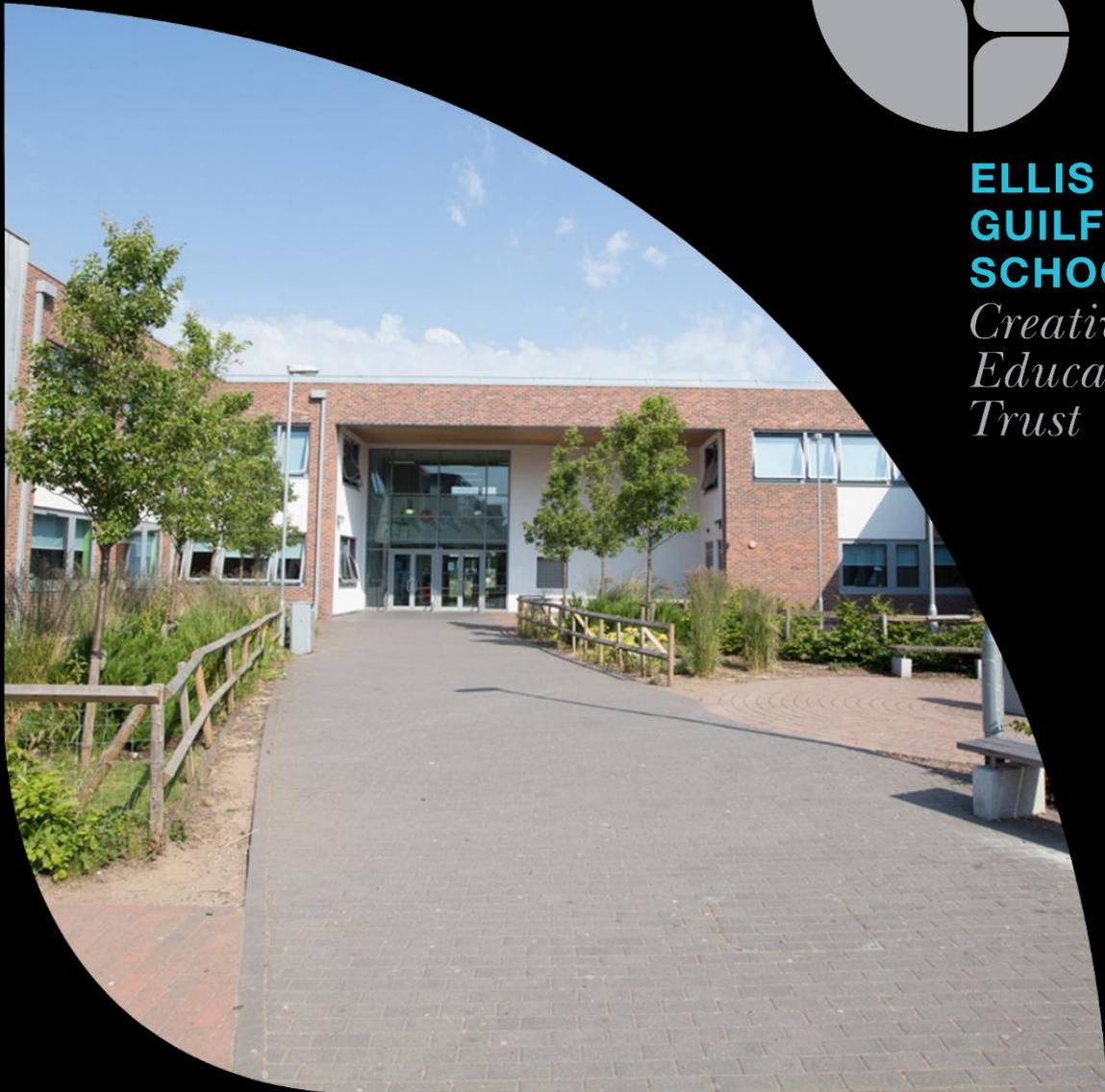




**ELLIS
GUILFORD
SCHOOL**
*Creative
Education
Trust*



PSED Statement

January 2019



*Creative
Education
Trust*

Public Sector Equality Duty Statement of Intent

Equality Statement

This statement provides information about how the Creative Education Trust ensures it meets its Specific Equalities Duties. The Public Sector Equality Duty requires our academies to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account as they have protected characteristics.

- Age
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

This policy applies to both pupils and adults and its principles and values apply equally to everyone.

General Duties

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.



Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

1. publish information to demonstrate how the academy is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
2. prepare and publish equality objectives.

Principles and values

We will collect and use equality information to help us to:

1. identify key issues
2. understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby, plan them more effectively
3. assess whether we are discriminating unlawfully when carrying out any of our functions
4. identify what the key equality issues are for our organisation
5. publish information to demonstrate how our academy is complying with the PSED
6. Prepare and publish objectives to meet our PSED.

Appendix 1 provides information about the Ellis Guilford School community

Appendix 2 outlines the equality objectives for Elis Guilford School



Appendix 1

The school community 2018/19

The percentage of pupils who have been eligible for free school meals at any point in the past six years is 53% compared to 29% nationally.

The percentage of pupils from ethnic minority backgrounds is 43% compared to 28% nationally.

The percentage of pupils who speak English as an additional language is 15% compared to 16% nationally.

The percentage of pupils who have special educational needs or are disabled is 14% compared to 13% nationally.

47% of our pupils are girls compared to 50% nationally.

8 pupils have been permanently excluded during this period.

Our workforce is 61 males and 113 females.

The following data are taken from ASP and show the academic achievement of different groups of pupils in 2017/18 national assessments.

Progress 8 by pupil group													
Breakdown	Cohort	Progress 8 adjusted score		Progress 8 unadjusted score		English element		Maths element		English Baccalaureate element		Open element	
		School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark
All pupils	222	-1.00	-0.02	-1.01	-0.03	-0.85	-0.04	-1.00	-0.02	-0.94	-0.03	-1.20	-0.04
Male	126	-1.16	-0.25	-1.17	-0.26	-1.08	-0.44	-0.94	0.00	-0.96	-0.18	-1.61	-0.41
Female	96	-0.80	0.22	-0.80	0.21	-0.56	0.38	-1.09	-0.05	-0.92	0.13	-0.67	0.35
Disadvantaged	117	-1.25	0.13	-1.28	0.13	-1.08	0.11	-1.31	0.12	-1.23	0.14	-1.43	0.12
Other	105	-0.72	0.13	-0.72	0.13	-0.60	0.11	-0.66	0.12	-0.62	0.14	-0.94	0.12
Ever 6 FSM	117	-1.25	0.12	-1.28	0.12	-1.08	0.10	-1.31	0.11	-1.23	0.14	-1.43	0.11
Children looked after	0	N/A	-0.01	N/A	-0.02	N/A	-0.03	N/A	-0.01	N/A	-0.02	N/A	-0.03
SEN with statement or EHC plan	2	-1.39	-0.02	-1.39	-0.03	-1.81	-0.04	-1.05	-0.02	-1.36	-0.03	-1.37	-0.04
SEN support	28	-2.07	-0.02	-2.12	-0.03	-2.28	-0.04	-1.64	-0.02	-2.04	-0.03	-2.41	-0.04
No SEN	192	-0.84	0.07	-0.85	0.07	-0.63	0.08	-0.91	0.05	-0.78	0.06	-1.02	0.08
Non-mobile	214	-0.99	0.00	-1.00	0.00	-0.84	-0.01	-0.98	0.00	-0.94	0.00	-1.18	0.00
English first language	200	-1.13	-0.02	-1.15	-0.03	-0.96	-0.04	-1.12	-0.02	-1.11	-0.03	-1.32	-0.04
English additional language	22	0.20	-0.02	0.20	-0.03	0.28	-0.04	0.08	-0.02	0.58	-0.03	-0.14	-0.04
Prior attainment													
Low overall	38	-0.99	-0.17	-0.99	-0.17	-0.91	-0.21	-0.93	-0.12	-0.83	-0.16	-1.24	-0.20
Middle overall	107	-0.93	-0.01	-0.94	-0.01	-0.79	-0.02	-1.07	-0.01	-0.90	-0.02	-1.01	-0.02
High overall	77	-1.12	0.01	-1.12	0.00	-0.91	0.00	-0.95	0.00	-1.06	0.00	-1.44	0.00
Reading low	34	-0.93	-0.13	-0.93	-0.13	-0.84	-0.25	-0.67	0.07	-0.76	-0.12	-1.32	-0.21
Reading middle	110	-0.91	-0.02	-0.93	-0.03	-0.76	-0.09	-1.01	0.07	-0.90	-0.02	-1.03	-0.05
Reading high	78	-1.16	0.01	-1.17	-0.01	-1.00	0.07	-1.14	-0.13	-1.09	-0.01	-1.36	0.03
Maths low	43	-1.17	-0.20	-1.17	-0.20	-1.03	-0.13	-1.19	-0.32	-1.02	-0.18	-1.36	-0.18
Maths middle	90	-0.80	-0.01	-0.81	-0.01	-0.67	0.03	-0.98	-0.06	-0.79	-0.02	-0.82	0.00
Maths high	89	-1.12	0.02	-1.15	0.01	-0.95	-0.07	-0.94	0.13	-1.06	0.01	-1.50	-0.03



Attainment 8 by pupil group												
Breakdown	Cohort	Overall attainment 8		English element		Maths element		English Baccalaureate element		Open element		
		School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	
All pupils	246	34.25	46.36	7.83	9.88	6.54	9.01	9.93	13.37	9.95	14.09	
Male	139	31.97	43.65	7.18	9.01	6.58	8.97	9.65	12.80	8.56	12.87	
Female	107	37.23	49.18	8.67	10.80	6.50	9.05	10.28	13.97	11.77	15.36	
Disadvantaged	125	29.32	49.96	6.99	10.55	5.38	9.75	8.18	14.57	8.78	15.09	
Other	121	39.35	49.96	8.89	10.55	7.75	9.75	11.74	14.57	11.17	15.09	
Ever 6 FSM	125	29.32	49.75	6.99	10.51	5.38	9.71	8.18	14.50	8.78	15.03	
Children looked after	0	N/A	46.57	N/A	9.93	N/A	9.05	N/A	13.44	N/A	14.15	
SEN with statement or EHC plan	2	1.50	46.36	0.00	9.88	0.00	9.01	0.00	13.37	1.50	14.09	
SEN support	29	10.62	46.36	2.62	9.88	2.41	9.01	2.52	13.37	3.07	14.09	
No SEN	215	37.75	49.51	8.60	10.52	7.16	9.64	11.02	14.35	10.96	15.00	
Non-mobile	230	34.68	46.97	7.90	10.01	6.65	9.12	10.01	13.55	10.13	14.30	
English first language	210	32.75	46.36	7.60	9.88	6.24	9.01	9.26	13.37	9.65	14.09	
English additional language	36	43.03	46.36	9.17	9.88	8.33	9.01	13.81	13.37	11.72	14.09	
Prior attainment												
Low overall	38	13.79	22.41	3.79	5.29	2.00	3.73	3.61	5.75	4.39	7.64	
Middle overall	107	31.38	40.65	7.46	9.00	5.59	7.70	8.58	11.22	9.75	12.72	
High overall	77	48.46	60.96	10.52	12.54	10.08	12.27	14.58	18.20	13.28	17.94	
Reading low	34	14.23	23.21	3.88	5.28	2.47	4.20	3.79	6.00	4.08	7.73	
Reading middle	110	31.83	40.71	7.58	8.88	5.78	7.89	8.72	11.28	9.75	12.66	
Reading high	78	46.51	58.90	10.08	12.34	9.36	11.56	13.98	17.48	13.10	17.51	
Maths low	43	13.78	23.51	3.91	5.71	1.86	3.64	3.56	6.06	4.45	8.08	
Maths middle	90	32.65	41.27	7.69	9.19	5.76	7.73	8.91	11.44	10.30	12.92	
Maths high	89	45.86	60.21	10.02	12.26	9.57	12.34	13.75	17.96	12.51	17.65	

Appendix 2

Equality objectives 2018/19

Our equality objectives for 2018/19 are:

- To diminish the difference between disadvantaged pupils compared to those with similar starting points.
- To close the gap in performance of all pupils with special educational needs or disabilities.
- To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.
- To prevent and respond to all hate incidents and prejudice-based bullying.

These objectives are described in more detail in the Academy development and improvement plan. Progress towards achieving these objectives is under constant review and is reported to governors at every local governing body meeting.