



*Creative  
Education  
Trust*

## **Public Sector Equality Duty Statement of Intent**

### **Equality Statement**

This statement provides information about how the Creative Education Trust ensures it meets its Specific Equalities Duties. The Public Sector Equality Duty requires our academies to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account as they have protected characteristics.

- Age
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership

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 schools aim to achieve.

This policy applies to both pupils and adults and its principles and values apply equally to everyone.

### **General Duties**

The three aims of the Public Sector Equality Duty are 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.

### **Specific Duties**



The two specific duties of the Public Sector Equality Duty are intended to help schools 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.

### **Principles and values**

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

1. identify key issues
2. understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby, plan them more effectively
3. assess whether we are discriminating unlawfully when carrying out any of our functions
4. identify what the key equality issues are for our organisation
5. publish information to demonstrate how our academy is complying with the PSED
6. prepare and publish objectives to meet our PSED.

Appendix 1 provides information about Wroughton Academies community

Appendix 2 outlines the equality objectives for **Wroughton Academies** Academy



## **Appendix 1**

### **The school community 2016/17**

The percentage of pupils who have been eligible for free school meals at any point in the past six years is 34% compared to 26% nationally.

The percentage of pupils from ethnic minority backgrounds is 7% compared to 32% nationally.

The percentage of pupils who speak English as an additional language is 2.7% compared to 20% nationally.

The percentage of pupils who have special educational needs or are disabled is 15.8% compared to 13% nationally.

43% of our pupils are girls compared to 49% nationally.

0 pupils have been permanently excluded during the period 2016 - 2017.

There were 0 recorded bullying incidents during this period.

Our workforce is 13% males and 87% females.

The following data are taken from **Analyse School Performance (November 2017)** and show the academic achievement of different groups of pupils in 2016/17 national assessments at KS1.



Key stage 1 reading attainment by pupil group											
Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard ?		Achieved greater depth ?		Below pre-key stage 1 ?		Foundations ?		Working towards ?	
		Sch %	Nat ben ?	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	88	52	76	9	25	0	2	9	4	39	17
Male ?	41	49	71	10	22	0	3	10	6	41	20
Female ?	47	55	80	9	29	0	1	9	3	36	15
Disadvantaged ?	29	45	79	7	28	0	2	14	3	41	15
Other ?	59	56	79	10	28	0	2	7	3	37	15
Ever 6 FSM ?	29	45	79	7	28	0	2	14	4	41	16
Children looked after ?	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17
SEN with statement or EHC plan ?	1	0	76	0	25	0	2	0	4	100	17
SEN support ?	21	24	76	10	25	0	2	29	4	48	17
No SEN ?	66	62	83	9	29	0	0	3	2	35	14
English first language ?	88	52	76	9	25	0	2	9	4	39	17
English additional language ?	0	N/A	76	N/A	25	N/A	2	N/A	4	N/A	17

## Key stage 1 writing attainment by pupil group

This is provisional data for 2016/2017.

[Filters](#)

[Print this page](#)

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard ?		Achieved greater depth ?		Below pre-key stage 1 ?		Foundations ?		Working towards ?	
		Sch %	Nat ben ?	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	88	35	68	1	16	0	2	7	5	58	24
Male ?	41	29	61	2	11	0	3	10	6	61	29
Female ?	47	40	75	0	20	0	1	4	3	55	20
Disadvantaged ?	29	21	72	0	18	0	2	10	4	69	22
Other ?	59	42	72	2	18	0	2	5	4	53	22
Ever 6 FSM ?	29	21	72	0	18	0	2	10	4	69	22
Children looked after ?	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24
SEN with statement or EHC plan ?	1	0	68	0	16	0	2	100	5	0	24
SEN support ?	21	10	68	0	16	0	2	24	5	67	24
No SEN ?	66	44	76	2	18	0	0	0	2	56	21
English first language ?	88	35	68	1	16	0	2	7	5	58	24
English additional language ?	0	N/A	68	N/A	16	N/A	2	N/A	5	N/A	24



## Key stage 1 maths attainment by pupil group

This is provisional data for 2016/2017.

[Filters](#)

[Print this page](#)

Key stage 1 maths attainment by pupil group											
Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard ?		Achieved greater depth ?		Below pre-key stage 1 ?		Foundations ?		Working towards ?	
		Sch %	Nat ben ?	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
<b>All pupils</b>	88	44	75	0	21	0	2	10	4	45	19
Male ?	41	51	74	0	22	0	3	10	5	39	18
Female ?	47	38	76	0	19	0	1	11	3	51	19
Disadvantaged ?	29	34	79	0	23	0	2	17	3	48	16
Other ?	59	49	79	0	23	0	2	7	3	44	16
Ever 6 FSM ?	29	34	79	0	23	0	2	17	3	48	16
Children looked after ?	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	18
SEN with statement or EHC plan ?	1	0	75	0	21	0	2	100	4	0	19
SEN support ?	21	24	75	0	21	0	2	29	4	48	19
No SEN ?	66	52	83	0	23	0	0	3	2	45	15
English first language ?	88	44	75	0	21	0	2	10	4	45	19
English additional language ?	0	N/A	75	N/A	21	N/A	2	N/A	4	N/A	19

## Appendix 2

### Equality objectives 2017/18

Our equality objectives for 2017/18 are:

- Reduce the gap between free school meal children and others in attaining phonics outcomes.
- To reduce any gap between girls and boys in KS1 maths (boys slightly outperform girls), and English (girls slightly outperform boys).
- To reduce any gaps between free school meal children and others in reading, writing and maths.
- TO ensure all children with SEND support make equal or better progress than non SEND pupils.

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