

# **Okehampton College**

## **Equalities Audit**

This audit of equalities at Okehampton College is based on the format of the Equalities Award devised by EQ Associates - see [equalitiesaward.co.uk](http://equalitiesaward.co.uk)

First draft July 2018. Updated Sept 2018

This Equalities Audit was developed in response to the Equality Act 2010 which established nine 'protected characteristics'; age, disability, ethnicity, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief and sexual identity. The Act places both general and specific duties upon all public bodies, such as local authorities, schools and other state funded educational settings including children's centres and academies.

The general duty (from April 2011) requires public bodies to have due regard to:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations

The specific duties (from April 2012) require local authorities and schools to:

- Publish information which shows their compliance with the general duty
- Publish specific and measureable equality objectives to meet the general duty

By undertaking this audit we aim to demonstrate our compliance with all aspects of the legislation.

## Section 1 Commitment to Equality

1.1 The school's aims/mission statement contain(s) an explicit commitment to equality.

Evidence;

- The College follows Co-operative Values which include "Equality - Equal rights and benefits according to their contribution".
- Extract from Dartmoor Federation Equality Policy;

"The Dartmoor Federation seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community."

Areas to develop

- The College's Equalities policy is to be reviewed

1.2 The school's commitment to equality is communicated to all members of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.

Evidence;

- Senior member of staff (NO/BMH) oversees equality issues
- Respect agenda and posters around the College emphasise the College's zero tolerance towards racism, sexism, homophobia and prejudice towards the disabled.
- Visual displays – eg Pride Alliance(LGBT), anti-racism (Lessons From Auschwitz), Respect posters, MFL posters on refugees.
- Best practice shared with other schools – eg College's work with Pride Alliance LGBT+ group was extensively quoted in the Intercom Trust's document "Setting up an LGBTQI+ Straight Ally Alliance Group in an Educational Setting" in May 2016. Running of GDCSP Student Conference on 'Diversity and Prevent'. Contribution to GDCSP Student Conference on LGBT+ issues in November 2017.
- All aspects of the curriculum embody a commitment to equality. Schemes of Work from English, Humanities, PSHE. Assemblies on Refugee Week, reaction to terrorist attacks, Holocaust Memorial Day. Extended Learning Days – eg Y7 and Y9 on refugees, Y8 day of Difference, Y9 Islamophobia.
- Lesson observations focus on provision for vulnerable groups – ie Children in Care, PP, SEN etc
- There is a welcome poster in British Sign Language (BSL) in the reception area.
- Staff training on equality and diversity – inset 18.6.2018
- Articles in College newsletter on Equalities issues – eg Auschwitz visit, Pride Alliance

Areas to develop;

- Welcome poster in many languages In reception
- Incorporate commitment to equality into school website and prospectus

1.3 A nominated Governor(s) works/work in partnership with the SLT to promote equality

Evidence;

- Designated Governor Tania Skeaping (Vice Chair of Governors) appointed to oversee Equalities issues. Equalities discussed and minuted at Safeguarding and Behaviour Group 29.9.17 and at Full Governors 17.10.17.

Areas to develop;

- A Working Party on Equalities (including Designated Governor, SLT lead, Citizenship Lead etc) to meet identify priorities to improve the College's work on Equalities.
- Governor visits to focus on equalities issues
- Monitoring and effectiveness of Equalities work to be regularly reported at Governors

1.4 The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.

Evidence:

- The College collects the relevant data on the population of the school. This is broken down by ethnicity, disability and SEN, gender and proficiency in English. It is available to all staff via SIMs. Current data forms part of the Headteacher's Report which is given termly to Full Governors.

Areas to develop;

- To encourage Heads of Faculty and Student Progress Leaders to be more aware of how to access information on the school population.

1.5 Equality objectives have been drawn up in consultation with relevant stakeholders. The objectives are specific, measurable, achievable, relevant and time-related (SMART).

Evidence;

- A key College objective 2017/18 is to narrow the gap between genders to zero. The gap between genders closed from 0.39 to 0.36 from 2016 to 2017.
- A key College objective 2017/18 is to narrow the gap between PP and non PP students to zero. PP attainment has improved from -0.24 to -0.18 from 2016 to 2017. See 2.1, 2.2 and 2.3.
- College priorities for 2018/19 to include achievement for all by continuing to build an inclusive school for all students with Quality First teaching.
- To promote cultural understanding in our college between different ethnic groups in the wider community. Bridging the cultural divide through PSHE, ELDs, and Assembly programme.

Areas to develop;

To develop further strategies to close gaps between the attainment of learners.

To use this Equality Audit to set specific equality objectives.

1.6 Members of staff access continuous professional development and guidance in race equality issues.

Evidence;

- MG attended Babcock/DCC course “Responding to the Rise in Racism Masterclass” 21.3.2017. Subsequently strategy developed in College to deal with increase in racist incidents and to develop staff awareness and training.
- Guidance given to new starters in July for those teachers starting in September.
- Inset on dealing with racism in the classroom September 2017 – what to do and what not to do.
- Inset on Race Equality training delivered by Devon Development Education June 2018 as part of the Home Office funded programme Building A Stronger Britain Together in Devon.

Areas to develop:

- Inset planned on Supporting EAL learners in the classroom delivered by DCC’s EMTAS team
- Extending staff training to support staff
- Further staff inset planned on dealing with racism in the classroom as follow up to the June 2018 training.



1.7 Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc.)

Evidence;

- All teaching staff attend regular courses on different aspects of SEN. This is to update staff and to promote awareness and teaching strategies for SEN students. This information is drip-fed throughout the year via staff inset and staff after school meetings and covers the four core areas of SEN, namely Communication and interaction, Cognition and learning, Social, emotional and mental health and Sensory and/or physical. Different aspects of each core area are covered – for example by looking at SEMH and focusing on ADHD.
- LearningSupport staff attend additional courses to extend their knowledge of the needs of different learners – for example recently on ASD, ADHD, student with Downs etc.
- All staff training on Attachment disorder delivered over September Inset and October twilight – delivered by Babcock LDP giving strategies for dealing with students who have attachment disorder.
- The SENCO has recently completed training on Access Arrangements.

Areas to develop;

- To continue to develop CPD for staff for use in the classroom

1.8 Members of staff access continuous professional development and guidance in gender equality and LGBT+ issues.

Evidence:

- Stonewall 'Train the Trainer' course attended by MG (July 2014) and JG (October 2015). The 'Train the Trainer' course gives pastoral, anti-bullying and PSHE leads the knowledge, tools and confidence to train colleagues on tackling homophobic, biphobic and transphobic bullying.
- Subsequent CPD and staff training on LGBT+ issues given to staff every year in staff meetings and on Inset days. These sessions focused on dealing with homophobic language in the classroom and creating a diversity friendly atmosphere in the College.
- Intercom Trust 'Lost in Transition' course attended by MG and JG in July 2016 – this focused on the needs of trans and gender-questioning children and young people.

Areas to develop:

- Extending staff training to support staff

1.9 Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).

Evidence;

- All staff attend regular Child Protection training and a log of attendance is kept. This is compulsory. Staff who cannot attend the main session are expected to attend a mop-up session held later.
- All morning staff briefings (held thrice weekly) start with guidance from CP staff on individuals or general info for all staff.
- Plymouth Citizenship Conferences regularly attended by BMH and MG. Conference discussion in 2012 on 'No Place for Bullying' led to changes in College's approach to dealing with Equalities related bullying – the College adopted a much more pro-active stance and following discussions with SLT embarked on a student led approach to tackling homophobic bullying with Respect agenda posters, assemblies on homophobic bullying etc.
- College delivered training on new Standard Operating Procedures for visits in March 2017 with renewed stress on safeguarding.
- College operates safer recruitment training- at least one member of each recruitment panel will have attended safer recruitment training as per the Safeguarding Policy Pg8.
- Child Protection noticeboard with updates in the Staffroom

Areas to develop;

- Extending staff training to support staff

1.10 There is an effective induction programme for new members of staff which covers equality and diversity issues.

Evidence;

- There are a number of sessions run on the Staff Induction Day for new staff starting in September held in July. New staff are made aware of the Public Sector Equality Duty and the requirement to advance equality of opportunity for all protected groups. They have an opportunity to discuss what this means in practice. The overall context of the school being in a rural area with a small BME population will be discussed and the stress laid on promoting equality of opportunity for all.
- The context for the College Improvement Plan priorities of 'closing the gap' will be explained and colleagues given the opportunity to raise issues.
- All new teaching and support staff, temporary or permanent, are required to attend any whole staff safeguarding training delivered by the Designated Safeguarding Lead. On the induction day for all new staff there is session led by the SENCO on the needs of SEN students.
- Newly Qualified Teachers will be given specific guidance on how to ensure that their behaviour remains professional at all times. In particular it will be made clear that they should not engage in personal email or telephone contact with students, including instant messages, text messaging and social networking sites. They will be advised to ensure that the privacy settings on their personal e.g. Facebook pages, does not allow access to students.

Areas to develop;

- Advice to teaching staff arriving part way through the year and how to ensure consistency of messages to these staff members.
- Extending staff training to all new Support staff

1.11 Racist incidents are dealt with quickly and effectively. They are monitored and recorded.

Evidence

- Racist incidents are recorded on SIMs and also should be referred to SPLs.
- Racist incidents are reported to DCC.
- A central file of racist incidents is maintained.
- Depending on the severity of the incident this will be dealt with by SPLs or by the Assistant Principal with responsibility for Equalities.

Areas to develop

- Protocol for all staff on dealing with racist incidents in the classroom.

1.12 Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.

Evidence

- Homophobic incidents are recorded on SIMs and also should be referred to SPLs.
- Homophobic incidents are reported to DCC.
- A central file of homophobic incidents is maintained.
- Depending on the severity of the incident this will be dealt with by SPLs or by the Assistant Principal with responsibility for Equalities.

Areas to develop

- Protocol for all staff on dealing with homophobic incidents in the classroom.

1.13 The school's bullying policy covers all forms of bullying including cyber-bullying, racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.

Evidence;

- Reference is made in the College's Behaviour and uniform expectations policy to the unacceptability of bullying and racist behaviour. The policy states "Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated". In addition the policy states "Rude, derogatory, racist or defamatory language will not be tolerated."
- The College's Anti Bullying Policy highlights racist and homophobic bullying: "Comments containing ethnic, racist, homophobic or other similar remarks Any incident of perceived bullying with intent to upset through racist connotations will be taken very seriously. Perpetrators will be dealt with according to the bullying policy with such incidence being recorded on a racist register. This register will be reviewed half-termly to gauge the extent of such incidence across Okehampton College for monitoring by Governors and the School Improvement Partner and will be reviewed against College Safeguarding procedures."

Areas to develop

- To develop student involvement in reviewing and revising the anti bullying policy

## Section 2 – Narrowing the Gap

2.1 The attainment of different groups of learners (however small) is monitored rigorously e.g. Learners eligible for Pupil Premium, Looked After Children, BME pupils, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an Additional Language etc.

### Evidence:

- Attainment of PP students is monitored by class teachers, Heads of Department, Heads of faculty and SLT primarily by using Atkinson Reports and 4Matrix. Two identified problems for PP students are;
  1. that a greater proportion of the Pupil Premium students have lower literacy skills across the year groups than their non Pupil Premium counterparts. Boys in receipt of Pupil Premium funding are not making the same progress as their female counterparts. (see 2.3)
  2. That the attendance of Pupil Premium students is lower than their non PP counterparts – in June 2016 attendance was 91.8% against a target of 95%. This is especially an issue with persistent absence. This has an impact on student performance. (see 2.3)
- Attainment of Children in Care is monitored by the Designated Teacher for Children in Care CE. See 2.7.
- Attainment of other groups of learners (gender, HATs, SEN, low prior attainment) is monitored by class teachers, Heads of Department, Heads of faculty and SLT primarily by using Atkinson Reports in year predictions.
- RAISEonline is used by dedicated SLT members (see 2.2) to monitor different groups of learners.
- This information at Key Stage 4 comes from data that is produced five times a year by teaching staff.
- The College has invested in the Atkinson reports which give an analysis by gender, and SEN in order for class teachers to identify and adapt their teaching strategies.

### Areas to develop

- Attainment of BME pupils to be monitored
- Attainment of new arrivals and Young Carers



2.2 Named members of staff are responsible for overseeing provision & monitoring the experiences of different groups e.g. More able, gifted and talented, learners with EAL, New Arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers

Evidence:

- Dedicated members of SLT oversee the progress of different groups of learners;
  - Pupil Premium – CG/CE
  - High Attainers – CG
  - SEN (Statement and EHCP) – CG/CE/KM
  - Gender – CG
  - Children in Care – CE
  - EAL, BME, LGBTQ – BMH/KM
  
- In addition other members of staff have a specific responsibility for overseeing the provision of specific groups. KM is SENCO with overall responsibility for SEN. KM also line manages EAL HLTA who has specific responsibility for EAL. LGBT students are overseen by MG.

Areas to develop:

- Provision for new arrivals and Young Carers

2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.

Evidence:

- For pupil Premium students two major problems were identified with regards literacy and attendance (see 2.1):
  1. Regarding literacy the target for students eligible for pupil premium (with specific focus on boys) who are currently under age in both reading and spelling is that by the end of the year they will be at least at age expected level or exceeding. This will be supported and evidenced using the Lexia Literacy Program. A further aspirational aim is for 100% of pupil premium students (boys and girls) in Year 11 to achieve in line with their expected grades in English Language or English Literature. Okehampton College will have narrowed the gap between pupil premium students and non-Pupil Premium students at GCSE level, as measured by 2017 progress 8 results.
  2. Regarding attendance the target is to raise attendance and reduce persistent absences through the support and intervention of the Attendance Officer SP, Student Progress leaders and the education Welfare Officer.
- Pupil Premium students have benefitted from a range of different initiatives including additional funding for revision guides and trips, additional mentoring, access to Summer Schools, additional dedicated TA support in English and Maths, a Parent Support adviser and a range of 20 pledges that are detailed on the College website.
- A key performance objective for the Head Teacher is to implement strategies to close the gap between disadvantaged and non-disadvantaged students, as part of a strategic plan of the college over the next 2 to 3 years to reduce the gap to zero. (see Heads Report Full Governors 12.7.18) – example of strategies include;
  1. Achievement For All - We have implemented AFA in Year 10 with a successful pilot project for our underachieving disadvantaged students. Data demonstrates an improvement in in-year data.
  2. We have changed the financial policy for pupils in receipt of Pupil Premium - to support students in accessing the curriculum by funding CEW or specific academic resources up to £100. In addition, faculties and now parents can apply for additional non-curriculum funding - such as D of E or music lessons so students' horizons are broadened.
  3. We also shared evidential data from the Disadvantaged conference attended so teachers are aware of reasons for underachievement with this group of students - such as the cross-over effect or the fact that the gap starts from 22 months. Implemented the FIRST agenda continually.
  4. Literacy has been linked to the disadvantaged; we have shared footage from a BBC documentary to show the narrowed view of disadvantaged gifted students; we have fed back from an internal review and explained again how to combat this through QFT; I have shared KM's presentation on QFT with HOFs and continually asked them to deliver INSET at faculty level; we have explicitly shared effective teaching strategies backed by research; I have created a T&L file under PP on the T Drive AND put effective strategies for T&L in

pigeon-holes.

5. After the 'Cooperative Review' where 'no evidence' of the FIRST agenda was witnessed in lessons, we have created a T&L video focused upon questioning and ten teachers ARE seen in day-to-day lesson to be putting the FIRST agenda in place (relentless questioning, planning for engagement of disadvantaged students, knowing and targeting the students). However, this needs disseminating to staff before then following with a further review (pupil pursuit).
6. Disadvantaged students have been involved in a range of aspirational workshops and have been deliberately chosen: Business Enterprise Workshops in Year 10 and 11; IGD Employability Workshop in Year 9 (and Year 12 less academic students), Careers Events including the Apprenticeship show and The Big Bang has been aimed at Disadvantaged students; 'Project Rugby' at KS4 and 'Making Yards' with Exeter Chiefs, and specific workshops run by staff - CW and MDO to be specific, finally, all Year 11 and Year 10 students have been recipients of assemblies using alumni videos or visitors linked to disadvantaged issues: behaviour and life choices to encourage focus.
  - All Children In Care receive a Mentor and a Personal Education Plan – see 2.7.
  - Help introduced for those Year 11 students suffering from exam anxiety with 'Tapping' sessions.
  - Additional help and support planned for EAL learners – staff training for all teaching staff on supporting EAL learners in the classroom.
  - The College has invested in the Atkinson reports which give an analysis by gender in order for class teachers to identify and adapt their teaching strategies. Strategies being developed on tackling the gender gap. These indicate that progress is being made.

Areas to develop

- To review progress, targets and priorities in the light of exam results from vulnerable groups.

2.4 Attendance data is analysed by gender, ethnicity, SEN, and disability. Where relevant, procedures are in place to reduce differences in outcome.

Evidence:

- There is termly feedback to Governors by regarding attendance data as part of the College Head teacher's report to Full Governors.
- Attendance data is broken down by gender, PP and SEN.
- Since the appointment of a new Attendance Officer attendance has improved to 93.2% across the school. Attendance of PP students is 91.5% (July 2018). The Attendance Officer has worked with the EWO to reduce long term absence.

Areas to develop

- To analyse attendance data by disability and ethnicity.

2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.

Evidence:

- There is termly feedback to Governors by the SENCO KM regarding exclusion data. This is minuted in the Teaching and Learning sub committee.
- Exclusions data is broken down to include data for gender, Children in Care and SEN. Current data forms part of the Headteacher's Report which is given termly to Full Governors. Full discussion of the reasons for exclusions occurs at both the T+L sub committee and at Full Governors – see FGB minutes of 6.7.2017.

Areas to develop

- Exclusions data will be analysed for PP and ethnicity from September 2018

2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.

Evidence:

- Information is sought from newly arrived students' previous school as to their attainment and ability.
- Students are placed in age appropriate teaching groups unless parents and the school agree it would be beneficial to place them in the year group below their age, for instance when an EAL student is still improving their grammar and will benefit from an extra year's education before GCSEs.
- Students are placed in appropriate teaching groups. In the case of Faculties that group by ability then attainment at previous schools is key in determining their grouping.
- There is discussion involving the SENCO as to the most appropriate teaching groups for new students.
- Oversight of new arrivals lies primarily with their tutor.

Areas to develop:

- SLT to consider if there should be more oversight of new arrivals
- To consider an Induction mentor for new students

2.7 Intensive support is provided for learners who are achieving well below expected standards.

Evidence:

- The progress of all students is closely monitored and underachievement identified and addressed in a variety of ways. Assertive Mentoring programme for selected students in Year 10 and more in Year 11. Students are placed on the Assertive Mentoring programme if they belong to a vulnerable group (eg Child in Care) and/or are achieving below expected standards based on predicted grades. They will meet on a regular basis for structured meetings plus informal support. SMART targets are set at the meetings which are then subsequently reviewed.
- Class teachers will monitor the students in their classes and provide intervention for those students who are underachieving in a number of ways. This may involve extra sessions after school or at lunchtime. In some cases it may involve a student being taken off timetable if they have Controlled Assessment work to complete. The college provides a latebus service for students who stay beyond the normal college day. Several subjects offer revision sessions on a Saturday and during holidays to allow students to prepare for their examinations.
- Year 11 tutors provided intensive support for nominated students in different subjects in 'Tutor Takeover' sessions.
- If there are underlying wellbeing issues for an underachieving student, the Heads of House will work closely with the student, their family and in some cases external agencies to support them. This may involve monitoring reports, 1:1 meetings, regular contact with home, a reduced timetable etc. It may involve a referral to Tor Support Services for counselling.
- Students who suffer from exam stress and consequently underperform are offered sessions on how to deal with stress ('tapping'). Some students will also sit their exams in a smaller room outside the main exam hall.
- Students with Special Needs have their progress reviewed and new targets set via the use of Individual Educational Plans. IEPs are set termly and reviewed every half term. Each Teaching Assistant has 3 or 4 SEN students allocated (more for HLTAs) who they monitor. They review progress and are responsible for contact with home. IEPs will usually have parental input and agreement. JJ runs a Handwriting Club and a Dyslexia sessions weekly that are invitation only interventions.
- Pupil Premium students receive focus from class teachers and their achievement is reviewed regularly in departmental and Faculty meetings. Revision guides are provided to all PP students.
- Children in Care are supported by a dedicated team of staff, including a Designated Teacher for Children in Care and a full time member of the Inclusion and Safeguarding team. Targets are set through the Personal Education Plan (PEP) and areas that funding is required for are identified though that process in consultation with the young person, their carers, parents where appropriate, and staff from the Virtual School. Interventions that can support our Children in Care include: Extra intervention in Maths, English and Science to support achievement in those areas; trips and events aimed at raising aspirations; an annual Children

in Care conference aimed at raising aspirations and looking at post 16 options; additional careers advice; visits to post 16 providers; extra mentoring using the Devon approved Attachment Based Mentoring. This is not an exhaustive list and each package is carefully tailored around the needs of the individual student. In addition, all of our Children in Care receive mentoring from a Senior Leader.

Areas to develop

- Revision programmes for targeted learners



2.8 Supportive arrangements are in place for learners who might face challenges with homework.

Evidence:

- Homework tasks are published on the school's learning platform Show My Homework so that learners and/or their parents/carers can check deadlines and requirements.
- A Homework Club runs twice weekly after school to provide support for students who struggle to complete homework. The college provides a latebus service for students who stay beyond the normal college day. JJ also runs a Homework Club during tutor time.
- Parents are encouraged to support pupil learning through Homework. Help and advice is available to parents at a number of events – in the initial Year 7 Parents Evening in the Autumn term, in a dedicated Year 10 Parents Evening following the Year 10 exams and in a event mainly aimed at the parents of Year 11 PP students.
- The College is sensitive to the needs of different learners and staff are encouraged to set differentiated homework tasks. Some Faculties (eg English, Maths) have classes set according to ability and set homework based on the ability of the student in their set. Other Faculties (eg Humanities) are not set and will differentiate homeworks according to the ability of individual students – for example by offering 'more choice' or 'more support' with the use of writing frames etc. Staff are also encouraged to be flexible with deadlines for pupils who have difficulty in completing homework.

Areas to develop:

- Homework Policy to be reviewed by SLT in 2018/19

2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

Evidence:

- The College has in the past ensured that there is an HLTA who works with EAL students as the EAL co-ordinator. However there have been problems recruiting and retaining staff in this post. At present this post is vacant.
- SENCO Karen Moore oversees support for EAL students in the College.
- There is planned training for all staff on supporting EAL learners in the classroom from the EMTAS staff of Devon County Council/Babcock.

Areas to develop:

- HLTA for EAL to be appointed as a matter of urgency.

### Section 3 – Fostering Good Relations

3.1 The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.

Evidence:

- All staff and Governors have a good understanding of the different religious, ethnic and socio-economic groups that make up the college. Given the predominantly white-British make-up of the college community there is a special emphasis placed upon giving learners experiences that will challenge prejudiced views and in being able to ask questions that they may feel are otherwise off limits.
- The College has a long running involvement in the Barbican Theatre’s Day of Difference programme which encourages young people to examine their own values, attitudes and beliefs – ie how we deal with other people’s differences.
- The College worked with Devon Development Education in the Summer of 2018 to deliver a programme titled ‘Make A Change’ as part of the Home Office funded Building A Stronger Britain Together programme. This was aimed at vulnerable White British Y8 boys who had problems with behavior and were open to extremism – many had been involved in racist incidents. The programme involved raising aspirations and tackling some of the prejudice by encouraging pupils to increase their knowledge, empathy and toolkits for dealing with stressful situations.
- Other sessions held on Extended Learning Days and Assemblies reinforce the same message – for example Year 7 Beliefs and Values Day, sessions on refugees in Year 7 and 9, session on Islamophobia in Year 9.
- The College also places emphasis on those supported by the Pupil Premium. Using the college data base SIMS, all staff identify on registers and seating plans PP and other students who suffer from inequality. Training sessions for all staff have taken place and good practice has been shared on how to best support PP students. See 2.3.
- Governors are made aware of the progress of ethnic and socio-economic groups at regular Teaching and Learning committee meetings. Each term progress updates for KS4 and KS5 are given in order to keep all Governors aware of any gaps between minority and majority groups. Governors asks challenging questions particularly around socio-economically disadvantaged groups.

Areas to develop:

- To offer more intervention with students with behavioural issues which are often tied to under achieving White British boys, man of whom are PP.

### 3.2 The school offers a range of extended services to the local community.

#### Evidence:

- The College runs a large number of extra-curricular clubs and after school activities for students. Given the rural nature of the area the College makes a large financial commitment to run late buses on three evenings a week to enable students from outside Okehampton to attend.
- The College's Big Band plays at community events in the area.
- The College has set up and hosts the Dartmoor Teaching Schools Alliance to "Promote a culture of professional learning built around innovation, collaboration, coaching and research" in the 20 schools that make up DTSA. As part of DTSA many College staff have become Specialist Leaders in Education and delivered part of DTSA's programmes. See [dartmoortsa.org.uk](http://dartmoortsa.org.uk)
- The College plays host to many visiting teachers from abroad who come to see Teaching and Learning in an Outstanding School. In the past year there have been visits from Japan, the Czech Republic, Latvia, Italy, and Lithuania among others.
- The College hosted a Summer School for Year 6, 7 and 8 Pupil Premium students in 2015 and 2016.
- The College is used as a base for Okehampton Childrens' Centre, South West Careers Service, Growing Our Futures and Tor Support Services.
- The College has a close and long standing partnership with OCRA (Okehampton Community Recreation Association).
- The National Citizens Service uses the College as a base. Devon Youth Services liase with the College and Year 7 PSHE students visit Room 13.
- The College acts as an Emergency Rescue Centre for when the main A30 truck road has been closed. College staff have always assisted the County Council to run the Rescue Centre.

#### Areas to develop:

- To continue to develop links with all sections of the community

3.3 There are strong and positive relationships between individuals from different backgrounds within the school.

Evidence:

- The last Ofsted Parentview for which there are results (2013/14) showed very high approval ratings. 95% agreed or strongly agreed that “My Child is happy” and 97% that “My child is safe”.
- The College commissions Kirkland Rowell to undertake regular surveys of students, parents and staff. The 2016 survey shows excellent scores from the parental survey with over 83% rating the performance of the school as good and with over 98% saying that they recommend the school. Other headlines from the survey in the table below do show that there is room for improvement, and dealing with behaviour, child protection and uniform are all areas of focus going forward.

	Happy	Not happy	Safe	Not safe
KS3/4	55	21	60	16
KS5	67	12	92	1

- Curriculum Extension Week is held every July for students in Years 7, 8 and 9. This helps to foster good relationships between students and with staff. It improves teamwork and interpersonal skills of students.
- Tutor Welfare Officers act to bring resolutions to conflict and bullying within the College through restorative justice.
- There is a BSL club run in lunchtimes to facilitate communication with pupils with hearing difficulties.

Areas to develop:

- To review provision for Year 10 students in the week when Curriculum Extension Week runs.
- To use the results of the Kirkland Rowell to inform the College Improvement Plan

3.4 Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.

Evidence:

- Sessions in Extended Learning Days, notably in Year 7 with a session on Identity, looks at how identity is formed and multiple identities that pupils may have.
- Refugee Week is celebrated in College with a series of assemblies.
- The College worked with Devon Development Education in the Spring of 2018 to deliver a programme titled 'Youth Cultural Champions' as part of the Home Office funded Building A Stronger Britain Together programme. This was aimed at BME pupils in Year 8 and Year 9. The programme involved encouraging students to take pride in their ethnic, cultural and religious identity and shared ideas on how to tackle racist behavior that they might encounter in the College.
- Many subjects contribute to students reflecting on and celebrating their own culture and identity – for example Art and Drama. In English at GCSE, the poetry covers different cultures and their struggles with identity as a result of post-colonialism and displacement. (Specifically, John Agard and Carol Rumens). Staff encourage discussion of how this might relate to students personally and guide them through imagining/empathising with the experiences of the personas in the poems and then exploring the inherent racism in teaching only Euro-centric history. In Year 7 English staff teach The Romantics which has a heavy focus on the pastoral and the idealisation of agricultural life. Staff debate and discuss cities vs. countryside and students use their own histories and backgrounds to inform their opinions.

Areas to develop:

- To further develop opportunities across the College once the audit of SMSC has taken place and reviewed - for example by celebrating Black History Month, GRT month, LGBT month and religious festivals such as Chinese New Year, Eid, Diwali.

3.5 Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own.

Evidence:

- There are a number of Extended Learning Days held throughout the year. These cover a wide range of topics and try to bring wider experiences of the world and diversity to our students. In so doing they aim to develop empathy with people who have very different lives to our own students.
- In Year 7 students have experiences sessions on Refugees – we have had a Syrian refugee speaking about his experiences and speakers from Refugee Support Devon. In addition there are sessions on Identity and a Beliefs and Values Day where a number of Cultural Champions from different faiths (eg Hindu, Muslim) discuss with students their faith and beliefs.
- Year 7 students take part in the Send My Friend to School initiative that raises awareness of education in Low Income Developing Countries. This not only develops empathy with learners in poorer countries but also enables our students to take part in a Citizenship action as the completed letters or work is sent to our local MP to pass on to the Government with a view to influencing policy.
- The Year 8 Day of Difference aims to tackle intolerance by getting students to confront their own prejudices. This is an acclaimed role play and simulation that has been very effective in allowing our students to meet people from diverse backgrounds and raise questions and issues in a safe non-judgemental environment. The Barbican Theatre who run the programme have brought a number of speakers from diverse BME backgrounds to the College.
- Year 9 students have sessions on Refugees and Islamophobia. These sessions aim to tackle media myths and aim to develop empathy with others.
- We hold regular assemblies that aim to give a positive message about diversity that links current news or a commemoration or event with student attitudes in College towards those that are perceived to be different. Examples of these assemblies include after terrorist attacks(post Paris, Manchester/London bridge), celebrating Refugee Week, marking Holocaust Memorial Day etc.
- The College has again been awarded the International Schools Award in recognition of the consistent work that the College has undertaken with many different schools in other countries. We frequently welcome students from abroad (eg Poland, Denmark) and aim to enrich the experience of our students as they guide them in College for the day to experience their lessons. There are established Exchanges and links between specific faculties and other schools eg the Art department and COSAT school in South Africa.
- The College has been an active participant in the Lessons from Auschwitz project. Each year two 6<sup>th</sup> form students are chosen and join the Holocaust Education Trust on an educational visit to Auschwitz. The trip enables the lessons of the Holocaust to be learnt and transmitted to a new generation, and is also a catalyst to actions designed to combat prejudice in the College. Students have undertaken various follow up activities including inviting Holocaust survivor Zigi Shipper to speak to Key Stage 4 students, asking for pledges from students to combat prejudice and sharing their experiences with KS3 students studying the Holocaust in

#### History.

- Schemes of Work in many areas of the College promote empathy with the lives and experiences of people from different backgrounds to their own. Across Humanities whether in Beliefs and Values (study of Islam and tackling Islamophobia), Geography (studying the lives of people in Low Income Developing and Emerging Developing Countries) and in History (study of slavery and the British Empire) issues of diversity and difference are central. Other faculties including Expressive Arts and English also address issues of diversity.

#### Areas to develop:

- While the College has rightly laid stress on tackling issues of race and LGBT+ issues there is work to do on other aspects of diversity – notably dealing with ingrained sexism and prejudice towards the Gypsy Roma Travelling community.



3.6 Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.

Evidence:

- Greater Devon Co-Op Schools Partnership events held with other Co-Op schools on Student Voice, Diversity, Prevent and LGBT issues at Ashbury Hotel in 2015, 2016 and 2017. The College was central to organising each of these events. Students from the College's LGBT+ Pride Alliance group were the main platform speakers in one of the sessions at the 2017 LGBT+ Conference.
- Work Experience - The school encourages and supports work experience opportunities - for example by having placements in primary schools in the catchment area.
- The PE Department have a full range of fixtures across many different sporting disciplines with numerous schools across Devon. Our College often hosts sporting fixtures with many other schools – for example Cross Country.
- The College has entered teams in regional Debating Matters events.
- Many Year 9 MFL students complete a Language Leaders course and visit local Primary schools to assist with delivery of French.
- There are sustainable links and formal partnerships between schools. The recent (May 2017) successful application for the International Schools Award details links with six partner schools in France, Denmark, Netherlands, Italy and South Africa.
- Language Leaders in Year 9 embark on a training programme prior to delivering MFL teaching in local primary schools.
- Each July Year 6 students from the five Primary school in the Dartmoor Federation attend the College as part of Federation Fortnight. The Primary Schools involved are all small feeder primaries who may have only 4 or 5 pupils coming to the College in the September. Federation Fortnight, now in its third year, has vastly improved the transition for pupils from these small primary schools.
- The College has been an active participant in the Lessons from Auschwitz Project. Each year two 6<sup>th</sup> form students are chosen and join the Holocaust Education Trust on an educational visit to Auschwitz (see 3.5). This involves our students working closely with students from other schools.

Areas to develop:

- The College is now part of the Dartmoor Multi Academy Trust and will look to work collaboratively with other secondary schools in the MAT to provide more opportunities for our students.

3.7 Learners are provided with opportunities to interact positively with members of the local community

Evidence:

- The College has a long and successful track record in organising Work Experience for Year 10 students. Many local employers support the scheme and welcome students on Work Experience year after year. In the future Work Experience will be undertaken in Year 12.
- Some Faculties have local visitors – for example Beliefs and Values have organised regular visits to their GCSE classes with local clergy speaking to Year 10 students about Christian attitudes towards marriage and relationships. Year 12 students visited a local Buddhist Temple in South Zeal to meet a monk.
- The Alumni Project has been extremely beneficial to our Year 11 students – alumni have made videos giving exam advice and raised expectations of students in terms of careers. Alumni visited the College during the Year 10 Future First week to give help and advice in a writer's workshop and with careers.
- Extended Learning Days have provided many opportunities for interaction with the local community – in the past there have been visits from local business people, faith leaders and campaign groups.
- The College hosts a Fairtrade Schools Conference for local Primary Schools each year – this involves the town's Fairtrade group and is run by College staff assisted by Year 8 students.

Areas to develop:

- To further develop the Alumni Programme that the College has.

3.8 The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.

Evidence:

- Communication with parents involves many different media including College newsletter, letters home, texts, Facebook and Twitter. We are careful to avoid assumptions about levels of literacy skills, gender or sexual orientation in communications with home. See 4.5
- Meaningful consultation occurs with the student body via the Student Council. There is a Key Stage 3 and Key Stage 4 Student Council to encourage student input from younger students. Recent discussions have occurred over summer uniform (shorts), the refurbishment of Maths toilets and them becoming non-gendered and the introduction of combined Year 10 and 11 tutor groups (see minutes 27.6.2017).
- There is an open door policy for parents. There is easy access to members of SLT for discussion of student issues.
- The College acknowledges the full range of families in 21st century Britain and is equally welcoming and respectful towards males and females, LGBT+, younger and older parents and carers.
- There is an active PTFA group that both raises money for projects in the College and gives parents a forum to raise issues and concerns.
- The College has undertaken formal consultations with the community when it became a Foundation Trust and when the College built a wind turbine.
- Local residents are encouraged to approach the College with any issues so that they can be quickly resolved.
- The Head and Executive Head meet regularly with staff Trade Union representatives.
- A Parent Support Adviser works with local families.

Areas to develop:

- To consider the setting up of a Parents' Group for consultation.

3.9 Parents/carers are warmly encouraged to involve themselves in the life of the school.

Evidence

- Parents and carers are welcomed to regular Parents Evenings for all years. These are well supported with average turnouts of 60-70%.
- The school is welcoming to all parents and carers from all backgrounds, including those who are LGBT+.
- There is an active PTFA which involves a number of parents.
- Parents and carers are encouraged to attend a homework and revision evening in Year 10. Parents are invited into to hear about support processes for students studying for exams and what the family can do to support with home study and revision. Parents are shown how to use Show My Homework which is an online support tool to help parents navigate home-school learning.
- The parents/carers of SEN students are invited to meet with the SENCO and her team at the first Year6 Parents Eveing held in July to start to develop a close working relationship and for many students this is maintained throughout the year. The SENCO will already have visited all feeder primaries to meet SEN students in Year6.
- Parents and carers of PP students are encouraged to attend a 'Reach for the Stars' event to reinforce messages about how to support students in terms of home study and revision.
- The College has developed various methods of communicating with parents/carers to support them to become involved with the college - development of the college website, regular newsletters, Squid pay, Facebook, Twitter and texting. Parents have email access to all teaching staff and are encouraged raise any issues or concerns with relevant staff.

Areas to develop:

- To consider the setting up of a Parents' Group for consultation.

3.10 Supply teachers, visiting professionals and trainees are made to feel welcome in the school.

Evidence:

- There is consistently good feedback from visitors and PGCE students about the welcoming nature of the College, it's staff and students.
- There is an induction programme for new staff. Those starting in September come for a formal induction day in July where they are introduced to the College's policies and procedures. They are also encouraged to come into the College to familiarise themselves with their Faculty. Mentors are assigned for all NQTs. Other new staff will be given an informal buddy to help them settle into the College.
- There are visible signs welcoming visitors and guiding them to reception.
- Supply teachers are given a 'welcome pack' when they first come to the College with brief details of policies and procedures and a map. They are especially advised of where they can get extra help or support if needed via the Ready To Learn on call system. They are given extra support if it is their first time working in the College and the Cover Manager will seek to check that they are ok during their first day. They will give feedback to the Cover Manager on the classes they teach.
- Reception staff are trained in customer care. There are visible welcome signs and directional signs.

Areas to develop:

- To improve induction for those staff members that start mid year

3.11 The school manages complaints in a sensitive, just and empathic way.

Evidence:

- The College seeks to resolve complaints from parents, carers, local residents and staff informally where possible. There is easy access to members of the Senior Leadership Team who will meet and aim to resolve issues before they become formal.
- Staff Trade Unions will be informed early and invited to represent members for issues involving staff members. Staff Trade union reps have been welcomed in to help resolve issues informally when necessary.
- The school follows the DCC model complaints procedure and the policy is available on the College website to view.
- A log of complaints is kept by the College.
- There is an open door policy for staff to raise suggestions, complaints and grievances with SLT. It is the College's aim to resolve issues informally wherever possible.

Areas to develop:

- To develop a system to monitor and analyse complaints with reference to different groups of complainants
- To make available an accessible feedback box or comment book enabling anonymous suggestions

3.12 The school council/forum is democratically elected and has a meaningful role in decision-making.

Evidence:

- Meaningful consultation occurs with the student body via the Student Council. There is a Key Stage 3 and Key Stage 4 Student Council to encourage student input from younger students.
- Students are elected onto the appropriate Student Council body at the start of each school year. The Student Council meets at least once a half term with a Student Progress Leader and a member of SLT in attendance.
- Recent discussions have occurred over summer uniform (shorts), the refurbishment of Maths toilets and them becoming non-gendered and the introduction of combined Year 10 and 11 tutor groups (see minutes 27.6.2017).
- Student Council members formed one of the panels on the recent appointments of two Vice Principals.
- A noticeboard in the reception area is dedicated to the Student Council and contains a photo of members of the Student Council plus minutes from meetings.

Areas to develop:

- To encourage more representation from certain years that are under represented on the Student Council.

3.13 Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.

Evidence:

- Year 7 and 8 students have dedicated PSHE lessons. The Autumn term of Year 7 has sessions on what makes good friendships and how to recognise and tackle bullying. This is revisited in Year 8 PSHE.
- There are a number of Extended Learning Days held throughout the year. These cover a wide range of topics – they cover other forms of bullying (eg cyber bullying) but also tackle some of the underlying reasons for bullying – ie prejudice, racism and homophobia. (see 3.5 for full details of ELDs)
- We hold regular assemblies that aim to give a positive message about diversity that links current news or a commemoration or event with student attitudes in College. Without exception the message of the Assembly is to stand up to bullying and report it, for example the Respect assemblies delivered to all students in July 2018.
- There are dedicated assemblies on cyber bullying and for Anti Bullying Week. These have often been led by the College's Anti Bullying Committee.
- There are poster displays around the College drawing attention to the College's 'Respect' agenda and making clear that racist, sexist, homophobic and disablist language will not be tolerated.
- The College has been an active participant in the Lessons from Auschwitz project. Each year two 6<sup>th</sup> form students are chosen and join the Holocaust Education Trust on an educational visit to Auschwitz. The trip enables the lessons of the Holocaust to be learnt and transmitted to a new generation, and is also a catalyst to actions designed to combat prejudice in the College. Students have undertaken various follow up activities including inviting Holocaust survivor Zigi Shipper to speak to Key Stage 4 students, asking for pledges from students to combat prejudice and sharing their experiences with KS3 students studying the Holocaust in History.
- The College has a group of LGBT+ students and their supporters – Pride Alliance. This group's prime focus is to tackle homophobic bullying in the College. They have completed a poster display, held stalls in the College foyer and contributed to College assemblies and to staff CPD.
- The College has had an active Anti Bullying Committee made up of students with staff supporting. These students have intervened and enabled restorative justice in some cases. From September 2017 they merged with the College's Behaviour and Safety Ambassadors to become Tutor Welfare Officers.

Areas to develop:

- To actively involve students in anti bullying work.
- To update the poster displays for the College's Respect agenda.



3.14 Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment, exploitation and extremism.

Evidence:

- All students have attended special assemblies on Prevent and how to keep themselves safe. In these assemblies staff raised the key ideas of Prevent and what individual students should do to keep themselves safe. These have been followed up with assemblies tackling familiar arguments from extremists raised following the Manchester and London terror attacks.
- Greater Devon Co-Op Schools Partnership event held with other Co-Op schools on Diversity and Prevent at Ashbury Hotel in May 2016. This involved members of the College Student Council attending various sessions including one led by Devon and Cornwall police on case studies of individuals under the Prevent programme.
- There have been tutor time activities on Prevent with all tutor groups – discussion on the Extremism posters issued by the DFE in 2016 was followed by pupil discussion leading to class decisions on what should be added to the posters.
- The College worked with Devon Development Education in the Spring and Summer of 2018 to deliver programmes titled 'Youth Cultural Champions' and 'Make A Change' as part of the Home Office funded Building A Stronger Britain Together programme. See 3.1 and 3.4

Areas to develop:

- To display helplines and websites on posters that enable students to access help to manage risk, keep themselves safe

3.15 The school community supports and is involved in a range of charitable work.

Evidence:

- The school has a long tradition of raising money for charities and other good causes. Each September the whole College takes part in a ten mile Sponsored walk on Dartmoor. This event has been running for 15 years and allows tutor groups to bond, is good exercise for the students and has also raised well over £100k in the years that it has been running. The charities that benefit are nominated by the Student Council to form a short list before the entire student body votes for the beneficiaries – there is one local, one national and one international charity that is supported.
- Thankyou letters from the charities that have been recipients of funds are displayed in the College's reception area.
- In addition the College also holds a number of Non Uniform Days throughout the year to raise money for charities. In the academic year 2016/17 the beneficiaries were Children in Need, Comic Relief and Tor Support Services.

Areas to develop:

- To promote student engagement and ownership of the charity events that the College holds.

## Section 4 - Equality of opportunity and positive action

4.1 The different needs of male and female learners and staff members are recognised and addressed.

### Evidence:

- .As part of the drive on 'narrowing the gap' there has been dedicated training offering different strands and ideas as part of the College's CPD programme.
- The College has invested in the Atkinson reports which give an analysis by gender in order for class teachers to identify and adapt their teaching strategies. There has been dedicated Faculty time discussing the outcome of the Atkinson Reports and on tackling the gender gap and on effective strategies to do so.
- PE provision addresses the needs and preferences of both male and female learners. PE uniform requirements have been modified to enable females to wear track suit trousers if preferred. PE provision has incorporated the needs of trans students.
- The College has recently introduced a non-gendered uniform to tackle the unfairness voiced by boys of not being allowed to wear shorts in the summer term.
- The recent renovation and refurbishment of the Maths toilet blocks has been undertaken to create two non-gendered toilet areas to help address the needs of some LGBT+ students. There are other gendered toilet blocks available.
- The College has accommodated in so far as is possible any member of staff who wishes to work part time. Both male and female members of staff are allowed compassionate leave for family reasons.
- The Dartmoor MAT will report on the gender pay gap in the organisation. As a new organisation(starting 1.1.2018) the MAT is excluded from reporting this year but is well aware of the large gender pay gaps in many other MATS.
- The College is providing much of the leadership and expertise for the Dartmoor TSA which in July 2018 was made the South West regional network lead for the NCTL's Women Leaders in Education programme.

### Areas to develop:

- To monitor Pay and promotion policies and practices to ensure they do not contribute to the gender pay gap
- To have as a priority more work in the College on gender issues and stereotypes, following on from the work that has been done on diversity, race and issues of sexuality and gender.

4.2 Reasonable adjustments are made to enable individuals with disabilities to access to the physical environment of the school, the curriculum and information.

Evidence:

- The College's Accessibility Plan has recently been re-written by the SENCO KM and was effective from September 2017.
- There is a reduced timetable for some students who would struggle to cope with a full day. This may be for reasons of physical disability or due to SEMH.
- Class materials are adapted for different learners – eg providing different colour worksheets, powerpoints, exercise books. Class teachers are encouraged to be proactive by having stores of coloured paper by each staff photocopier. Overlays are also used.
- Delivery of information to students can be varied as well e.g. provision of hearing aids and microphones, large print etc.
- The physical environment has been adapted to aid physically disabled students – eg ramps, automatic door openings. Tonal contrast has been painted on steps to aid visually impaired students.
- The school provides equality of opportunity and access to school trips to all students. This may involve the use of a one to one TA for some students. Thorough planning and a commitment to equality has enabled some severely disabled students to take part, eg a student who is a wheelchair took part in the 2017 Curriculum Extension Week trip to Rome for a week. For the 2018 Geography field trip to Plymouth a protocol was written to address the needs of the risk assessment, the manual handling regulations and the needs and rights of the student.
- Students are referred to the counselling service run by Tor Support which operates from the College's premises. They operate in close liaison with the College – a recent Non Uniform Day benefitted them and they try to offer counselling sessions in non-teaching time in so far as that is possible.
- The College has employed a Deaf Inclusion worker who has supported several students in the College.
- Laptops are loaned to dyslexic students and those who have a temporary physical impairment (eg broken arm)
- The College has enabled a member of teaching staff with a disability to have their timetable altered in order to enable them to work part time for three days with rest days after each day of work.

Areas to develop:

- To consult with disabled students and their parents/carers as to the main barriers they face

4.3 Arrangements are in place to assist low income families in supporting and encouraging pupil access and engagement.

Evidence:

- Low income families are supported financially in order to promote pupil access and encouragement. Each PP student has funding to enable them to access visits and revision guides. Financial support is also available to assist in the purchase of school uniform and shoes for PP students.
- Each academic year a Disadvantaged Report is produced to identify areas of strength and weakness in exam performance in different subjects. This also reviews the provision of services for PP students and plans future interventions.
- The College has a stress on Quality First Teaching. In addition a range of strategies to engage and promote the learning of PP students was discussed during Inset - each member of teaching staff has a precis of good practice (eg mark PP work first).
- Worked with DTSA to assemble a bank of research on how to assist PP students, together with a list of Teaching and Learning strategies.
- Produced a video on Questioning strategies in the classroom on how to engage PP students and promote their progress.
- Progress of PP students is broken down and analysed as part of the College Head Teacher's report given at each Full Governors - eg May and July 2018 FGB minutes.
- Every PP student in Year 11 has a mentor who meets regularly to review performance and plan SMART targets for improvement.
- There is a focus on improving attendance of PP students by the Attendance Officer and Student Progress Leaders.
- Workshops have been organised for disadvantaged learners to work with Business Enterprise person in association with Careers South West, Project Rugby and assemblies focused upon alumni and aspirations.
- Achievement For All has been implemented to promote engagement with the families of disadvantaged learners.
- Year 10 PP students were targeted for a widening participation programme at Exeter University as part of the Year 10 Future First week.
- PP provision across the college has been audited and there has been a round of lesson observations, student voice and pupil pursuits to assess the progress of the new initiatives.

Areas to develop:

- To maintain progress and the continuation of the AFA programme given changes in SLT from September 2018.

4.4 The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.

Evidence:

- The College has considered changes to its uniform policy. Policy has been governed by the principle of having a simple uniform that is affordable, practical and smart when worn correctly. Most of the uniform is available from generic suppliers (ie supermarkets) rather than specialists – this helps to keep costs down. The only exceptions to this are the College sweatshirt and PE shirts which are branded with the College logo.
- However following representations from parents and students the College is undertaking a review of uniform with all stakeholders with a view to any changes being implemented from September 2019. In the meantime there will be a renewed focus on the current uniform being properly worn from September 2018.
- Help with the costs of uniform and school shoes is available for PP students. The scheme for help with the costs of uniform is publicised but is discretely administered.
- The College is sensitive to the needs of low income families who are not PP. No learner is made to feel uncomfortable, or discriminated against, because their parents/carers are unable to provide them with the required items of school uniform. In these cases it is usual for there to be an agreement between the Student Progress Leader and the Parent/carer to plan for when the item of uniform will be able to be afforded.
- The College has introduced a non-gender specific uniform from September 2017, allowing shorts.
- Secondhand uniform is available to support parents and carers who require it.

Areas to develop:

- To be sensitive to the needs of low income families when uniform policy is being implemented.
- To take account of the needs of low income families as well as different religious groups in the devising of any new uniform.

4.5 Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).

Evidence:

- Staff communicate with parents in a number of ways, continually reviewing and assessing individual circumstances. We acknowledge that frequent forms of written communication (letters, emails, bulletins etc.) are problematic for some parents and carers as literacy levels may not be robust enough to understand the content fully. Therefore we gather as much information as possible about home circumstances at intake and throughout the year, and will phone to speak to parents/carers when needed. There is especially frequent contact with parents/carers of SEN students – each TA has a number of SEN students assigned to them and they will ensure that there is close parental contact.
- We recognise that the home situation is not always stable with familial relationships and domestic arrangements are often fluid. Telephone calls are made whenever appropriate or a visit to the college to meet with relevant parties are appropriate depending on individual circumstances. In complex situations every effort is made to have one main college contact (or a limited number of contacts) to liaise between college and home, thus lessening the potential negative emotional impact of having a number of people involved and sensitive information being compromised. This is usually the Student Progress Leader.
- Teachers are encouraged to write subject reports in 'plain English'. Reports clearly show the parent/carer their child's target grade, current predicted grade and their attitude to learning. A key is provided to enable understanding of grades and numbers used. KS4 and KS5 students who are underperforming will have a written comment on their subject.
- Year 11 students and KS5 students are given five written reports each year, Year 10 students three written reports, and KS3 students termly data with one written report.
- Parents and carers are invited to tutor and subject evenings where they can discuss their child's progress face to face with tutors and teachers. To acknowledge the sometimes confidential content of these meetings parties can meet in a private room in the college. While there is a guideline of 5 minutes per appointment for these evenings, teachers do have the flexibility to block out more time as necessary. Alternative appointments are also offered as necessary if parents/carers cannot make the allocated evening. All rooms that are used for Parent Evenings are accessible.
- The College is committed to ensuring information is available on student progress for all parents and will use translators as necessary to enable this.
- Postcards are frequently sent home to reward a specific achievement or to celebrate progress - an effective alternative to letters. The college newsletter regularly carries information from each faculty area including literacy activities within college and includes advice for how students can be supported at home by parents, including those with weaker literacy skills themselves.

Areas to develop:

- To review feedback arrangements to parents/carers in the light of the DfE Workload Toolkit.

4.6 Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.

Evidence:

- The College follows DCC's Recruitment and Selection Guidance. There is safer recruitment training for all appropriate staff.
- Job descriptions and advertisements for vacancies follow best practice.
- Jobs are advertised in the first instance within Devon to reflect the local community.
- The College has tried to ensure that the Governing Body reflects the local community in its membership.

Areas to develop:

- To maintain best practice since the start of the MAT



4.7 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners.

Evidence:

- The College's approach is summed up in our College motto - 'Nils Satis Nisi Optimum' ie 'nothing but the best is good enough'. This applies to everything we do and now governs our thinking and motivation in our relentless quest to make continued improvement. Our Ofsted Report in 2014 stated "All students make excellent progress. The proportions gaining at least five GCSE passes at grades A\* to C, including English and Mathematics, are consistently high year on year, and in 2013 well of half of A-level entries were passed at grades A\*, A or B."
- Recently considerable changes have been made to the assessment of GCSEs. As a result, we have developed a curriculum model for Years 10 and 11 that will give students the maximum offer of qualifications that will suit their abilities and interest. Subject options are tailored to suit individual student needs rather than to fulfil the needs of the school. This means that while the Ebacc route is available and is encouraged for certain students, it will not be the correct choice for all. A Non Baccalaureate route is also available. The KS4 Options process has been devised to maximise student choice and to enable a broad and balanced curriculum to be offered. (see pupil option booklet available online)
- At Post 16 the College offers a range of options, both for students who wish to follow a traditional academic route but also a range of vocational qualifications. There are both vocational Level 1 and 2 qualifications as well as Classroom Based Vocational Level 3 qualifications alongside the traditional A levels.
- There are a range of opportunities available for HATS students. The Aspire programme runs in KS3 and KS4 with a range of speakers and activities, for example from the Widening Access programme from Plymouth University Medical School. At the start of Year 12 the College takes students to Oxbridge Colleges for a residential. There is also a programme of preparation for those students who are making an Oxbridge application.
- Careers advice is delivered through Key Stage 3 in dedicated lessons. Careers is also a focus of some of the Extended Learning days in KS3 and KS4. The Year 10 Future First week that took place in July 2018 had careers as a focus with CV writing, tips for interviews and a Dragons Den of alumni.
- Work Experience now takes place in Year 12. Work Experience in Year 10 became difficult to deliver over a number of years with declining rates of participation - the rural nature of our catchment limits the number of placements.

Areas to develop:

- To review the Year 10 Future First Week and to re-assess whether Year 10 Work Experience is desirable or viable.

## Section 5 - Celebrating diversity

5.1 The curriculum promotes fundamental British values, facilitates an understanding of multiple identities and challenges stereotyping.

### Evidence:

- The key message that is delivered within the College is about 'Respect' for others. This is reinforced in every classroom with a class photo taken at the start of the year and is a key theme in wall displays round the College and of assemblies during the year.
- Many curriculum areas promote an understanding of multiple identities and challenge stereotypes - see 3.4 and 3.5 for examples from Humanities, English and Expressive Arts. However other curriculum areas also contribute as evidenced in the July 2018 SMSC survey.
- An audit of SMSC across the College conducted in July 2018 shows the breadth of coverage of diversity.
- The College worked with Devon Development Education in the Summer of 2018 to deliver the Home Office funded Building A Stronger Britain Together programme. This had four strands - working with BME students, working with vulnerable White British Y8 boys who had problems with behavior and were open to extremism, working with a whole year group and also doing staff training on dealing with racism.

### Areas to develop:

- To review the SMSC audit to assess areas of weakness in the curriculum.

## 5.2 The school promotes positive attitudes towards multilingualism

### Evidence:

- Learners are exposed to and have opportunities to learn different languages. All KS3 students study French unless disappplied. French and Spanish is offered at GCSE and A level.
- EAL learners are encouraged and supported to take a GCSE in their first language.
- Data is collected about home languages
- MFL noticeboards celebrate the value of learning a language.
- Library noticeboards celebrate readers from around the world.

### Areas to develop:

- Welcome sign in reception in many different languages.

5.3 The school celebrates the achievements of disabled people and promotes positive role models.

Evidence:

- The College has hosted a visit from Paralympic athlete Ellie Simmonds and has noticeboards celebrating this visit.
- The Paralympics were celebrated in assemblies for all years.
- Curriculum resources are monitored and include realistic portrayals of disabled people and unhelpful stereotypes are challenged.
- Assemblies to promote British Sign Language have been held and a BSL club has been run for students.
- Individuals with disabilities are employed at the school – the College has worked with the individuals to promote positive role models of disabled people in the community.

Areas to develop:

- To review the curriculum in the light of the July 2018 SMSC survey.

5.4 The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.

Evidence:

- The College has been identified as having very good practice with regard to LGBT+ issues. Lessons tackling homophobia were first introduced about 10 years ago. Following the publication of Ofsted's report 'No Place for Bullying' the College has taken a wide range of initiatives;
- Assemblies were held to tackle homophobic language, esp the use of the phrase 'that's so gay!'. Regular assemblies delivered by the Citizenship Lead held at least twice a year reinforce this message.
- Posters were agreed with a Student Voice group that promoted the College's slogan of Respect and said that we opposed homophobic bullying and language.
- Sessions with a support worker from the LGBT+ charity the Intercom Trust have been held monthly over the past 4 years.
- A survey of attitudes towards homophobic language has been conducted.
- A club for LGBT+ students and their friends and allies was set up in 2015 – firstly it was called Alphabet Soup and now renamed Pride Alliance.
- Badges with a rainbow version of the College's logo have been produced and are widely worn by both LGBT+ and straight students.
- A noticeboard with details of the Pride Alliance group and with details of LGBT+ history is displayed.
- There has been staff training on dealing with homophobic bullying and language in the classroom on several occasions.
- Several trans students have been supported in their transition – this has involved speaking to staff and parents.
- Incidents of homophobic abuse are dealt with promptly by senior staff – usually the Assistant Principal with responsibility.
- The good practice at the College has been recognised as we contributed to the Intercom Trust's publication of 'Setting up an LGBTQI+ Straight Ally Alliance Group in an Educational Setting', and by speaking to headteachers in Exeter and at the GDCSP conference in Autumn 2017 on LGBT+ issues.

Areas to develop:

- To offer more support to trans and gender questioning students.
- To offer appropriate LGBT+ Sex and Relationships Education.

5.5 There are regular opportunities for learners to enjoy cultural and enrichment experiences (including out of school visits) that reflect and celebrate diversity.

Evidence:

- Given the isolated and rural nature of the College we have laid great stress on bringing experiences of diversity into the College.
- Extended Learning Days frequently have visitors to bring in experiences of diversity into the College. In 2017/18 these included visitors from many different faiths for a Y7 Beliefs and Values Day, visitors from the Barbican theatre for the Y8 Day of Difference, visitors from Devon Development Education for a Y8 day looking at Respect and Diversity as part of the Building A Stronger Britain Together programme and a Syrian refugee speaking to Y9 students. See 3.5 for further details.
- Year 7 students have visited Exeter Synagogue and Exeter Mosque as part of a Beliefs and Values visit.
- Every year there is a Curriculum Extension Week for Key Stage 3 students. There are trips abroad that enable our students (some of whom have never been abroad) to experience other cultures. In the last few years these have included trips to Paris, Rome, World War One Battlefields and the Mediterranean coast of France.
- The College has regular visits from schools from abroad in Denmark and Poland. This involves students accompanying students from abroad for two days to normal lessons.
- The College has been an active participant in the Lessons from Auschwitz project. Each year two 6<sup>th</sup> form students are chosen and join the Holocaust Education Trust on an educational visit to Auschwitz. The trip enables the lessons of the Holocaust to be learnt and transmitted to a new generation, and is also a catalyst to actions designed to combat prejudice in the College. Students have undertaken various follow up activities including inviting Holocaust survivor Zigi Shipper to speak to Key Stage 4 students, asking for pledges from students to combat prejudice and sharing their experiences with KS3 students studying the Holocaust in History.

Areas to develop:

- To actively seek to develop more opportunities for our students to experience different cultures.

5.6 The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust memorial day, LGBT History Month etc.

Evidence:

- The College does mark Holocaust Memorial Day with assemblies and with a group of Year 10 students visiting the HMD event that takes place in Exeter. Students on this visit contribute reflections and poetry. They have often been involved in the HMD assemblies in school.
- The College also celebrates Refugee Week with assemblies or with events in the Extended Learning Day that often coincide with the week.
- The College has also marked other events including the International Day Against Homophobia, Transphobia and Biphobia held in May with assemblies to tackle homophobia in College.
- We have also celebrated and marked World Aids Day on 1st December in the College for many years with assemblies and by selling red ribbons. This activity tackles issues of racism and homophobia while also enabling some SRE messages to be delivered (ie the use of condoms to cut STIs) and for money to be raised for charity.

Areas to develop:

- The marking and celebrating of Black History Month (BHM), Gypsy, Roma, Traveller History Month (GRTHM) and LGBT History Month etc.

5.7 The skills and talents of all learners are valued and celebrated.

Evidence:

- All learners are valued and celebrated. Learners with Special Educational Needs have their achievements celebrated on noticeboards with pupil work. SEN students also take part in a regular basis in the Jubilee Challenge event as part of Ten Tors. The Jubilee Challenge is designed specifically for young people with special needs, both physical and educational.
- Efforts are made to secure representation from different groups of students on the Student Council.
- Able, gifted and talented learners are appropriately challenged and invited to take part in the College's Aspire programme.
- Academic achievement is celebrated at an annual Awards Evening.
- Sporting achievement is celebrated on PE noticeboards.
- Talent in the Expressive Arts is celebrated in an annual show held in the summer term.
- Achievement of many students is celebrated in all school assemblies held at the end of the Autumn and Summer terms.
- Achievement is also celebrated in the College newsletter which is sent home by email and in frequent stories in the local newspaper.

Areas to develop:

- To ensure that achievements in College are more frequently reported in the local and regional press.