



EQUALITY OBJECTIVES REPORT

In addition to our objectives the academy has also appointed an Assistant Principal, Equality for Learning with effect from the Spring Term 2017. This will further our commitment to equality across our organization.

- 1. To continue to address accessibility. Hodgson Academy is built on many different levels and is not easily accessible by wheelchairs. The Academy will continue to look as to how access can be improved and implement measures accordingly.**

Ramps are now installed allowing easier access into T Block, ICT Support and to a Site Store adjacent to the Gym (which allows for access into the academy buildings close to the Student Support 'hub')

Our PE Changing Rooms have been completely re-built and have all been located at ground floor level between the Gym and the Sports Hall. These facilities are fully accessible and include a new accessible changing facility and toilet

- 2. To continue to closely monitor the performance of all students (and intervening where necessary) to ensure that they achieve at the very least in line with their potential and that no groups of students are under-performing in relation to their peers.**

2018 GCSE Exam Results –

Basic Measure 9-4	
Cohort	%
Male	76
Female	79
SEND	38
Non-SEND	80
PP	70
Non-PP	79
White-British	77
Non White-British	75
Local Authority	66
National	65

Basic Measure 9-5	
Cohort	%
Male	50
Female	61
SEND	27
Non-SEND	57
PP	35
Non-PP	59
White-British	54
Non White-British	75
Local Authority	44
National	43

Attainment 8

Progress 8

Cohort	Score
Male	48.70
Female	53.27
SEND	37.09
Non-SEND	52.03
PP	42.49
Non-PP	52.55
White-British	50.54
Non White-British	59.38
Local Authority	46.6
National	44.3

Cohort	Score
Male	-0.55
Female	0.36
SEND	0.04
Non-SEND	-0.13
PP	-0.54
Non-PP	-0.06
White-British	-0.14
Non White-British	0.94
Local Authority	-0.08
National	-0.02

Details on the performance of disadvantaged students is contained within our Pupil Premium report which can be found separately on our website www.hodgson.lancs.sch.uk

Although the attainment of students with special educational needs and disabilities is lower than their peers, their progress is excellent and in line or better than non-SEND students both locally and nationally.

Our concern following the GCSE 2018 results has been the performance of boys with the gender gap widening. Steps have been put in place to work even more closely with boys (those identified as under achieving) in a concerted effort to improve their overall performance notwithstanding that this will not be to the detriment of our cohort of girls.

3. To continue to ensure that our curriculum offer to students provides the right pathway for them all to progress to the next stage of their education and training.

The academy curriculum is reviewed on an annual basis. The academy is confident that the current curriculum offer provides a broad and balanced experience giving all students the opportunity to obtain a range of qualifications that enable them to progress to the next phase of their education and training. Our curriculum offer can be found on our website www.hodgson.lancs.sch.uk

The academy will receive details at the end of this calendar year where all of our 2018 leavers have moved onto. We will update this report as soon as this information is published.

4. To continue, where possible, to ensure that our staff and governing body have a reasonable gender balance and that they have representation from groups other than that classed as white-British. Where identified groupings do not have such a representation then the voice of such groupings are heard from external sources.

Governing Body

- 15 representatives made up of 7 females and 8 males.
- The Chair and Vice Chair of the Governing Body are both female
- There is 1 representative from a non-white British background
- There is no representative with a disability

Staff

- The Senior Leadership team comprises 6 males and 4 females (Executive Principal, Principal, Deputy Principal, Finance Director, 3 Senior Assistant Principals and 3 Assistant Principals). There is 1 representative from a non-white British background
- Lead Teachers of Curriculum Subjects are represented by 3 males and 8 females. There is 1 representative from a non-white British background
- Other positions of teaching staff responsibility (TLR's) are held by 6 males and 11 females
- Overall there are 75 teaching staff contracted to the school (including maternity covers) of which 28 are male and 47 are female. 5 of the teaching staff come from a non-white British background which is a greater proportion than that in comparison to the student population.
- Support staffing is predominantly female which tends to be typical of a school environment where the prevalence of term time only contracts tends to be attractive for working mothers. Notwithstanding this all posts are openly advertised and recruitment processes followed to ensure that equality is followed at times regardless of the post

The academy remains comfortable that the gender balance is satisfactory and that representation from non-white British groups are positive. There is no representation at governing body / leadership level from individuals with a disability so this is being borne in mind when decisions are taken that may impact on those with a disability.

A Staff List and a Governing Body list can be found on our website at www.hodgson.lancs.sch.uk

- 5. To closely monitor the taking part of students in extra curricula activities / school trips to ensure that all students continue to have the opportunity to widen their experiences as part of the 'Hodgson Experience' and to determine reasons why any non-participation may occur.**

The academy maintains a comprehensive record of the extra curricula activities undertaken by our students. Our particular focus is ensuring that students from a disadvantaged background are taking part in line with their peers along with those from the SEND cohort. Pupil Premium student's participation is a little lower than their peers so this will be monitored closely moving forward.

Our most recently collated data shows the following information:-

HODGSON EXPERIENCE

Term 1 Autumn Term 2017	Whole School % (1085)	KS3 students % (450)	KS4 students % (635)	Pupil Premium % (216)	SEND % (104)
Students doing 1 or more activity	38.16	48.67	30.71	34.26	31.73
Students doing 2 or more activities	19.72	28.44	13.54	14.35	20.19
Students doing 3 or more activities	9.40	14.89	5.51	4.63	10.58

Term 2 Spring Term 2018	Whole School % (1119)	KS3 students % (450)	KS4 students % (669)	Pupil Premium % (222)	SEND % (113)
Students doing 1 or more activity	43.61	45.11	42.60	36.94	38.05
Students doing 2 or more activities	27.26	24.22	29.30	18.02	18.58
Students doing 3 or more activities	17.61	12.44	21.08	10.36	12.39

Whilst the numbers of disadvantaged (Pupil Premium) and SEND students taking part in extra curricula activities are lower than overall school averages the results remain pleasing in that good numbers of students within these cohorts are taking part and many of them in more than one activity.

The academy continues to monitor take-up of such activities and will, where it is appropriate to do so, provide support to help increased participation.

Details of all of our extra curricula activities and school trips can be obtained from the academy.

6. The school is committed to valuing, respecting and understanding student's differing gender identities and furthering its support for students who require assistance.

Where students have had concerns in relation to gender identity, assistance and support has been made available.

Staff training has taken place

Dialogue has taken place with parents as has been necessary

Private Toilet and Changing facilities are fully available

A 'diversity' club is now in operation

7th December 2018