



Annual Report on Progress against the School's Equality Objectives for 2022– 2023

This report aims to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the academic year.

We are mindful of both the General and Specific Duties of the Equality Act. As a school we are committed to the principles of Equality for All and the need to promote equality but plan to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to students and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to:

1. Tackle discrimination, harassment, and victimisation against people from different protected characteristics
2. Promote equality of opportunity and outcome between people of different protected characteristics.
3. Foster good relations between people of different protected characteristics.

Aim 1: Eliminate Unlawful Discrimination, Harassment, and Victimisation

Objective	Lead	Update
<p>1. Increase staff understanding of 'equality' and implications for all on a daily basis, through CPD in order that staff understand the implications of the Equality Act.</p>	<p>Line Managers</p> <p>Individual responsibility</p>	<p>This is clarified through management meetings, Pastoral training and SEN training and development.</p> <p>Pastoral Lead and Headteacher received 'Our Ways of Working' trauma-informed training. This will be offered to PSOs in the new academic year.</p> <p>De-escalation training and Mental First Aid has been undertaken by several staff. The support to students is in line with this training.</p> <p>The creation of the Mental Health cluster group formed to discuss actions and activities to support both staff and students. 'Bishops' Lets Talk' is a weekly drop in session for students and staff to access to talk to members of staff.</p> <p>All new staff read the staff 'Code of Conduct' before commencing employment at Bishops'. The code of conduct references the schools Equality and Diversity Policy and is reviewed every 3 years.</p> <p>Ignite briefings weekly throughout the CPD training have continued to share messages and support staff in the classroom.</p> <p>Disadvantaged Students is a standing item on both the Students Committee Agenda for Governors and on the Senior Leadership Team agenda.</p> <p>All staff have been given the opportunity to complete Unconscious Bias training</p>
<p>2. Make reasonable adjustments so that all students, staff, parents/carers and visitors have access to all school activities</p>	<p>All staff</p>	<p>Public events include accessible toilets and spaces.</p> <p>Permanent ground floor dining facility with access ramps</p> <p>Two additional gender-neutral access toilets</p> <p>New automated changing table.</p> <p>Widening of two concrete pathways to improve traffic and access to our dining area as well as access to the tennis courts and field areas.</p>
<p>3. Continue to reduce the number of all prejudice-based incidents. Those which do occur are recorded</p>	<p>Pastoral team</p>	<p>CPOMs used since November 2019 can track and analyse the number of incidents across the school year for scrutiny by the Student's Committee of the Governing Board.</p> <p>Assemblies and PHSCE lessons</p>

Aim 2: Advance Equality of Opportunity for All

Objective	Lead	Update
<p>4. Ensure fair access to the curriculum offer for those with different abilities; including access to appropriate pathways, EBacc/ facilitating subjects and through promoting inclusive approaches to teaching and learning and the use of specialist equipment where necessary</p>	<p>All staff</p>	<p>The Bishops' 'Staff Handbook' includes 'Ethos and Values' and is also published on the school website.</p> <p>Use a range of teaching pedagogies to stretch and challenge students of all abilities.</p> <p>Curriculum design enables all students regardless of ability to access all subjects which make up our curriculum provision.</p> <p>Passports for all SEND students and extended to all PP students in place.</p> <p>A varied curriculum offered at all key stages enabling access for all students to ensure successful outcomes. Year 9 Options quality assessed with Year Leader to ensure all students are on the right courses, suitable for their ability and interests.</p> <p>Bishops' teaching and learning priorities are rooted in evidence-based research, supporting high quality teaching in the classroom which is our wave 1 intervention for both SEND and disadvantaged students.</p> <p>EAL cohort use specified funding to improve access to the curriculum.</p>
<p>5. Strive to ensure the attendance of all disadvantaged pupils reflects the school target of 96%</p>		<p>Staff use of Satchel One insights tool to analyse students' engagement/ submission during periods of self-isolation and remote learning.</p> <p>Improved sense of independence over time as students organise and problem solve.</p> <p>The school has an attendance Officer who tracks and monitors student attendance.</p> <p>Overall student attendance shown in the chart below. 2022-23</p> <p><u>Attendance is everyone's business</u> – The recent Children's Commissioner's report to the persistent absence inquiry highlights specific groups that are particularly vulnerable to poor attendance. These include SEND, mental health, young carers, students with history of exclusions. The report cites a lack of resource, funding and systems in school to support these groups of students. This is certainly the case within Cheshire West and Chester. The report also recommended great agency collaboration that responds to data in real time rather than wait for census reports. Joined up approaches better serve students if data is shared and known by key agencies. Our attendance officer utilises FFT Aspire and the data dashboard to look at comparative trends against those schools who</p>

		input into these collections. Our attendance officer also updates social inclusion spreadsheets fortnightly to support Year Leader and PSO targeted discussions and form tutor briefings.
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Aim 3: Foster Good Relations Between People

Objective	Lead	Update
<p>6. Ensure opportunities exist in our school curriculum to learn about and celebrate respect for all (irrespective of their culture, ethnicity, gender, disability, sexual orientation or gender reassignment).</p> <p>DKA</p>	<p>Line managers</p>	<p>Students have PHSCE lessons in all years, known as Lessons4Life.</p> <p>Personal Development days and Nurture days are dedicated to addressing gaps in the curriculum due to Covid-19. The recent Personal Development days plan is attached.</p> <p>Buzz of Learning week has the theme of British Values and focuses on our Curriculum Principles.</p> <p>All students in Year 11 completed a careers interview day with external employers to gain skills and interview technique.</p> <p>Students transitioning from Year 6 to Year 7 will be accessing our summer camp. An opportunity to bond as a year group but the camp is values led. Students will learn about honesty, awareness and responsibility.</p>
<p>7. Continue to provide opportunities for all parents/carers to participate in the life of the school</p>	<p>All staff</p>	<p>Regular update letters and parental surveys to gather student and parent voice.</p> <p>The creation of a parent forum to discuss topics which effect our whole community. The first event was held on 12th July 2023, with termly meetings planned for the next academic year.</p> <p>Our calendar of events is organised to ensure there is a balance of in person and online events. This year some of parent's evenings were virtual and some were in person, this arrangement is due to the feedback gathered from staff and parents.</p> <p>We hosted a Year 11 celebration event in person, with parents and carers invited and plans for further larger celebration events planned for next academic year.</p>
<p>8. Strengthen links between the school and local community including businesses, charitable organisations and other schools.</p>	<p>Line managers</p>	<p>Students were able to complete social action projects which benefitted the local community. (Local Food Bank, Litter Pick)</p> <p>Visits to local care home Grosvenor Manor.</p> <p>Visits to local primary schools: Cheryl Foster has been a guest speaker talking about women in sport and our musicians have completed performances in many local primary schools.</p> <p>Bishops' hosts the annual primary school rounders tournament for 20 local schools.</p> <p>Local primary schools have been invited to attend our recent</p>

		<p>school productions.</p> <p>Sixth Forms students in term 3b completed a careers carousel with guest speakers, including business leaders from local businesses and organisations.</p> <p>School pastors and visiting speakers– strengthening relationships with Chester churches</p> <p>Headteacher introductory letter to the community to encourage working in partnership and sharing feedback and ideas. Sent to local residents, churches, mosque, care homes, parish councils, primary schools, local councillors, MP, neighbourhood centres, high schools, nurseries, local businesses, bus station and bus companies, local charities and clubs.</p>

Equality Characteristics Numbers of students

Ethnic Categories

Ethnic Categories	TOTAL June 23	TOTAL June 22
White British	947	986
Irish	4	3
White Northern Irish	1	
Traveller of Irish Heritage	0	0
Any other white background	82	43
Gypsy/Roma	1	1
Indian	3	2
Pakistani	1	3
Bangladeshi	0	2
Any other Asian background	10	5
Black Caribbean	4	3
Black African	11	12
White & Black Caribbean	5	3
White & Asian	14	9
White & Black African	4	4
Any other mixed background	21	11
Chinese	22	19
Any other Black Background	1	1
Refugee	9	0
Asylum Seeker	3	0
Any other ethnic group	1	0
Information refused	6	6
Information not yet obtained	6	

Religion & Beliefs

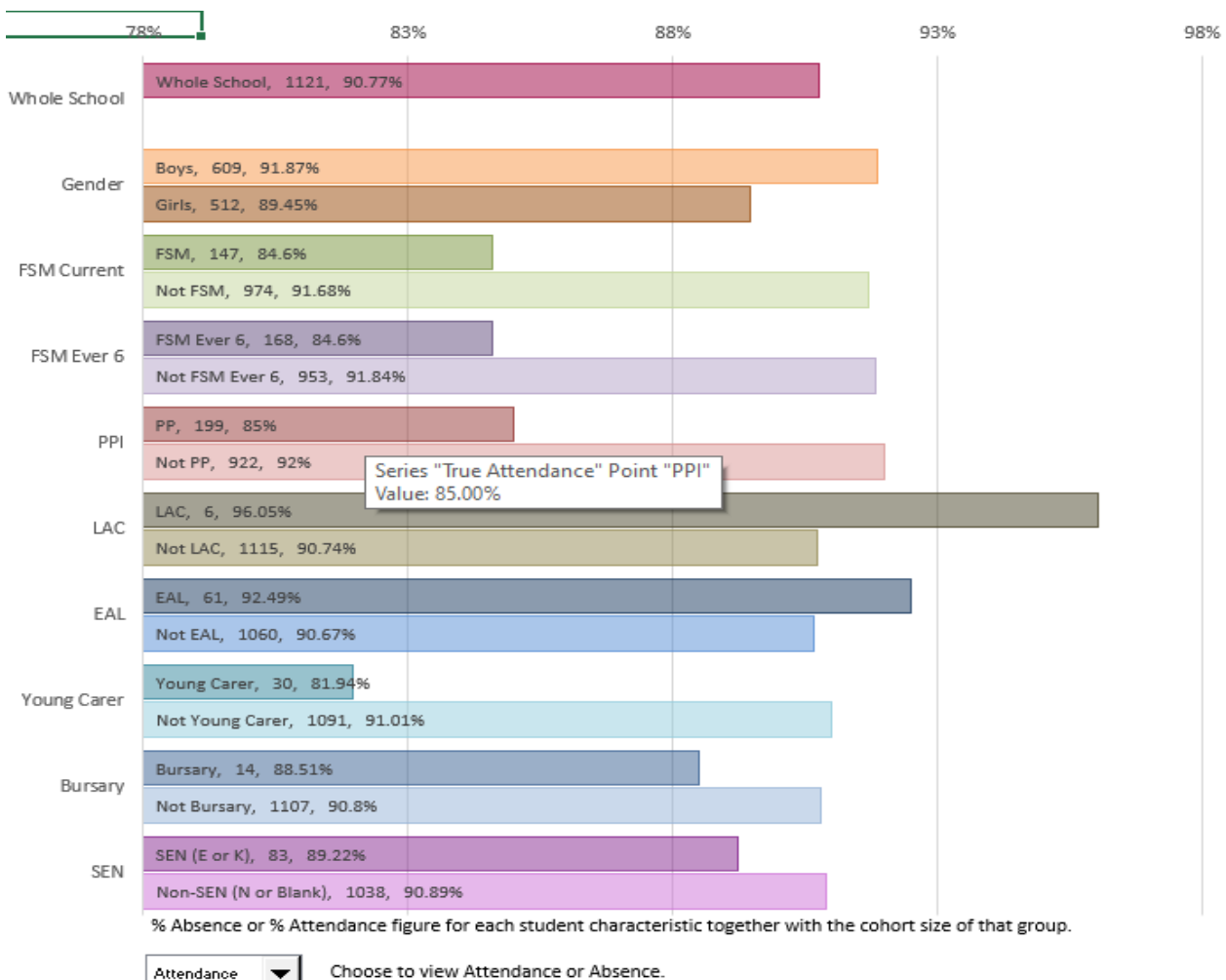
Religion	2023	2022
Christian	872	854
Hindu	3	1
Jewish	0	1
Muslim	16	15
Sikh	0	0
Buddhist	5	4
Other Religion	10	9
Unknown/refused to say	85	109
No Religion	150	128

Key Pastoral Factors

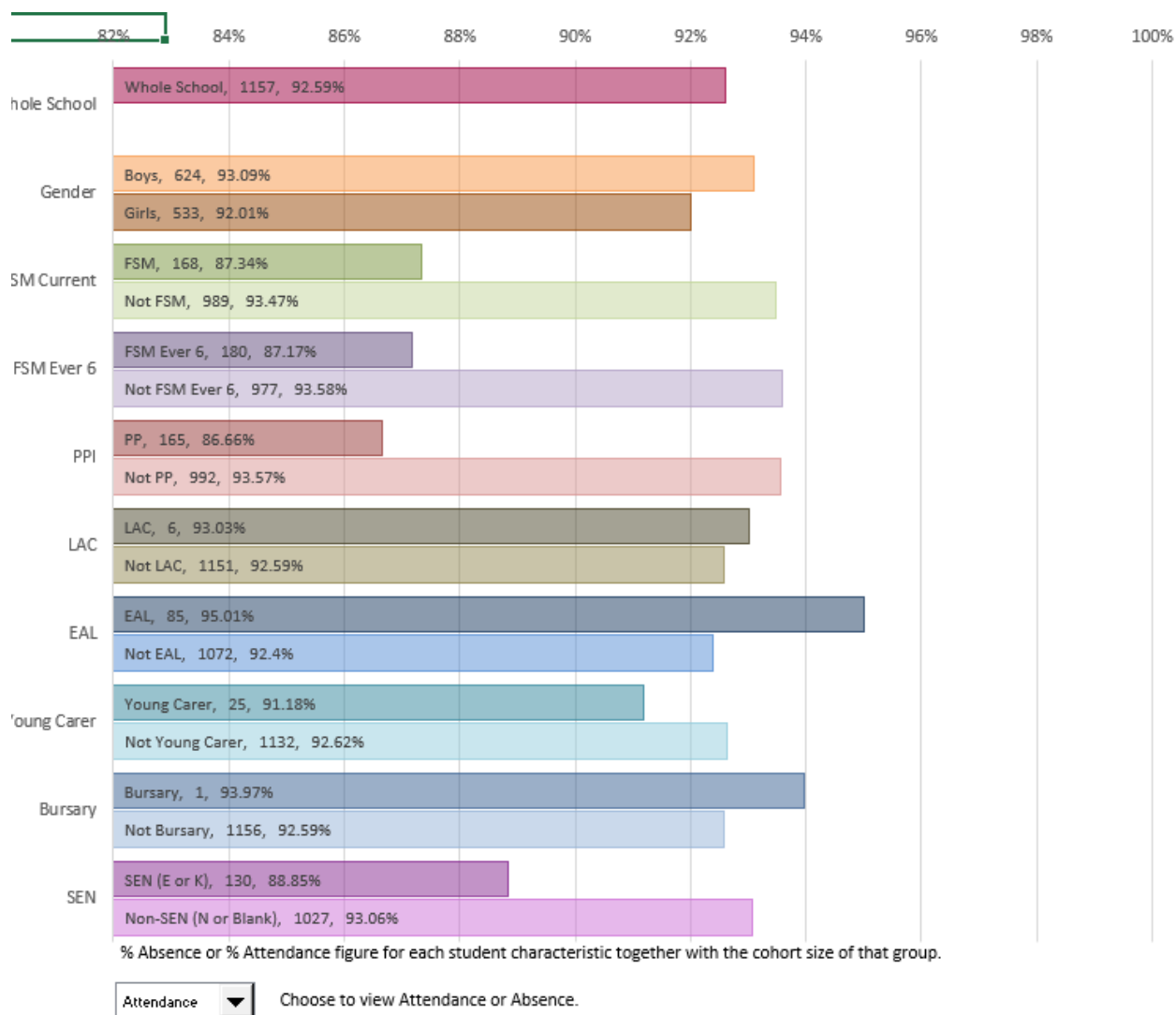
	Whole School 22	Whole School 2022/23
Free School Meals	150	163
English as Additional Language	60	89
Disadvantaged/PP	177	160
Medical Condition	339	335
Service Children	6	5
In Care	6	6
Young Carer	29	24
SEN Status	83	N – 215 K – 108 E - 18

Attendance

Spring Term 04.01.2022 - 01.04.2022



Spring term 03.01.2023 - 31.03.2023



DfE have published data for overall attendance for autumn term 1 2021/22 at 91% for secondary schools. Our data compares positively with 1% above this national average. Our persistent absence figures for the same period are in line with the 27.7% national average. Attendance for Autumn term 1 2022/23 is at 92.2% which demonstrates an increase of 1% above the same point last year. This figure is also nearly 3% above the DfE dashboards published attendance for Autumn Term 1 2022/23 which is at 90.7%. However, this data is only based on 78% of schools subscribing to this dashboard service, so positive comparisons are good but cautious at this stage. Internal comparative data also shows progress this academic year for most groups. Whilst term 1 data shows a slight improvement based on the same point last year for SEND students. There are some complex individual cases with some students with an EHCP now placed in the category of severely absent. These include one student who has now been permanently excluded, and two students with emergency reviews this term where parents have requested a change of school which is supported by the SENDCO. Attendance for LAC is also impacted by the attendance of one Year 11 student who is currently at alternative provision with the support of the virtual school. Other LAC students have extremely positive attendance.

Accessibility Planning

An annual Accessibility Audit is undertaken by the Facilities Health and Safety Manager which involves students and staff to inform improvement works.

2022/23 Plans	Location and works to be carried out	
	A permanent ground floor dining facility with access ramps.	Complete
	Installation of two additional gender-neutral access toilets as part of the extension.	Complete
	Purchase of a brand new automated changing table.	Complete
	Widening of two concrete pathways to improve traffic and access to our dining area as well as access to the tennis courts and field areas.	Complete

2021/22 Plans	Location and works to be carried out	
	Dedicated location for taxi parking for wheelchair users	Disabled bays are used for both parent and private hire
	Outside food serve as part of expansion project to be ramped and furniture to be made wheelchair accessible	Complete
	Magnetic locks to aid lift access to new classrooms in extension project	Complete
	Steps on sports corridor alternative options to be assessed	Access via C-block exit to Huddle or via Huddle to PE
	Variable height benching and services to be available in Science	Complete – bench is portable and is placed dependent on student need