

Astley Community High School

Published Equality Information about the context of our school relating to the nine protected characteristics (Updated June 2016)

This is our published data about our school population and differences of outcomes for groups with protected characteristics.

1. The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English.

Our school is 4, 5 & 6 form entry as of September 2015. Year 9 and Year 12 have 5 forms, Year 13 has 4 and Years 10 and 11 have 6 form classes.

Teaching and Learning has a focus on engaging and responding to the needs of all students, and engaging harder to reach groups with a curriculum appropriate to their needs e.g. we have literacy and numeracy groups.

We presently have 13 more boys in the school than girls. However in current year 12 (2015-16) there are 12 more girls than boys. We aim to be totally inclusive and will review the curriculum each year with a view to ensure engagement of both boys and girls equally.

9 out of 543 students are from minority ethnic (ME) backgrounds and 3 speak English as an additional language (EAL). There are no current trends in underachievement for these students.

From 2015/16 we will have specific groups in all year group who will be the focus of intense support with the development of their literacy and numeracy skills. We hope this will positively impact on their achievement across the curriculum.

Our disadvantaged students in respect of whom we receive the Pupil Premium Grant are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps in attainment. In 2015 there was a gap of 18% for students achieving 5 A*-C grades including Maths and English in receipt of PPG. This has decreased by 21% since 2014 and the school is working hard to continue this good progress. Further information regarding this is on the school website.

2. The school has data on its composition broken down by types of impairment and special educational need.

10% of our students are on the SEND register, and our school has clear protocols and targeted provision to support these students (see SEND Policy and SEND Information Report on the school website). The Federation SENDCo coordinates the support and directs appropriate staff to deliver targeted interventions to this group.

Provision is in place for all SEND students. We record the interventions a student has had and their impact on attainment.

The school's SEND policy, other linked policies and pastoral or academic interventions support our SEND students and other vulnerable groups to develop

strategies in order to generate active engagement and positive attitudes to learning in lessons.

The school is a fairly accessible site with accessible toilet and many wheelchair accessible buildings. The main school building has a lift in order for wheelchair users to access the first floor. There is a current and recently updated accessibility plan.

3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.

The school has set Equalities Objectives and an Action Plan which reflects the priorities and objectives of the school. These include narrowing any gaps that are still apparent including those in attainment, achievement and attendance. It also reflects our priority in raising awareness to racist and homophobic bullying issues, racist and homophobic language and a commitment to safeguarding pupils from extremist ideologies.

Last year there was still a gap between our SEN Support students and others. We are fully aware of this and efforts have been made to target this group. We hope to see the narrowing of this gap in the summer of 2016. Our statemented students did well in comparison to others in 2015.

There are only three EAL students on roll at the moment and they achieve in line, or slightly above their peers.

Boys' attainment was comparable to boys nationally but still lower than that of the girls in school.

Pupils are targeted on our interventions for English and Maths. For example our set sizes are as small as we can make them, particularly for the lower ability, all have extra support staff. Small groups of students attend booster groups or specific interventions.

4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

The objectives we set that relate to achievement and closing gaps for vulnerable groups are set within the school's improvement planning and are reflected in our Equalities Action Plan. Objectives relating to disadvantaged children eligible for Free School Meals (Pupil Premium) are given a high priority.

We record and report instances of discriminatory language and bullying, and set equalities objectives accordingly when we identify a need to incorporate anti-discriminatory practice into our teaching and learning.

Behaviour and safety data is analysed termly and actions are identified to address any concerns that have been raised. The Pastoral Team and the Senior Leadership Team consider the data and identify key issues which then feed directly into future thinking and practice.

5. Documentation and record-keeping

Our school has a statement of overarching policy which is published on our website and there are references in the school development plan to gap closing and achieving equality of outcome for vulnerable learners.

Before introducing new policies or measures, the school assesses their potential impact on equalities, positive and negative, e.g. a restructuring of staffing undergoes an impact evaluation.

6. Responsibilities

A senior member of staff has special responsibility for equalities matters – Angela Davies (Assistant Headteacher – Inclusion).

The Pupil Support Committee has oversight of equalities matters.

7. Staffing

The school's programme for continuing professional development (CPD) includes reference to equalities, both directly and indirectly. There is good opportunities practice in the recruitment and promotion of staff, both teaching and support staff.

8. Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying. The school annually returns a report on the number of racist incidents to the Local Authority. Surveys show that most students feel safe from all kinds of bullying. Our parental survey indicates parents are happy with the way bullying is dealt with.

Our Local Authority has close working relationships with Stonewall and Show Racism the Red Card.

9. Curriculum

Focussed attention is paid to the needs of specific groups of students, for example those who are registered as SEND, and there is extra or special provision for certain individuals/groups, as appropriate.

There is coverage in the curriculum that promote students' spiritual, moral, social and cultural development.

The school take part in nationally recognised initiatives and award schemes e.g. Anti Bullying week and School Sports awards.

Within the curriculum materials in all subjects we are developing positive images of men and women from a variety of backgrounds to challenge stereotyping and discrimination.

10. Consultation and involvement

The school is developing procedures fir consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

The school is developing procedures for finding out how pupils think about the school, and has regard in these concerns for the Equality Act.

We have a Student Council that meets regularly and we survey students about various issues, as well as running student panels to consult on issues associated with each year group e.g. transition.