



St Damian's RC Science College: Equality Progress and Impact Report 2014-15

Overview: 2014

Access Plan	Actions (focused on outcomes rather than processes)	PROGRESS AND IMPACT
<p>i. improvements in access to the curriculum</p>	<ul style="list-style-type: none"> • Appropriate differentiation for all, access to all aspects of curriculum at Key Stage 3 and 4 to reflect inclusive practice. All pupils must have specifically adapted work to meet the requirements of all subjects and GCSE courses they are following. Including specific Fieldwork and visits. • Enrichment Activities. • Curriculum – planning to include all (PE) • Disabled pupils are included in the displays, photo's etc. 	<ul style="list-style-type: none"> • Key Stage 4.GCSE Results 14-15, 79% A*-C, Including English and Maths clearly indicates that the curriculum has met the needs of majority. • SEN 5 A*-C 2013: SA A*-C 5% above Nat Av 2014: 2 pupils achieved 5 A*-C [achieved target] 2015: Increases in W1/W2. All above 2014 Nat Av 2015: All waves 1-3 above or in line with Nat Av 2015: Highest ever outcomes for SEN in Maths & sig above 2014 Nat Av 2015: All outcomes above 2014 Nat Av. Strong 4LOP outcomes + 2015 Overall SEN APS above 2014 Nat Av 2015:3LOP sig above 2014 3LOP Nat Av. Strong 4LOP outcomes 2015 all SEN APS above 2014 Nat Av PP 5 A*-C English & Maths 2015: GAP -14 (closed by 3%) A*-C English 2015: GAP -14 GAP (increased by 5%) A*-C Maths 2015: GAP -8 (closed by 11%) <p>Key Stage 3, Pupils continued to experience a wide variety of different experiences both in and out of the classroom, including field visits in all curricular areas. All pupils were able to attend Field Trips, regardless of disability. Including Geography and science.</p> <p>PE, VIP Club continues to focus on a wide variety of sport and are rewarded at Celebration Evening.</p> <p>Pupils with disability encouraged to succeed. Book award winner, Anti Bullying Ambassador.</p> <p>Pupils and staff received additional support and awareness in Resilience. All Year 11 received Mindfulness and parents and pupils in 10 and 11 were leafleted in coping with examination anxiety. Assemblies from MIND for all Years, As a result of this all pupils were encouraged to speak out about their resilience and were better prepared for examinations as indicated.</p>
<p>ii. physical improvements to increase access to education and associated services</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Access is available to all. No problems indicated 2015

<p>iii. improvements in the provision of information in a range of formats for disabled pupils</p>	<ul style="list-style-type: none"> • Computer monitors and Key boards for visually impaired children. • Alternative formats of information for parents ie leaflets • Provision for deaf and/or blind parents • Reception duties – include disabled pupils 	<ul style="list-style-type: none"> • Continued support for all ensures pupils have access .Introduction of EHCP Plans for previously stated pupils has further improved strategies to guarantee access. • Translators have been used for all parents evenings, at additional parents evenings, SEN meetings and transition. • All pupils have completed reception duties in Year 8. • Range of visits and specific days to enhance pupils and staff's opportunities to experience other cultures included, Holocaust day, Chinese New Year, Celebrating Diwali.
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Community Cohesion Plan	Actions (focused on outcomes rather than processes)	PROGRESS AND IMPACT
<p>i. teaching, learning and the curriculum</p>	<ul style="list-style-type: none"> • All our staff to promote an inclusive and collaborative ethos in their work. • Challenge and deal with any prejudice related incidents what occur • To foster positive attitudes towards all pupils by ensuring that assemblies, form time, specific events to reflect the multicultural part of school e.g. Polish. 	<ul style="list-style-type: none"> • Lesson observations and work scrutiny demonstrate inclusive practice in lessons. • Governor monitored continued low practice.2015 7 cases investigated. Victims supported and perpetrators sanctioned. • Assembly file shows wide delivery of multi-cultural activities. • SMSC promoted across the curriculum with further work to commence 2015-16 in improved PSHE Delivery.
<p>ii. equity between groups in school, where appropriate</p>	<ul style="list-style-type: none"> • Ensure that monitoring informs the need for intervention • Same opportunities • Attendance and attainment 	<ul style="list-style-type: none"> • The gap closed for PP by 3% 5 A* to C including Eng- Maths. • Progress of SEN.2015: Increases in W1/W2. All above 2014 Nat Av • EAL : 6% above Nat Av, 6% increase • Four pupils received support from LGBT and two are now ambassadors for the school. • Attendance Outstanding
<p>iii. engagement with people from different backgrounds, including extended services</p>	<ul style="list-style-type: none"> • 5% of our pupils • All information to be available in preferred language– if required • Students to experience other cultures ie through visits 	<ul style="list-style-type: none"> • All pupils and parents have access to the preferred language. Tameside policy encourages access to information in English and translation as required. • Retreats undertaken. • Range of visits and specific days to enhance pupils and staff's opportunities to experience other cultures included, Holocaust day, Chinese New Year, Celebrating Diwali.