

Bishopshalt School

Published Equality Information about the context of our school relating to the nine protected characteristics

This is our published data about our school population and differences of outcome 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 6 form entry and comprises 932 students in Years 7-11 and 356 in the Sixth Form, totalling 1288 (2018-19).

There are 661 Boys and 627 Girls. 507 Boys and 425 Girls in Years 7-11. Year 12 has 88 Boys and 108 Girls and Year 13 has 66 Boys and 94 Girls.

773 students (60%) students are from minority ethnic (ME) backgrounds with the key groups being Indian (11%), Asian and any other group (6%), Pakistani (5%), Black African (5%).

385 students (29.9%) have English as a second language but only 47 students in the school are below stage E (Fluent).

All Teaching and Learning has a focus on engaging and responding to the needs of students, and particularly engaging vulnerable groups with a curriculum appropriate to their needs e.g. we have skills development groups in KS3. We aim to be totally inclusive for example we aim to engage students with appropriate books studied in English.

In 2019-20 we will have specific groups in Year 7 and Year 8 who will be the focus of intense support with the development on their literacy and numeracy skills, which is aimed to impact on their achievement across the curriculum.

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

12% of our students are on the SEN register across the school, but there tends to be a higher proportion of students with SEN in Years lower down the school.

2.6% of students have EHC plans (33 students) which is much higher than average. The great majority of these are Speech, Language and Communication (22) or Autistic Spectrum Disorders (14).

The school has clear protocols and targeted provision to support these pupils (see SEN Policy on the school website). The SENCo role is the teacher's only role – she does not teach, she spends all of her time addressing the needs of SEN. Teaching Assistants and Higher Level Teaching Assistants also deliver targeted interventions to these groups and have specific training to support the students' needs.

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

The school is in part a Victorian mansion and the main building was constructed between the 20s and 50s. This means that accessibility is poor in places. The first floor is inaccessible in the mansion and throughout the main building: there is no lift between floors. Parents and others can access the Main Hall where we have a wheel chair lift up into the Hall. We have installed ramps, accessible toilets and wheelchair accessible routes to gain access to the Main Building. However, the whole site is built along a gentle hillside which means there is a significant fall from North to South and generally these drops mean there are many stairs and changes in height across the school. We are developing an accessibility plan that addresses many elements of need, but we are aware that we like to improve access for a wider cohort of children than we are able to do so currently. We are in the process of considering expansion during which we hope to address the major accessibility issues within the school.

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

We collect data and scrutinise for a very wide range of groups and ethnicities to try to ensure that all of our students achieve at least to their potential.

- Boys achieving grade 5 or above in English & Maths GCSEs at 45% is 5% above the national average for that group and the Progress 8 Score at -0.14, 0.13 points above national.
- Girls achieving grade 5 or above in English & Maths GCSEs at 46% is equal to the national average for that group and the Progress 8 Score at 0.33, 0.10 points above national.
- White British achieving grade 5 or above in English & Maths GCSEs is 39% and the Progress 8 Score is -0.22.
- Indian achieving grade 5 or above in English & Maths GCSEs is 45% and the Progress 8 Score is -0.12.
- Pakistani achieving grade 5 or above in English & Maths GCSEs is 75% and the Progress 8 Score is 0.81.
- Black African achieving grade 5 or above in English & Maths GCSEs is 67% and the Progress 8 Score is -0.03.
- SEN EHCP achieving grade 5 or above in English & Maths GCSEs at 14% is 29% below the national average for that group and the Progress 8 Score at -0.02, 0.01 points above national.
- SEN Support achieving grade 5 or above in English & Maths GCSEs at 18% is 25% below the national average for that group and the Progress 8 Score at -0.15, 0.12 points below national.

- EAL Support achieving grade 5 or above in English & Maths GCSEs at 55% is 12% above the national average for that group and the Progress 8 Score at 0.54, 0.57 points above national.

The school has an Equalities Action Plan which reflects the priorities of the School Development Plan. These include narrowing the gap between all students including 'Other' students and Pupil Premium students and SEN students, including attainment and attendance.

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

The objectives we set in the BSQIP and Equalities Action Plan relate to attainment and progress and closing gaps for vulnerable groups of children. Objectives relating to disadvantaged children eligible for Free School Meals (Pupil Premium) and High Ability students have been given the highest priority, regardless to which other groups these children might belong, but we always consider the full range of groups to ensure that no child slips the net. Although financial disadvantage is not a protected characteristic, it is a significant priority for schools. We also recognize that High Ability children whatever their ethnicity, gender or other grouping can often be overlooked.

We record and report instances of discriminatory language or bullying, and set equality objectives to incorporate anti-discriminatory practice into our teaching and learning. We have made very significant progress this year with our 'Pro-Respect' Agenda which has had a very significant impact on student attitudes. Students have established an LGBT and supporters club which has addressed many concerns of a potentially vulnerable group of young people.

Data from the fullest range of groups are analysed by Governors particularly for Behaviour and safety terms and actions are identified to address any concerns that have been raised.

5 Documentation and record-keeping

Data analysis is a great strength of the school and was described by OFSTED as forensic in our last inspection. Far from being mechanical or managerialist, very close scrutiny of data ensures we note the progress of individual children across the widest range of groups. We believe that our commitment to our Vision which states:

'We care for every child to enable them to achieve the highest academic progress and personal development possible'

should mean exactly that.

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

There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings and senior leadership team meetings, and in the minutes of the school Student Voice Panel.

Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes e.g. any restructuring of staffing undergoes an impact evaluation.

6 Responsibilities

A senior member of staff has special responsibility for equalities matters – Jane King (Senior Deputy Headteacher).

A member of the governing body has a watching brief for equalities matters – Andy Brown.

7 Staffing

The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and support staff. All staff have a PM objective which requires them to ensure that at least 80% of all the children they teach achieve to target grade or better.

8 Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying and incidents. Annually the school scrutinises a report on the number of racist and homophobic incidents. Surveys and focus groups show that most students feel safe from all kinds of bullying and students report any bullying that does occur is dealt with effectively. Our parental survey indicates parents are confident that the way bullying is dealt with is effective; indeed parents identify community spirit as a strength of the school.

9 Curriculum

Focused attention is paid to the needs of specific groups of students, for example those who are registered as SEN, and there is extra or special provision for certain individuals/groups, as appropriate e.g. use of HLTAs, TAs and literacy focused groups.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding e.g. within our PSHCE programme.

There are activities across the curriculum that promotes students' spiritual, moral, social and cultural development.

The school takes part in nationally recognised initiatives and award schemes, for example: Anti-bullying/'Pro respect' week, and we are recognized as a Stonewall Education Champion.

Within curriculum materials in a range of subjects there are positive images of disabled people; of LGBT people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds. We have had a focus on raising awareness to homophobic bullying/language in the past year.

10 Consultation and involvement

The school has procedures for 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 has procedures for finding out how students think and feel about the school, and has regard in these for the concerns of the Equality Act.

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