

Equality Objectives Action Plan Review

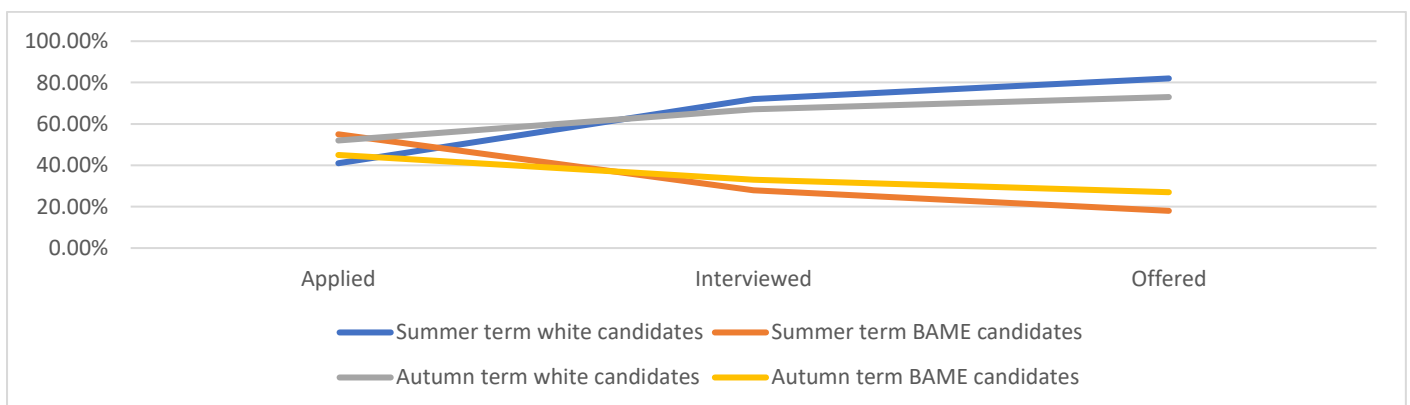
On the 8th February 2023 our Equality and Diversity policy was agreed with the below points as our Action Plan. The Trust committed to reviewing these objectives annually with a change of objectives every four years.

Objective	How will we know we have achieved the objective?	Lead and other key players
1. Build diversity monitoring into strategic workforce plan	Increased diversity in staff population and particularly SLT	HR Manager, Head Teachers
2. Ensure students with SEND have the same level of education as those without	Monitoring student outcomes and feedback from parents/carers	SEND Team, Head Teachers

Objective 1 review:

With the addition of self-service HR software, we now have a more accurate understanding of our cultural representation amongst our staff members.

Summer and Autumn term recruitment statistics showed that we are getting approximately the same amount of white and BAME candidates apply to roles. There is still a significant amount of work to be done in this area, but the number of BAME candidates being interviewed and then offered is steadily increasing.



Anecdotally we are aware that many BAME candidates were from overseas and would require sponsorship. The decision was made to appoint a small number of overseas candidates, rather than all suitable applicants, to reduce recruitment costs.

We have included the creation of a BAME leadership coaching program into our workforce development plan as a 2025 objective.

Objective 2 review:

Student and parent feedback regarding the level of care for SEND students continues to be positive. Watling Academy's OFSTED report in Summer 2023 noted the following:

- *“Leaders set very high expectations for all pupils’ work. Teachers inspire pupils to think deeply and achieve highly. Pupils enjoy being challenged because they feel safe and supported in lessons. Across the curriculum, they routinely meet and exceed these high expectations. This includes pupils with special educational needs and/or disabilities (SEND).”*
- *“Teachers receive clear information about how to support pupils' additional needs and they use it to make very effective adaptations to the curriculum for pupils with SEND. Consequently, these pupils learn and achieve very well, mostly alongside their peers.”*
- *“Pupils, including those with SEND and those from disadvantaged backgrounds, achieve exceptionally well across the curriculum.”*