

This report outlines the ongoing implementation and impact of the Equalities and Diversity Strategy at Ormiston Park Academy. The strategy is designed as a long-term strategic plan, with consistent objectives that reflect our commitment to fostering an inclusive, respectful, and equitable environment for all members of the school community. This approach aligns with the Department for Education's statutory guidance under the Equality Act (2010), which places a duty on schools to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups.

In line with DfE expectations, our strategy supports the promotion of fundamental British Values and ensures that all pupils, regardless of background, identity, or need, are given the opportunity to thrive academically, socially and personally.

At the heart of this strategy is the Ormiston Park Academy ethos: "Believe and Achieve". This ethos underpins our ambition to ensure that every individual is valued and empowered to flourish. Our core PARK values (Perseverance, Aspiration, Responsibility and Knowledge) are embedded throughout the Equalities and Diversity Strategy and guide our daily practice. These values reinforce our belief in the inherent dignity of every person, the importance of a positive and inclusive outlook, the resilience to overcome barriers, and the pursuit of the highest standards for all. Through this strategic plan, we continue to build a school culture where diversity is celebrated, and equality is a lived reality.

### Objective 1

**To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and Key Stages. This monitors trends over time and makes comparisons with other schools; locally and nationally.**

- Analysis of core data at Key Stage 4 gives insight into overall attainment against MEG and informs the accuracy of predicted outcomes.
- As part of a full data review at Key Stage 4, students who are under- or over-achieving are identified. Our analysis tools (4matrix and Sisra) allow us to look more closely at subgroups and establish where intervention will narrow gaps in attainment or respond to variations.
- At Key Stage 4, such analysis helps staff form effective intervention sessions based on individual student need, so that bespoke plans can be put in place. This can be done in departments or, in some instances, at whole-school level.
- Department meetings often involve the analysis of data, identifying key groups of students based on attainment and their needs. This informs the development of strategies to help students progress with their learning.

- The Ormiston Trust introduced Sibra data analysis in 2024/2025. Leaders have been issued logins and now have a number of tools to help them focus on specific groups when analysing their subject data.
- Raising Standards meetings are in part dedicated to reviewing historic data to inform curriculum planning and ensure that trends are identified and addressed accordingly. Comparison with national, local and USP data highlights the impact of our strategies to raise overall attainment for all.
- Lexonik reading lessons have been introduced to the Key Stage 3 and 4. In order to improve reading and make the curriculum reflective of our different groups of learners, this has been modified to help improve representation and performance.
- Trust wide assessments are provided for English, maths and science for Key Stage 3. This allows for precise monitoring across nine schools focusing on specific groups. This allows for future monitoring over time across schools.

### Objective 2

**To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.**

- High-quality CPD is given to all staff, including National College CPD, in-school CPD, Trust-level CPD programmes and the opportunity to attend external training. Staff are supported in delivering form time sessions on important issues such as LGBTQ+, race and religious topics. Staff teaching sensitive topics are given training and guidance by the PSHE curriculum leads. This can be one-to-one or by observation and coaching.
- Weekly Curriculum/Teaching and Learning briefings are dedicated to sharing best practice across our evidence-led curriculum. We continue to develop an anti-racist and inclusive curriculum, in response to one of the headlines of our curriculum SIP.
- Assemblies are led by a variety of staff and key events, e.g. Ramadan, Lunar New Year and Diwali are celebrated. During Black History Month, departments, alongside the leadership team, worked collaboratively to assess resources that were used to mark, celebrate and educate the Ormiston Park community, ensuring a balanced and meaningful approach to topics discussed.
- The PSHE curriculum embodies inclusivity. Protected Characteristics are taught and repeated across Key Stages. The content of the lessons includes use of examples that are based on a non-heteronormative and non-denominational approach. Visual displays on Protected Characteristics and British Values can be seen around the academy to remind students of their importance.
- The weekly bulletin to staff promotes the values and objectives of the school. This provides timely reminders to ensure good relations across the school.
- The termly newsletter to parents/carers and families shares work from across the school that further promotes equality.

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### Objective 3

**To ensure that all students, staff and volunteers are given the opportunity to make a positive contribution to the life of the school.**

- Student leaders and Anti-bullying Ambassadors meet weekly to discuss matters relevant to the student body.
- A Whole-School Anti-Bullying Policy is shared with students, parents and staff. This is a comprehensive policy that defines bullying, outline procedures for reporting and how incidents should be investigated, the policy specifies consequences for perpetrators, it Involves students, staff, and parents and ensures community-wide commitment and clarity.
- Ormiston Park Academy foster a Positive and Inclusive School Culture by promoting respect, kindness, and inclusivity- all can significantly reduce bullying.
- There is one student leader in every tutor group across year groups and a student leadership team in year 11, In total thirty student leaders who can be identified by their gold ties. Student leaders meet weekly with Senior leaders to ensure student voices are actively represented and that school initiatives, events, concerns are addressed, and communication is consistent.
- Student voice: In October each year, students across the Ormiston Trust vote for Student Voice Ambassadors. Student voice ambassadors attend regional and national meetings across the Ormiston Trust and feedback priorities and events happening in the Ormiston trust.
- Anti Bullying ambassadors lead drop-in sessions on Thursdays and present in assemblies. Student leaders produce tutor-time activities about relevant matters. They are also helping to organise and run extra-curricular activities such as: Ormiston Park Choir, Eco club, Basketball and Crochet club, which is in response to students asking for specific extra-curricular activities.
- Students in Year 10 attend a Debate club in preparation for Jack Petchey Speak Out. They deliver topical speeches in assemblies and at events throughout the year.
- Student leaders also help to run and recruit more students for choir, helping to come up with a performance programme, aiding in rehearsals and organising auditions to recruit more students.
- Work on courageous advocacy is seen across the school and promoted in form time and assemblies. We also have the Ambassadors for PARK Passports, which will be completed by Key Stage 3 students after the May Half-Term. This encourages courageous advocacy in school, as well as in the local community.
- All assemblies are designed to understand themes in line with real life events. Students are exposed to examples from their local community. A variety of teachers, pastoral leads as well as Year 11 and Sixth Form students create and

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deliver assemblies. Lower school students create resources linked to their local community and behaviour around school.

- A staff wellbeing group has been established with many initiatives designed to support each other. One initiative has been for students to write postcards to thank staff for their positive contribution to school life.
- Student Mental Health Ambassadors have been selected from each tutor group. They have organised events to promote positive wellbeing and mental health.
- The Trust have made available to all staff a mental health talking service. Staff have access to OM Health nurses who support staff well-being.