15. Continue to review guidance for all sixth form pupils over future pathways in combination with the careers lead e.g. University, Apprenticeships and the world of work.



3. Foster good relations between people who share a protected characteristic and those who do not

- Our curriculum is purposefully built to address the wider aims of our community. One such aim is to ensure we enable students to develop into global citizens, by supporting them to become articulate, resourceful, creative independent characters with a strong moral purpose who engage with education and learning, as well as the wider world.
- The RE and PSHE curriculum ensures students are taught tolerance and respect for others, with specific units focusing on disability, sexism, race and racism, homophobia as well as the use of language which could offend
- Assemblies regularly address equality and diversity issues and link to our core values of respect, responsibility and resilience as well as to 'British Values'
- LGBT/ Black history month are celebrated in school and via social media
- The curriculum supports the culture and ethos of safeguarding and helps pupils to understand how to keep themselves safe in a variety of situations.
- Students' physical and emotional well-being are nurtured. Students are encouraged to maintain a healthy lifestyle and help is provided for those who have mental health needs.
- The school encourages and supports students in the participation of DofE, Cadets and National Citizenship scheme.
- Online safety is promoted through PSHEE and assemblies. Regular information is sent to parents on keeping children safe on the internet via Twitter, school website and Facebook.
- Newcomers to the school from other countries are welcomed and accepted well. Students are prepared well for life in modern Britain. The EAL Hub is a central part of the care and guidance for the EAL students.
- Develop the cultural capital of our most vulnerable students by addressing their key areas of subject knowledge, their role as citizens in their community, their potential language gaps and limited opportunities.

The following steps have been taken in response to the data:

1. Ensure that the enrichment programme/cultural capital promotes personal development, self-confidence and acquiring of new skills for all students without any barriers that prevent participation



2. Develop a more strategic approach to review the implementation and impact of the PHSEE and Citizenship programme.
3. Curriculum areas to support delivery of skills for life, by using Skills builder transferrable skills; listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork, within lessons where appropriate.
4. Develop partnerships with parents/carers to enhance the communication between stakeholders.

Wrenn School Data:

Progress 8 by pupil group

This is revised data for 2018/2019.

Progress 8 by pupil group													
Breakdown	Cohort	Progress 8 adjusted score		Progress 8 unadjusted score		English element		Maths element		English Baccalaureate element		Open element	
		School	National	School	National	School	National	School	National	School	National	School	National
All pupils	166	0.04	-0.03	0.04	-0.03	0.02	-0.04	0.12	-0.02	-0.03	-0.03	0.06	-0.04
Male	77	-0.16	-0.27	-0.16	-0.28	-0.32	-0.45	0.24	-0.02	-0.15	-0.20	-0.34	-0.42
Female	89	0.21	0.22	0.21	0.22	0.32	0.39	0.02	-0.02	0.08	0.14	0.40	0.35
Disadvantaged	52	-0.28	0.13	-0.28	0.12	-0.23	0.11	-0.18	0.11	-0.38	0.14	-0.29	0.12
Ever 6 FSM	51	-0.27	0.12	-0.27	0.11	-0.22	0.10	-0.19	0.11	-0.35	0.13	-0.29	0.11
Children looked after	1	0.16	-0.02	0.16	-0.02	1.22	-0.03	-0.95	-0.02	-0.56	-0.02	0.92	-0.03
Other	114	0.19	0.13	0.19	0.12	0.14	0.11	0.26	0.11	0.13	0.14	0.22	0.12
SEN EHCP	6	-0.28	-0.03	-0.28	-0.03	-0.61	-0.04	0.17	-0.02	-0.44	-0.03	-0.19	-0.04
SEN support	18	-0.58	-0.03	-0.58	-0.03	-0.58	-0.04	-0.52	-0.02	-0.72	-0.03	-0.50	-0.04
No SEN	142	0.13	0.07	0.13	0.07	0.13	0.08	0.20	0.05	0.08	0.06	0.14	0.08
Non-mobile	157	0.06	0.00	0.06	-0.01	0.03	-0.01	0.11	0.00	0.02	0.00	0.07	-0.01
English first language	133	-0.09	-0.03	-0.09	-0.03	-0.03	-0.04	-0.01	-0.02	-0.22	-0.03	-0.05	-0.04
English additional language	33	0.55	-0.03	0.55	-0.03	0.23	-0.04	0.65	-0.02	0.76	-0.03	0.48	-0.04
Prior attainment													
Low overall	30	-0.26	-0.22	-0.26	-0.22	-0.23	-0.26	-0.09	-0.15	-0.26	-0.20	-0.40	-0.26
Middle overall	100	0.07	-0.02	0.07	-0.02	0.02	-0.02	0.19	-0.01	-0.03	-0.02	0.14	-0.02
High overall	36	0.19	0.01	0.19	0.00	0.26	0.00	0.13	0.00	0.18	0.00	0.21	0.00
Reading low	26	-0.28	-0.17	-0.28	-0.17	-0.40	-0.29	0.11	0.05	-0.27	-0.15	-0.48	-0.27
Reading middle	92	0.09	-0.02	0.09	-0.02	0.07	-0.09	0.21	0.09	0.02	-0.01	0.10	-0.05
Reading high	48	0.11	-0.01	0.11	-0.02	0.17	0.05	-0.03	-0.13	0.01	-0.02	0.26	0.02
Maths low	37	-0.22	-0.26	-0.22	-0.26	-0.07	-0.20	-0.30	-0.37	-0.29	-0.25	-0.18	-0.24
Maths middle	93	0.07	0.00	0.07	-0.01	0.06	0.03	0.19	-0.06	-0.05	-0.01	0.14	0.01
Maths high	36	0.21	0.02	0.21	0.01	0.04	-0.06	0.38	0.12	0.31	0.02	0.10	-0.03



Appendix 2

Equality objectives

Our equality objectives for 2020/2021 are:

- Ensure highly effective deployment of the 'catch up' and 'pupil premium' funding to secure improved outcomes and life chances for disadvantaged students.
- Develop a programme of learning recovery post COVID lockdown to strengthen attitudes to learning and outcomes.
- Build a curriculum that supports quality learning and builds cultural capital to improve the opportunities for all students.
- Deliver a robust programme that support personal development, attendance and welfare of all students.
- Develop external stakeholder links, higher education and businesses that enhances student experiences.
- Improve the attendance, persistent absence and fixed term exclusions of disadvantages students, who are over-represented in these figures.
- Provide all disadvantaged students with chrome books so they can access education during lockdown (232 devices handed out).
- Ensure all disadvantaged and vulnerable students have continued pastoral care during COVID lockdown.
- Develop 'Academic Language' throughout the school to improve the literacy and reading skills of all students.
- Improve the outcomes for all disadvantages (PP, SEN, LAC) students across the school to narrow the achievement gaps.
- Support the MA students to secure the highest grades across all their subjects in every year group.

These objectives are described in more detail in the Academy Improvement Plan. Progress towards achieving these objectives is under constant review and is reported to governors at every local governing body meeting.