



**Public Sector Equality Duty
Equality Objectives / Action Plan 2023-24**

SMART = Specific – Measurable – Achievable – Realistic – Timebound

Target Area/Key Priority = Creating a culture of safeguarding

SLT Responsible = MCO / PGR

Other key staff: KDO, DRA

Specific Aims/targets (INTENT)	Rationale/context	Actions (IMPLEMENTATION)	Staff responsible	How will you/they know/measure IMPACT?	When?
EO1 - Increase recruitment of Global Majority Heritage staff working at St Ambrose College by 50% by September 2026.	The College teaching staff in overwhelming white British and this is not reflective of the diversity of the student body. We would aim to increase the number of Global Majority Heritage staff working at the College by 50% over the next three years (academic year September 2026)	<ol style="list-style-type: none"> 1. Include statements in job advertisements highlighting this aim/objective with a rationale. 2. Advertise using BAME'ED and promote jobs in local mosques, temples and synagogues as well as in churches. 3. Ensure anonymised selection of application forms for interview. 	CO, KDO, DRA and all SLT posting jobs	<ul style="list-style-type: none"> • Audit staff numbers by ethnicity at the start of each academic year. • We would aim to increase the number of Global Majority Heritage staff working at the College by 50% over the next three years (academic year September 2026) 	<ul style="list-style-type: none"> • Now (all future job adverts) • Target to be achieved by September 2026.
EO2 - Improve gender equality at St Ambrose College – The number of female staff saying that they feel mistreated by some students decreases by 50 %. This target continues on the work started last year and attached is some	Based on staff survey feedback that a minority of students treat female staff differently to their male colleagues.	<ol style="list-style-type: none"> 1. Members of SLT (all genders) to have menopause training. 2. An SLT lead to feedback at regular points throughout the year on progress 3. Member of staff to lead an action group linked to whole school appraisal target. 	MCO, DRA, KDO, all SLT SMM	<ul style="list-style-type: none"> • Staff voice will be used and compared to a base survey completed in 2022-23. • Student voice comparison based on UK Feminista base survey completed in 2022-23 	<ul style="list-style-type: none"> • SMM to ensure curriculum in PSHE is correctly sequenced and resources to teach and learn about these issues. • SLT to ensure CPD is planned into INSET calendar.

<p>CPD attended by MCO on toxic masculinity.</p> <p><u>Target to be achieved by September 2024</u></p>		<p>4. PSHE curriculum</p>			<ul style="list-style-type: none"> • <u>Target to be achieved by September 2024</u>
<p>EO3 - 90% of female staff say they feel supported at work with regards to the menopause.</p> <p><u>Target to be achieved by September 2024</u></p>	<p>The college also wants to support female staff by improving its provision to support women going through the menopause.</p>	<ol style="list-style-type: none"> 1. Members of SLT (all genders) to have menopause training. 2. Members of staff to lead an action group linked to whole school appraisal target. 3. Staff leading to attend Trafford local authority training 4. Menopause policy 	<p>MCO, DRA, KDO, all SLT</p> <p>MFR and GSC</p>	<p>Staff survey at the mid and end points of the academic year</p>	<ul style="list-style-type: none"> • MFR and GSC to continue leading the menopause steering group • <u>Target to be achieved by September 2024</u>

Grade descriptors for personal development

414. In order for the personal development judgement to be outstanding, the school must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

415. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the inspection team's professional judgement.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the [Gatsby Benchmarks](#), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to

speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.