



Equality Scheme and Accessibility

The King's School
Cadhay Lane
Ottery-St-Mary
Devon
EX11 1RA

As a public body The King's School currently has a legal responsibility to publish an Equality scheme to demonstrate that we are taking appropriate action to deliver better outcomes for people, taking steps to eliminate unlawful discrimination and harassment and how we are actively promoting equality. These require all public bodies to actively look at ways of ensuring that all people are treated equally. The new Equality Act came into force in October 2010. This new Single Equality Scheme for The King's School brings together all the equality strands under one document and also includes actions around the Community Cohesion agenda. Having a single equalities action plan will allow for and ensure robust monitoring.

The general equality duty covers the following **protected characteristics**:

Age
Disability
Gender
Race
Religion & Belief
Sexual Orientation
Trans-gender/gender reassignment
Pregnancy and maternity

We live in a changing society and we can take pride in our traditions and tolerance, fairness and the rule of law. As an equal opportunities institution, we are committed to the values of integrity, impartiality, courtesy and helpfulness, in our dealing with staff, students, parents/carers, partner organisations and any others involved in the school community. Diversity involves recognition that everyone is different, and that this is valued and promotes respect. Promoting diversity within The King's School involves creating an environment that capitalises on everything that makes us unique - our gender, race, ability, sexuality, beliefs, age, lifestyle, family status, linguistic ability and giving everyone a fair and equal chance to be successful.

School Ethos, Vision & Values

The King's School will ensure that, in everything it does, it will continue to promote diversity and equality of opportunity, eliminate discrimination, and bring about positive change. This policy seeks to enhance and promote the high quality services we provide already and to assist in creating a productive, safe and prejudice free environment which treats all people who work or visit here fairly and with dignity. The school will not tolerate less favourable treatment on the grounds of: gender, race, ethnic or national origin, disability, marital status, sexual orientation, responsibility for dependants, age, trade union or political activities, religion/beliefs, transgender or any other reason which cannot be shown to be justified,

The school is committed to ensuring equal treatment of its entire staff, students and any others involved in the school community. It will ensure that no groups of people are treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of people and will also consider students who are carers of disabled parents/carers.

This policy should be read in conjunction with policies such as PSHE, SEN and Curriculum and The Accessibility Plan which forms appendix 2 to this scheme.

Schools Strategic Priorities

Strategic priorities of the school are centred on our philosophy of "Achievement for All" which reflects our commitment to inclusion. Key elements of the school's development plan are to develop a curriculum that meets the needs of every student from KS3 through to Keys Stage 5, to improve the physical environment of the site so that it is both accessible to the whole community but also that provides facilities commensurate with 21st century education and to provide opportunities for every student to develop into confident, responsible young adults. This Equality Policy is underpinned by these key objectives and philosophy.

Strengths & Weaknesses

The school has a fully inclusive policy and works closely with our outside agencies to offer individual students the support and resources they require to succeed. The examination results for students from a wide range of different groups based on SEN and disability show that these students make progress as good as if not better than the cohort as a whole and much better than national. In 2015 although girls outperformed boys at GCSE boys made greatest improvement in value added compared to 2014. The difference between girls and boys attainment at GCSE and AS/A2 level is much smaller than national as is the difference in 5+ A*-C grades including English and maths for students on Free School Meals or with SEN compared to the rest of the school population.

There is a significant difference in examination results between boys and girls in certain subjects at both GCSE and Advanced level. To some extent, this is masked by numbers of boys or girls taking a particular subject. However, in some subjects the difference is significant and we are working to address this.

Our commitment to inclusion is evidenced by our intake which includes all students eligible to attend this school, the success of our Skills for Learning Interventions Learning Support and personalisation programmes, the outcomes achieved by our students and the very low exclusions rate.

We work closely with our parents/carers and are responsive to need when informed such as providing information in Braille, signers for parents/carers evenings, different access arrangements for parents/carers evening or meetings.

Our weaknesses are a site that is overcrowded and which has little scope to accommodate the full range of disabilities. The 2005 Capital Strategy Suitability Survey shows that it is not possible to meet fully the requirements of the DDA. Some of the buildings are old with very small classrooms; the corridors narrow and the variety of levels make wheelchair access impossible in some areas. There is no reasonable adjustment that can be made to the site due to the age of the buildings and the different levels on which it is built. However, any new buildings are, and will be, DDA compliant.

All students have the same KS4 and 5 choices and students are actively encouraged to consider all the options available. However, there is a definite bias at KS4 options between boys and girls and to a lesser extent at KS5. The traditional bias remains in terms of boys opting for subjects such as construction and electronics and girls opting for textiles and dance.

The General Duty

We will actively seek to:

- ensure that all students and staff are treated equally and fairly in all respects so that they are able to reach their full potential
- Promote equality of opportunity for all persons and eliminate discrimination which is unlawful under the 2005, 2007 and 2010 Acts
- Eliminate harassment of people that is related to their disabilities, race, gender, sexuality or age
- Promote positive attitudes to all people – This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them fairly and equally.
- Encourage participation by all groups of people in public life – It is also important to respect the wishes of children with specific needs so they do not feel pushed into activities which will cause them undue stress or embarrassment
- Take steps to take account of a disabled person's disabilities or specific needs, even when this involves treating them in a more favourable way than other persons.
- Promote positive attitudes towards both males and females – This means not representing people in a demeaning way or accepting derogative gender related language
- Put in place additional support for young carers
- Ensure that gender stereotyping or racist material is not evident in the curriculum or the language used in the school.
- Ensure appropriate support for isolated and potentially marginalised students of different racial, cultural and religious groups, including Asylum Seekers, Refugees, Gypsies and other Travellers
- Work with parents/carers and guardians, and with the wider community, to challenge and eliminate discrimination and to follow and promote good practice.
- Create an environment which respects and values diversity

What do we understand by "disability"?

The Disability Discrimination Act 1995 (DDA) defines a disabled person as: "someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities". This definition covers students or staff with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, students who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. This definition was amended and broadened by the 2010 Disability Amendment Act to include carers and:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis

- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all students with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition. For other definitions see the Disability Rights Commission website or the SEN Code of Practice

How we will meet the General Duty & Specific Duty

This equality scheme provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are actively seeking to meet the specific duty i.e. to produce an Equality Scheme for our school.

Involvement of Groups of People in Developing the Scheme

The weekly King's newsletter goes to every family every week. Parents/carers are invited to contribute to this policy on an annual basis. All practicable suggestions from parents/carers are incorporated into the schools action plan and reported back via The Kings. Parental feedback has been used to change both policy and practice with outcomes reported via the King's to all our community.

- Staff have been invited to give their views.
- The King's, the weekly staff bulletin and Governors meetings are all vehicles to feedback to relevant stakeholders the outcome of any suggestions and what the school is doing in response to points raised.
- School records are kept to show all students with SEN and/or a disability and any actions taken to involve students and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual students and parents/carers etc. This is also recorded in the weekly *King's*, in minutes of year and School Council meetings and in weekly SLT minutes. As appropriate any adjustments will also be recorded in Governor Committee or Full Governor's minutes.
- All students will be actively encouraged to take part in at least one extra-curricular activity each year. This will be monitored at annual reviews and through the termly reporting system.
- The School Parliament will accurately represent the full spectrum of students at the school and will annually address the issue of equality across the school as an agenda item.
- By using the definition of disability provided by the DDA and by incorporating feedback from staff, students, parents/carers and carers with disabilities we will collate information regarding the range of barriers and any discrimination faced by people who visit or work in this school. The action plan will then indicate the reasonable adjustments the school will put in place to address these.

Policy, planning and review

We will ensure that the principles and procedures apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and assessment
- behaviour, discipline and exclusions
- students personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents/carers and communities

We will promote equality and challenge discrimination in a wide range of ways including:

- developing opportunities to celebrate the richness and diversity of different cultures
- dealing with issues of prejudice through assemblies and Personal, Social and Health Education
- celebrating student achievement
- challenging inappropriate comments throughout the school
- reporting all racist/homophobic incidents
- eliminating the use of stereotypes and negative images and promoting the use of positive images wherever possible

Developing a voice for staff students and parents/carers/carers from specific groups:

- All students and their parents/carers are invited to at least one transition meeting and parents/carers are invited to attend lunches with their child during induction week.
- Additional transition meetings are set up where specific needs are identified –using outside agencies for advice as required. All students with an identified disability and their parents/carers are invited to annual and interim review meetings.
- Aspects of Equality and how to improve the school will be covered in PSHE, RPE and other curriculum areas such as English, tutor time, assemblies, the electronic messaging, House and School Council. Feedback from students will be collected and fed into the Action Plan.
- Parents/carers and students from all groups are encouraged to actively contribute to school life such as joining the PTFA, responding to surveys, taking part in extra-curricular activities etc. This is through invitations in The King's, electronic messaging and directly to students. This is monitored and the number of students on the SEN register is monitored for involvement in extra-curricular activities.
- Staff will be able to recognise and tackle racial/gender bias and stereotyping and deal with such incidents that may occur
- Staff will promote equal opportunities and incorporate principles of equality and diversity into all aspects of their work
- The school will provide appropriate support to students in their class for whom English is an Additional Language.

The Governing Body – Governing body minutes are accessible in large print and can be converted into Braille. The language is kept as clear as possible. The names and contacts for all Governors are on the web site and published in the school prospectus. The literature makes it clear that all parents/carers are welcome with suggestion for how accommodation can be made for governors with disabilities. The same is true for all staff of the school.

Removing barriers –the school will take every opportunity to make the physical environment, the curriculum, extra-curricular opportunities and communications more accessible to all students, parents/carers and the community – this is reflected in the Accessibility Plan.

The Curriculum, including teaching and learning – Equality is embedded in all curriculum materials and is covered directly as part of the PSHE, RPE and tutorial programmes with an emphasis on developing positive attitudes. Issues surrounding equality are also addressed in other subjects, assemblies and through whole day workshops. The weekly King's will document evidence of how the school promotes tolerance and takes action to reduce prejudice and discrimination.

Eliminating harassment and bullying – Bullying and harassment, including those carried out using modern technologies are dealt with through established policies such as PSHE policy, anti bullying policy, Acceptable Behaviour, whistle blowing, positive behaviour and inclusion. All such incidents will be dealt with seriously and parents/carers informed either by telephone or in writing. Racial or sexual harassment forms will be returned to the LA whenever an incident is found to have occurred. In extreme or repeat cases the perpetrator may receive a fixed term or permanent exclusion.

Reasonable Adjustments - The school will make every effort to make reasonable adjustments, although there will always be site and financial constraints which will make some adjustments unreasonable. Not taking "reasonable steps" to avoid putting students at a substantial disadvantage can only be justified if there is a reason which is both material and substantial to the particular case. The school can take account of the:

- need to maintain academic and other standards
- money available
- practicalities of making the particular adjustment
- health and safety of the disabled pupil and others
- interests of other students.

All students with disabilities have personalised arrangements in terms of the site. Lift facilities are made available and reasonable adjustment to individual need such as individual toilet facilities set aside, medical facilities, seating arrangements, teaching rooms utilised, withdrawal from specific lessons etc are all employed as part of our accessibility plan. All reasonable adjustments are made in consultation with the student, their parent/carer and any external agencies. Additional support for specific activities is provided such as for PE and extra-curricular activities. Our aim is that every child who is able to attend school must have access to the full range of activities and experience throughout their education.

School Facility/Lettings –The school car park has designated car parking spaces for visitors who are disabled. If notified in advance there are additional parking spaces made available for people with mobility problems. The school will not knowingly let its premises to groups who do not promote equality and adhere to the school's ethos in terms of equality.

Contractors & Procurement - Catering and school staff are very aware of who has food allergies (wheat, sugar, nuts etc), and comply with our Healthy Eating policy. Staff have training in dealing with problems if they arise – e.g use of epipen, administering glucose etc. The school Site Manager will make all contractors aware of our Equality Scheme before they start work for us

Information, Performance and Evidence Four broad areas:

What data:

- Involvement of groups of students in extra-curricular activities
- Exclusion and behaviour log information on different groups of students
- Examination and progress data
- Feedback from the annual parent and student questionnaire

How:

- Parental and student questionnaires
- Small student focus groups
- Meetings with parents
- School Council feedback
- Data from progress assessments
- SIMS records

Analysis:

- We will analyse the data against our action plan
- We will analyse progress data against national data as available

Possible Actions:

- Review the action plan and create new targets
- Amend the curriculum
- Restructure support and guidance
- Report the finding and analysis to all stakeholders

Pupil Achievement – Students who are registered disabled or who are on the SEN register are considered separately (although due to potentially small numbers this may not be statically valid) at the annual analysis of KS4 and 5 data as is data analysed by gender. Racial groups are not considered separately due to the small cohort sizes. This will continue to be monitored on an annual basis.

Learning Opportunities – The school has close links with our local FE and training providers. In KS4 this involves alternative placements alongside supported placements secured through external agencies. In KS4 all students have a personal mentor, every student in Year 10 has a work placement, where possible, appropriate to interest and ability and every student in Year 11 a mock interview with evaluative feedback. Careers South West (CSW) sees every student who wishes to make an appointment and every student with a disability are provided with additional support in securing a school, college or work with training placement. This is monitored through CSW and by our Careers Coordinator. Impartial careers information, advice and guidance is provided through CSW.

We will make the summary content of the Equality Act known to all students so that they can work with the school in eradicating inequality and discrimination.

Admissions, Transitions, Exclusions (including SE and MH)

Admission is controlled by County due to our over-subscription. DCC like all public bodies adheres to the DDA code of conduct. Children registered as disabled or with statements of SEN have preferential admission criteria.

Transition is a lengthy process. The Head of House responsible for transition visits all schools and meets all children. The SENCo liaises closely with the feeder primary schools regarding any children with additional needs. In particular there is excellent sharing of information across the learning community so that students make a smooth transition. All children spend an induction week at The King's in the summer term. Often if they have a TA assigned they will accompany them, as our TAs will spend time in the feeder primary school.

Arrangements to deal with specific disabilities are dealt with in conjunction with the student, their parents/carers/carers and any outside agencies that have been involved. Specific alterations or arrangements are made in advance of induction week so any problems can be addressed before September.

Social Relationships

All students have a personal tutor, a Head of House and two Pastoral Support Workers to support them in addition to any additional provision through an SEN statement. Weekly assemblies, the buddy system, many aspects of the curriculum and in particular PSHE contribute to the ethos of tolerance and acceptance across the school. Any incidents of bullying are dealt with immediately and resolution of the incident is always sought.

Employing, promoting and training staff

The King's school adheres to the regulation regarding recruitment including the removal of health questionnaires. We use PLUSS from Devon to assess the workplace for staff with any form of disability and use their recommendations to make reasonable adjustments – such as special furniture, monitors etc. All staff have equal opportunities to training and this is monitored through the Annual Performance Review process. Our commitment to training all staff has been recognised in our Investors in people Status, our role in the Jurassic Coast Teaching School Alliance and our position in networks such as South West Academies Group.

Impact Assessment

- We will survey students to assess impact against each of the points in the action plan.
- We will ask for parental feedback regarding impact each year using The King's
- We will analyse data by gender, SEN and if appropriate race
- Will analyse the involvement of students with a disability in extra-curricular activities and compare to those who do not take part.
- The Learning Support department will keep accurate records of progress of SEN students. Progress will be analysed annually to consider impact of student support.
- We will gather feedback from staff
- Feedback will be made to: The Governors, parents/carers via The King's, students via The King's and The School Parliament, Staff via the Bulletin, Trade Unions via termly meetings.
- The School Council will review the plan annually and report to The Governing Body
- Reviewing the plan will be the role of both the Governor's Personnel Committee and the Governor's Curriculum Committee. These will feed back to the Full Governor's

Reviewing/Monitoring

This scheme will be reviewed and publicly commented upon each year and revised at least every three years. The scheme will be made available through our website and in reception. Its existence will be included as information in the student induction pack.

Appendix 1 Equality Action Plan – Objectives.

This action plan includes the priorities of staff, students and parents/carers who were consulted. It needs to be read in conjunction with the school's policies on attendance, admissions, anti bullying, whistle blowing, recruitment and retention of staff, performance management, maternity and paternity, PSHE. It also has direct reference to the School's Development Plan.

The impact of implementing this plan will be to make the King's School a more accessible and welcoming place for people to visit and work. The plan will be reviewed annually and progress towards targets recorded and reported to the Governing body. This plan will be published on the school web site.

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
Parents/carers/visitors				
Parking	All parent's evening letters or letters inviting visits to the school to have a tear off slip for parents/carers with mobility problems to request specific parking allocations	Parents/carers with mobility problems are all able to park in the designated spaces.	ongoing	NJW
Special Events	Parents/carers with disabilities mobility or otherwise to have the opportunity to attend events such as the Careers Fayre, open evening etc 15 minutes before it opens.	Feedback from parents/carers indicate they could attend these events	ongoing	RXG/FJH
Parents/carers Evenings	All staff at parents/carers' evenings to be sited on one floor so there is no barrier to parents/carers with mobility problems	All parents/carers able to see the teachers they wish in an appropriate venue	ongoing	NJW
	All parents/carers with hearing difficulties to have a registered signer if required	Parents/carers able to attend and receive feedback	ongoing	PEF
	Parents are asked for their views on accessibility and equality issues before the policy is reviewed.	Positive feedback from parents/lack of complaints	ongoing	RXG
Students				
Attendance	To improve attendance figures for students with a statement of SEN	To reduce the figures so that the school is at least at national in one year and below national in the second year	July 2018	PEF/MAG
Progress	Reduce the gender gap in 5+ A*-C including English and maths. English and maths department identify possible underachievers in years 10 and 11 – Use E & M intervention workers to target these students.	Reduce the gender gap by 5% in 5 A*-C English and in maths. Reduce the gender gap in English to less than 10%	Aug-2017	RXG/KSW/ RJL

Curriculum	Ensure the curriculum and resources are non-stereotypical and give a balanced view of issues HoDs review annually the schemes of work and the materials used adjusting as required.	No inappropriate materials are used in curriculum delivery	On going	DGW
Public Life	Ensure students with disabilities are actively involved in the life of the school	All students registered take part in at least one school activity each year.	On going	PEF
Feedback	The School Parliament represents all factions of the school	Council minutes and feedback provided	Jul-2018	MLC
Student Voice	Raise awareness of issues regarding equality with students so that more input is received from students.	Use PSHE assemblies and electronic messaging to report positively about equality	On going	RXG/JXE/SLT
Sports	Ensure that all students with a disability have the opportunity to take part in training towards either the Paralympic games or Special Olympic games – develop links with ambassadors for these and arrange visits to school	Students with specific talents report they feel able to compete or train towards these events	Sept 18	RXG/KDM/BGW
Extra-curricular activities	Ensure that there are activities available to attract both males and females	Equal numbers of male and female students attend at least one extra-curricular activity	July 19	PMD/MAG
Equality in PE	Girls receive equality of practical opportunities in PE GCSE	Students at end of year 11 report that they were treated fairly	annual	DGW/BGW
Strong careers advice for girls	CSW/FJH to prioritise girls appointments	Girls making CSW/careers coordinator appointments	Oct-18	Romy (CSW)FJH
	To bring into PSHEE/Careers some non-stereotypical females/males to give careers talks	Parents/carers of girls show an improved positive score for this question	Jan-19	JXE/FJH
	Introduce and maintain ID badges for staff and visitors	Parents/carers express fewer concerns about site security	ongoing	LJV/JXH
	Ensure outside lighting is always repaired immediately a fault is detected		ongoing	PAB
Ensure that boys develop their potential fully	Extend and develop the mentoring programme – raise awareness of T+L strategies to raise boys achievement	Parents/carers have less concern about developing students' potential	ongoing	MAG/FJH
	Collect progress data at least three times a year in every year group and communicate this effectively with parents/carers – track groups of students' progress	Less variation between groups	July 2018	NJW/LJB
	Continue to develop Key Skills and strategies to develop each skill – focus on yr 9 curriculum	All students have strategies to help them progress	Sep-17	DGW/HoDs
Education	We will ensure that equality – rights and responsibilities forms part of the curriculum	Students are aware of what the equality act means	July 17	JXE/HoH

Staff				
Recruitment	The school will continue to adhere to all legislation regarding recruitment of staff with regards to gender	Equality of opportunity will be displayed in recruitment to all posts	On-going	RXG/ENM
Maternity	Staff will be supported by reasonable adjustment during the pregnancy and then by flexible return arrangements as far as possible.	Exit interviews give a favourable response to this aspect. The majority of women return to work	On-going	RXG/ENM
Promotion	Monitor distribution of promoted posts throughout the school	A gender balance reflective of the school staff make up is maintained where practicable	On -going	RXG/ENM
CPD	All staff have equal opportunities for high quality CPD	Staff receive the training they identify	On-going	ENM
Ethos	All staff maintain a zero tolerance to sexist or homophobic comments. All incidents are dealt with as they occur with serious incident reported to the HoH..	There are fewer sexist of gender related derogatory comments made by students.	On-going	All staff
Retention	Staff who develop a disability will be offered support though Occupational Health and if necessary PLUSS	Any reasonable adjustment to work situation will be explored using external advice and put into place	ongoing	RXG/ENM
Staff voice	The staff will be canvassed annually for ways to make the school more disability friendly – including an annual standing item on the Unions/Head meetings	Staff feedback is positive that they have a voice and it is listened to.	ongoing	RXG/union reps
Governors	The web site and “Kings” will be used at least termly to remind parents/carers with disabilities of the forms in which minutes can be produced – visual, audio etc	Parents/carers with disabilities to have full access to Governor papers and procedures – Impact revaluated via revised annual parent/carer web based – or paper based consultation	Sep-14	RXG/LOE
	Papers regarding Governor elections will emphasise the governing body’s desire for to be fully representative including members with disabilities – suggested support candidates will be cited	People with a disability are actively encouraged to stand in governor elections	ongoing	LOE

The data tables below show attainment, attendance and exclusions for some of the protected groups. It does not show data where the numbers of students in that group is so small that it could allow the individual to be identified. This is true for all the ethnic group data

Attainment at Key Stage 4

Table 4.1.15: Key Stage 4 average point scores by pupil characteristics for 2015 (KS4.2A)

	Cohort	Capped point scores			Total point scores			Average grade per qualification	Average points per qualification	Average number of qualifications
		National	School	Sig	National	School	Sig	School	School	School
All Pupils	180	308.6	360.5	Sig+	366.6	415.9	Sig+	B-	44.5	9.35
Gender										
Male	100	295.5	352.6	Sig+	348.2	406.8	Sig+	B-	43.6	9.33
Female	80	322.2	370.4	Sig+	385.8	427.3	Sig+	B	45.6	9.38
Free School Meals*										
FSM	15	261.3	322.9	Sig+	296.8	357.7	Sig+	C+	41.3	8.67
Non FSM	165	325.6	363.9	Sig+	391.8	421.2	Sig+	B-	44.8	9.41
Children Looked After										
CLA	0	175.8	-	-	191.5	-	-	-	-	-
Not CLA	180	309.8	360.5	Sig+	368.2	415.9	Sig+	B-	44.5	9.35
Disadvantaged pupils										
Disadvantaged pupils	16	259.9	320.1	Sig+	295.1	354.5	Sig+	C	40.8	8.69
Other pupils	164	326.6	364.4	Sig+	393.1	421.9	Sig+	B-	44.8	9.41
Prior Attainment										
Low	8	190.5	234.5	-	201.4	244.3	-	D-	32.0	7.63
Middle	89	304.5	340.5	Sig+	351.4	382.3	Sig+	C+	41.9	9.12
High	71	380.9	398.9	Sig+	480.3	476.6	-	B+	48.5	9.82
Non-mobile pupils										
Pupils on roll throughout years 10 & 11	178	313.4	361.2	Sig+	373.1	417.1	Sig+	B-	44.6	9.36
English as First Language										
English or believed to be English	176	310.8	362.4	Sig+	369.1	418.2	Sig+	B-	44.6	9.38
Other than English or believed to be other than English	4	311.5	278.5	-	371.6	318.5	-	C	39.8	8.00
Unclassified	0	80.4	-	-	86.4	-	-	-	-	-
Special Education Needs										
No SEN	168	328.0	365.3	Sig+	393.5	423.5	Sig+	B-	44.8	9.46
SEN support	9	235.9	305.4	Sig+	259.2	325.8	-	C	40.2	8.11
SEN with statement or EHC plan	3	115.4	254.7	-	122.6	262.0	-	C-	37.4	7.00

Ethnicity Group										
White										
British	171	309.5	359.4	Sig+	367.1	413.5	Sig+	B-	44.3	9.33
Irish	0	331.6	-	-	401.4	-	-	-	-	-
Traveller of Irish Heritage	0	163.2	-	-	179.9	-	-	-	-	-
Gypsy/Roma	0	137.1	-	-	146.7	-	-	-	-	-
Any Other White Background	4	307.6	341.0	-	369.1	402.5	-	C+	42.4	9.50
Mixed										
White and Black Caribbean	1	293.6	434.0	-	341.8	526.0	-	A	52.6	10.00
White and Black African	0	318.5	-	-	380.0	-	-	-	-	-
White and Asian	1	335.5	356.0	-	408.6	430.0	-	B-	43.0	10.00
Any other Mixed Background	2	323.3	423.0	-	390.8	550.0	-	A	52.4	10.50

Attainment at Key Stage 4

Table 4.1.16: English Baccalaureate subject areas thresholds by pupil groups (KS4.Thr (Ebacc selection))

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

Total number of pupils in 2015	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry												
	English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
All Pupils	180	83	36	24	179	79	58	180	83	67	179	87	67	178	79	69	85	80	70	168	85	67
Gender																						
Male	100	44	32	19	99	76	54	100	77	61	99	88	67	98	80	67	44	73	64	94	86	63
Female	80	39	40	29	80	83	62	80	91	74	80	86	68	80	79	71	41	88	75	74	84	71
Free School Meals*																						
FSM	15	3	7	11	14	60	39	15	67	51	14	80	49	14	64	53	4	75	60	11	82	49
Non FSM	165	80	38	28	165	81	65	165	85	73	165	88	74	164	80	73	81	80	72	157	85	71
Children Looked After																						
CLA	0	-	-	3	-	-	19	-	-	29	-	-	27	-	-	40	-	-	52	-	-	34
Not CLA	180	83	36	24	179	79	58	180	83	68	179	87	68	178	79	69	85	80	70	168	85	67
Disadvantaged pupils																						
Disadvantaged pupils	16	3	6	11	15	63	38	16	69	51	15	81	49	15	60	53	4	75	59	12	75	49
Other pupils	164	80	38	28	164	80	65	164	85	74	164	88	74	163	81	73	81	80	72	156	86	71
Prior Attainment																						
Low	8	0	0	1	7	0	7	8	13	19	7	13	15	6	0	17	0	-	37	6	17	16
Middle	89	27	20	13	89	70	54	89	75	68	89	85	67	89	69	57	27	70	54	82	80	55
High	71	50	61	52	71	100	91	71	100	94	71	100	96	71	100	90	52	87	84	68	97	89
Non-mobile pupils																						
Pupils on roll throughout years 10 & 11	178	83	36	24	177	80	59	178	84	69	177	88	69	176	80	69	85	80	70	166	86	67
English as a First Language																						
First Language - English	176	81	36	24	176	80	59	176	84	69	176	88	68	175	79	68	83	81	68	165	85	67
First Language - Unclassified	0	-	-	2	-	-	8	-	-	11	-	-	15	-	-	52	-	-	80	-	-	50
Special Educational Needs																						
No SEN	168	83	38	27	168	81	65	168	86	75	168	89	74	168	81	71	85	80	71	160	86	70
SEN support	9	0	0	6	9	56	25	9	56	36	9	67	37	8	50	44	0	-	52	6	67	40
SEN with statement or EHC plan	3	0	0	2	2	33	10	3	33	13	2	33	16	2	50	43	0	-	55	2	50	39
Ethnicity Group																						
White																						
British	171	76	34	23	170	79	59	171	83	68	170	88	68	169	79	68	78	79	67	159	85	67
Irish	0	-	-	34	-	-	68	-	-	77	-	-	75	-	-	78	-	-	73	-	-	77
Traveller of Irish Heritage	0	-	-	3	-	-	20	-	-	26	-	-	26	-	-	40	-	-	47	-	-	41
Gypsy/Roma	0	-	-	1	-	-	9	-	-	14	-	-	14	-	-	24	-	-	41	-	-	31
Any Other White Background	4	2	50	26	4	50	53	4	75	61	4	50	66	4	50	69	2	100	87	4	75	66
Mixed																						
White and Black Caribbean	1	1	100	17	1	100	50	1	100	64	1	100	59	1	100	61	1	100	61	1	100	60
White and Black African	0	-	-	26	-	-	60	-	-	72	-	-	67	-	-	69	-	-	74	-	-	69
White and Asian	1	1	0	34	1	100	68	1	100	77	1	100	75	1	100	76	1	0	77	1	100	77
Any other Mixed Background	2	2	100	30	2	100	62	2	100	73	2	100	70	2	100	73	2	100	77	2	100	70

Table 5.1.4: Key Stage 2 to Key Stage 4 value added Summary Report* (KS24.VAExp)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).

	Value Added						
	2013		2014*		2015		
	Number of pupils in latest year	School	National	School	National	School	
All Pupils	168	1004.2	1000.0	1009.0	1000.0	1021.5	1000.0
Gender							
Boys	93	993.3	991.0	990.6	988.9	1014.8	↑ 991.3
Girls	75	1016.6	1008.9	1021.9	1011.3	1029.8	1008.9
Free School Meals*							
FSM	14	968.1	983.7	1010.8	977.8	1003.2	976.7
Non FSM	154	1007.7	1005.6	1008.9	1007.8	1023.2	1008.4
Children Looked After							
CLA	-	-	950.6	907.5	944.9	-	931.8
Not CLA	168	1004.4	1000.2	1010.2	1000.3	1021.5	1000.5
Disadvantaged pupils							
Disadvantaged pupils	15	968.1	983.4	1006.3	977.6	1001.5	976.3
Other pupils	153	1007.7	1005.7	1009.3	1008.0	1023.5	1008.7
Prior Attainment							
Low	8	989.1	998.6	1014.7	999.7	1018.4	1000.1
Middle	89	997.2	999.2	1013.0	999.9	1026.0	1000.0
High	71	1012.9	1001.4	1003.8	1000.3	1016.2	999.9
Non-mobile pupils							
Pupils on roll throughout years 10 & 11	168	1004.6	1001.1	1009.2	1001.2	1021.5	1001.2
English as a First Language							
First Language - English	165	1004.2	996.5	1009.0	995.5	1021.8	996.1
First Language - Other	3	1040.8	1027.7	-	1035.0	1007.2	1029.0
Unclassified	-	-	996.8	-	982.8	-	945.5
Special Educational Needs							
No SEN	158	1024.6	↑ 1005.0	1025.7	1006.5	1021.4	1004.7
SEN support	7	984.7	978.8	991.4	971.2	1034.8	972.4
SEN with statement or EHC plan	3	943.6	976.2	990.9	968.5	994.0	975.3
Ethnicity Group							
White							
British	162	1004.2	995.6	1011.2	993.9	1020.6	994.9
Irish	-	-	995.7	1011.3	1001.7	-	1005.6
Traveller of Irish Heritage	-	-	900.9	-	900.3	-	908.1
Gypsy/Roma	-	-	946.6	-	946.4	-	950.5
Any Other White Background	2	1045.6	1022.5	1041.3	1032.7	1064.5	1030.3
Mixed							
White and Black Caribbean	1	916.5	989.0	981.0	984.3	1007.1	985.3
White and Black African	-	1032.5	1002.3	-	1010.1	-	1006.8
White and Asian	1	1000.2	1006.8	957.4	1009.4	985.0	1009.4

Appendix 3

Staff

Our recruitment policy includes equality information. We comply with all legal requirements. The staff are not particularly diverse which represents the local community and the make up of the school's student population:

1 member of staff - registered as disabled

17 staff other than white, British:

- 4 white and other white background
- 3 white , Irish
- 5 did not wish to be recorded
- 4 other mixed background
- 1 any other mixed background

It term of promoted posts:

Senior leaders	=	Men 5	Women 2
Middle leaders = TLR2C to 1b	=	Men 12	Women 4
Junior leaders = TLR 2 a/b =		Men 1	Women 9

All promoted posts are advertised equally and the recruitment complies with all equality law. The number of women not in middle leader posts does reflect a problem with women not wishing to take on additional responsibilities when they are the primary carer for young children.

Women are encouraged to return to work following maternity leave and the school has agreed to all requests to adjust hours for women returning to work.