



AN OAT ACADEMY



Educate for life

Cowes Enterprise College

**Equality, British Values and
Relationships Information;**

Equality Objectives 2025 - 2029

Cowes Enterprise College

Equality, British Values and Relationships Information; Equality Objectives 2025 - 2029

Contents

Introduction	3
Fundamental British Values	4
British values and our curriculum	5
Democracy	8
The rule of law.....	9
Individual Liberty.....	10
Mutual Respect	11
Tolerance of those of different faiths and beliefs.....	12
Relationships and Sexual Education.....	13
Strategy 2023 – 2027	16
Equality information	20
Excellent education	21
Most effective support.....	22
Exceptional personal development	23
Understanding our academy community	24
Diversity of our workforce	26

Introduction

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information and to report on our delivery of the fundamental British values. The aim for this is to:

- ✓ **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- ✓ **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- ✓ **Foster good relations** between people who share a protected characteristic and people who do not share it
- ✓ **Educate our students for life and in accordance with our values**

In all our activities we act in accordance with the equality act and our equality policy which can be found on our website www.cowesec.org in the 'policies' section.

As part of this we will:

- ✓ Publish information every year about our academy population
- ✓ Outline how we have due regard for equality and how we promote community cohesion
- ✓ Publish equality objectives to show how we plan to tackle particular inequalities and improve
- ✓ Publish how the academy meets all the statutory guidance from the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education.

At the academy we work together to eliminate all forms of discrimination, harassment and victimisation. Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.

Our academy population is predominately 'white-British' and there are roughly equal number of boys and girls although this differs in some year groups. 23% of our students are disadvantaged, 21.25% have free school meals and 6% are ever6. 17% of our students (years 7 - 13) require special educational needs support which is higher than the national secondary value of 11.1%. 3.6% of our students (years 7 - 13) have EHCPs which is higher than the national secondary value of 1.8%.

Our three-year strategy has been developed in discussion with all staff, students and governors. This makes use of feedback from parents, staff and students and aims to address inequalities that are shown through our data and raised through dialogue with all our stakeholders. Our aim is always to ensure that all students reach their full potential and make good progress and our equality objectives sit at the heart of our overall strategy.

Fundamental British Values

At Cowes Enterprise College we educate for life. This means that we recognise not only the importance of supporting our students in achieving academically but also that we embrace our wider role in safeguarding their wellbeing and preparing them for their adult life. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students and meet our equality objectives.

The Government set out its definition of British values in the Prevent Strategy (Home Office, 2023) and subsequently The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2023) It stated that:

“Schools and childcare providers can ... build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments” (DfE, 2015 p5.)

In the recent 2023 updated The Prevent Duty: Guidance for Specified Authorities; the guidance highlighted that schools are to continue to build resilience through the curriculum by promoting fundamental British values.

These “fundamental British values” are: democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Cowes Enterprise College these values are openly promoted and are embedded throughout the academy community.

Our commitment

We welcome the opportunity given by the Department for Education in 2014 to promote British values more actively and to ensure they are taught in all UK schools and we deliver teaching across all the British values through and beyond our curriculum.

We accept admissions from all those entitled to an education under British law, including students of all faiths or none. We follow a rigorous diversity and equality policy, which seeks to eradicate discrimination against any individual or group, regardless of faith, ethnicity, nationality, gender, sexuality, disability, political or financial status, or similar. We aim to serve all of our community.

The safety and wellbeing of students is of paramount importance to us at the academy and our pastoral system is designed to ensure each child has the support and guidance that they need throughout their learning time with us. We actively encourage students to develop the key skills of teamwork, communication and respect in all that they do.

British values and our curriculum

We strive every day to create an education that sees the young people of Cowes and our community beyond get the very best, not just academically but also in developing the skill set, confidence, attitudes and aspiration that will provide the catalyst for sustained success throughout their lives. Teaching the fundamental British values are at the core of our approach to achieve this.

Our innovative Life Science and Everyone Matters (E1M) curriculum is a personal development programme for Key Stages 3, 4 and 5 which enables us to actively teach our students a range of topics which enable them to understand the British values and make appropriate choices within them. We help students learn more about the world and how to keep themselves safe, healthy and positive.

Students learn the ways to make a positive difference to their world through this curriculum. Each year children will take part in social action in the local and wider community. These projects are student driven and work to improve our environment and community in many ways.

The topics covered through our personal development programme are:

- ✓ How do I keep myself safe?
- ✓ How do I keep myself healthy?
- ✓ How can I be the change I want to see?
- ✓ What is respect?
- ✓ How does Britain work?
- ✓ How can I prepare for life in our modern world?

We deliver the British values through our planned curriculum and also beyond this, through special events and other opportunities. The next few pages summarise some of the ways in which we educate our students through the British values. Please note that this list is not exhaustive but for the purposes of exemplification.



Everyone Matters (EIM) KS4

KEY Health and wellbeing Relationships Sex and Relationships Living in the wider world
 Enterprise and Citizenship Charter opportunities



Life Science KS3

KEY Organisms Safe Values Health Modern Britain Ecosystems Social Action Maritime



Democracy

Every student in years 7 - 13 learns about their active place in a democratic society through our personal development 'Everyone Matters' topic called 'how can I be the change I want to see?'. Children in years 7 - 9 take part in social action within the curriculum by working together to make democratic choices about how to improve their community. Year 7 students safeguard the local environment as part of their We Will project. This includes a beach clean on a local beach. In year 8, students plan, present and propose a sustainable business for 10 pounds, and in year 9 students carry out social action projects working alongside the charity 'Age UK'.

The curriculum also delivers explicit lessons enabling students to understand the democratic process of governments, elections and parliaments. In addition, the Student Leadership Team, Equality Committee, Eco-Council, Wellbeing Warriors and 'Change Champion' team all represent Cowes' student voice and democracy here at Cowes Enterprise College. We continue to co-create assemblies with our students to ensure that they feel heard and provide further peer-support. These teams bridge the gap between students and staff and give students decision making powers within the academy. By understanding the views of the students, we ensure that CEC is a community that we are proud of. Undoubtedly, Cowes not only makes the students, but the students make Cowes.

All our students vote in internal elections designed to mirror national events and we regularly hold events to enable students to have their say and learn about democracy in addition to the curriculum. An example of this is our election hustings in which all adult Isle of Wight election candidates visited. Our students asked questions, the whole student body were present and our head boy and head girl planned, organised and chaired the event. We look forward to hosting a parallel election when the next election date is officially announced.



The rule of law

Every student in years 7-13 learns about the rule of law through our personal development Life Science and 'Everyone Matters' topic called 'how can I prepare for life in our modern world?' This topic is studied by every student, every year, in a curriculum which builds content over time. Students learn how laws are made, how the justice system works and about their own rights and responsibilities.

The rule of law is the bedrock of just, inclusive and peaceful societies. It compels institutions to be accountable, to safeguard human rights, to be fair and transparent, and to empower citizens to participate and engage constructively in society.

We embrace our important role in promoting the rule of law and a culture of lawfulness and ensure that our students understand, participate in defining and respect academy rules in place for the benefit of the whole of society. We are proud that our sixth form students have been winners of the Isle of Wight Mock Trial competition which we take part in annually.

Our teaching around the rule of law at Cowes provides an important protective function by strengthening our students' abilities to face and overcome difficult life situations. Young people can be important contributors to a culture of lawfulness, and we take very seriously our duty to provide educational support that nurtures positive values and attitudes in future generations.



Individual Liberty

Every student in years 7-13 learns about individual liberty through our personal development 'Everyone Matters' curriculum. Topics actively teach our students how to understand their individual liberties and make appropriate choices within them. Examples of explicit teaching around this value include lessons where students learn how to exercise their individual liberties appropriately and in ways which support mutual respect, equality and inclusion for all.

The academy has an inclusive ethos and bullying in any form is condemned, with regular opportunities taken to reinforce this message and remind students how to stay safe, including online. Our student 'Change Champion' team take an active role in ensuring student input into school policies at the levels of individual rights and responsibilities. Our Change Champion team formed an important role in supporting in the design of our current anti-bullying posters around the school site.

Our Student Leadership Team and Eco-Council are also empowered to use individual liberties to make decisions to improve the academy community and their work on recycling within the building is an example of where they have exercised these rights successfully. Our assemblies, and other large-scale events such as 'Chelsea's Choice', 'Crashing', 'Head-on' and 'Safe Drive, Stay Alive', focus students on making the right moral choices.



Mutual Respect

Every student in years 7-13 learns about mutual respect through our personal development Life Science and 'Everyone Matters' topic called 'what is respect?' This topic is studied by every student, every year, in a curriculum which builds content over time. Specific lessons explore what makes respectful friendships, family members, relationships and communicate in age-appropriate ways.

Respect is a key part of the high standard and expectations that the academy and all of its stakeholders commit to day in, day out. This is set out formally in behaviour policies, including our behaviour expectations 'respectful, responsible and resilient' but perhaps more importantly it can be seen and felt through the values and atmosphere of the academy.

In addition, every student in year 7-9 engages in a social action project through the curriculum and these projects develop mutual respect for our community, including specifically for younger generations in local primary schools and the elderly.

Our students demonstrate their understanding of mutual respect through their ability to recognise the difference between right and wrong and to apply this in the choices they make. Through our restorative work and supportive behaviour interventions with students, we help them to understand the consequences of their behaviour and actions.

Examples of other activities that help our students develop mutual respect include fundraising events for a range of charities including Comic Relief, Sport Relief, Children in Need, the Mountbatten Hospice, the Wessex Cancer Trust and many more. Additionally, we have a committed student leadership team who plan local charity fundraising and awareness events throughout the year.



Tolerance of those of different faiths and beliefs

Although we are not a faith school, we recognise the importance of spiritual development for our students and that religious belief is a vital part of life for many in our community. In addition to RE being a GCSE and A Level option, every single student in the academy studies religion at Key Stage 3 and 4. Students at Key Stage 5 have an opportunity to co-create the Everyone Matters and religious curriculum to provide consideration for current and relevant affairs. This also provides opportunities to further develop oracy and debating skills. We enable this to promote an understanding of spiritual matters and to promote respect for the religious views of others.

Every assembly finishes with a moment of reflection where we ask students to pray or reflect, according to their individual beliefs, on the theme that has been covered. Themes across the year follow a set calendar which includes teaching around Black History Month, LGBT+ History Month, International Men's and Women's Day, equality, Mental Health Awareness week, Anti-Bullying Week and anti-online bullying, Prevent and anti-hate crime. In addition, the British values are explicitly taught in assemblies. Our assembly programme also provides opportunities to further celebrate and educate on religious festivals including Holi and Eid. All of these assemblies are co-produced with students in order to provide peer-to-peer support and further student voice.

Our Equality Committee continues to be committed to celebrating difference and ensuring equity across our school. In doing so they regularly complete 'diversity walks', co-plan assemblies and are part of the Isle of Wight and Hampshire Equality and Rights Advocates (EARA). More recently, they hosted 5 schools at an equality event for EARA groups across the island. This year our Equality Committee were invited as keynote speakers at a diversity and inclusion conference to share their good practice. Our annual International and Cultural Day is a highlight, offering students the opportunity to experience food, music, art and activities from a variety of cultures and countries; all selected from the 40 spoken languages within our community.

Our students demonstrate their development in this area in their success at RE, in the respect and understanding that they show for the range of spiritual beliefs, in their curiosity for learning and in their imaginative and reflective attitudes. In addition, our Life Science and Everyone Matters topic 'What is Respect' covers key learning regarding this important value across a half term unit for all students in years 7 to 11 and includes respectful behaviours to all.



Relationships and Sexual Education

The Relationships and Sexual Education (RSE) curriculum is set in the context of a whole school approach to supporting pupils to be happy, healthy and prepared for life in the wider modern world. For students in years 7-18, it is mainly taught through the academy's Life Science and Everyone Matters Curriculum (E1M) but is highlighted through other curriculum areas as a wider school approach, for instance the Biological Science curriculum. Because of the central importance we place on Relationships and Sexual Education, these topics are led by the Senior Leadership Team and a small team of teachers who are RSHE trained, and our bespoke curriculum includes and goes beyond all statutory frameworks set by the Government.

An inclusive curriculum

The curriculum helps and supports all pupils to understand their physical and emotional development to enable them to make fully informed and safe decisions in their lives. Carefully sequenced, the curriculum spirals and builds as pupils grow in age and maturity. Concepts are well planned and are often revisited in order to further enquire, develop and deepen discussion and understanding around key issues. Through regular monitoring and self-assessment, students and academy staff are able to see how students are progressing through this curriculum and are able to develop any further tailored support that some pupils may need in order to meet the expected educational outcomes for this subject. The quality of provision is subject to regular monitoring and self-evaluation in order to ensure the implementation of Relationship and Sexual Education and Health Education as topics within E1M, is of the highest quality. Consideration of parent/carers feedback is also taken into account when planning.

Teaching

The teaching of this bespoke gold standard curriculum is innovative and unique. Teaching clearly explains to children the knowledge, concepts and facts needed to equip them for life both in the academy and beyond and provides plenty of opportunities to recall knowledge in order to develop a deep and meaningful understanding of every topic area. Life Science and E1M is an enquiry-based curriculum, where content is delivered in a non-judgemental and factual way that actively encourages young people to ask questions in a safe way. Lessons create a safe environment for pupils where openness, honesty and confidentiality are encouraged, alongside the weekly reminders of subject specific ground rules for lessons -particularly tailored for managing some of the more sensitive discussions.

Teaching of this subject involves flexible approaches including: whole, half and quarter year group lessons, class and small group teaching, and one-to-one discussions and targeted sessions for some pupils. Teaching models adapt to the topic content being explored. Lessons are weekly with additional time given during year group assemblies and additional drop-down time.

Use of External Agencies

The curriculum is supported in parts by external professional speakers and the academy ensures that all materials used are appropriate and in line with the academy's legal duties regarding political impartiality. Any external content is also ensured to be in line with the Fundamental British Values of: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. In line with the regular teaching of the subject, any external content used complies fully with the teaching ethos and values of RSE where it is balanced, age appropriate and fully aligned to the developmental stage of the pupils being taught.

A fully inclusive classroom and accessibility for pupils with SEND

All topics are designed to help children from all backgrounds to build positive and safe relationships and to thrive in modern Britain. The curriculum meets the needs of all pupils whatever their developing sexuality or identity. It includes age-appropriate teaching about different types of relationships and the context of the law.

With a bespoke equality unit embedded into Life Science and E1M, children are actively educated in the law surrounding protected characteristics. The topics within this curriculum, aims to prepare children to leave school with a proper understanding of the importance of equality and to respect and understand differences. This includes differences in religion, belief or sexual orientation.

High quality teaching is differentiated and personalised where required to ensure full accessibility and inclusivity and the academy is mindful through its teaching of preparing all young people for adulthood outcomes, as set out in the SEND code of practice. The academy is aware of some pupils being more vulnerable to issues and so tailors the curriculum specifically to individual need where required, in a sensitive, age and developmentally appropriate way, ensuring delivery with reference to the law. There is effective use of teaching assistants and specialist teaching groups where needed to further support those students with specific vulnerabilities or with SEND to ensure it is fully accessible. Leaders and the deliverers of this curriculum are highly trained practitioners who are equipped with the expertise to also know how and when to differentiate specific activities within lessons where needed.

The academy is cognizant to that fact that some pupils may have already been exposed to or pose a higher risk of being exposed to some of the experiences and content being taught. There are feedback loops in place with the academy pastoral and safeguarding teams due to the nature and sensitivity of some of the topic areas. The academy has robust systems and procedures in place for any disclosures from individual pupils that may be prompted by the lessons in this subject and all students are given signposting for every topic to enable them to access greater levels of information and support from both the academy and beyond.

Parents/carers and the community

The academy works closely with parents/carers so they have access to the curriculum maps that show what will be taught and when and the Sex and Relationships policy features on the academy website, which details all procedures relating to a parent's/carer's right to withdraw from certain aspects of the curriculum.

Through academy information evenings, parents/carers are given the opportunity to understand the purpose and content of RSE, in order for them to understand and ask questions about the academy's approach and to foster confidence in this vital curriculum. Support is offered with addressing concerns and to help support parents/carers with managing conversations with their child on specific issues. Further signposting to parents on key topic areas within this curriculum can be found on the academy website and are also posted via the main academy social media platforms. Parents receive half termly newsletters with forthcoming topics and are also sent a regular text with the topic ahead and signposting of support. Parents are regularly encouraged through correspondence to contact the academy should they wish to discuss any concerns or raise questions on curriculum and pastoral matters.

What are our equality objectives?

Our equality objectives are so important to us that they sit at the heart of our whole academy long term strategy.

Our mission is to **educate for life**:

When we think about what kind of difference we want to make, this is defined by our three core purposes. Everything we do should be ultimately focused on doing these three things well:

- ✓ **Provide an excellent education:** We will ensure all students receive an excellent education regardless of who they are.
- ✓ **Deliver exceptional personal development:** We will develop all our pupils socially and emotionally so that they can make good choices about education and life.
- ✓ **Guarantee the most effective support:** We will understand what is needed for any pupil to excel, so we can create schools where no one is disadvantaged.

In order to deliver fully on our equality objectives there are things we intend to change. Our priorities for change will be our focus and they will shape how we invest our resources. We will:

- ✓ Strengthen the curriculum to ensure it achieves good outcomes for all students; enhance literacy provision; ensure the most effective teaching and assessment for all students
- ✓ Prepare students for life in the modern world through the explicit teaching of fundamental British values for all students; broaden horizons and enrich lives; ensure that everyone matters
- ✓ Ensure positive student well-being; guarantee the highest expectations for all students; develop positive behaviours and attitudes for learning

The actions we will take and what success will look like for each equality objective is set out later in this document.

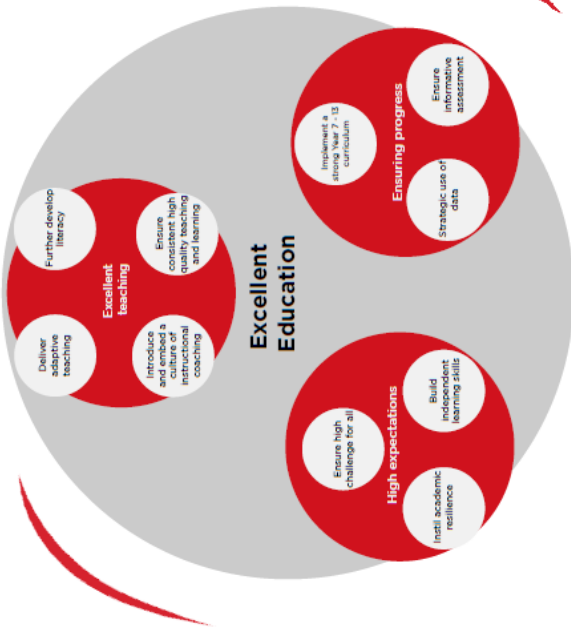


Strategy 2023 – 2027



Strategy 2023 - 2027

Our mission is to educate students for life



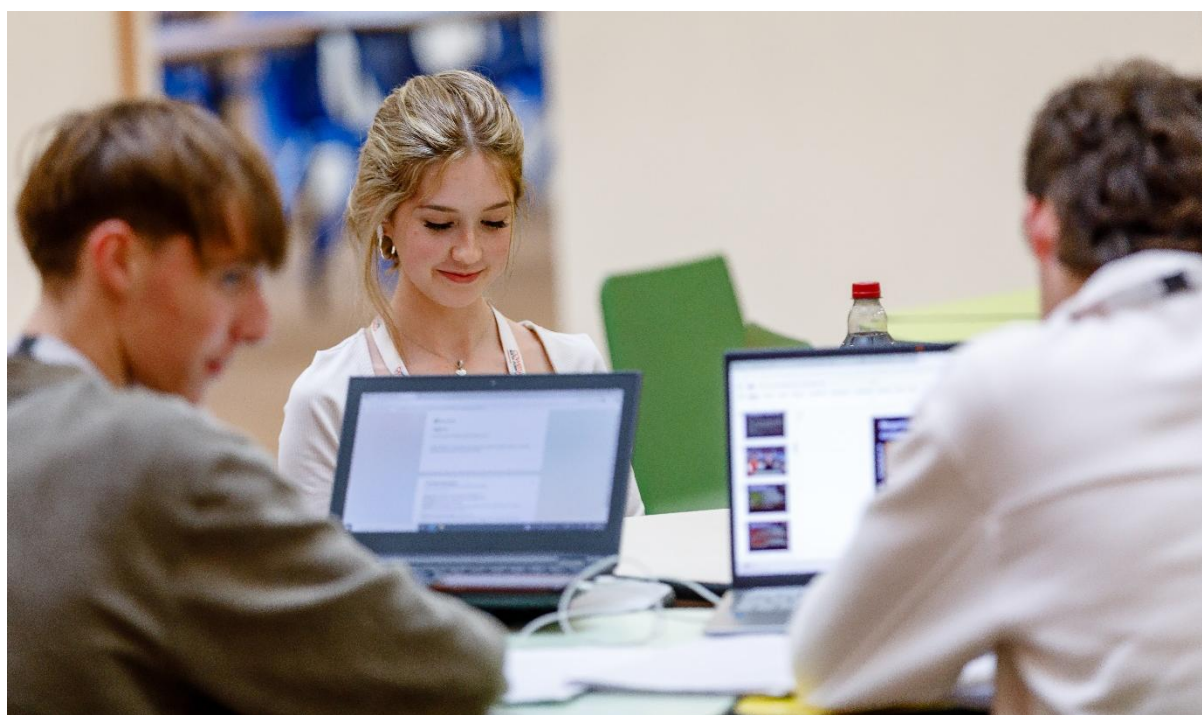
How will we do it?

Cowes Enterprise College is proud to adopt the values of the Ormiston Academies Trust. They reflect our aspirations for our culture and sit at the heart of our equality objectives.



Our values:

- ✓ Should apply equally to pupils, to our staff and to how we treat people outside our organisation.
- ✓ Should be reflected in how we recruit, reward and manage staff.
- ✓ Should be part of how we are held to account by our trust and our local governing body.



How do our values support our equality objectives?

Cowes Enterprise College serves the families of Cowes and the Isle of Wight more broadly. One of our values is to 'be inclusive', and we live this by aiming to make the difference to all our pupils, whoever they are. Another value is that anyone can excel and this determination that no child will be disadvantaged is at the heart of all our strategies.

What do we want to achieve?

If we are to educate for life, inside and outside the classroom, our success will not only be measured in academic outcomes. We value the wider enrichment experience which educates the whole child, giving our pupils improved life chances. However, academic outcomes need to be part of how we judge what we have achieved. Overall, we will want to see that the difference we make to children and young people in the round is exceptional.

On academic measures alone, we are committed to be among the top 20% of schools within the lifetime of the strategy on the following measure:

Overall success measure	2018	2019	2020	2021	2022	2023	2024
KS4 Progress 8 score for all pupils	0.18	0.16	0.22	0.5	-0.08	-0.15	-0.06

The difference we make outside the classroom is harder to measure. The evaluation framework at the end of this document sets out how we will track our progress across a number of areas we consider to be important. Part of the work of the strategy will be to expand our ability to judge the difference we make beyond the academic.



What are we going to do differently?

We are already an Ofsted good school and serve our pupils well. In order to reach our equality objectives fully, we need to now meet the strategy outlined in this document.

We recognise that there will always be variation in how teachers teach. Every classroom is unique, and we consider that to be a strength. But variation in approach should not mean variation in quality.

The actions of this strategy are about creating alignment, not uniformity. We need to do more to understand what is working and be deliberate about sharing that across our classrooms.



Theory of change

We want a level playing field for our pupils, but it is not level yet. We want all our pupils to achieve, but this won't happen unless we recognise that underachievement does not happen randomly. Our departments that do best for all pupils regardless of background do not achieve this by chance. They have developed support that takes away some of the barriers that keep children from meeting their potential.

To support this strategy, OAT are developing a theory of change. This brings together the lessons from trust schools with international evidence about what works. Our priority areas for action reflect what is in this causal analysis about how disadvantage in communities can result in lower achievement for individual pupils. This does not mean focusing on some pupils at the expense of others. It does mean being deliberate about understanding the structural reasons that can result in background having an impact on attainment.

Equality information

Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. Our equality objectives aim to meet these challenges:

- ✓ To ensure progress for all groups of learners are equally across all stakeholder groups.
- ✓ To further strengthen support mechanisms for SEN students.

How we have due regard to our duty

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the academy.

We are committed to working for the equality of all our students. To meet our duty we will have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards individuals with protected characteristics we will ensure all related policies are in place. In addition we will:

- ✓ Give due regard of equality issues in decisions and changes we make – engaging with and consulting students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.
- ✓ Have in place an accessibility plan.
- ✓ Have an induction process for new arrivals and ensure that the admission arrangements do not disadvantage groups of students.
- ✓ Monitor / report on exclusions and all incidents of harassment / discrimination.
- ✓ Create a bespoke intervention package to be completed after any exclusions
- ✓ Providing adequate training for all staff members and governors including safeguarding and SEN issues.
- ✓ Follow our published complaints procedure.
- ✓ Adhere to non-discriminatory employment practices.
- ✓ Have in place staff and student codes of conduct.
- ✓ Have a balanced curriculum with an activity / enrichment programme that is accessible to all students.
- ✓ Provide additional support and apply reasonable adjustments where necessary.
- ✓ Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them.
- ✓ Track and monitor identified groups and their access and performance and aim to reduce gaps between groups.
- ✓ Keep a record, where appropriate of the protected characteristics of our students and employees.

Excellent education

Why is this an equality objective?

One of our core purposes is to provide an excellent education. We know that the most important thing is getting the basics right.

Every child has the right to acquire knowledge and skill in every subject before they leave education. The actions within this objective are about making sure all pupils receive their full entitlement to a broad and balanced curriculum. We want to create greater consistency and alignment across the academy so that every classroom can share in our collective knowledge of what makes for the best curriculum and teaching.

What will success look like?

- ✓ Our curriculum, teaching and assessment will reflect shared principles about quality, equality and inclusivity.
- ✓ Our curriculum will be inclusive and will enhance literacy provision.

What are we doing?

- ✓ Deciding what knowledge and skills pupils are entitled to in each subject.
- ✓ Reviewing our curriculum offer so that every programme of study and enrichment activity has a strong rationale for inclusion.
- ✓ Delivering a three year key stage 3 to ensure all students receive the most broad and balanced curriculum possible.
- ✓ Expecting the vast majority of students to take an EBACC options path at key stage 4 to ensure equality of curriculum entitlement.
- ✓ Delivering high quality CPD to all staff and supporting them to ensure all staff develop their practice.
- ✓ Colleagues actively seek opportunities to celebrate diversity in line with our 'be inclusive' value.



Most effective support

Why is this an equality objective?

Cowes Enterprise College's staff have a strong sense of moral purpose and have chosen to work to make a difference to our community. We need to ensure that our pupils all receive the support they require to excel.

Nationally, access to external professionals that can provide support has been very challenging for a long time and will remain so for the foreseeable future. Alternative provision places are in high demand across the island. If we want our pupils to get the help they need, we will need to ensure that our pupils have access to the high-quality levels of support they need.

What will success look like?

- ✓ Any gaps across progress and outcomes for pupil groups are eliminated.
- ✓ Consistently low levels of absence across the academy.
- ✓ Reduced exclusions, particularly for pupils with SEND students; all pupils demonstrate positive behaviours and attitudes to learning as the norm.
- ✓ Pupil passports are consistently well delivered by all teachers in all lessons.
- ✓ We deliver well-being and positive mental health support for students both through the universal curriculum and through bespoke packages.
- ✓ Pupils will have access to professionals that can offer specialist help in a way that is timely, expert, and appropriate to their needs.

What are we doing?

- ✓ Investing in the pastoral and inclusion areas of the academy to expand expertise and increase the availability and quality of support for pupils.
- ✓ Delivering high quality CPD to all staff and supporting them to ensure all develop their practice.
- ✓ Reviewing the availability of alternative provision and specialist staff and exploring the options to ensure access for all who need this.
- ✓ Broadening our support for all pupils around positive mental health support.

Exceptional personal development

Why is this an equality objective?

One of the important factors in our theory of change is the positive difference that exceptional personal development makes. We aim to level the playing field by building cultural capital and character through high quality enrichment opportunities and the explicit teaching of personal development through the curriculum.

A child that learns beyond the curriculum can accumulate 40% more learning time in a single year than a peer whose only learning is through the timetable. Our aim is to make the commitment more sharply focused on the pupils who need it most by tracking attendance at enrichment opportunities and positively targeting students we want to attend opportunities beyond the school day.

We will also deliver a universal curriculum offer called Life Science and Everyone Matters (E1M) which will see our pupils involved in social action and student leadership and in receipt of a curriculum which asks pupils:

- ✓ How do I keep myself safe?
- ✓ What does it mean to be healthy?
- ✓ How can I be the change I want to see?
- ✓ What is respect?
- ✓ How does Britain work?
- ✓ How can I prepare for life in the modern world?

What will success look like?

- ✓ The curriculum will deliver a universal offer for all pupils which encourages exceptional personal development and which includes high quality careers support for every year group.
- ✓ Enrichment will not be a bolt-on but will be seen as the informal element of our wider curriculum.
- ✓ The informal curriculum will make a measurable contribution to all aspects of the whole pupil: knowledge, skill, social and emotional development, life skills and experiences.

What are we doing?

- ✓ Developing and delivering a high-quality Life Science and 'Everyone Matters' (E1M) curriculum which encourages exceptional personal development.
- ✓ Delivering the Cowes Charter to every year group to ensure that all pupils can broaden their horizons beyond the timetabled curriculum.
- ✓ Agreeing clear priorities for enrichment and review our offer so that all enrichment activities are purposeful.
- ✓ Developing and introducing a comparable approach to assessing how pupils are developing in the round.
- ✓ Celebrating 'character' through our unique Charter Graduation
- ✓ Recording and analysing participation in enrichment activities.
- ✓ Undertaking research with parents and pupils to understand why pupils do not take up the broader learning that is on offer.

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 1168 (as of 27th November 2025)

		THE ACADEMY		NATIONAL	
		NUMBER	%	2023/24	
GENDER	Male	623	53.33	51.2	
	Female	545	46.70	48.8	
ETHNICITY	White	English / Welsh / Scottish / Northern Irish / British	996	85	61.3
		Irish	1	0.08	0.2
		Gypsy or Irish Traveller	1	0.08	0.4
		Any other White background	54	4.62	7.2
	Mixed / multiple ethnic groups	White and Black Caribbean	5	0.43	1.6
		White and Black African	6	0.51	0.9
		White and Asian	12	1.02	0.9
		Any other Mixed/Multiple ethnic background	25	2.14	2.8
	Asian / Asian British	Indian	7	0.59	4.0
		Pakistani	0	0	4.6
		Bangladeshi	3	0.25	1.8
		Chinese	2	0.17	0.8
		Any other Asian background	21	1.80	2.2
	Black / African / Caribbean / Black British	African	17	1.46	4.8
		Caribbean	0	0	0.9
		Any other Black / African / Caribbean background	1	0.08	0.8
	Other ethnic group	Arab	0	0	N/A
		Any other ethnic group	7	0.60	2.4
		Information refused	4	0.34	N/A
		Information not obtained	6	0.51	1.7
DISABILITY	Number of Disabled Students	254	21.75		
	Number of Non-Disabled	914	78.25		
	Disability Types (please note some students have more than one type of disability)				
	Mobility	3			
	Hand Function	0			
	Personal Care	0			
	Eating & Drinking	0			
	Medication	0			
Incontinence	0				

	Communication	13		
	Learning	65		
	Hearing	4		
	Vision	0		
	Behaviour	0		
	Consciousness	0		
	ASD/Asperger's	80		
	Palliative Care	0		
	Other (Social, Emotional and Mental Health)	89		
SPECIAL EDUCATIONAL NEEDS (SEN)	No specified special educational need	518	44.39	N/A
	K SEN Need	202	17.31	13.6
	Statemented / Education Health and Care Plan (EHCP)	42	3.60	4.8
	PP	267	22.88	
	FSM	248	21.25	24.6
	Ever6	248	21.25	24.6
RELIGION	No religion	600	51.41	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	368	31.54	
	Buddhist	3	0.25	
	Hindu	1	0.08	
	Jewish	0	0	N/A
	Muslim	10	0.85	
	Sikh	0	0	N/A
	Any other religion	8	0.68	
	Information refused	33	2.82	
	Information not obtained	147	12.5	
PREGNANCY AND MATERNITY	Students who are pregnant	0	0	N/A
	Students who have recently given birth	0	0	N/A
INFORMATION ON OTHER GROUPS	Students with English as an additional language (EAL)	91	7.80	
	Children Looked After (CLA)	14	1.20	
	Young carers	7	0.60	0.9
	Service Children	12	1.03	
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available from the academy website: www.cowesec.org			

No Information was available on the following protected characteristics:

- ✓ Gender reassignment – The academy does not have any information on whether any of the students on roll had reassigned their gender.
- ✓ Sexual identity – The academy does not have information on whether any of the students on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT).

We do however keep a record of students who have asked to be recognised as a different gender. We have 4 female students who identify as male and one male student who has binary pronoun

Diversity of our workforce

As of September 2025, the academy employs 140 permanent and fixed term staff members. Our staff are employed in the following main groups:

- ✓ Teaching staff
- ✓ Support staff
- ✓ Casual staff (i.e. Exam Invigilators) not included in data

		Number	% of all staff	
GENDER	Male	35	25.9	
	Female	100	74.1	
AGE	Under 21	0	0	
	21-30	14	10.4	
	31-40	34	25.2	
	41-50	42	31.1	
	51-60	38	26.7	
	61-70	8	5.9	
	71-80	1	0.7	
	Over 80	0	0	
ETHNICITY	White	English / Welsh / Scottish / Northern Irish / British	122	90.4
		Irish	2	1.5
		Gypsy or Irish Traveller	0	0
		Any other White background	4	3
	Mixed / multiple ethnic groups	White and Black Caribbean	0	0
		White and Black African	1	0.7
		White and Asian	0	0
		Any other Mixed/Multiple ethnic background	1	0.7
	Asian / Asian British	Indian	1	0.7
		Pakistani	0	0
		Bangladeshi	0	0
		Chinese	0	0
		Any other Asian background	0	0

	Black / African / Caribbean / Black British	African	2	1.5
		Caribbean	0	0
		Any other Black / African / Caribbean background	0	0
	Other ethnic group	Arab	0	0
		Any other ethnic group	1	0.7
	Information refused		0	0
Information not obtained		2	1.4	
DISABILITY	Non-Disabled		118	87.4
	Disabled		5	3.7
	Not Known		13	9.6
	Declined to specify		3	2.2
RELIGION	No religion		14	10.4
	Christian (<i>including Church of England, Catholic, Protestant and all other Christian denominations</i>)		12	8.9
	Buddhist		0	0
	Hindu		0	0
	Jewish		0	0
	Muslim		0	0
	Sikh		0	0
	Any other religion		2	1.5
	Information refused		0	0
	Information not obtained		106	78.5
PREGNANCY AND MATERNITY	Staff members who are pregnant		2	1.5
	Staff members who have recently given birth		1 (March 24)	0.7
SEXUAL INDENTITY	Not Known		2	1.4
	Heterosexual/Straight		56	40
	Homosexual/Gay/Lesbian		2	1.4
	Information not obtained		79	56.4
	Prefer not to say		1	0.7

No Information was available on the following protected characteristics:

- ✓ Gender reassignment – The academy does not have any information on whether any member of staff had reassigned their gender.

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