HOLYWELL CHURCH OF ENGLAND MIDDLE SCHOOL

Equality Policy for Holywell School (inc. Equality Objectives)

Author	MG Simpson and J Davies
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Background

Holywell School is a caring, distinctively Christian, community-focussed Church of England School. We aim to continue the historic tradition of Church of England Schools by providing a Christian Values-inspired education of the highest quality within the context of Christian belief and practice. As a school, we are a loving, supportive community with high aspirations for all. We promote inclusion, we are proud to belong and we value each individual. We look after each other, believe in second chances and aim to be the best we can be so we can serve and support the common good.

This Equality Policy has been written in the spirit of the Church of England's Guidance "Valuing all God's Children" in which we are reminded that "every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value."

"The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique differences should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)

- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:
- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Behaviour for Learning Policy
- Anti-Bullying Policy
- Exclusion Policy
- Curriculum Policy
- Admissions Policy
- RE Policy
- PSHE Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:
- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:
- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student
- In relation to admissions.
- In the way it provides education for students.
- In the way it provides students access to any benefit, facility or service.
- By excluding a student or subjecting them to any other detriment.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise an adult – including parents, carers, members of the local community, applicants to the school.

The responsible body for the school is the governing board.

The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous

relationship between school and student, such as the provision of references on former students or access to former students' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

Roles and responsibilities

The governing board will:
- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
  - Publish equality objectives at least every four years commencing on the date of the last publication.
  - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:
- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:
- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with students as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Students will:
- Not discriminate or harass any other student or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

Guiding principles
In line with The Equality Act of 2010, everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:
- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In fulfilling the legal obligations cited above, we are guided by nine principles:
- Principle 1: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.
- Principle 2: We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate but do, nevertheless, take account of differences of life-experience, outlook and background. They also consider the differences, barriers and disadvantages which people may face.
- Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:
  - o positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
  - o positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
  - o mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, transphobic and homophobic harassment.
- Principle 4: We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development
- Principle 5: We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist
- Principle 6: We consult and involve widely. We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Principle 7: Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.
- Principle 8: We base our policies and practices on sound evidence. We maintain and publish quantitative and qualitative information which shows our compliance with the

public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

- Principle 9: Measurable objectives. We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8). The objectives which we identify consider national and local priorities and issues, as appropriate. Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them.

Due regard

As a school and a public authority, we, in the exercise of our functions, have due regard to the need to

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Public Sector Equality Duty in the 2010 Equality Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take 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;
- encourage 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.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- tackle prejudice, and
- promote understanding.

Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

The relevant protected characteristics listed again are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the 9 guiding principles on pages 2-3.

Ethos and organisation
We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:
- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying
Holywell School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the above paragraphs, namely:
- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia or transphobia.

There is guidance in the Anti-bullying Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities
The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Senior Leadership Team and the SENDCo have day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources
We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance
We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training
We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Community Cohesion
We define 'community cohesion' as working towards a society in which:
- There is a sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances are appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist, and continue to be developed in the workplace, school and wider community.
- Social mobility is encouraged and facilitated.

At Holywell we define 'community' in a number of ways:
- School community – the students we serve, their families, and our staff members.
- Our local community – our geographical community, and the people who live and/or work in our area.
- Our spiritual community – both the local Diocese of St Albans, and also the Church of England community.
- The community of Britain – with all of its ethnically rich and culturally diverse beliefs, populations and practices.
- The global community – formed by international links.

Our contribution to community cohesion can be grouped under several headings, including the following:
- Teaching, learning and curriculum
- Equality and excellence
- Engagement and ethos

Teaching, Learning and curriculum:
Our teaching and the curriculum provision supports high standards of attainment, promotes common values, and helps students understand and value the diversity that surrounds them. Lessons taught across our curriculum provide various opportunities for students to develop their understanding and empathy, promote awareness of the rights of individuals, and to develop the teamwork, skills of participation and responsible action.

Equality and Excellence:
At Holywell there is a focus on securing high standards of attainment for all students and removing barriers to learning both in the classroom and in the wider world.
Effective procedures exist within our school to tackle prejudice, bullying and harassment.

Our **admission process** promotes community cohesion and social equality.

Engagement and ethos:
Holywell prides itself in providing opportunities for young people and their families to interact and build positive relationships with people from different backgrounds, including links with different schools and communities locally, nationally, internationally and on a wider basis where possible. Our school works in partnership with many external organisations to support our students' education.

We engage with parents through an open-door ethos, parents' evenings, festivals and other celebrations.

It is important to involve children in decision-making and the organisation of the school, teaching students the importance of participation and making a difference to the school, local community and beyond.

Equality Objectives
The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are included in our School Improvement Plan and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

The specific Equality objectives in the School Improvement Plan are:
● To actively close gaps in attainment and achievement between all students and groups of students; especially students with special educational needs, disadvantaged students and student premium students.
● Further develop the tracking of students and sub-groups to inform intervention programmes and ensure no child is left behind
● To consult and involve stakeholders more widely in decisions which affect them.

Breaches of the policy
Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and Review
We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and adjust as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; disadvantage; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

The Ethos Committee of the Board of Governors will monitor and review the implementation of this policy. The Ethos Committee will review this policy and make recommendations to the full Board regarding further amendments.

This Policy was based on guidance from INSTED Consultancy

Appendix 1: Discrimination, victimisation and harassment

Discrimination on the grounds of any of the 9 protected characteristics is illegal and will not be tolerated. Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures. The 9 protected characteristics are:
- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

There are four ways in which discrimination may occur:
1. Direct discrimination: This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc.
2. Indirect discrimination: This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.
3. Victimisation: This occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.
4. Harassment: Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it. Harassment may involve any of the following:
   a. physical contact or violence;
   b. offensive humiliating and intimidating remarks or actions;
   c. exclusion from participation in job-related or classroom-related discussions, training or social or other events;
   d. unfair work allocation;
   e. unjust or excessive or humiliating criticism of performance;
   f. offensive signs or notices;
   g. graffiti;
   h. repeated demands or requests for sexual favours.

These are merely examples and not an exhaustive list. Whatever the form, the school will provide support for any member of the school community, student or staff member who feels threatened or isolated because of such actions.

Equality Objectives for Holywell School

Author	MG Simpson and J Davies
Responsibility	All staff and the governing body
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Introduction
The Equality Act 2010 sets out that all public bodies will publish equalities objectives every four years. This document identifies the equalities objectives that we have chosen to focus on over the next four years, from 2018 to 2022, to improve equality, diversity and inclusion at Holywell School.

We recognise and take very seriously our broad responsibilities as both an employer and as a provider of a service to members of the public.

Holywell School is a caring, distinctively Christian, community-focussed Church of England School. We aim to continue the historic tradition of Church of England Schools by providing a Christian Values-inspired education of the highest quality within the context of Christian belief and practice. As a school, we are a loving, supportive community with high aspirations for all. We promote inclusion, we are proud to belong and we value each individual. We look after each other, believe in second chances and aim to be the best we can be so we can serve and support the common good.

Our vision is to be an outstanding Christian learning community where everyone is valued as a unique individual and where everyone feels safe. We will aim to be the best we can possibly be, to treat others as we wish to be treated and to make a positive difference to our community and beyond. We strive to be peaceful problem-solvers with open minds and hearts, living God's love and being kind.

As a result, promoting equality is at the heart of all we do. Our equality objectives cover how we consider equality when we teach and support learning, and how we will ensure that students and staff have equality of opportunity.

Our objectives have been developed in consultation with staff and students and we will report annually on our progress. We will review our objectives and targets to ensure that they continue to be appropriately challenging.

Objective 1
To actively close gaps in attainment and achievement between all students and groups of students; especially students with special educational needs, disadvantaged students and student premium students

Review 2022
To be completed following publication of Summer assessments (inc. KS2 SATs)

Review 2021
The data gathered from this period has been limited due to the disruptions of COVID-19 and the resulting school closures. The catch-up funding that has been allocated to the school, to go towards closing the gaps, will identify shortfalls in both academic and non-academic and support them accordingly. These resources are being deployed across a range of year groups and include –
o 1-1 support programs delivered by outside agencies to address behavioural issues in certain individuals.
o The purchase of Provision Map Software to improve the tracking of students with SEND.
o Practical equipment in Science to ensure the impact of COVID restrictions does not hinder the curriculum being taught across all year groups.
o Uplift in targets for disadvantaged students in Reading applied as part of the 'Raising the Attainment of Disadvantaged Youngsters' (RADY)

NB. There was no data to review in 2020
As a school we engaged with the RADY project. This involved adjusting targets for disadvantaged students to ensure equity of opportunity.

The Student Premium Plan was adjusted accordingly to reflect this.
Data Review 2019

COHORT	MA	READ	SC TA	WRIT TA
below expected	30	42	40	46
expected	80	69	72	92
above expected	47	45	45	19
	157	156	157	157
below expected	19%	27%	25%	29%
expected	51%	44%	46%	59%
above expected	30%	29%	29%	12%
COHORT ACHIEVED STANDARD	**81%**	**73%**	**75%**	**71%**
COHORT AVERAGE POINT SCORE	**106**	**104**	**30**	**30**
EAL	MA	READ	SC TA	WRIT TA
below expected	3	4	3	2
expected	8	9	7	13
above expected	7	5	8	3
	18	18	18	18
below expected	17%	22%	17%	11%
expected	44%	50%	39%	72%
above expected	39%	28%	44%	17%

		REA	SC	WRIT
EAL ACHIEVED STANDARD	**83%**	**78%**	**83%**	**89%**
EAL AVERAGE POINT SCORE	**108**	**104**	**32**	**30**
FSM/PP	**MA**	**REA D**	**SC TA**	**WRIT TA**
below expected	9	12	12	15
expected	12	11	13	10
above expected	6	4	2	2
	27	27	27	27
below expected	33%	44%	44%	56%
expected	44%	41%	48%	37%
above expected	22%	15%	7%	7%
FSM/PP ACHIEVED STANDARD	**67%**	**56%**	**56%**	**44%**
FSM/PP AVERAGE POINT SCORE	**102**	**101**	**28**	**28**

SEND	**MA**	**REA D**	**SC TA**	**WRIT TA**
below expected	10	5	8	9
expected	6	8	6	6
above expected	4	7	2	1
	20	20	16	16
below expected	50%	25%	50%	56%
expected	30%	40%	38%	38%
above expected	20%	35%	13%	6%
SEND ACHIEVED STANDARD	**50%**	**75%**	**50%**	**44%**
SEND AVERAGE POINT SCORE	**101**	**102**	**28**	**27**

FEMALE	**MA**	**REA D**	**SC TA**	**WRIT TA**
below expected	16	22	21	16
expected	37	28	33	43
above expected	20	23	19	14
	73	73	73	73
below expected	22%	30%	29%	22%
expected	51%	38%	45%	59%
above expected	27%	32%	26%	19%
FEMALE ACHIEVED STANDARD	**78%**	**70%**	**71%**	**78%**
FEMALE AVERAGE POINT SCORE	**105**	**104**	**30**	**30**

MALE	**MA**	**REA D**	**SC TA**	**WRIT TA**
below expected	14	21	19	30
expected	43	41	39	49
above expected	27	22	26	5

	84	84	84	84
below expected	17%	25%	23%	36%
expected	51%	49%	46%	58%
above expected	32%	26%	31%	6%
MALE ACHIEVED STANDARD	**83%**	**75%**	**77%**	**64%**
MALE AVERAGE POINT SCORE	**106**	**104**	**31**	**29**

Gender:
This was a boy-heavy year group – 73 girls, 84 boys. In Maths, boys performed significantly better than girls (5% difference). This gap was the same for Reading. Writing had a 12% gap in favour of the girls.

FSM (Free School Meals)/PP (Student Premium):
FSM/PP students performed significantly below their peers. The gap was greatest in Writing. 7 of the 27 students are also on the SEN register and many are in the lower prior attainment band. Maths Value Added according to FFT for this group was +1.1. We will continue to monitor FSM/PP performance in 2019-2020.

EAL (English as an additional language):
The EAL cohort is a small proportion of the year group (12%) and, this year, many of the students were very competent English speakers; several were also very able. As a result of this profile, students performed above their peers in all subject areas.

SEND (Special Educational Needs and Disabilities):
There were no students with an EHCP in this cohort and their Special Educational Needs were very varied – some were very weak academically with poor processing skills, some were able but with complex behavioural issues. The SEND cohort performed above the whole school average for Reading with 75% achieving the expected standard as opposed to the whole school percentage of 73%. Maths and Writing were significantly below the peer group performance. Attainment of SEND students will remain as a major area for focus in 2019-2020.

Objective 2
Further develop the tracking of students and sub-groups to inform intervention programmes and ensure no child is left behind.

Review 2022
To be completed following publication of Summer assessments (inc. KS2 SATs)

Review 2021
A presentation to the governor's was delivered by the Assistant Head on March 25th 2021 to ensure they are aware of the processes in place to support disadvantaged students in school.
- *122 students qualified for Student Premium in February, 2021.*
- *This is approximately 17% of our students.*
- *81 are eligible for FSM.*
- *This is approximately 11.5% of our students.*
- *Other students who are not on our Student Premium list may still be disadvantaged. We know there are likely to be more than this. We use all our knowledge from admin staff, kitchen staff, form tutors, previous schools, wellbeing team to identify students who do not qualify for Student Premium but because of their home circumstances are likely to be at a disadvantage when it comes to learning.*

The Assistant Headteacher continues to work tirelessly to ensure that disadvantaged students are supported, especially so during the school closures. The following measures have been put in place this year to ensure we achieve equity -

- Doodle club- an online resource for students to boost confidence and attainment in Maths. Runs after school for 45 minutes. Students receive a snack and a drink and work at their own pace using this diagnostic tool. 15 year 6 students and 11 year 7 students used this regularly in the autumn term. It is beginning again this term.
- Investigating an alternative package called Mathletics to see if it serves our students better.
- Small group intervention in English and Maths
- Intervention ran from November in English -3 disadvantaged students in Year 5 and 8 disadvantaged students in Year 6 attended these groups.
- Groups will resume this term and subject teachers will reassess which students will attend.
- Teachers will monitor the impact of interventions on confidence, progress and attainment
- Positive discrimination to make sure disadvantaged students are proportionally represented in major roles in the school.
- This year of the 22 sports captains, house captains, sports ambassadors and values champions, 4 (18%) are from our disadvantaged cohort. This is the highest representation we have ever had and is in line with the proportion of disadvantaged students in the Year 8 cohort.
- 50 Laptops and tablets have been loaned to disadvantaged students from the Gale Charitable trust donation and from allocations from Central Government during the Autumn and Spring terms to ensure full access to online learning and homework.
- Many students will keep these devices until the end of their time at Holywell.
- 15 students entitled to FSM attended school during lockdown.

- o All students who attended the critical worker school were not only given vouchers to use as they wished to provide hot food but also provided with a packed lunch every day. This had a positive impact on attendance of these students.
- o Art and Chat sessions have been arranged with the current Head of Art. These sessions have been designed to help students with their mental health, self esteem and allow students an outlet for any worries or anxieties they have around returning to school. This was originally set up for Year 7 and 8, but it will now carry on through the Summer term and will be rolled out across all year groups.
- o Musical Theatre workshops have also been taking place for a number of students across all year groups. These are run by a lady who works within Musical Theatre in London. These sessions will run until the end of the Summer Term.

Review 2020
Tracking system has continued to be successful throughout the year. The RADY project (Raising Attainment of Disadvantaged Young People) has supported us over the course of the year.

- Attending regular meetings between schools to talk through strategies
- Student Premium Profiles – staff members had to interview students to talk about their aspirations for the future.
- Adjusted target setting is already in place – looking for students to make 4 points progress across the year instead of 3
- RADY were due to come in to school to observe a number of lessons and suggest points for moving forward. This was put on hold because of COVID-19.

Review 2019
Tracking system is now fully operational and teacher assessments are both reliable and accurate. They will be used to set targets for 2019-2020. We are also involved in the RADY project (Raising Attainment of Disadvantaged Young people) which will support us with this objective.

Objective 3
To consult and involve stakeholders more widely in decisions which affect them.

Review 2022
Communication continues to be vitally important. Examples include:
● Regular contact with staff members regarding proposals and working both in school and providing online for learners
● Parental satisfaction surveys following the use of online parents evening system
● Discussion at Governing Board level as to how to further develop Home-School communication (inc. use of only one form of electronic communication – WEDUC)
● Regular Headteacher updates: letters home, newsletters and video messages/assemblies
● Staff wellbeing meetings
● Staff wellbeing survey

Review 2021
Communication has been vitally important this year due to the disruption to educational services and the closure of the school. Examples include:
● Regular contact with staff members regarding proposals and working both in school and providing online for learners
● Parental satisfaction surveys following the new online parents evening system to help towards future planning
● Regular Headteacher updates: letters home, newsletters and video messages/assemblies
● Staff wellbeing virtual meetings have continued throughout
● Staff wellbeing survey

Review 2020
Continuation of stakeholder consultation. This has been particularly key when putting plans in place during the closure of the school. Examples include:
● Regular contact with staff members regarding the reopening proposals
● Parental satisfaction surveys following parents evening appointments
● Regular Headteacher updates: letters home, newsletters and video messages
● Staff wellbeing virtual meetings
● Staff wellbeing survey to be completed by the end of the Summer term

Review 2019
Much wider stakeholder consultation. Examples include:
● Consultation about new Homework practice and policy
● Consultation about new Mobile Phone Policy
● Parental and staff satisfaction surveys
● Regular Headteacher letters home and half termly newsletters
● Open forum staff meetings established
● Staff wellbeing survey
● Staff consultation re: Homework, behaviour and assessment