



# St Damian's RC Science College: Equality Progress and Impact Report 2021

## Overview: 2021

Access Plan	Actions (focused on outcomes rather than processes)	PROGRESS AND IMPACT			
i. improvements in access to the curriculum	<ul style="list-style-type: none"> <li>• Appropriate differentiation for all, access to all aspects of curriculum at Key Stage 3 and 4 to reflect inclusive practice. Identified pupils must have specifically adapted work to meet the requirements of all subjects and GCSE courses they are following. Including specific Fieldwork and visits.</li> <li>• Enrichment Activities.</li> <li>• Curriculum – planning to include all</li> <li>• Pupils with SEND to be equally included in pupil leadership opportunities</li> </ul>	<b>School Headline Measures [Whole Cohort]</b>			
		<b>Dataset: Exams</b>	<b>2019</b>		
		<b>Cohort Summary</b>			
		Measure	Total	%	
		Cohort	153	100	
		<b>Attainment/Progress 8 Summary</b>			
		Measure	Total	%	
		Average Total Attainment 8	54.65		
		Average Total Progress 8	0.22		
		<b>Basics 9-5</b>			
		Measure	Total	%	
		Students Achieving 9-5 in English and Maths	88	57.5	
		<b>Basics 9-4</b>			
		Measure	Total	%	
		Students Achieving 9-4 in English and Maths	123	80.4	
		<b>EBacc Total Measure</b>			
		Measure	Total	%	
		Students in COHORT Achieving the EBacc (Standard Pass) (NEW)	83	54.2	
		Students in COHORT Achieving the EBacc (Strong Pass)	58	37.9	
		SEN Progress 8	-0.13		
		PP Progress 8	0.00		
		<b>National Averages 2019</b>			
		Progress 8	-0.03		
		Attainment 8	46.55		
Maths & English 9-5	43%				
Maths & English 9-4	71.2%				

		<p>EBacc Grade 5/C or above 17%</p> <p>EBacc Grade 4/C or above 25%</p> <p><b>SEN Progress</b></p> <ul style="list-style-type: none"> <li>Progress 8 -0.03</li> </ul> <p><b>PP Progress</b></p> <ul style="list-style-type: none"> <li>Progress 8 0.13</li> </ul> <p>Key Stage 3, pupils experienced a wide variety of different learning opportunities including online learning as a response to the pandemic. All pupils, regardless of disability participated in learning at home and in school. Adjustments were made to teaching styles and curriculum content to allow every pupil to experience a broad and balanced curriculum within the limitations of Covid19.</p> <p>Religious Education for all pupils includes different faiths and learning about the UK as a multi faith society.</p> <p>PSHE lessons provided opportunities for every child to investigate and understand key topics such sexism, equal rights, mental health, wellbeing, digital resilience, personal hygiene, British Values, the criminal system, sexuality and health</p> <p>PE adapted it's curriculum in light of Covid19 to allow pupils to understand how to remain fit and healthy.</p> <p>Pupil Premium report on the School website illustrates the provision made to every PP student to allow progress and life opportunities</p> <p>Student Support Officers provided a continuum of support even during lockdown to ensure that the wellbeing of all pupils was addressed, this was done through telephone calls, one to one sessions on Teams and signposting to external services. All information is available on Edaware.</p> <p>School continued to provide support to pupils by organising internal meetings with the school nurse, TOGMind practitioner and counsellors.</p> <p>Young Carers continued to be supported by V. Harrison. All YCs were seen by V.Harrison in school and contacted by phone whilst in Lockdown.</p> <p>Information was shared with all parents through the Heads communication letters regarding safeguarding issues and signposting both parents and pupils to sources where support could be obtained.</p> <p>All Year 10/11 received leaflets on coping with exam stress and were offered additional counselling.</p> <p>Social media used to share information with all members of the community on how to stay healthy and well including cybersafety, Water safety and safety around bonfire night</p>
<p>ii. physical improvements to increase access to education and associated services</p>	<ul style="list-style-type: none"> <li>Ongoing monitoring from Robertson staff</li> </ul>	<ul style="list-style-type: none"> <li>Access is available to all.</li> <li>Monitoring by Robertson's site staff means that issues are resolved in a timely manner and alternative provisions are made if necessary.</li> </ul>

<p>iii. improvements in the provision of information in a range of formats for disabled pupils</p>	<ul style="list-style-type: none"> <li>• Computer monitors and Key boards for visually impaired children.</li> <li>• Alternative formats of information for parents ie leaflets</li> <li>• Provision for parents with needs /disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP Plans are successfully followed and have made great improvements to the quality and care of pupils. Translators have been used for all parent's evenings / telephone conversations, at additional parent's evenings, SEN meetings.</li> </ul>
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Community Cohesion Plan	Actions (focused on outcomes rather than processes)	PROGRESS AND IMPACT
<p>i. teaching, learning and the curriculum</p>	<ul style="list-style-type: none"> <li>• All our staff to promote an inclusive and collaborative ethos in their work.</li> <li>• Challenge and deal with any prejudice related incidents what occur</li> <li>• To foster positive attitudes towards all pupils by ensuring that assemblies, form time, specific events to reflect the multicultural element of school</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring altered in light of Covid19 but provision made to allow all pupils to continue their learning</li> <li>• Victims supported, and perpetrators sanctioned and supported / educated.</li> <li>• Assembly file shows wide delivery of multi-cultural activities.</li> <li>• SMSC promoted across the curriculum</li> <li>• PSHE Delivered to all year groups across the broad spectrum of Social and Emotional, developing relationships, Careers and Aspirations, Finance, Environmental awareness and Right's and Responsibilities.</li> </ul>
<p>ii. equity between groups in school, where appropriate</p>	<ul style="list-style-type: none"> <li>• Ensure that monitoring informs the need for intervention</li> <li>• Same opportunities for all</li> <li>• Attendance and attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Regular contact with parents to ensure attendance and learning was the focus through Covid19 lockdowns</li> <li>• Curriculum content altered by all subjects to maximise learning and minimise gaps in learning</li> </ul>
<p>iii. engagement with people from different backgrounds, including extended services</p>	<ul style="list-style-type: none"> <li>• All information to be available in preferred language– if required</li> <li>• Students to experience other cultures through a robust PSHE curriculum and opportunities provided by other subjects such as History, Geography, Music, Art, Food</li> <li>• Acknowledgment of movement s and their impact on society and the school community such as BLM</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils and parents have access to the preferred language. Tameside policy encourages access to information in English and translation as required.</li> <li>• Black history month covered by the History department and awareness of Black Lives Matter</li> </ul>