

Equality Objectives 2021 - 2025

Equality Objective 1: To increase the representation of colleagues from ethnic minority heritage across all leadership positions (Senior and Middle Leaders) over a 4 year period (2021-25) from 15% to 30%.

Why we have chosen this objective:

- The Equality Act 2010 introduced a single Public Sector Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to eliminate discrimination and other conduct that is prohibited by the act.
 - Over 88% of our students are from minority ethnic groups, with the majority coming from Pakistani backgrounds. However, only 15% of our middle and senior leaders are from minority ethnic groups (May 2021). We currently have no senior leaders and 3 middle leaders of ethnic minority heritage out of a total of 25 leadership positions. While our middle leaders are all excellent role models, we would like our staff to more closely represent the community that we serve.
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Next steps:

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we will be concerned to ensure that:
 - Wherever possible the staffing of the academy reflects the diversity of our community.
 - We will ensure that our recruitment evenings and promotional videos include significant contributions from our teachers from minority ethnic communities.
 - The Principal will ensure that all appointment panels give due regard to the equality information and objectives, to ensure equitable access to training and employment opportunities.
 - We will train all members of staff and governors involved in recruitment on equal opportunities and non-discrimination.
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Progress we are making towards achieving this objective:

- Two members of SLT out of a total of 10 are from ethnic minority groups from September 2021.
 - All new staff attend DAT induction sessions on diversity and equality.
 - Possible barriers to access are now considered when CPD lead encourages staff to apply for development opportunities.
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Equality Objective 2: To close the progress / achievement gap by ensuring there is no difference in the progress made by disadvantaged and non-disadvantaged students.

Why we have chosen this objective:

- The Equality Act 2010 introduced a single Public Sector Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to eliminate discrimination and other conduct that is prohibited by the act, and to advance equality of opportunity between people who share a protected characteristic and those who do not share it.
 - Approximately 31% of our students qualify for the pupil premium and are therefore highly likely to be experiencing social disadvantage. Our mission as a Trust is to challenge social and educational disadvantage, and our purpose at DCA is excellence. Therefore, we have a moral imperative to ensure that we work relentlessly to close this gap so that all students make the same exceptional progress, regardless of their socio-economic situation.
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Next steps:

- Achieving this will not be easy, but we know from the outcomes of other high-performing Bradford academies that it is achievable if we:
 - Have high expectations and clear routines for learning for all staff and students.
 - Ensure every student is a fluent reader through Robust Reading and our whole-school approach to literacy.
 - Ensure we respond to what reliable data is telling us about the performance of individuals and groups of students.
 - Deliver our explicitly planned curriculum expertly.
 - Ensure every staff member tailors their teaching to their own classes and the needs of individual students using data-driven planning.
 - We will use Pupil Premium and Catch Up funding effectively to close the gap (see academy website for details of our Pupil Premium allocation, spend and impact).
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Progress we are making towards achieving this objective:

- The % of disadvantaged students achieving a standard pass in 5 GCSEs including English and Maths has increased from 66% in 2019 to 72% in 2021.
 - The Progress 8 gap between pupil premium (inc. PP+) students and others was 0.63 in 2019. In 2020 this had narrowed to 0.44 and in 2021 it was 0.52.
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Equality Objective 3: To improve boys' attainment in English as measured by the combined Language and Literature GCSE score from 4+: 88%, 5+: 70%, 7+: 28% in 2019 (vs girls 4+: 91%, 5+: 82%, 7+: 44%) to 4+: 90%+, 5+: 88% and 7+: 45% in 2025.

Why we have chosen this objective:

- The Equality Act 2010 introduced a single Public Sector Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to eliminate discrimination and other conduct that is prohibited by the act.
 - Boys' attainment in English Language and Literature GCSE has historically been lower than that of girls. We believe this constitutes a disadvantage to boys in their freedom to choose their next steps in education. Our purpose is excellence for all students in all subjects, regardless of gender; therefore we have a duty to ensure every student achieves their true potential in English. However, since we teach English in mixed gender groups, any measures we take to improve boys' attainment and progress in English are likely to have the effect of also raising attainment and progress for girls. Therefore, we will focus on raising boys' combined score across the English bucket from 2019 of 4+: 88%, 5+: 70%, 7+: 28% in 2019 to 4+: 90%+, 5+: 88% and 7+: 45% in 2025.
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Next steps:

- This is a challenge which all schools face and many have found extremely difficult to address successfully. We utilise the current research, our fully sequenced and explicit curriculum, and the considerable knowledge and experience of all our teachers to ensure that:
 - Every teacher of every subject uses data driven planning to identify and overcome barriers and issues boys may face in developing their reading and their written and spoken English, as both an academic subject and the language of their classroom discourse and written work.
 - Continue to expose every student to a wide range of challenging texts and expand their vocabulary using the whole word method through Robust Reading, which will in turn inspire students and give them the confidence to read challenging texts for pleasure.
 - English department input - 'goal, plan, rule, habit' focus on key skills in English Language.
 - English Literature - use of study booklets and explicit SLPs in place for 2021 delivery (middle ability PA particular target area).
 - To identify and promote the use of strategies that work in the subjects where boys' attainment is high such as Science and PE across the whole curriculum, and to enable all boys to see the benefits of being a skilled reader and writer through role modelling by teachers in these subjects.
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Progress we are making towards achieving this objective:

- 2021 outcomes (TAGs) = 4+: 90% (2% increase), 5+: 70% (inline), 7+: 32% (4% increase). External examination outcomes need to match and further eliminate this gap.
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