



Annual Equality Report 2015 - 16

In support of the CWA Academy Trust Equalities Policy, King Edward VII Academy is committed to the elimination of discrimination, the advancement of equality of opportunity and fostering good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

As part of our demonstration of that commitment King Edward VII Academy has reviewed national and local evidence which might highlight areas of potential inequality, developed a (series of) Equality Objective(s) which we are working towards, and developed an Action Plan of activities to support the achievement of our Equality Objective(s).

This Annual Equality Report documents our work in this area, including:

- Understanding Our Community
- Understanding our Academy
- Our Equality Objective(s)
- Our Performance in 2014-15

By publishing this report we seek to both demonstrate our active involvement in ensuring equality for all as well as encouraging the support and involvement of our community.

1. Understanding our Community

- KES serves a predominantly White British community, with a significant and growing White European (non-British) population. 2011 data shows White European population at 4% of the total community, though this number looks to have grown significantly in the years since and with a skew towards younger people. Further ethnic groupings are of very small numbers comparatively, numbering in the hundreds at most. Compared to East of England and National figures, King's Lynn and West Norfolk represents a less varied community in terms of ethnicity than would be expected regionally or nationally.
- Latest data (2011) shows that a majority classify themselves as Christian (44%). The next most prominent group is those who have no religion (25%) or who do not state it (7%). Further religions are represented in the hundreds at most. There are significantly fewer Muslim families in King's Lynn and West Norfolk than would be expected regionally or nationally.
- The community is predominantly English speaking. 4% of the population surveyed in 2011 had a primary language other than English, with European languages having the higher incidences: Lithuanian (1622), Polish (815), Russian (686). This is lower than the regional average (5.5%) and significantly lower than the national average (8%). However, internal

academy data (see section 2) suggests that in the four years since this data was collated, many more non-English speakers have settled in the local area from other European Union countries.

2. Understanding our Academy

Ethnicity data proves that within our own academy context, a subset of the borough picture, there is a greater diversity of ethnic backgrounds and particularly a higher number of White non-British students.

Total Number in each Ethnicity (2014-15)

SIMS Analysis (Ethnicity x Year) Numbers represent: Count								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Any other Asian background	1	1	0	4	5	4	3	18
Any other Black background	0	1	0	1	1	0	0	3
Any other White background	39	36	50	45	35	12	2	219
Any other ethnic group	2	1	0	1	0	0	0	4
Any other mixed background	3	2	4	4	2	1	0	16
Black - African	1	1	1	0	0	1	0	4
Chinese	2	1	3	2	2	4	0	14
Gypsy/Roma	1	0	0	0	0	0	0	1
Indian	0	0	1	3	2	0	0	6
Pakistani	0	1	0	0	0	0	1	2
Traveller of Irish heritage	0	0	1	0	0	0	0	1
White - British	166	160	156	163	158	64	88	955
White - Irish	0	1	0	2	0	0	0	3
White and Asian	1	3	0	1	1	1	1	8
White and Black African	0	0	0	1	0	0	1	2
White and Black Caribbean	0	2	1	2	0	0	0	5
Total	216	210	217	229	206	87	96	1261

Total Number in each Ethnicity (2015-16)

SIMS Analysis (Ethnicity x Year) Numbers represent: Count								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Any other Asian background	2	1	1	0	4	2	5	15
Any other Black background	0	0	1	0	1	1	0	3

Any other White background	40	40	37	52	46	17	12	244
Any other ethnic group	0	2	1	0	1	0	0	4
Any other mixed background	2	3	3	4	5	1	0	18
Black - African	0	1	1	1	0	0	1	4
Chinese	1	2	1	3	2	2	3	14
Gypsy/Roma	1	1	0	0	0	0	0	2
Indian	0	0	0	1	3	3	0	7
Information Not Yet Obtained	11	0	0	0	0	0	0	11
Pakistani	0	0	1	0	0	0	0	1
Traveller of Irish heritage	0	0	0	1	0	0	0	1
White - British	127	164	159	154	167	97	72	940
White - Irish	0	0	1	0	2	0	0	3
White and Asian	1	1	3	0	1	1	2	9
White and Black African	1	0	0	0	1	0	0	2
White and Black Caribbean	0	1	2	1	2	0	0	6
{None}	7	0	0	0	0	4	0	11
Total	193	216	211	217	235	128	95	1295

The above data shows us that 17% of the student population were of the Any Other White Background group in 2014-15 and that this has risen again to 19% in 2015-16. Initial data shows us that a high number of new students are arriving each week.

Behaviour data for the number of sessions missed for fixed-term exclusions shows us that students from the Any Other White Background group settle in well.

	1.00	10.00	2.00	3.00	4.00	6.00	8.00	Total
Any other White background	0	0	11	0	8	0	0	19
Indian	0	0	4	0	1	0	2	7
Traveller of Irish heritage	0	1	0	0	0	0	0	1
White - British	4	3	96	1	20	4	1	129
White and Black Caribbean	0	0	4	0	0	1	0	5
{None}	0	0	3	0	0	0	0	3
Total	4	4	118	1	29	5	3	164
Days Lost	2	20	118	1.5	58	15	12	226.5

Students of Any Other White Background are under-represented proportionately in terms of fixed term exclusions – 12% of sessions are attributable to students in the group compared to a 19% share of the student population. Meanwhile, White British students (72% of the current student population) are responsible for 79% of exclusion sessions.

Academic performance for speakers of English as an Additional Language is strong and above the national averages, significantly so in some cases. Please note, that whilst the Any Other White Background group is the most significant one represented here and makes up the vast majority of students, the table below is for all students with English as an additional language.

EAL				
	2014	2014 Gap	2015	2015 Gap
5A*-C	36%	4%	50%	5%
5A*-C inc EM	19%	13%	40%	9%
5 A*-G	92%	0%	93%	0%
1A*-G	97%	1%	98%	3%
Progress 8	0.09		0.59	
Attainment 8	3.95 (D)		4.15 (D)	

Attainment for students with EAL has risen on all key measures. Importantly, whilst the average grade remains a 'D', positive added value in 2014 rose to students on average gaining 0.6 of a grade higher than the national average for students for whom English is not their first language, which is outstanding.

However, attendance amongst students from some ethnic groups was low last year, in some cases significantly so. For students of Any Other White Background, largely from Eastern European families, the large numbers of students means that there is a large impact upon the overall academy attendance. White British students' attendance is not significantly better and is itself a cause for concern.

Attendance 2014/15

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Any other Asian background	11	92.94	6.41	0.65	0.6	0
Any other Black background	3	97.11	2.89	0	2.44	0
Any other White background	204	91.4	4.95	3.65	3.14	0.08
Any other ethnic group	4	95.53	3.82	0.66	0.53	0
Any other mixed background	16	89.96	4.4	5.62	4.77	0.66
Black - African	3	99.12	0.61	0.26	1.84	0
Chinese	11	95.41	4.05	0.54	1.37	0
Gypsy/Roma	1	93.68	6.32	0	0.26	0
Indian	6	90.19	7.05	2.76	3.53	0.86
Pakistani	1	95	4.47	0.53	0.26	0
Traveller of Irish heritage	1	84.74	11.05	4.21	10.79	0
White - British	808	92.02	6.08	1.89	2.83	0.08
White - Irish	3	94.56	5.44	0	0.61	0
White and Asian	6	97.02	2.23	0.76	2.05	0

White and Black African	1	89.47	10.53	0	1.05	0
White and Black Caribbean	5	92.11	6.95	0.95	4.32	0

3. Our Equality Objective(s)

1 – LGBT awareness and equality

Following on from a series of assemblies and tutorial work to raise awareness of LGBT equality in 2014-15, several students came forward to say that they wished for further opportunities to be supported around issues of sexuality. Also, several tutors came forward to ask for support in planning and delivering content aimed at promoting awareness of LGBT issues.

Our objective for 2015-16 is therefore:

To implement an LGBT action plan so that students feel well supported and confident and so that staff are well prepared to support their students, both those who identify as LGBT and those who do not, in pursuit of mutual understanding and tolerance.

Within the plan, we will detail how we propose to bring about the following results by the end of the academic year:

- Incidents of homophobic bullying reduced as close to zero as possible and reduced significantly from current figures
- Curriculum and tutorial mapping of LGBT-specific content
- Policy updates to better support the rights of LGBT young people
- Appropriate and adequate training for staff to enable colleagues to discuss LGBT issues with confidence
- Safe and available sources of support for young people identifying as LGBT

We will seek to work with Downham Market Academy in developing this work, as they have won a Stonewall Award for their developments in this area within the last year and we wish to share best practice across the Trust.

2 – Attendance improvement by ethnic groups

Analysis of attendance data from last academic year shows that we have work to do to improve the attendance levels of several ethnic groupings.

Our objective for 2015-16 is therefore:

To implement a strategy to reduce attendance gaps between students of all ethnicities through positive improvements.

We will work to the following targets over the course of the year:

- Overall (stretching) academy target of 96% attendance
- All ethnicities to achieve at least 93% attendance
- Planned campaign of awareness raising and education about good attendance
- Established community outreach to families of all backgrounds, irrespective of language barriers

The governor linked to the monitoring of the Equality Objectives is XXXX.

4. Our performance in 2014-15

This is the first set of Equality Objectives for KES Academy. However, several successes were achieved last year, despite them not being linked to specific objectives:

- Pride Week awareness of LGBT issues
- New safe space and support for students with learning disabilities or in need of emotional support
- Designated Looked After Children co-ordinator put in post to oversee the wellbeing of these students
- Success in gaining additional money for students who are Looked After
- **Significant closing of the gap between boys and girls within GCSEs, with boys' performance improving by 23%**