



CAMBRIDGE  
MATHS SCHOOL

## Cambridge Maths School Equality Statement

### Document Control

Version Number	2
Applicable to	Everyone
Effective date	September 2024
Ratification	Head of School
Document owner	R Butler
Review cycle	Every four years

## Equality objectives

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### **Narrowing Gaps in Achievement, Overcoming Barriers to Achievement, Creating a Fairer Community**

Equality legislation requires us to publish specific and measurable equality objectives. Our equality objectives are based on analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Cambridge Maths School strives to move from legal compliance with Equality legislation towards excellence and best practice in promoting and celebrating equality, diversity and inclusion. These equality objectives, in addition to the equality information, demonstrate the school's commitment to ensuring that all students are treated fairly in terms of their protected characteristics and other significant factors or indicators such as eligibility for free school meals (FSM) or having English as an additional language (EAL).

Ofsted inspections look at how schools help all their students to make progress, including "those whose needs, dispositions, aptitudes or circumstances require additional support". In addition to students with protected characteristics, we wish to provide further information on the following groups of students: SEN (including more able students and students with specific learning difficulties), EAL, FSM, students who are looked after children and other vulnerable students who are at risk of disaffection or exclusion such as young carers, students with physical and/or mental health problems, students from families under permanent or temporary stress and students with other emotional and behavioural difficulties.

The admission, retention and achievement of students will be monitored by gender, disability (including SEN), race or ethnicity, receipt of the pupil premium and having English as an additional language to determine trends and enable the school to provide focussed support to overcome barriers and realise potential. Monitoring of the other protected characteristics and vulnerable groups will be introduced as part of our equality objectives.

We recognise the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others, students from certain cultural and ethnic backgrounds, students who belong to low-income households and students known to be eligible for free school meals, students who are disabled, students who have special educational needs, male students in certain subjects and female students in certain other subjects.

### Objectives to be reviewed every four years

Equality objectives	Why this objective has been chosen	Target for this objective set for September 2025	How we intend to achieve this
To narrow the gap in attainment at end of KS5 between disadvantaged and non-disadvantaged students.	Nationally students classed as disadvantaged do not perform as well as their non-disadvantaged peers	To ensure all students have positive value-added scores.	<ul style="list-style-type: none"> <li>Adapt the curriculum for those disadvantaged students who require a more personalised approach.</li> <li>Personalise plan for each student.</li> <li>1:1 work with lead teacher</li> <li>Bespoke extra tuition packages where appropriate.</li> <li>Focus on cultural capital through: extracurricular, trips, and provision of resources.</li> </ul>
To ensure the experience of EAL students is positive and inclusive so students feel fully part of the community.	In light of the recent national debate about immigration and Brexit it is imperative that the school community works closely together to ensure all members feel welcome.	To provide focussed support for EAL students where a need is identified. Ensure a comprehensive induction of EAL students to the school community. Promote an international culture within the whole school community.	<ul style="list-style-type: none"> <li>To evolve the EAL Coordinator from the outset of admitting EAL children.</li> <li>External opportunities for EAL students to gain confidence and celebrate their own heritage and their place in the community.</li> <li>Assemblies celebrating diversity, special events e.g. world book day, tutor time etc.</li> </ul>
To ensure the experience of BAME students is positive and inclusive so students feel fully part of the community.	With reference to the Black Lives Matters debate it is imperative that the school community works closely to ensure all students feel welcome and recognised.	To provide a platform for BAME students to have their voices heard. To promote a multicultural ethos within the whole school community.	<ul style="list-style-type: none"> <li>Staff and student diversity committee in student council.</li> <li>PSHE drop down days and tutor time activities focused on diversity and in particular BLM.</li> </ul>
To ensure the experience of LGBTQ+ students is positive and inclusive, so students feel fully part of the community.	It is crucial that as a minority group LGBTQ+ students feel welcome and recognised.	To provide a platform for LGBTQ+ students to have their voices heard. To provide a school environment in which LGBTQ+ students can be themselves.	<ul style="list-style-type: none"> <li>Promote the work of the school Gay Straight Alliance to the whole school community.</li> <li>Deliver appropriate and relevant PSHE programmes to support students' understanding of difference.</li> </ul>