



## **Equality Objectives**

### **Improve access to EMS for the poorest students**

We aim to support students that have the potential to thrive mathematically, to fulfil their potential regardless of their background.

The selective nature of our school means that students' prior achievement has a significant impact on their ability to gain entry to the school.

We will aim to "level the playing field" by supporting students from disadvantaged backgrounds throughout year 10 and 11, giving them a better chance of performing well in our entrance test and hence gain a place at the school.

### **Support all students, particularly the disadvantaged**

We aim to create a learning environment that is free from discrimination and is nurturing and supportive of all.

We will continue to identify our most vulnerable students and ensure that they are supported to enable them to achieve their potential. We will monitor their progress to ensure that the support they receive is effective.

We will not accept bullying or prejudiced behaviour in any form. We will create an ethos of mutual respect, tolerance and care for others.

### **Improve the gender balance of students taking STEM subjects to degree level.**

**Our ambition is to have a ratio of male to female students of 1:1**

We recognise that our ambition is aspirational and dependant on many factors, including those outside of our control. Nevertheless we will take care to do all we can to support this aim.

We will create an educational environment in the school in which female and male students are equally inspired to achieve and study STEM subjects beyond A-level.

We will use research evidence to inform our teaching practice, increasing the participation of female students whilst taking care to not have a detrimental impact on that of male students.

We will work with partner feeder schools to implement and review best practice in pre-16 education. Through our network of feeder schools, we will share our findings and support more schools to narrow the gender divide.