

Annual report on progress towards meeting the Trust's published equality objectives under the Public Sector Equality Duty (PSED)

Report Author: Oliver Burwood, 28 March 2025

The equality objectives in place during 2024 were approved by the Trust in February 2021 and published on the Trust's website as part of our commitment to the Public Sector Equality Duty (PSED).

Under the PSED we are required to review our equality objectives at least every four years, and to report on progress towards them annually. This is the annual update of progress and also the final review of these objectives.

A new set of objectives are currently in development by the CEO, reflecting on progress against these current objectives, reviewing available Trust data and with the support of Sarah Claflin, one of the Diocesan leads on equity and inclusion.

Trustees are asked to:

- Review this final report and to ask any questions
- Confirm that the report should be published on the DNEAT website as the annual report on progress, to comply with PSED and demonstrate our commitment in this area

Our Equality Objectives 2020-24

1. The Trust will gather, record and analyse equalities data effectively for all staff, and for those responsible for governance, in relation to race, disability, gender and age, to support the setting of meaningful Trust-wide and academy level equality and diversity targets
2. The Trust will improve the recruitment, retention and progression of any currently under-represented groups of staff in relation to disability, race and age (numerical targets to be set once objective 1 is completed)
3. The Trust will produce a gender pay gap action plan, in order to reduce the gender pay gap and to increase the representation of different genders in roles where they are currently under-represented across the Trust
4. In line with its three-year strategic plan, the MAT will audit and transform its provision for children and young people with Special Educational Needs and Disabilities so that we reduce the attainment gap between pupils with SEND and all children with SEND nationally by at least half:
 - from 7% to within a range of 0% to 3% at key stage 2
 - from 8% to within a range of 0% to 4% at key stage 1

Update on objective 1

The Trust will gather, record and analyse equalities data effectively for all staff, and for those responsible for governance, in relation to race, disability, gender and age, to support the setting of meaningful Trust-wide and academy level equality and diversity targets

- The collection of meaningful equalities data has taken significant time
- As a baseline, in 2021, the Trust only held this data for 41% of staff
- Issues with transfer to a software system that could not capture the data persisted, requiring 'pro-active,' manual data collection, resulting in data that, whilst helpful, was 'stand alone' and not easy to analyse

- The HR data system is now developed enough to allow 'self reporting' of this data by staff onto the DNEAT system
- The first push for staff to complete this information was conducted in January 2025
- We are now proud to have the self-reported data of over 92% of DNEAT staff
- A summary of the data is included in appendix A
- More detailed data, for example by role, can now be produced from the HR software
- We can now use this data to better understand our workforce and to set meaningful equalities objectives moving forwards
- This objective has been met

Next steps

- Annual reminder to all staff to check personal and other data held on the system

Update on objective 2

The Trust will improve the recruitment, retention and progression of any currently under-represented groups of staff in relation to disability, race and age (numerical targets to be set once objective 1 is completed)

- Initial progress on this was reported in 2022 and 2023
- The Trust removed the numerical target setting element in 2023, as further research showed this was the wrong approach
- Incomplete and data that was not easy to interrogate (ie by role type) made identifying under-represented groups challenging
- Some key areas were possible to identify, such as the under representation of minority ethnic groups in our staff group when compared to our pupil groups
- Some initial actions to begin to address this were trialled, and have now, in some cases been adopted
- The use of 'blind recruitment' processes for Senior Trust roles and for Headteachers is now in place, for example
- We are excited to have recently (January 2025) begun work with Sarah Claflin, one of the Diocese's leads on equity and inclusion, on a project which will better analyse our data in relation to ethnicity and gender to see if any further actions might be adopted to remove barriers to under-represented groups seeking roles within DNEAT
- This objective was only partially met

Next steps

- Trust to move forward with actions identified through the project with Sarah Claflin, to remove barriers for different under-represented groups, and to improve the Trust's diversity of recruitment

Update on objective 3

The Trust will produce a gender pay gap action plan, in order to reduce the gender-pay gap and to increase the representation of different genders in roles where they are currently under-represented across the Trust

- The Trust carries out the required gender pay-gap reporting annually, in line with PSED
- The Trust will be working with Sarah Claflin, one of the Diocese's leads on equity and inclusion, on a project which will better analyse our data in relation to gender, to see if any further actions might be adopted to remove barriers to each gender in relation to specific roles
- This objective is partially met

Next steps

- Trust to move forward with actions identified through the project with Sarah Claflin, to remove barriers to each gender in relation to specific roles

Update on objective 4

In line with its three-year strategic plan, the MAT will audit and transform its provision for children and young people with Special Educational Needs and Disabilities so that we reduce the attainment gap between pupils with SEND and all children with SEND nationally by at least half:

- From -7% to within a range of 0% to -3% at Key Stage 2
- From -8% to within a range of 0% to -4% at Key Stage 1
- At Key Stage 2; In 2024 the outcomes for all children with SEND Improved by a further +2% to -3% below all SEND pupils nationally. This is within the target range and therefore achieved this element of the target is achieved
- This is despite the contextual challenge of SEND significantly increasing at KS 2. For example;

In 2024 the number of pupils in Year 6 with SEN increased by 27 pupils to 202
- Although there have been improvements for all SEND groups at KS2, we are particularly pleased that the progress of EHCP pupils has improved dramatically;

2024 proportion of SEN EHCP (E) pupils (cohort 41) attaining EXS+ in RWM comb improved by +7% to 20%, +11% above the national 9% which improved by 1%. The difference to the national average therefore widened by +6% to +11%. This was an improvement of +6 and outcomes for DNEAT's EHCP pupils continue to be exceptionally strong
- At Key Stage 1; Using the last published 2023 national average as the comparator for DNEAT's 2024 Year 2 SEN pupils' outcomes, the objective has been achieved as the gap has narrowed to -2% below the 2023 national and is therefore within the target range
- This is despite the contextual challenge of SEND significantly increasing at KS 2. For example;

In 2024 the number of Yr 2 DNEAT pupils with SEN increased by +30 pupils to 142
- The Trust's ambitious SEND programme, which has formed part of its Change Plan for over three years, has had genuine impact and is now embedded as a permanent feature of the plan and Trust practice
- The Trust is pleased that both elements of this pupil-related objective have now been fully met

Next steps;

- Continue ambitious SEND programme and extend to other areas of disadvantage

Appendix A: Objective 1 Data Summary

Ethnicity	Leadership	Support	Teaching	Grand Total
Any Other Asian Background	0.0%	0.0%	0.2%	0.2%
Any Other Ethnic Group	0.0%	0.1%	0.0%	0.1%
Any Other Mixed Background	0.0%	0.1%	0.0%	0.1%
Any Other White Background	0.0%	1.1%	0.4%	1.5%
Black - African	0.0%	0.1%	0.0%	0.1%
Black Caribbean	0.0%	0.1%	0.0%	0.1%
Chinese	0.0%	0.1%	0.2%	0.3%
Indian	0.0%	0.1%	0.0%	0.1%
Prefer not to disclose	0.0%	0.6%	0.3%	0.9%
White - British	5.3%	58.6%	25.5%	89.3%
White - Irish	0.1%	0.1%	0.0%	0.2%
White and Asian	0.1%	0.0%	0.3%	0.4%
White and Black African	0.0%	0.1%	0.0%	0.1%
White and Black Caribbean	0.0%	0.0%	0.1%	0.1%
(blank)	0.4%	4.0%	2.2%	6.6%
Grand Total	5.9%	65.0%	29.1%	100.0%

Disability	Leadership	Support	Teaching	Grand Total
No	4.8%	50.9%	23.8%	79.6%
Not obtained	0.4%	2.7%	0.8%	3.9%
Prefer not to disclose	0.0%	1.4%	0.4%	1.9%
Yes	0.2%	3.4%	0.8%	4.4%
(blank)	0.5%	6.5%	3.2%	10.3%
Grand Total	5.9%	65.0%	29.1%	100.0%

Gender	Leadership	Support	Teaching	Grand Total
F	4.6%	60.4%	23.9%	88.9%
M	1.3%	4.7%	5.1%	11.1%
Grand Total	5.9%	65.0%	29.1%	100.0%

Age	Leadership	Support	Teaching	Grand Total
< 20	0.0%	0.9%	0.0%	0.9%
20 - 29	0.1%	5.3%	5.6%	10.9%
30 - 39	0.7%	12.9%	8.6%	22.2%
40 - 49	3.3%	18.7%	7.8%	29.9%
50 - 59	1.6%	18.9%	5.7%	26.2%
60 - 69	0.2%	7.7%	1.3%	9.2%
70 - 79	0.0%	0.4%	0.1%	0.5%
80 - 89	0.0%	0.1%	0.0%	0.1%
Grand Total	5.9%	65.0%	29.1%	100.0%