

The Aylesbury Vale Academy Trust

ANNUAL REPORT ON EQUALITY INFORMATION AND OBJECTIVES

JULY 2018

**Charlotte James
Equality Governor**

**Jonathan Walker
Headteacher**

**Roger Burman
Executive Principal**

Adopted by the Governing Body on July 11th 2018

The Academy Trust Policy Statement on Equality and Community Cohesion

Our Academy Trust is committed to equality both as an employer and a provider of services:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our academy is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students, extra support is needed to help them to achieve and be successful.
- We try to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or re-assignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identify and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance quality of opportunity and to foster good relations and our specific duties to publish information every year about our academy population; to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. Our new all-through campus which opened in September 2013 includes a children's centre, early year's unit, primary and secondary sites and dedicated community suite which will contribute significantly to community cohesion and our premises will be extensively available for community use.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Students from certain cultural and ethnic backgrounds.
- Students who belong to low-income households and students known to be eligible for free school meals.
- Students who have a disability.
- Students who have special educational needs.
- Boys in certain subjects and girls in certain other subjects.

As an employer we are not required to publish information on the profile of our staff as we do not employ over 150 people, but we are pleased to attach details of the profile of our staff within this report.

For more information, please contact:

Jane Gibbs (Member of staff with responsibility for equality issues)
Email: jgibbs@theacademy.me

Charlotte James (Member of Governing Body with responsibility for equality issues)
Email: governors@theacademy.me

1) INFORMATION ABOUT THE STAFF & STUDENT POPULATIONS

Detailed information about the profile of pupils can be found in annexe A to this report and for all staff in annexe B.

2) OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set out and published **equality objectives**. Details of these are set out at the end of this report.

- Achievement for disadvantaged students from low income families.
- Provision for students for whom English is an additional language.

- Creating a climate of understanding and acceptance by all students of those with differences – special educational needs, emotional needs, range of backgrounds and family circumstances.
- Training for staff and governors on Equality and Diversity issues.

3) HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Academies/Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our academy policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We aim to provide training for our governors and staff on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.
- We have an academy behaviour policy that treats all students fairly and takes into account their many differences, including culture, ethnicity and ability.
- Our robust stance on bullying is included within our behaviour policy that provides a focus on mutual respect, good relations between boys and girls, and an absence of prejudice-related bullying, including discriminatory and offensive language.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have an Individual & Additional Educational Needs Policy (incorporating SEN) that outlines the provision the academy makes for students with special educational needs.
- We have an accessibility plan that supports all members of our academy community to reach their potential through full access to all areas of academy life.
- Our admission arrangements are in line with those of the LA, giving priority to students with special educational needs and those in care.
- Our complaints procedure sets out how we deal with any complaints relating to the academy.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.

DISABILITY

We are committed to working for the equality of people with and without disabilities.

- There are no significant inequalities with relation to access to learning and facilities.
- The relationships between disabled students and others are very good.
- Performance against national benchmarks is below average for disabled students, although examination data shows an on-going annual improvement.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We monitor the attainment and progress of all disabled students.

- We make reasonable adjustments to ensure that disabled students are not put at a disadvantage compared to other students.
- We involve disabled students, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them.
- We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, we have improved the physical environment by moving into purpose build accommodation in September 2013 and we increase the availability of accessible information to disabled students.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all students to understand, respect and value difference and diversity.
- We enable all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We promote the understanding of difference and of disability and special educational needs through tutor times, PSHCE and assemblies
- We tackle prejudice and any incidents of bullying based on disability

What has been the impact of our activities? What do we plan to do next?

- We have no recorded instances of bullying or prejudice based on special educational needs or disability.
- Students are expected to treat each other with understanding, care and consideration, taking due account of each individuals differences.
- We review our accessibility policy and plan regularly to ensure that all physical barriers are removed – the move into our new buildings opening in September 2013 has considerably improved accessibility.
- We have appointed a governor with a specific role for SEN.
- We are committed to working for the equality of people with and without disabilities

ETHNICITY AND RACE (INCLUDING EAL LEARNERS)

We are committed to working for the equality of all ethnic groups.

- There are no statistically significant inequalities, including gaps in attainment, between students from different ethnic groups.
- Some ethnic groups perform better than national benchmark figures.
- Students from different ethnic groups achieve in line with or better than their peers.
- We involve and consult students, families and communities from different ethnic and cultural backgrounds on issues that might affect student achievement or wellbeing.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our students by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of students where necessary.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We develop particular initiatives to tackle the motivation and engagement in learning of particular groups as required.
- We involve parents/carers in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all students to understand, respect and value difference and diversity.

- We provide all students with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain and Aylesbury.
- The academy is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record in order to inform the governing body.
- Our premises are used by a wide variety of and increasing number of community groups.
- We have appointed a chaplain to work jointly in the Academy Trust and the local community.

What has been the impact of our activities? What do we plan to do next?

- We have very few incidents of bullying or harassment on the basis of race, ethnicity or culture.
- Review our procedures for newly arrived learners – including a welcome pack and initial assessment.

GENDER

We are committed to working for the equality of women and men.

- Data shows that there are no significant inequalities, including gaps in attainment between boys and girls.
- Performance against national benchmarks is below average for both boys and girls, although examination data shows an on-going annual improvement.
- We consult boys and girls on issues that might affect their achievement and well-being.

How we advance equality of opportunity:

- We monitor the attainment of all our students by gender.
- Neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- Both male and female parents/carers are encouraged to be involved in the work of the academy and contribute to their child's learning and progress.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.

How we foster good relations and promote community cohesion:

- The academy promotes the spiritual, moral, social and cultural development of all students through assemblies, tutor time, PSHE lessons and the general curriculum.
- We ensure we respond to any sexist bullying or sexual harassment in line with the academy's policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

What has been the impact of our activities? What do we plan to do next?

- There are no significant gaps in attainment or inequalities between girls and boys at the academy.
- We will continue to be committed to equality of opportunity for men and women, boys and girls.

GENDER IDENTITY OR RE-ASSIGNMENT

We are committed to ensuring that students and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

It is very rare for students to want to undergo a gender reassignment. If a student does so a number of issues arise that will need to be sensitively handled.

PREGNANCY AND MATERNITY

We understand that students who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education. We will support these students appropriately.

How we advance equality of opportunity:

- We monitor the achievement of both girls and boys during periods of pregnancy and maternity or paternity.
- Both girls and boys are supported appropriately during periods of pregnancy and maternity or paternity.
- We work closely with outside agencies to ensure that students in need of support due to pregnancy and maternity or paternity are still able to access or continue their education.

How we foster good relations and promote community cohesion:

- The academy promotes the spiritual, moral, social and cultural development of all students through assemblies, tutor time, PSHCE and the general curriculum.
- We ensure that we respond quickly and efficiently to any bullying linked to pregnancy, maternity or paternity.
- We work closely with families to ensure that students are fully supported both before and after the birth of a child.

What has been the impact of our activities? What do we plan to do next?

- Students involved in pregnancy have been able to continue with their education to the best of their ability.
- We will continue to be committed to equality of opportunity for students who are pregnant or have recently become parents.
- We will continue to promote the spiritual, moral, social and cultural development of all students through assemblies, tutor time, PSHCE and the general curriculum

RELIGION AND BELIEF

We are committed to working for equality for people based on their religion, belief and non-belief.

- We have a wide diversity of faith backgrounds in the academy, including Christian, Hindu, Islam, Sikh and Buddhist.
- We respect the religious beliefs and practice of all staff, students and parents/carers, and comply with reasonable requests relating to religious observance and practice.
- We have no issues in relation to the needs of groups of students with particular faith backgrounds.
- There are good relations between students who share a religious faith and others. We aim to involve and consult students, families and others from different faith communities in developing policies and the curriculum.

How we advance equality of opportunity:

- We tackle any barriers that might prevent students with particular beliefs from taking a full part in academy life.
- We support students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:

- Through assemblies, tutor time, PSHCE, the general curriculum and the enrichment programme, the academy actively promotes the spiritual, moral, social and cultural development of all students.
- Our curriculum, including RE, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.

- The RE curriculum enables students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- There are regular assemblies that give opportunities to celebrate a variety of faiths and beliefs. Students have the opportunity to visit places of worship representing a variety of faith communities
- If they arose we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.
- We have appointed a chaplain to work jointly in the Academy Trust and local community.

What has been the impact of our activities? What do we plan to do next?

- We have good relations between all religious groups and a strong feeling of community cohesion.
- We aim to continue our spiritual, moral, social and cultural development practices and to promote equality based on religion belief and non-belief.

SEXUAL ORIENTATION

We are committed to providing a safe environment for all students and staff. We aim to tackle any discrimination faced by students and staff who are lesbian, gay or bisexual.

- We have no significant inequalities or other concerns.
- We teach the children about prejudice-related bullying and the use of inappropriate language through assemblies and PSHCE.
- Our academy ethos includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.

How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We are considering how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay students to understand and respect difference and diversity.
- We would ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation.

How we foster good relations and promote community cohesion:

- The academy promotes the spiritual, moral, social and cultural development of all students through all aspects of the curriculum and academy life.
- We support students to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum, tutor periods and programmes such as SEAL.
- We use opportunities in tutor periods to talk about difference and different families to ensure all students, including those with gay and lesbian parents, feel included and know it's alright to be different.
- All staff, including lunchtime supervisors and teaching assistants, will be trained in how to deal with homophobic language and how to work positively with different families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

What has been the impact of our activities? What do we plan to do next?

- We are committed to providing a safe environment for all students.
- We aim to tackle any discrimination faced by students and staff who are lesbian, gay or bisexual.
- We have no major incidents of bullying or harassment on the basis of a person's sexuality.

4) OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

EQUALITY OBJECTIVE 1:

To develop a rich curriculum which reflects and values the diversity of cultures and faiths reflected within our community.

Progress we are making on this objective

As the school has grown and the diversity of our pupils has expanded, we seek to develop our curriculum to reflect the culture and faith of our pupils. As we prepare for our SIAMS inspection we are reviewing the curriculum and the collective worship policy within the AVA ensuring that all cultures and faiths are reflected within the curriculum in a meaningful way and that our core values are imbedded in all that we do.

EQUALITY OBJECTIVE 2:

To recruit and train an inclusive and diverse workforce which is appropriately developed to ensure that each individual has the opportunity to reach their full potential.

Progress we are making on this objective

We have modified our equality monitoring form which is completed by every job applicant to the academy. This data helps the governing body to determine that it is attracting applications from all groups. The governing body also now monitors the training undertaken by all staff to ensure equality of opportunity for all staff.

EQUALITY OBJECTIVE 3:

To use data to improve performance with regard to attainment, inclusion, equality and diversity.

Progress we are making on this objective

Attainment data is now broken down into the required group for analysis and is reviewed on a termly basis by the Teaching and Learning Committee. Attendance and exclusion data is broken down into the required groups and is reviewed on a termly basis by the Management and Finance Committee.

EQUALITY OBJECTIVE 4:

To develop our provision for pupils with identified SEND.

Progress we are making on this objective

Following the OFSTED inspection in 2017, we have taken on board the feedback regarding SEND and have restructured the SLT to include the SENCO in both phases. Increased collaboration between the primary and secondary phase has led to a more cohesive approach to SEND, improving outcomes for our pupils. Our strategic SEND plan is at the centre of all we do for our pupils with special education needs and we seek to improve provision and raise standards through high expectations regardless of a pupil's starting point.

ANNEXE A - INFORMATION ABOUT THE SCHOOL PUPIL POPULATION

Information on students with protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

DISABILITY

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

SEN DATA - JUNE 2018

Year Group	Education, Health and Care Plan	SEN Support	No Special Educational Need	Grand Total	Education, Health and Care Plan	SEN Support	No Special Educational Need
Nursery	0	1	62	63	0.0%	1.6%	98.4%
R	3	3	54	60	5.0%	5.0%	90.0%
1	1	6	83	90	1.1%	6.7%	92.2%
2	0	4	56	60	0.0%	6.7%	93.3%
3	0	5	55	60	0.0%	8.3%	91.7%
4	0	5	55	60	0.0%	8.3%	91.7%
5	0	1	28	29	0.0%	3.4%	96.6%
6	0	7	22	29	0.0%	24.1%	75.9%
Primary	4	31	353	388	1.0%	8.0%	91.0%
7	6	40	185	231	2.6%	17.3%	80.1%
8	3	39	155	197	1.5%	19.8%	78.7%
9	5	21	135	161	3.1%	13.0%	83.9%
10	2	17	116	135	1.5%	12.6%	85.9%
11	1	8	132	141	0.7%	5.7%	93.6%
Secondary	17	125	723	865	2.0%	14.5%	83.6%
12	0	0	8	8	0.0%	0.0%	100.0%
13	0	1	26	27	0.0%	3.7%	96.3%
Post 16	0	1	34	35	0.0%	2.9%	97.1%
Total	21	158	1172	1351	1.6%	11.7%	86.8%

GENDER DATA

Year Group	Female	Male	Total	Female	Male
Nursery	26	37	63	41.3%	58.7%
R	28	32	60	46.7%	53.3%
1	44	46	90	48.9%	51.1%
2	30	30	60	50.0%	50.0%
3	32	28	60	53.3%	46.7%
4	32	28	60	53.3%	46.7%
5	14	15	29	48.3%	51.7%
6	17	12	29	58.6%	41.4%
Primary	197	191	388	50.8%	49.2%
7	107	124	231	46.3%	53.7%
8	89	108	197	45.2%	54.8%
9	82	79	161	50.9%	49.1%
10	73	62	135	54.1%	45.9%
11	80	61	141	56.7%	43.3%
Secondary	431	434	865	49.8%	50.2%
12	4	4	8	50.0%	50.0%
13	14	13	27	51.9%	48.1%
Post 16	18	17	35	51.4%	48.6%
Total	672	679	1351	49.7%	50.3%

ETHNICITY DATA										
	Nursery	Primary	Secondary	Post 16	Total	Nursery	Primary	Secondary	Post 16	Total
Bangladeshi	0	1	2	0	3	0.0%	0.3%	0.2%	0.0%	0.2%
Black - African	2	18	26	1	47	3.2%	4.6%	3.0%	2.9%	3.5%
Black Caribbean	0	5	17	0	22	0.0%	1.3%	2.0%	0.0%	1.6%
Chinese	0	0	6	0	6	0.0%	0.0%	0.7%	0.0%	0.4%
Indian	7	33	12	0	52	11.1%	8.5%	1.4%	0.0%	3.8%
Pakistani	1	15	204	16	236	1.6%	3.9%	23.6%	45.7%	17.5%
Refused	4	2	10	1	17	6.3%	0.5%	1.2%	2.9%	1.3%
White - British	39	231	413	14	697	61.9%	59.5%	47.7%	40.0%	51.6%
White - Irish	0	1	1	0	2	0.0%	0.3%	0.1%	0.0%	0.1%
White and Asian	1	8	15	0	24	1.6%	2.1%	1.7%	0.0%	1.8%
White and Black African	1	8	5	0	14	1.6%	2.1%	0.6%	0.0%	1.0%
White and Black Caribbean	3	17	37	0	57	4.8%	4.4%	4.3%	0.0%	4.2%
Any other Asian background	0	7	8	0	15	0.0%	1.8%	0.9%	0.0%	1.1%
Any other Black background	0	0	3	1	4	0.0%	0.0%	0.3%	2.9%	0.3%
Any other ethnic group	0	3	8	0	11	0.0%	0.8%	0.9%	0.0%	0.8%
Any other mixed background	0	6	14	0	20	0.0%	1.5%	1.6%	0.0%	1.5%
Any other White background	5	30	80	2	117	7.9%	7.7%	9.2%	5.7%	8.7%
Not Known	0	3	4	0	7	0.0%	0.8%	0.5%	0.0%	0.5%
Grand Total	63	388	865	35	1351	100.0%	100.0%	100.0%	100.0%	100.0%

ETHNICITY DATA BY GENDER						
Ethnicity	Female	Male	Total	Female	Male	Total
Bangladeshi		3	3	0.0%	0.4%	0.2%
Black - African	22	25	47	3.3%	3.7%	3.5%
Black Caribbean	10	12	22	1.5%	1.8%	1.6%
Chinese	4	2	6	0.6%	0.3%	0.4%
Indian	27	25	52	4.0%	3.7%	3.8%
Pakistani	117	119	236	17.4%	17.5%	17.5%
Refused	6	11	17	0.9%	1.6%	1.3%
White - British	356	341	697	53.0%	50.2%	51.6%
White - Irish	2		2	0.3%	0.0%	0.1%
White and Asian	8	16	24	1.2%	2.4%	1.8%
White and Black African	4	10	14	0.6%	1.5%	1.0%
White and Black Caribbean	26	31	57	3.9%	4.6%	4.2%
Any other Asian background	9	6	15	1.3%	0.9%	1.1%
Any other Black background	1	3	4	0.1%	0.4%	0.3%
Any other ethnic group	4	7	11	0.6%	1.0%	0.8%
Any other mixed background	10	10	20	1.5%	1.5%	1.5%
Any other White background	63	54	117	9.4%	8.0%	8.7%
Not Known	3	4	7	0.4%	0.6%	0.5%
Grand Total	672	679	1351	100.0%	100.0%	100.0%

RELIGION DATA										
	Nursery	Primary	Secondary	Post 16	Total	Nursery	Primary	Secondary	Post 16	Total
Anglican	0	0	1	0	1	0.0%	0.0%	0.1%	0.0%	0.1%
Baptist	0	2	9	0	11	0.0%	0.5%	1.0%	0.0%	0.8%
Buddhist	0	3	5	0	8	0.0%	0.8%	0.6%	0.0%	0.6%
Christian	10	72	147	5	234	15.9%	18.6%	17.0%	14.3%	17.3%
Church of England	11	89	166	5	271	17.5%	22.9%	19.2%	14.3%	20.1%
Hindu	7	32	9	0	48	11.1%	8.2%	1.0%	0.0%	3.6%
Jehovah's Witness	0	1	1	0	2	0.0%	0.3%	0.1%	0.0%	0.1%
Jewish	1	0	1	0	2	1.6%	0.0%	0.1%	0.0%	0.1%
Methodist	0	1	3	0	4	0.0%	0.3%	0.3%	0.0%	0.3%
Muslim	1	30	236	18	285	1.6%	7.7%	27.3%	51.4%	21.1%
No Religion	24	107	182	4	317	38.1%	27.6%	21.0%	11.4%	23.5%
Other Religion	0	6	8	1	15	0.0%	1.5%	0.9%	2.9%	1.1%
Refused	6	5	13	0	24	9.5%	1.3%	1.5%	0.0%	1.8%
Roman Catholic	3	33	66	0	102	4.8%	8.5%	7.6%	0.0%	7.5%
Sikh	0	1	3	0	4	0.0%	0.3%	0.3%	0.0%	0.3%
Not Known	0	6	15	2	23	0.0%	1.5%	1.7%	5.7%	1.7%
Grand Total	63	388	865	35	1351	100.0%	100.0%	100.0%	100.0%	100.0%

RELIGION DATA BY GENDER						
	Female	Male	Total	Female	Male	Total
Anglican	1		1	0.1%	0.0%	0.1%
Baptist	6	5	11	0.9%	0.7%	0.8%
Buddhist	4	4	8	0.6%	0.6%	0.6%
Christian	132	102	234	19.6%	15.0%	17.3%
Church of England	142	129	271	21.1%	19.0%	20.1%
Hindu	24	24	48	3.6%	3.5%	3.6%
Jehovah's Witness		2	2	0.0%	0.3%	0.1%
Jewish		2	2	0.0%	0.3%	0.1%
Methodist	1	3	4	0.1%	0.4%	0.3%
Muslim	132	153	285	19.6%	22.5%	21.1%
No Religion	150	167	317	22.3%	24.6%	23.5%
Other Religion	5	10	15	0.7%	1.5%	1.1%
Refused	11	13	24	1.6%	1.9%	1.8%
Roman Catholic	51	51	102	7.6%	7.5%	7.5%
Sikh	2	2	4	0.3%	0.3%	0.3%
Not Known	11	12	23	1.6%	1.8%	1.7%
Grand Total	672	679	1351	100.0%	100.0%	100.0%

MEASURES OF DEPRIVATION - DATA											
	Pupil Premium		FSM		Total		Total	Pupil Premium		FSM	
	Female	Male	Female	Male	Female	Male		Female	Male	Female	Male
Nursery	5	4		1	26	37	63	19.2%	10.8%	0.0%	2.7%
R	1	11	1	10	28	32	60	3.6%	34.4%	3.6%	31.3%
1	4	7	4	4	44	46	90	9.1%	15.2%	9.1%	8.7%
2	3	7	3	4	30	30	60	10.0%	23.3%	10.0%	13.3%
3	4	6	4	3	32	28	60	12.5%	21.4%	12.5%	10.7%
4	8	4	3	4	32	28	60	25.0%	14.3%	9.4%	14.3%
5	5	6	2	3	14	15	29	35.7%	40.0%	14.3%	20.0%
6	6	4	2	1	17	12	29	35.3%	33.3%	11.8%	8.3%
Primary	31	45	19	29	197	191	388	15.7%	23.6%	9.6%	15.2%
7	39	49	16	21	107	124	231	36.4%	39.5%	15.0%	16.9%
8	27	35	14	17	89	108	197	30.3%	32.4%	15.7%	15.7%
9	23	27	14	12	82	79	161	28.0%	34.2%	17.1%	15.2%
10	24	18	8	9	73	62	135	32.9%	29.0%	11.0%	14.5%
11	31	13	15	5	80	61	141	38.8%	21.3%	18.8%	8.2%
Secondary	144	142	67	64	431	434	865	33.4%	32.7%	15.5%	14.7%
TOTAL	180	191	86	94	654	662	1316	27.5%	28.9%	13.1%	14.2%

ANNEXE B - INFORMATION ABOUT THE STAFF EMPLOYED ACROSS THE TRUST

STAFF GENDER ANALYSIS					
	Female	Male	Total	Female	Male
Non-Teaching Staff	79	13	92	85.9%	14.1%
Teaching Staff	55	24	79	69.6%	30.4%
Total	134	37	171	78.4%	21.6%

In England, 26% of teachers in all schools are male which compares to the Academy as an all-through school.

STAFF ANALYSIS - ETHNICITY					
	Non-Teaching Staff	Teaching Staff	Total	Non-Teaching Staff	Teaching Staff
Any other ethnic background	1	6	7	1.1%	7.6%
Asian or Asian British, Any other Asian Background		1	1	0.0%	1.3%
Asian or Asian British, Indian	1	2	3	1.1%	2.5%
Asian or Asian British, Pakistani	3		3	3.3%	0.0%
Black or Black British, African		1	1	0.0%	1.3%
Black or Black British, Any other Black background		1	1	0.0%	1.3%
Black or Black British, Caribbean	5	8	13	5.4%	10.1%
Did not wish to be recorded	2	2	4	2.2%	2.5%
Mixed White and Asian	1		1	1.1%	0.0%
Mixed, any other mixed background		1	1	0.0%	1.3%
Not Obtained		1	1	0.0%	1.3%
White, any other White Background	2	4	6	2.2%	5.1%
White, British	69	46	115	75.0%	58.2%
White, Irish	1	3	4	1.1%	3.8%
Not known	7	3	10	7.6%	3.8%
Grand Total	92	79	171	100.0%	100.0%