



Equality information and objectives

Updated: December 2019
Review date: September 2020

Public Sector Equality Duty

Policy statement on equality and community cohesion

Copleston is committed to equality both as an employer and a service- provider:

- Our school's motto is "Achieving Success Together"
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students, extra support is needed to help them to achieve and be successful.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free school meals
- students who are disabled
- students who have special educational needs and/or disabilities (SEND)
- boys in certain subjects, and girls in certain other subjects.

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The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it

Part 1: Information about the pupil population

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'.

Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Copleston students with a disability have their needs met through person centred planning with input from specialist outside agencies. Pupil Passports and Pupil Profiles have been rolled out for all students on the SEND register, pupils with English as an Additional Language (EAL) and Looked After Children to promote independence in sharing their needs with staff and also they may have an Education, Health & Care Plan. (EHCP)

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Students Special Education Needs (SEN) Provision	Number of students	Percentage of school population
No Special Education Need	1584	88.8
SEN Support	171	9.6
Education, Health, Care plan	27	1.5

Ethnicity and race	Boys	Girls	Total
Bangladeshi	26	29	55
Indian	18	4	22
Any other Asian Background	14	10	24
Black African	3	1	4
Black Caribbean	3	7	10
Chinese	0	2	2
White - British	701	636	1337
Any other White background	66	54	120
Gypsy / Roma	4	5	9
White and Black Caribbean	26	22	48
White and Black African	11	8	19
Any other Mixed Background	38	42	80
Any other Ethnic Group	3	6	9
Information not obtained / refused	25	14	39

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Religion & belief

Muslim	47
Christian	306
Unclassified	178
Buddhist	5
No religion	199
Hindu	7
Sikh	9
Other	30

Gender identity or reassignment

We do not publish this information on our students.

Sexual orientation

We do not collect this information on our students.

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Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)	Boys	Girls	Total	Percent age of school
Number of pupils who speak English as an additional language	150	120	270	15
Number of pupils who are at an early stage of English language acquisition	12	12	24	1.4

Pupils from low income backgrounds (FSM)	Boys	Girls	Total	Percentage (%) of school
Number of pupils eligible for free school meals	84	52	136	7.6

Looked after children

**7 pupils - Year 7 – 1
Year 10 –1**

Young carers

18 boys and 23 girls

Other vulnerable groups

Pupil Premium – 327 students

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Part 2: Our main equality challenges

- To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment.
- Raise the attainment, achievement and narrow the gap between all groups of students so that they exceed the national standards.
- To further embed the Copleston shared values in all aspects of our work.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools and academies are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a school anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying including a school email account.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We keep records of all incidents of discriminatory behaviour against all groups.
- We have a special educational needs and disabilities (SEND) policy and an EAL policy that outline the provision the school makes for students with special educational needs and who have English as an additional language.
- We are DfE compliant regarding disability access.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- We track the progress of students from protected groups via our Data Manager. Heads of Year and Heads of Department ensure that interventions are put into place for any student who is underachieving.

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- We conduct risk assessments for individual incidences of pregnancy.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

We are an inclusive school that pays due regard to the differences between our students, both those with and without disability. The school's Learning Support Department works closely with students, their parents / guardians and staff in order to provide a high quality learning environment in order to eliminate inequality. This is reflected in their pupil passports and profiles of need, to which all teachers are starting to have access; supporting them delivering an accessible curriculum.

Copleston High School complies with Access Arrangements for students with disabilities. The school's commitment to viewing every student as an individual is paramount.

How we advance equality of opportunity:

Policies: SEND Policy, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy, School Access Plan.

- We are DDA compliant.
- Sharing medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- School designated "Safeguarding" leads.
- Involve students fully with their pupil passports/ profiles.
- Staff report concerns around students using a Child Protection Form.
- Annual anti-bullying assembly during Anti-bullying week.
- Consult families on all areas of school provision (learning support).
- Year 7 admissions procedures ensure equal access to all students with statements or Education, Health and Care Plans (EHCPs) of SEND.
- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled students or staff are not put at a disadvantage compared to other students or staff members respectively.
- We carry out accessibility planning for disabled students and staff that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students or staff.

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How we foster good relations and promote community cohesion:

- All members of the Copleston teaching and support team constantly model appropriate behaviour which promotes positive relations and community cohesion.
- All members of staff constructively challenge unacceptable words and behavior which contravene this objective
- Display positive images and use resources that depict diversity.
- Fully involve parents with EHCP plans and Annual Review meetings.
- We hold termly Achievement Assemblies and an annual Celebration Evening for each year group
- Postcards are sent home as part of our Rewards system.
- We have and are continuing to develop a curriculum that supports all students to understand, respect and value difference and diversity. Outside speakers are invited in to year group assemblies and PSHE (Personal, Social and Health Education) drop down days. Departments also invite relevant speakers to their subject areas.
- We enable all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We tackle prejudice and any incidents of bullying based on disability.
- A Parents' Forum is held half termly to gain parental feedback.

What has been the impact of our activities? What do we plan to do next?

- We have successfully integrated students with disability into the student body of the school so that they do not feel isolated or discriminated against.
- We have stated we would like to further involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

How we advance equality of opportunity:

School policies:

Managing allegations against staff, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.

- We have a designated 'Safeguarding' Team.
- Our staff report concerns around children using a Child Protection Form.
- We have a school wide focus for the Annual Anti-Bullying Week.
- We provide a curriculum that aims to eliminate discrimination.
- We consult families on areas of school provision. e.g. after school clubs, parent questionnaires at all events, form tutor programme.

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- We identify students at risk of disadvantage and implement strategies to support them.
- We communicate with EAL families in their own language, when necessary.
- We have a Success Coach and a team of EAL classroom assistants who support EAL students in and out of the classroom
- We have employed a Romanian speaker to improve our communication with families
- We promote communication with families unable to access usual routes of communication. We employ interpreters for parents who have a hearing impairment or who do not speak English
- We have developed pupil passports and Pupil Profiles for our EAL students who require extra support.
- We hold CPD (Continued Professional Development) for all staff involved with pupils in the classroom to ensure that they have the strategies to allow the students to make progress.
- We hold a registration conversation club to encourage the use of English
- A homework Club after school four days a week allows the EAL students to access the support they need.
- We have set up a breakfast Club in Learning Support
- We have arranged parental English lessons
- Our staff have relevant CPD, e.g. Child Protection and School Safe.
- We monitor the attainment and progress of all our students by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.
- All students are encouraged to take qualifications in their first language, when available.
- We have monthly student voice meetings to gather their views and opinions.
- All staff have received Safeguarding training in Prevent (Preventing Violent Extremism) as part of whole staff INSET.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity. This is part of the RE (Religious Education), PSHE, History, French, Spanish curriculum
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
 - In December 2019 we launched a new scheme – Gratitude Tree in our entrance hall.
<https://www.ipswichstar.co.uk/news/copleston-high-school-ipswich-suffolk-gratitude-tree-1-6419782>
 - The School Council promoted a reverse advent calendar in December 2019, collecting food and other items for FIND
 - Year 10 Careers Day

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What has been the impact of our activities? What do we plan to do next?

- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.

Comments following an article about additional, after school revision sessions:

“Well done Copleston, a safe environment to study when households are so busy nowadays which makes it harder for the students to study. My son went there, support system is great and he accessed the holiday revision sessions by choice because of the motivation it gave him”.

“my granddaughter was struggling with maths but the school offered extra tuition during the weekends and holidays and she passed her GCSE. My grandson is bright but lazy and extra revision after school helped him. If he hadn't had revision at school, he would have been playing games on his laptop. Parents can't force 16 year olds to revise unfortunately. So I do think it's good in the older children”.

“Excellent idea, great school with hugely supportive teachers who value all their students and work hard to achieve the best for them all, not just those going to uni. Sad that not all parents are supportive”

“My grandson went in early in morning stayed after school and did weekend time last year hes exams results were brilliant”

“Great idea! School days are much shorter than they used to be. Might make better people out of them and allows them to have precious family time when they get home”

“I think this is a great idea. This gives the kids the opportunity to do dedicated revision without the distractions of home life, technology and other ways of procrastinating. I wish there was something like this when I was at school.”

“My daughter left Copleston this year and she attended the after school compulsory revision lessons. Also on offer from the school was weekend and holiday revision lessons which were not compulsory but she did attend a few of the weekend sessions and she attended the holiday sessions. I thought it was a good idea as she was getting revision done with a teacher and other pupils to help her on the way to her exams. All revision were books were also free to pupils so that each pupil was given the same opportunity. I thought anything the school is offering to help a pupil is a bonus on the way to achieving good exam results”

“Excellent idea. Anything the schools can do to encourage and assist the children in revising for their exams should be valued by parents. I hope all the other schools adopt this approach and make it compulsory.”

“I wish they done this when I was at school! If it gives the children extra time for revision with teachers on hand then it's a great idea. A few weeks of an extra hour at school could make a big difference on the grades they get & ultimately what job they get. I hope they continue it when my sons take their exams.”

“My granddaughter did it and it helped her so much, she is now at collage and doing very well. Well done Copleston high school and all staff that helped her”

“Put into perspective it's an hour a day extra for a short moment in time in Year 11, which will help kids get

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those all-important GCSES to set them up for life! I'm sure they would rather do this than have to keep re taking Maths and English until they pass!!! My son done some at Westbourne last summer and got great grades. Good on the schools for also giving their extra time to invest in kids futures...."

"Great idea! You get out of life what you put in! Things don't just fall into your lap. Effort mostly equals results."

"Great idea a great way of getting work done. We were in school 9am till 4pm in the 60s."

"My son is currently year 10 at Copleston and they provide excellent support and encouragement without applying too much pressure.

Here is a school that, despite budget cuts, are providing even more opportunities for our young people - well done Copleston "

"My daughter is in yr10 at Copleston & I think it's a great idea. Yes, some kids are motivated & focused but an awful lot aren't so optional revision sessions aren't always taken up, plus not only does this give them the space but access to resources they wouldn't get at home."

"I say well done...means they can go home and switch off for the evening!"

"it's free for students, it will help them achieve more, supports everyone a huge majority would not have the funds to pay for this opportunity Well done teachers at Copleston High School, full marks "

"Great news. Copleston's school day finishes pretty early so an extra hour should be no trouble."

"That's brilliant! What a brilliant opportunity for those lucky children already attending a great school!"

"My son stays an hour extra every day to complete homework and he gets help if he gets stuck with a teacher, they also give them cookies, I think it's an excellent way to achieve maximum results towards the grades and a bright future"

"I agree for year 11. It may sound harsh but it works. It's for a few months, and could have such a big impact on results. I am not worried about school stats but I want my child to be able to say they tried their best. They revise in different ways, sometimes quizzes, sometimes speakers, sometimes just ordinary classes. The teachers did a good job in supporting them and there were teachers that treated them to pizza or doughnuts. Revision can be boring on your own and chances are unless you are highly committed you will get distracted. What is wrong with a few months of supported revision to help them achieve their long term dreams?"

"Conflicting views but personally I think it's a good idea , not only does it prep older children for their exams it will help them prep for a real life working environment, let's face it kids do 5-6 hours a day at school, it's a bit of a shock if they go straight into work after and it jumps up to an average 9-11 hour day"

"I think it's a great idea. At least then can do their revision at school with a teacher with no distractions either. I hope my son's school does this when he is in year 11."

"It's great, the more time you put in preparing for your exams, the better grades you get, better job, better pay... Why wouldn't you want your child to do well?"

"It's the right way, perfect environment, little distraction & not one 'poor me' in the room as everyone is

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present. This will bode them well into adulthood & opportunities :)”

“Let’s trust the teachers and the headmaster who know best!”

“Wish they had this at my school back in the day”

“I think it's a great idea. My eldest was one of the first to pilot this and I believe it helped him no end. It’s an hour only extra so they go home just after 4. Also, a few hours during the holidays which is not compulsory. Teachers are giving up their free time to help their students achieve the best grades possible they don't have to. After school, Compulsory is a good one as most teachers are still in school at these times. I for one cannot fault Copleston High. They helped my son and are helping my two younger Sons with the extra learning needs they have. I cannot afford private tuition. My middle son is in Yr 10 and already I am doing as much as I can to help him with him at home, but the learning and curriculum has changed hugely since I went to school, so worried I'm not giving him what he needs. There are too many distractions at home to fully engage in revision, and I actively support this. I am from a boarding school background and my school hours were much longer. I saw the impact it had on my eldest and I hope it continues for my other Two. Well done Copleston High School for putting your students’ needs first.”

“I am 100 percent behind the school. This is an amazing opportunity they are offering and the teachers’ dedication is second to none!

Whilst I understand some peoples reservations about the extra time, I, personally don’t have a problem with it at all and, neither does my child. It is for a very short period of their lives and, let's face it, they will be working a lot longer than that when they eventually get out to work!

Keep up the good work Copleston, most people appreciate it!”

“YES, Copleston has been brilliant for my oldest daughter,

Yes there is some pressure but that’s more to do with Government targets I'm sure.

Copleston provides astounding amounts of care, support and time to any child that wants/needs it.

The teachers are so passionate about what they do and our children’s future,

I really believe our children who go to Copleston are very lucky.

Especially the year 11 head, he's been simply excellent”

“Much better for the kids ...they can then go home and relax..so can the parents...shows the school cares.”

“Displays are vibrant; they celebrate pupils’ achievement while reinforcing expectations and motivating pupils to achieve more. The corridor for pupils who have special educational needs (SEN) and/or disabilities deserves a special mention. It sensitively highlights pupils’ differences, while providing inspiration at the same time. It is a shining example of the caring, accepting and inclusive nature of the school that permeates throughout.”

OFSTED report February 2018



David Carter @Carter6D · Mar 29

Fantastic to spend time @CoplestonPe this morning. So many great things going on. Focused learning, celebratory culture and 157 kids attending Saturday morning Maths sessions

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The ethos of positive learning and great behaviour was evident in every classroom we visited. The children were on task and engaging so well with the teachers. I was not surprised that over 150 year 11 children chose to attend Saturday morning Maths but it does speak volumes for the commitment of the staff.

Feedback from Sir David Carter, March 2018

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How we advance equality of opportunity:

- We monitor the attainment of all our students by gender.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
 - We promote British Values, in assemblies, PSHE and posters are displayed around the school
- We ensure that gender stereotypes in subject choices and careers advice are avoided and challenged.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
 - All Year 10 students participate in a work experience fortnight. Additional support is given to those students who need it.
- We plan and deliver lessons with a variety of learning styles.
- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- We provide clubs before and after school as well as during lunchtimes
 - A comprehensive timetable of revision sessions is held before & after, as well as at weekend and during holidays of staff are female.
- 50% of the Senior leadership team is female.

How we foster good relations and promote community cohesion:

- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Students have numerous opportunities to develop team and leadership skills.

Pregnancy and maternity

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have no school based statistics.

How we advance equality of opportunity:

- The school provides sensitive and appropriate support to any member of the Copleston community who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- Follow Health and Safety guidance for pregnancy.
- We follow best practice with regards to information, advice and guidance.
- Provision of school nurse.
 - We employ a school counsellor
 - We employ a Wellbeing Consultant, who is an experienced Mental Health Nurse

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- We have access to a Primary Mental Health Practitioner
- We access County Inclusive Support Service

How we foster good relations and promote community cohesion:

- We follow best practice with regards to information, advice and guidance. Year 10 pupils complete a two-week work experience placement; each student completes a diary (workbook) to document what they experienced during the fortnight. We arrange a “taxi” service for those SEND students who are unable to get to the most suitable placements and a teaching assistant will accompany certain students to ensure that they are able to access the learning experience
- Particular care is taken when searching / choosing placements for specific students with additional needs

What has been the impact of our activities? What do we plan to do next?

- We will continue to support students in being aware of their relationships and safety in making healthy choices.

Religion and belief

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We pride ourselves on the teaching of world religions in Religious Education, believing that it contributes to a positive learning environment and enhances community cohesion. We recognise and celebrate diverse religious festivals.

How we advance equality of opportunity:

Policies:

- School designated ‘Safeguarding’ person and team.
- Staff report concerns around students using a concern form.
- All students study Religious Studies at KS3 and all have options at KS4.
- Consult families on areas of school provision. E.g. after school clubs.
- CPD, e.g. Child Protection.
- The school is sensitive to the religious beliefs of its students and personalises its response accordingly to ensure that students are taking a full part in school life.
- All staff have received Safeguarding training in Prevent as part of whole staff INSET.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- External speakers are invited to discuss a variety of religions
- Celebration assemblies.
- Extensive and full consultation with students, parents and the local community when school uniform is changed.

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Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual or transgender.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We do not collect data on this area and have no school based statistics.

How we advance equality of opportunity:

- Anti-bullying Policy.
- Collect data on bullying and report all incidents related to homophobia.

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

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- After school / weekend/ holiday revision sessions for all Year 11/ 12/13 students
- Celebration of protected groups
- Raising achievement event for parents and students for Years 10 & 11
 - Mentoring for underachieving students
 - Data meetings with Year Teams and senior leaders to discuss data and look at ways to improve performance

Impact of actions

2018/19

Our objectives for 2017/18 were to continue to raise achievement and narrow the gaps between all students so they exceed national standards.

Equality objective 1:

To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment.

% Achieving Grade 4 or higher in English and Maths	2018	2019 (unvalidated data)	National 2018
All Pupils	67	71	64
SEN Support	23	21	31
SEN Statement or EHC plan	25	67	11
Disadvantaged Pupils	44	56	45
EAL	67	64	63
Ethnicity group			
Bangladeshi	89	85	69
White - British	69	73	64
Any other White background	50	53	62
White and Black Caribbean	75	54	54
Any other Mixed Background	57	69	69
Any Other Background	50	78	62

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	2018	2019 (unvalidated data)	National 2018
Attainment 8			
All Pupils	48.1	50.0	47
SEN Support	25.8	28.6	32
SEN Statement or EHC plan	31.4	31.7	14
Disadvantaged Pupils	36.5	41.8	37
EAL	47.3	47.2	47
Ethnicity group			
Bangladeshi	54.2	52.3	50
White - British	48.9	51.0	46
Any other White background	41.8	39.9	47
White and Black Caribbean	43.6	43.9	41
Any other Mixed Background	47.4	54.3	49
Information not obtained / refused	43.7	49.3	40
Any Other Background	42.5	50.3	54

	2018	2019 (unvalidated data)	National 2018
% Achieving EBACC			
All Pupils	20	25	24
SEN Support	0	0	6
SEN Statement or EHC plan	0	0	2
Disadvantaged Pupils	6	15	12
EAL	22	33	28
Ethnicity group			
Bangladeshi	22	14	27
White - British	21	25	22
Any other White background	19	29	30
White and Black Caribbean	0	18	16
Any other Mixed Background	14	23	30
Information not obtained / refused	25	25	19
Any other Background	0	31	38

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Progress 8 score	2018	2019 (unvalidated data)	National Benchmark 2018
All Pupils	0.4	0.36	0
SEN Support	-0.59	-0.57	-0.43
SEN Statement or EHC plan	0.63	-1.02	-1.09
Disadvantaged Pupils	-0.26	0.01	-0.44
EAL	1.10	1.02	0.48
Ethnicity group			
Bangladeshi	1.20	1.01	0.42
White - British	0.25	0.29	-0.14
Any other White background	1.23	0.54	0.49
White and Black Caribbean	0.31	-0.16	-0.40
Any other Mixed Background	0.60	0.73	0.10
Any other Background	1.00	1.03	0.62
Information not obtained / refused	0.61	0.11	-0.40

Data from ASP Validated data

Equality objective 2:

To continue to raise the attainment and achievement of every student so that they exceed national standards.

Year 11 2019-20 (as at Autumn year 11)

Estimated Progress 8 Score	Est score 2019	National benchmark
All Pupils	0.6	0
SEN Support	0.1	0
SEN Statement or EHC plan	-1.0	0
Disadvantaged Pupils	0.23	0
EAL	0.97	0
Ethnicity group		
Bangladeshi	1.06	0
Black Caribbean	1.2	0
White - British	0.49	0
Any other White background	0.74	0
White and Black Caribbean	0.01	0
Any other Background	0.91	0
Information not obtained / refused	0.37	0

Public Sector Equality Duty

Part 5: Information about our employees

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of 16 December 2019, the school employs 285 staff (includes casual appointments). Our staff are employed in the following main groups:

- Teaching staff
- Support staff

Age	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	Over 80
Number	17	37	53	69	69	29	11	0
%	6	13	18.6	24.2	24.2	10	3.8	0

Disability	Number
Disabled	2
Not Disabled	59
Not Given/Unknown	224

Ethnicity and Race	Number	% of Staff
Asian or Asian British	6	2.1
Black or Black British	3	1
Chinese	1	0.35
Mixed	4	1.4
Any Other Ethnic Group	1	0.35
White/Irish/any other white background	244	85.6
Prefer not to say	1	0.35
Not Stated	25	8.77

Gender	Total	% of All Staff
Female	189	66
Male	96	34