

# **STRATEGIC EQUALITY PLAN FOR DEAN TRUST SCHOOLS Broadoak School**

**Sept 2016**

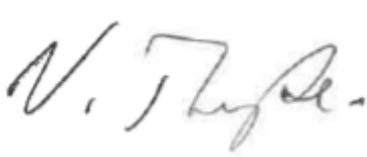
**Updated Nov 2020**

*The Dean Trust Schools*  
*Broad oak School*  
2020 – 2024

## Strategic Equality Plan

**Strategic Equality Plan agreed by WTLP Governors:**  
(Signed by Vice Chair)

Version and Date		Action/Notes
1.0	September 2016	
2.0	September 2017	Reviewed
3.0	September 2018	Reviewed
4.0	September 2019	

Policy Reviewed:	September 2019
Next Review:	September 2020
Next Review:	September 2021
<b>Signature of Chairman of Local Governing Body:</b>   16.12.2020	

# Contents of our Strategic Equality Plan (SEP)

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## 1. Our Distinctive Character, priorities and Aims

School values

**The following principles underline everything we do**

- A respect for all pupils and their parents.
- A full commitment to professionalism.
- A well-ordered and caring school community. **The school aims to**

Help pupils to achieve their full academic potential while offering all pupils equality of opportunity in learning, regardless of gender or special educational needs, while preventing racial discrimination and prejudice.

Help pupils to acquire knowledge and skills relevant to adult life, employment and leisure in a fast changing world.

Help pupils to be literate and numerate.

Encourage the principles of common sense and courtesy and to develop a respect for other people and their property.

Help and encourage all concerned to maintain the school's good reputation.

Create a happy and stable environment in which learning can take place.

Help pupils to develop

a) lively, enquiring minds;

b) the ability to question and argue rationally;

c) the ability to apply themselves to tasks and physical skills.

Help pupils to understand the effect of human activities on the environment.

Help pupils understand and respect the world in which they live and the interdependence of individuals, groups of people and nations.

Help pupils develop sensitivity, empathy, tolerance, self-control, sympathy and an understanding of others.

Prepare pupils for future economic roles as producers, consumers and citizens.

Help pupils contribute to an industrialised and highly technological society.

Help pupils to understand enterprise, wealth creation and entrepreneurial skills.

Help pupils to develop an interest in their own good health and acquire the skills to make positive choices and decisions throughout their lives. Increase pupils' awareness of the wide variety of religious and cultural experiences, beliefs and practices to be found in the world so that they may develop an awareness and understanding of their own beliefs and respect the rights and values of others.

Offer pupils equality of opportunity in learning, regardless of gender or special educational needs.

Combat racial discrimination and prejudice.

## 1.1

At the Dean Trust, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Dean Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 1.2 Characteristics of our school

Broadoak School is a secondary modern with 425 pupils of ages 11-16 on roll. 85% of pupils are White British with 4% having English as a second language. The school lies in an area (Bucklow Ward) judged to be in the top 2.5% of deprived boroughs nationally according to the IDACI index.

*This deprivation is further evidenced by the following:*

- 39.7% of children are living in poverty (as evidenced by LA provided data.)
- 40% are living in households with no adult in employment.
- 57% of the school's population have qualified for free school meals during the last 6 years which is more than double the national average of 29%.
- The average Reading Age of each cohort on entry is significantly lower than national expectations, historically with around half of the year groups on average entering Broadoak with a score below their chronological age. This trend has improved with more recent tests completed this year suggesting that intervention strategies are effective (Year 7: 26% below chronological age dropping to 18% in Year 9). Despite this, pupils make good progress, narrowing school to national gaps significantly.
- The majority of learners enter Broadoak lacking many key learning skills specifically linked to literacy and numeracy as evidenced by the Secondary Inspection Data Summary Report. Raise report (Academic Year 2018/19). No cohort were classed as 'well above national' in reading, writing or maths with all year groups with available data (Years 9 – 11) cohort below in one or two of the three measures measures.

**The school lies within the borough of Trafford, a selective authority. This exacerbates the** low standards and aspirations of pupils on entry.

*Low standards on entry are further evidenced by:*

- 40% of the highest attainers are selected for grammar schools.
- The % of high attainers is below average (21% for 2020 Year 11 leavers compared to 32% nationally). The intake across all year groups is always weighted heavily with middle and low attainers.
- The KS2 average points score on entry is below the national average for all year groups. The attainment gap is smallest at key stage 3 but widens at key stage 4 (e.g. 98 in English compared to the national average of 103).

- 71% of our pupils on entry in 2016 were below the national average score (103) in reading and 67% in mathematics (103) which makes matching national average attainment targets challenging as they do not take into account prior attainment. In 2019 (the most recent year data is available for) the KS2 data improves to a standardised score in reading of 103 (104) and mathematics 104 (105).
- The practice of schooling pupils for the grammar school entry tests means some Key Stage 2 scores are inflated.
- The whole pupil cohort has a mean cognitive ability test score of 95 which is towards the lower end of the average group. For comparison an average ability score tends to be 100.
- 21% of the school have special educational needs with 2% registered as having an EHCp – more than double the national figure in both cases

### **1.3 Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

### **1.4 Setting our equality objectives**

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender,

disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
  - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
  - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

**Our SEP and Equality Objectives are set in the light of:**

- The regional equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. Gaps in attainment and progress for the following cohorts
  - Male and Female pupils
  - SEND pupils
  - LAC's
  - Disadvantaged pupils

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.11) and Appendix 2.**

## **2. Responsibilities**

## **2.1 Governing Body**

The Trust board and governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child or staff member is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

## **2.2 Senior Leadership Team (SLT)**

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of their role in meeting the equality objectives.

## **2.3 Staff – teaching and non-teaching**

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the school's policies, e.g. reporting of racial incidents;

- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## **3. Information gathering and Engagement**

### **3.1 Purpose and process**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

### **3.2 Types of information gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;

- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

### 3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

*Our support from the Trust Board and Governing Body*  
*Links with University providers via our Initial Teacher Training work*  
*Links with the SCITT at a trust school*  
*Annual Parental and Pupil Questionnaires*  
*Involvement with Community groups e.g.: Partington, children and young people group as attended by the Headteacher.*  
*Continual work with our three partner primary schools.*  
*Representation at SEND forums within the local community*  
*Links with other local groups such as ROC (Redeeming our community)*

## 4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

## 5. Objectives and Action Plans

Our chosen Equality Objectives are

- 1. Reduce gaps for disadvantaged groups within our school for achievement, progress and attendance.*
- 2. Teach SMSC and British Values throughout the curriculum via a new strategic plan from September 2016.*
- 3. Reduce the number of NEETs post 16.*

We have action plans covering all relevant protected characteristics. These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and when the school is inspected.

## **6. Publication and reporting**

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

## **7. Monitor and Review**

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2021

The Dean Trust Schools  
Strategic Equality Plan 2016 – 2021  
Appendices

**App. 1      Regional Equality Objectives   App. 2      School Equality Objectives and Action Plan**

## Regional Equality Objectives North West

**1. Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data** National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and nondisabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

**2. Implement Government Bullying Guidance and reduce Identity based bullying in schools**

Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

**3. Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

**4. Reduce the number of NEETs**

The North West has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group within England. Being NEET is a major disadvantage to young people.

**5. Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.** Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

**6. Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that all Schools must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors. An example of this is the may be the Channel – Safeguarding Vulnerable People from Being Drawn into Terrorism for staff.

# *The Dean Trust – Broadoak School*

## Strategic Equality Plan 2016 – 2021 Equality Objectives and Action Plan

### **Equality Objective 1.**

Reduce gaps for disadvantaged groups within our school for achievement, progress and attendance.

### **Our Research:**

Attainment and progress gaps are apparent for disadvantaged pupils nationally in all areas of education. Broadoak shares the national aspiration to close gaps and increase rates of progress,

### **Information from Engagement:**

Work within community highlights disengagement of PPF pupils within organised local groups and events.  
Low % of disadvantaged pupils attend supportive learning experiences throughout their school lives compared to non – disadvantaged.

### **Data Development:**

On-going tracking throughout Years 10 and 11. Continual progress checks and implementation of intervention strategies.

### **This objective will be judged to be successful if...**

- There is a reduction in the attendance, attainment and progress gaps between disadvantaged and non-disadvantaged pupils.

### **Actions:**

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>Review date</b>
1.1	Review PPF funding system and process	AJW	Sept 20	Sept 21

1.2	Intervention plan for disadvantaged pupil focusing on English and Maths	CMC/ ST	Sept 20	Sept 21
1.3	Challenge performance of disadvantaged pupils through bespoke Head of Department challenge meetings.	JK	Sept 20	Sept 21

## September 2020 Review-GCSE Examination Results

Focus	2020			2019			2018		
	PP 36 (51%) NPP 35 (49%)			PP 37 (47%) NPP 42 (53%)			PP 40 (65%) NPP 22 (36%)		
	PP	Nnn PP	Gap	PP	Nnn PP	Gap	PP	Nnn PP	Gap
Cohort 71	36	35	1	36	43	7	40	22	18
CATS Mean SAS	92	98	6	94	100	6	94	93	1
% Basics (9 - 4 in En & Ma)	56	80	24	38	67	29	50	64	14
% Basics (9 - 5 in En & Ma)	31	46	15	24	31	7	28	27	0
Average total Attainment 8	43.84	52.16	8	35.06	45.44	10	40.29	44.39	4
Average total Progress 8	0.04	0.39	0.3	-0.400	0.010	0	-0.015	0.110	0
% 3+ 9-7 / D	17	31	15	5	17	11	10	5	5

- 36 pupils (51%) were classed as disadvantaged (PPF eligible or CLA) which is 4% higher than 2019 and significantly above the nationally available figures of 26%(FFT) and 28%(SISRA. This cohort is defined as those eligible for free school meals over the last 6 years or pupils that are looked after. This disadvantaged group had a CATs score of 92 (94 last year) which is lower than non-disadvantaged at 98.
- There is a 24% attainment gap at 4+ including English and Maths (29% 2019) yet there has been a 18% rise in PP pupils achieving 4+.
- English has had the greatest impact here with 67% versus 42% in 2019 achieving 4+. At 5+ the attainment gap is 15% (7% 2019), again PP 5+ has risen from 24% to 31% - this gap is largely owed to 63% of non-PP pupils who achieved a strong pass in English in 2020. English have seen a 19% increase at 5+ for non-PP but only a 8% increase for PP.
- For Maths at 5+ non PP attainment has increased by 9% and PP a 3% increase. At 4+ the three-year trajectory shows 2018: 14%, 2019: 29%, 2020: 24% which evidences a slight improvement towards 2018 figures. At 5+ 2018 1%, 2019: 7%, 2020: 15% yet disadvantaged attainment over time shows a steady upward trend.

- The disadvantaged Progress 8 score is 0.04. Compared to similar students who achieved a score of -0.35, this suggests that Broadoak disadvantaged pupils perform 4/10 of a grade more than pupils nationally.
- The open element has once again performed well with a P8 score of 1.03 owed to the suite of qualifications on offer.
- When breaking disadvantaged pupils into attainment groups it becomes evident that middle attaining PP boys are the target group across the board notably evidenced by lack of grades above a 6 in many subjects.
- Attendance data. 2018/19 PPF – 93.3%, NPPF – 97.4% (Gap 4.1%). 2019/20 , PPF – 94%, NPPF – 96.9% (Gap 2.9%) Gap has reduced, whilst PPF attendance has increased.

## **Equality Objective 2.**

Teach SMSC including British Values throughout the curriculum via a new strategic plan.

### **Our Research:**

SMSC curriculum needs to meet the needs of all learners. Delivery (and examined) through RE GCSEs is restricting breadth and deep learning / experiential opportunities. SMSC to be integral in all curriculum areas.

### **Information from Engagement:**

Community partners (for example talk Shop and the Peoples Church) wish to play a lead role in leading planned SMSC throughout the curriculum.

**Data Development:**

Pupil and parental voice activity to evaluate needs and gaps in SMSC development. Data gathered on understand of key SMSC areas – used to inform action plan. Audit of SMSC shows full coverage throughout the school.

**This objective will be judged to be successful if...**

- SMSC plan covers all statutory requirements and is evident in all curriculum areas throughout the school.
- Pupil voice activity (from baseline) reveals progress and wider coverage of SMSC.
- Standards in terms of behaviour and personal development rise as evidence by a range of factors.

**Actions:**

	<b>Description.</b>	<b>Responsibility</b>	<b>Start date</b>	<b>Review date</b>
1.1	SMSC audit and action plan developed, reviewed and impact measured.	SL	Sept 17	Sept 21
1.2	SMSC and British values to evident in all faculties Curriculum Plans.	TSR	Sept 17	Sept 21

September 2020 Review:

- SMSC Audit fulfilled. SMSC highlighted in every curriculum area as exemplified below.
- Curriculum maps all accessible online for all stakeholders.
- Talk Shop and the Peoples Church are heavily involved in life of the school across all year groups.
- Pupil voice pending.
- Peer review revealed strong SMSC across the school



**Information from Engagement:**

Engagement with Connexions and intelligence gleaned reveals a fluctuating picture where small numbers inflate percentages. Local community groups are eager to engage NEET pupils via various avenues and programmes.

**Data Development:**

Continual data on NEET and destinations data

**This objective will be judged to be successful if...**

- The NEET figure is reduced with the aim that 100% of 2021 leavers have a clear destination.
- At least maintain or reduce 3.8% NEET figure from 2018/2019 leavers.

**Actions:**

	<b>Description</b>	<b>Responsibility</b>	<b>Start date</b>	<b>Review date</b>
1.1	IAG to be coordinated in house with careers advisor and coordinator utilising connexions as support.	AJW/SL	Sept 17	Sept 21
1.2	Raise profile of employer engagement across the school. Calendar of high profile events	AJW/SL	Jan 16	Sept 21
1.3	Skills force used to engage KS4 learners within school – developing resilience, confidence and life skills	FM	March 17	Sept 21

## September 2020 Review

September guarantee data pending but estimates suggest 95% of 2020 leavers are in appropriate destinations. NEET figures for 2018/19 leavers (1 year on) also pending – available Spring 2021.

Calendar of events available and evident. In terms of IAG many initiatives further embedded in 2019-2020 including:

- Maintenance of Broadoak Leavers' Facebook page which now hosts 628 alumni.
- Careers features in weekly newsletters with a supplement for National Careers Week available on the Careers website page.
- Employability Skills rewards system embedded for KS4 with alternative 'Employability Skills' event alongside Sports Day.

- Continuation of work with Greater Manchester Higher for the promotion of Higher Education.
- Lunchtime drop-in sessions continue to be offered for engagement of pupils with employers and providers.
- National Careers Week programme developed to include a 'Speed Networking Event' for Year 8 to boost employer encounters.
- Successful collaboration with the GM Enterprise Advisor Network recognised by on-going improvement of Gatsby Benchmark measure (update due 14.12.20).

	<b>GATSBY BENCHMARK</b>	<b>BROADOAK SCORE- JULY 2020 (NATIONAL AVERAGE)</b>	<b>BROADOAK SCORE- JULY 2018 (NATIONAL AVERAGE)</b>
<b>1</b>	A stable careers programme	100% (21%)	88% (4%)
<b>2</b>	Learning from career & labour market information	100% (45%)	50% (30%)
<b>3</b>	Addressing the needs of each pupil	81% (20%)	71% (9%)
<b>4</b>	Linking curriculum learning to careers	93% (38%)	75% (13%)
<b>5</b>	Encounters with employers & employees	100% (52%)	0% (37%)
<b>6</b>	Experiences of workplaces	100% (47%)	100% (39%)
<b>7</b>	Encounters with further and higher education	95% (21%)	66% (8%)
<b>8</b>	Personal guidance	0% (57%)	0% (46%)

	<b>Continuing in Education</b>	<b>Full Time Training</b>	<b>Apprenticeship</b>	<b>Employment with accredited training</b>	<b>Employment with LRT</b>	<b>Employment no training</b>	<b>Not settled (NEET)</b>	<b>Moved Away</b>	<b>No response</b>	<b>Others</b>
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BROADOAK	0.00	1.75	1.67	0.00	
TRAFFORD	0.00	0.25	0.17	0.00	
BROADOAK	0.00	0.00	0.00	0.00	
TRAFFORD	0.46	0.79	0.62	0.60	
BROADOAK	0.00	1.75	3.33	0.00	
TRAFFORD	0.11	0.25	0.21	0.03	
BROADOAK	5.56	8.77	3.33	3.80	
TRAFFORD	0.93	1.08	1.04	0.83	
BROADOAK	0.00	3.51	0.00	0.00	
TRAFFORD	0.29	0.40	0.17	0.13	
BROADOAK	1.85	1.75	1.67	1.27	
TRAFFORD	0.21	0.25	0.35	0.17	
BROADOAK	0.00	0.00	0.00	0.00	
TRAFFORD	0.04	0.11	0.07	0.10	
BROADOAK	11.11	8.77	0.00	11.39	
TRAFFORD	4.35	3.56	3.59	3.81	
BROADOAK	3.70	7.02	11.67	3.80	
TRAFFORD	0.64	1.01	1.21	0.97	
BROADOAK	77.78	66.67	78.33	79.75	
TRAFFORD	92.98	92.31	92.58	93.36	
	JAN 2017	JAN 2018	JAN 2019	JAN 2020	