

Equality objectives 2018/22

September 2018

Landau Forte College Derby's equality objectives have been selected based on two principles: addressing the national situation with regard to raising the achievement of specific groups of students who currently achieve less well than their peers nationally and fulfilling LFCD's mission of raising the achievement of all students.

Protected characteristics	Success criteria	Review points
Reduce the gender gap in achievement at all Key Stages by increasing boys' achievement	<ul style="list-style-type: none"> Internal and external assessment data shows that the gender gap is reducing across all year groups Progress and attainment measures for boys improve 	<p>January 2019/ August 2019/ January 2020/ August 2020 / January 2021/August 2021/January 2022/ August 2022</p> <p>January 2019 The gender gap is reducing across all year groups (without capping the attainment of girls) Predicted progress and attainment scores for boys on current GCSE courses are very strong. Source – data entry point 2</p> <p>August 2019 Progress 8 score for girls +0.77 (2018 +0.75)</p> <p>Progress 8 score for boys +0.53 (2018 +0.38) (National progress 8 score for boys -0.25, national progress 8 score for girls +0.22)</p>

		<p>The gender gap has closed significantly – attainment and progress for boys is increasing.</p> <p>January 2020 Internal data shows that the gender gap continues to reduce. Predicted progress and attainment scores for boys on current GCSE courses are very strong. Source – data entry point 2</p> <p>August 2020 Progress 8 score for girls +1.03 Progress 8 score for boys +0.43 (National progress 8 score for boys -0.25, national progress 8 score for girls +0.22) Unfortunately, the gender gap has increased from the position of 2019, improving the achievement of boys will continue to be a whole school priority.</p> <p>January 2021 Internal data shows that the gender gap is decreasing. Predicted progress and attainment scores for boys on current GCSE courses are very strong. Source – data entry point 2</p>
<p>Reduce the achievement gap at all Key Stages between students with Special Educational Needs and Disabilities and those without Special Educational Needs and Disabilities</p>	<ul style="list-style-type: none"> • Internal and external assessment data shows that the gap between students with SEND and those without SEND is reducing across all year groups. National data will be used as a bench mark for measuring improvements. • Progress and attainment measures for students with SEND improve 	<p>January 2019 Internal and external assessment data shows the gap between students with SEND and those without SEND is reducing. Progress and attainment measures for SEND students are improving. Source – data entry point 2</p>

		<p>August 2019 Internal assessment data shows the gap between students with SEND and those without SEND continues to reduce. Progress 8 score for non-SEND students +0.77 Progress 8 score for SEND support students +0.08 (National progress 8 score for non-SEND students +0.08, national progress 8 score for SEND students -0.61) We continue to work hard to reduce the achievement gap for students with SEND at all key stages.</p> <p>January 2020 Internal and external assessment data shows the gap between students with SEND and those without SEND continues to reduce. Source – data entry point 2</p> <p>August 2020 Internal assessment data shows the gap between students with SEND and those without SEND continues to reduce. Progress 8 score for non-SEND students +0.78 Progress 8 score for SEND support students +0.19 (significant increase form 2019) (National progress 8 score for non-SEND students +0.08, national progress 8 score for SEND students -0.61) We continue to work hard to reduce the achievement gap for students with SEND at all key stages.</p> <p>January 2021 Internal and external assessment data shows the gap between students with SEND</p>
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		and those without SEND continues to reduce. Source – data entry point 2
<p>Improve the attendance of SEN support students across all year groups</p>	<ul style="list-style-type: none"> • Attendance data shows an increase in attendance for SEND support students. • Attendance data shows a decrease in persistent absence for SEND students 	<p>January 2019 Attendance for SEND support students is 95.2% (above national for all students 94.5%)</p> <p>August 2019 Attendance for SEND support students is 94.7% (above national for all students 94.5%) Persistent absence for SEND students is 14% slightly above national average for all students 13.6%)</p> <p>January 2020 Attendance for SEND support students is 94.7% (above national for all students 94.5%) Persistent absence for SEND students is 16.78% (above national average for all students 13.6%). Detailed research into this group of students has been completed. We are confident that we are providing extensive support/intervention to this group to support families in improving attendance SEND students attendance.</p> <p>August 2020 Due to Covid 19 enforced school closure, we only have attendance from terms 1-3 to comment on for academic year 2019/20, there was little change from the data reported in January 2020.</p> <p>January 2021 Attendance for SEND support students is 96%, this is a significant increase from January 2020, (above national for all students 94.5%) Persistent absence for SEND students is 14.1% (above national average for all students 13.6%).</p>



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