

Hitches Lane, Fleet,
Hampshire, GU51 5JA

Headteacher: Mr K John
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Equality Objectives and Impact Report

Revision Number	Comments	Date
01	Reformatted	Jun-22
02	Amended with new objectives	May 23
03	Amended to include Impact Report with the objectives	Nov 24
04	Review of report and updated	Dec 25



Public Sector Equality Duty Annual Equality Report 2025

ResPect
IntegRity
AspIration
KinDness
ResiliEence

Inspire Minds, Shape Characters, Nurture Futures

At Calthorpe Park School, we are committed to equality. We aim for every student to fulfil their potential no matter what their background or personal circumstances. We inspire minds, shape characters and nurture futures. We are an Inclusive school. We aim to ensure all pupils gain the knowledge and experience they need to prepare them for the next stage of their education or training and for adult life.

We are committed to fulfilling our Public Sector Equality Duty (PSED) by ensuring that our school environment remains inclusive, welcoming, and respectful for all members of the school community, regardless of their background, identity, or protected characteristic. Our objective to continue fostering a school culture that embraces diversity is central to our core values and strategic priorities. It is our fundamental belief that every young person should be cared for unconditionally and valued equally.

Data relating to pupils

- Calthorpe Park School has 1693 pupils currently on roll
- The proportion of pupils known to be eligible for Pupil Premium is 12% (FSM = 11.4%, PLAC = 0.6%)
- The proportion of pupils whose first language is not English is 8.2%
- The proportion of pupils identified with special educational needs support is 11.5%
- The proportion of pupils supported a EHCP is 3.3%
- 50.3% boys and 49.7% girls
- Sexual orientation of pupils – not recorded
- Faith of pupils – not recorded

Data relating to staff

Currently we employ **205** staff members.

Age	The school complies with its equality duty in this regard.
Disability	We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We are committed to supporting any staff member towards gender reassignment.
Marriage & civil partnerships	The school complies with its equality duty in this regard.
Pregnancy and maternity	The school complies with its equality duty in this regard
'Race' / ethnicity	Any other ethnic background = 11 Asian or Asian British, Any other Asian Background = 7 Asian or Asian British, Indian = 5 Black or Black British, African = 2 Black or Black British, Caribbean = 1 Black or Black British, Any other Black background = 1 Mixed White and Asian = 1 Mixed, any other mixed background = 4 Mixed, White and Black African = 1 White, any other White Background = 13 White, British = 140 White, Irish = 1 Not Obtained = 18

Religion and Belief / no belief	Religion is not recorded
Sex (male/female)	57 male members of staff 148 female members of staff
Sexual orientation	We are committed to supporting all staff members regardless of sexual orientation

N.B. With fewer than 250 employees the school is exempt from the requirement to record and publish gender pay gap figures.

Equality Information

We maintain confidentiality and work to the principles set out in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

Equality Objectives (2023-27)

We recognise that as a school with a mainly white British intake, we need to prepare pupils for their future in a multicultural society, reflective of modern Britain. We take seriously any incidents with discriminatory implications, and we are working to eliminate them completely.

We are committed to a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We wholeheartedly concur with the Equality and Human Rights Commission (EHRC) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'

It is a requirement of the PSED regulations to consider new objectives every four years. The objectives for the period 2023-2027 remain as in the previous period, as they are still relevant but will be under review to ensure that they fully reflect the school ethos and aims of being an Inclusive school.

Equality Objectives 2023-27

1. To continue to provide a school environment that welcomes, protects and respects diverse people.

We have implemented a range of initiatives to ensure that students, staff, and visitors from diverse backgrounds feel valued and supported. This includes providing tailored support for students with additional needs, promoting inclusive teaching practices, and ensuring our school policies are reflective of our commitment to equality.

- Recruitment processes actively encourage diverse recruitment.
- Launch of Dignity at Work Policy to promote living our values.
- Launch of Length of Service recognition awards.
- RSE & PSHE lessons reference the UNCRC and fully cover all statutory & advisory duties with regard to equality and fully (and positively) represent diverse peoples.

- All PSHE lessons are bookended with Ground Rules and Signposting for accessing support.
- The wider curriculum at Calthorpe Park represents positive representation of diverse peoples.
- The introduction of the Calthorpe Character Education Programme commits to providing an outstanding educational experience for every child—securing a clear pathway to a life of choice and opportunity and ready for life at school and beyond.
- The Calthorpe Character Education Programme is based on significant research into Belonging. This led us to consider a more dynamic approach because this evidence is compelling, and we want to ensure that we are “*levelling up.*”
- The Calthorpe Character Education Programme further aims to be proactive, rather than reactive. We systematically teach the behaviours we expect our students to display and to promote our core values. These are shared with all students and staff to ensure consistency and cohesion.
- Fortnightly Assembly Themes and Theme of the Fortnight outline help to raise awareness and promote understanding, reinforcing our school’s commitment to respect and inclusion of diverse peoples.
- The Inclusion Referral Process as part of the Inclusion Strategy has implemented a process for concerns of AEN, Attendance, Behaviour and Progress. These are centrally triaged by the AEN team and accessible for all to view.
- Continued promotion of the Inclusive school, promoting an equitable learning environment and introduction of Ordinary Available Provision (OAP) promote strategies for inclusive learning for all students.
- Extensive In School Provision supports students (Study unit, Alternative Curriculum Groups, Specialist Teacher, Literacy nurture, Numeracy nurture, ELSA (Emotional Literacy Support) intervention, EAL (English as an Additional Language), Pupil Premium Academic Mentor, LSA (Learning support Assistant) support). These underpin an inclusive and welcoming ethos as part of our aim to be an Inclusive School.

2. *To continue to close the gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with Additional Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.*

- Current A8 estimates = 53.97 points (vs 55.4 2024). No Progress 8 score will be calculated for the 2025 academic year because the necessary Key Stage 2 (KS2) prior attainment data is missing for the students who are taking their GCSEs this year, due to the cancellation of KS2 tests in 2020 and 2021 because of the pandemic.
- Estimated P8 would be = 0.26 (vs 0.29 in 2024). Translates to almost 1/4 of a grade better than expectations across all subjects for all students on average.
- Performance was very close to expectations – attitudinal data suggests cohort were not as well motivated and negative behaviours impacted
- Boys performed less well – some ‘big hitters’ had significant impact in headlines
- Significant upward revision in grade boundaries particularly around the middle of the distribution curve – disproportionate impact on our cohort with Middle Prior Attainers (MPA) being disproportionately affected.
- 5 subjects (excluding heritage languages) enjoyed grade 9-7 of 50%+ on a par with many selective fee-paying schools
- Strong performance from:
 - English Literature
 - Art
 - Photography

- Psychology
- Philosophy & Ethics
- Drama
- History
- Geography
- I-Media
- Music
- Music Technology
- Modern Foreign Languages
- SEN E: National A8 = 14.2. CPS A8 = 23.30
- We are above the national, however, the gap is wide (non-SEN = 57.75) but in line with national gap (35) with 34.45. This is based on 10 students for CPS, with one student not attending our provision.
- SEN K: National A8 = 33.1. CPS A8 = 26.89
- We are below the national average for this category, the gap (30.86) at CPS is nearly double that of the national gap (16-17points). Our non-SEN is higher than the national average at 57.75, compared to 49.8.
- We had 23 students who were SEN K.
- 6 students count for both SEN K and PP, with a low attainment 8 of 15.54
- 1 student was SEN E and PP and they had a positive A8 of 59.
- EAL students continue to make exceptional progress
- National EAL A8 = 48.3. CPS EAL A8 = 53.55
- EAL remains higher - gap between our EAL and non-EAL is 0.36, very marginal. Nationally EAL outperform non-EAL by 2.3 points.
- With reference to the A8 headlines, PP students are above the National Average, however, so are our non-PP students. The gap is the same here as it is nationally, however, has widened slightly this year. Our PP students this year decreased in A8 by 1.63, although there were 5 more PP students this academic year.
- Headline figures impacted by 30 students who did not achieve 4+ in Maths and/or English
- Efficacy of mentoring – 30 students identified at end of Year 10 as having biggest progress deficits relative to starting points
- Intervention began in Summer 2024
- Completed effectively with 20 students
- Improvement in outcome expected versus Summer Year 10. Student in focus group improved by 0.83 grades between Yr 11 mocks and actual exams versus improvement of 0.64 grades for non-mentored students.
- Negative residual for the focus group reduced by 0.3 between starting mentoring and leaving CPS
- Pen Portraits Case studies were compiled for selected students.
- Triple Science pilot resulted in students achieving an additional grade/qualification that may not have been achieved if they had continued with the double award. Whilst this may be at grade 4 or below, this helps mitigate for students that required a reduction in option subjects or had significantly problematic attendance.
- The Inclusion Referral Process as part of the Inclusion Strategy has implemented a process for concerns of AEN, Attendance, Behaviour and Progress. These are centrally triaged by the AEN team and accessible for all to view.
- Extensive In School Provision supports students (Study unit, Alternative Curriculum Groups, Specialist Teacher, Literacy nurture, Numeracy nurture, ELSA (Emotional Literacy Support) intervention, EAL (English as an Additional Language), Pupil Premium Academic Mentor, LSA (Learning support Assistant) support). These underpin an inclusive and welcoming ethos as part of our aim to be an Inclusive School.

- We recognise that there is still work to do. Closing gap between PP and non-PP students remains a priority – this remains too large, and boys performed less well again in 2025 GCSE examinations. The deficit for SEN K and EHCP students also remains too high.
 - Priorities moving forward will be how we measure individual progress and log individual support, focusing on the PP cohort as individuals rather than comparing group on group.
3. ***To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership and participation opportunities for all students.***
- Hard relaunch of The Calthorpe Way in September 2025.
 - As part of our Calthorpe Character Education Programme, changes have flattened our Student Leadership structure and broaden opportunities to more students.
 - Larger SSLT structure and Prefect Team in 2025 with a view to expand opportunities further to other year groups.
 - The Calthorpe Character Education Programme expands the range of student leadership roles available which are open to students from diverse backgrounds, with a specific effort to ensure that students from disadvantaged groups or those with protected characteristics (e.g. ethnicity, gender, disadvantaged background) are encouraged and supported in applying.
 - We will take Positive Action to ensure that all students are fully and equitably incorporated into Student Leadership roles. This is vital with the continued school expansion.
 - A broad range of activities and clubs are both inclusive and accessible to all students, including those with additional educational needs (AEN). We continue to work closely with students to ensure that these offerings reflect the diverse interests of our student body.
 - In a recent initiative to reinforce and embed The Calthorpe Way, Calthorpe Park School relaunched its core ethos, centred around the vision statement : “Inspire Minds, Shape Characters, Nurture Futures” and an updated and modernised version of The Calthorpe Way - the five PRIDE values (Respect, Integrity, Aspiration, Kindness, and Resilience). This has been supported by the ongoing Calthorpe Character Education Programme of assemblies and Tutor Time activities.
 - To evaluate the impact of this relaunch, 992 students across all year groups voluntarily provided feedback via a survey on Teams, with representation across all year groups:
 - Year 7: 24%
 - Year 8: 25%
 - Year 9: 21%
 - Year 10: 15%
 - Year 11: 14%

Students reported seeing The Calthorpe Way prominently displayed in classrooms, being referenced in tutor time, and during assemblies. Tutors and Heads of House were most frequently mentioned as key figures reinforcing the ethos.

- Students demonstrated a strong awareness of the five PRIDE values. When asked to identify them, the majority could do so confidently. The values resonated in the following order :
- 1. Respect (most recognised and valued)
 2. Integrity
 3. Resilience

- 4. Kindness
- 5. Aspiration (least referenced)

In addition to the core values, students also highlighted empathy, consideration, and commitment as important virtues, aligning well with the school’s Character Education Programme, which has focused on Respect and Consideration this year to date.

- The vision statement “Inspire Minds, Shape Characters, Nurture Futures” has had a positive and meaningful impact on many students. Key themes from over 800 student verbatim responses include:
 - **Inspire Minds** : Students feel encouraged to learn, stay curious, and believe in their potential. Many referenced being motivated by teachers and inspired to achieve their goals.
 - **Shape Characters** : Responses frequently mentioned kindness, respect, and becoming better people. Students recognise the school’s role in helping them grow into responsible, thoughtful individuals.
 - **Nurture Futures** : This part of the vision resonated most strongly. Students expressed confidence that the school is preparing them for life beyond education - academically, emotionally, and socially.
- The overall perception indicates that the hard relaunch of The Calthorpe Way is fostering a more purposeful and values-driven school culture.

4. To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school.

- A variety of forums have been used to educate the student and staff body about discriminatory language.
- Assembly and tutor activity themes have focused on the effects of Racist and Prejudicial Language.
- Students have been educated in PSHE and Tutor Time about the need to Report incidents as part of our work on Anti-Bullying.
- Whisper Reporting was launched in November 2024 and offered a way to anonymously report bullying (including racist and prejudicial language/incidents). This will be replaced by an in-house alternative in December 2025, encouraging liaison with our HQ Team.
- CPOMS is used to record incidents, and regular updates are given by the Designated Safeguarding Lead about the incidents reported about racist and prejudicial language.
- The number of incidents has slightly increased between 2023-24 and 2024-25. (see table below).

CPS Racist and Prejudicial Language Report Summary 2024-25

	Racist Incidents	LGBTQ+ Incidents	Sexist Language & Behaviour Incidents	Ableist Language & Behaviour	Religious & Beliefs Incidents
2024-25	22	9	74	6	2
2023-24	17	12	50	4	6
2022-23	39	30	143	28	1

As part of our inclusive, student-centred ethos, we remain committed to ensuring that all students flourish at Calthorpe Park School, regardless of starting point and background and have equitable opportunities to have the best educational experience possible.

Our stance at Calthorpe Park School is clear - we will not tolerate discrimination, and we are committed to the eradication of all forms of discrimination by systematically challenging and educating through our Calthorpe Character Education Programme.