Queen Elizabeth High School

Published Equality Information about the context of our school relating to the protected characteristics
2015-2016

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 9/10 form entry (10 in Year 11, 9 in Years 9 and 10). In September 2015 the entry will be 12 form.

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 groups, vocational subjects.

We presently have 29 more girls in the school than boys. The imbalance is most evident in Year 9, where there are 25 more girls. We aim to be totally inclusive e.g. we engage boys with certain books studied in English.

37 out of 885 (0.04%) students are from minority ethnic (ME) backgrounds and only 8 students speak English as an additional language (EAL). There are no current trends in underachievement for these students.

We have specific groups in Year 9 and Year 10 who are the focus of intense support with the development on their literacy skills, which it is hoped will impact on their achievement across the curriculum. For 2015/16 we have appointed a literacy coordinator who will advise on literacy issues 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. Our pupil premium/ disadvantaged data attainment gap remained the same in 2015 at 33/34% for A*- C including English and Maths. It has widened in Maths 27% for 3 levels of progress compared to 19% last year. The progress gap for English has narrowed significantly however, 14% from 40% last year. This year 2015 was our best results year ever with 80% of students gaining 5 A*-C and our A/A* grades were also at their highest ever at 37%.

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

7.5% of our students are on the SEND register, and our school has clear protocols and targeted provision to support these pupils (see SEND Policy on the school website). Our SENDCo undertakes the role for the federation. Learning Support Assistants also deliver targeted interventions to this group.

Provision is in place for all SEND students. We record the interventions a student has had, the expenditure of the targeted interventions, and their impact on attainment. The SEND Learners are broken down as follows:

Autistic Spectrum Disorder: 23
Social, Emotional and Mental Health difficulties: 24
Visually impaired: 2
Hearing impaired: 2
Modest Learning Difficulties: 17
Physical Disability: 6
Speech, Language and communication needs: 4
Specific Learning Difficulty: 36
No Specific Assessment of type of need: 4
Other: 1

The school's SEND policy, Behaviour Policy, Teaching and Learning Policy and our pastoral interventions support our SEND students and other vulnerable groups. We work hard to develop strategies to engage in these students in lesson time to aid their progress.

The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes. There is a current accessibility plan and equality objectives are in place.

The school has clear protocols and targeted provision to support SEND students.

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 an Equalities Action Plan which details the equalities objectives and reflects the priorities of the School Development Plan. These include narrowing the gap between Pupil Premium students and SEN students, including attainment and attendance. It also reflects our priority in raising awareness to homophobic bullying issues and homophobic language.

The percentage of SEND support students achieving 5+ A*-C (En/Ma) was 33% in 2015 compared to 20% in 2013 (old measures) and 21 % in 2014. The percentage3 of SEND statement/EHC students achieving 5+A*-C (En/Ma) was 38% in 2015 compared to 40% in 2013 (old Measures and 25% in 2014.

67% of the 18 SEND Support students made expected progress (54% nationally for this group), 88% of the 8 SEND students with a statement/EHC plan made expected progress (21% national for this group).

44% of the 18 SEND support students made expected progress (42% nationally for this group), 38% of the 8 SEND students with a statement/EHC plan made expected progress (21% nationally for this group)

Value Added (VA) by E-Bacc in English , Maths, Science, languages and humanities for both SEND support and SEND with statement/EHC Plan are in line with national VA. Overall VA for SEND support was 939.3 compared to 972 for that group nationally. Overall for VA for SEND Statement/EHC Plan was 975.1 compared to 975.2 for that group nationally.

Both groups of SEND students performed in line with national expectation in almost all attainment and progress categories. The one area highlighted as a weakness in the data dashboard is for the VA of SEND Support Students (in comparison with overall national averages of all students. This is a direct consequence of achieving C+ in maths and English and 5 A*-C (En/Ma) which allows them to progress into the sixth form, or to college/apprenticeships. This strategy was largely successful with progress measures in English and Maths higher than national averages (particularly in English) and the percentage of students in this group achieving 5+ A*-C (En/Ma) up from 21% to 33% on a similar size cohort.

In general, disabled childrens' achievement meets national expectations.

There are 8 EAL students on roll at the moment, our ME heritage children achieve in line with their peers.

Boys' attainment was significantly positive compared to boys nationally and only slightly below that of girls at QEHS.

These students are targeted in our interventions for English and Maths. For example, there has been significant re-grouping for English in the past 2 years and at a much earlier stage than in previous years.

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 attainment and closing gaps for vulnerable groups of children are set within the school's development plan 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, although financial disadvantage is not a protected characteristic, it is a significant priority for schools.

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

Behaviour and safety data is analysed half 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 the School Development Plan.

5   Documentation and record-keeping

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/ sixth form executive.

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 – Diane Harris (Senior Deputy Headteacher).

A member of the governing body, Jonathan Holmes, has a watching brief for equalities matters and achievement is monitored via the governor's monitoring sub group.

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. In January 2014 all staff had equalities training with regard to the protected characteristics (from the LA equalities officer), Diane Harris gives updates as appropriate. In September 2015 all staff will be aware of the significance of discriminatory language and the document Diversity in Diction highlighted as a recommended document of good practice.

8   Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying and incidents. The school annually returns a report on the number of racist incidents to the Local Authority. Surveys, focus groups, our SIP report and our OFSTED report show that 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 happy with the way bullying is dealt with; indeed it shows as one of our strengths.

Our Local Authority has close working relationships with Stonewall (through the Education Champions Programme) and Show Racism the Red Card, our partners for anti-racist education. All good practice is shared regularly.

As a school we have been awarded Anti Bullying accreditation from the LA.

9   Curriculum

Focused 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 use of learning support assistants in and out of lessons, 1:1 and small group work in the base. Some students engage with the accelerated reader programme.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice, promoting British values 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. An audit of this provision is in place.

The school takes part in nationally recognised initiatives and award schemes, for example: Anti-bullying week, Northumberland Healthy Schools Award. We have the Northumberland Healthy Schools award (awarded October 2013) and the Northumberland Anti Bullying Award (awarded November 2013).

Within curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian 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 had a focus on raising awareness to homophobic bullying/language in 2014. All year groups have had an assembly and discussions groups have taken place. A middle leader had an appraisal target focusing on these issues and this was reflected in our School Development Plan.

Raising awareness of homophobic bullying issues will continue in 2015/16 with both students and staff.

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. An annual parental survey takes place covering all aspects of school life.

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 Student Voice panel and a sixth form executive which meet 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 choice. Members of the Governing body also regularly conduct student panels on various issues.

Part Two: Objectives

Narrowing gaps and Fostering Good Relations

See Equalities Objectives

Equality Objectives 2014-17

ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	REVIEW OF ACTIONS MAY 2017 AND INTERIM REVIEWS
Ensure the gap is narrowed between Pupil Premium students and other students in terms of achievement, attendance, persistent absence, exclusions etc.	• Further analysis to be undertaken by data manager/assistant based on this specific group (Pupil Premium). • Students to be identified on SERCO. • Staff training to be undertaken regarding this group and intervention strategies. • Pupil Premium tracking document to be set up showing all interventions. • Achievement, attendance and behaviour issues to be tracked for this group and action plans identified based on data analysis • Pupil Premium governors to be identified and visit/plan undertaken.	From spring Term 2014	• Achievement gap – pupil premium v other students is reduced. • Attendance of pupil premium students is increased and their persistent absence decreased. • Exclusions for pupil premium students are in line with other groups.	• Pupil premium data was mixed in 2015 GCSE results and the attainment gap remains at 33/34% (for 5 A*-C including English and Maths). It widened in Maths to 27% for 3 levels of progress compared to 19% last year. The gap for English however narrowed significantly for 40% to 14% in 2015. • Exclusions remain low throughout school . PP students 11 students, 22 days versus whole school 36 students, 69.5 days. • (See over for attendance data)
Implementation of the new Education Health and Care Plans (EHC plan) and increase use of Early Help Assessment (EHA) forms to support young people (formerly CAF).	• Training for key staff on the new SEN plans process and on use of EHC plans and the EHA form is undertaken. • Staff awareness is raised via sharing lessons from the training undertaken by key staff. • Parents' awareness is raised – opportunity provided to attend training event.	From summer term 2014	• New plans are in place for the appropriate students to ensure their needs are met. • Use of the EHA forms is embedded and a number are in place and work effectively (case studies available). • Some statements are transferred to EHC plans. • Positive feedback from stakeholders.	• One student was transferred to an EHC plan in 2014/15 which reflects the LA plan. Applications have been made for a number of EHC plans. • Awareness of staff and parents has been raised. Parents were all invited to a training event. Training has taken place for all staff undertaken by the SENDCO • The EHA (early help assessment) process is embedded within the pastoral

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Narrow gap between SEN students and others in terms of achievement, attendance, persistent absence, exclusions etc.	• Further analysis is undertaken by data manager/assistant based on this specific group (SEN). • Training on specific issues e.g. ASD, dyslexia, provided by SENDCO for all staff. • This group to be tracked in detail at academic data collection points and weekly for attendance/behaviour. • Action plans put in place to address any issues identified. • SEN Governor to be identified and visit/plan undertaken.	From summer term 2014	• Achievement gap - SEN v other students is reduced. • Attendance of SEN students is increased and their persistent absence is decreased. • Exclusions for SEN students are reduced.	• In 2015 35% of SEND students achieved 5+ A*-C (En/Ma) compared to 81% of other students. • The percentage of SEND support students achieving 5+ A*-C (En/Ma) was 33% in 2015 compared to 20% in 2013 (old measures) and 21 % in 2014. The percentage3 of SEND statement/EHC students achieving 5+A*-C (En/Ma) was 38% in 2015 compared to 40% in 2013 (old Measures and 25% in 2014. • 67% of the 18 SEND Support students made expected progress (54% nationally for this group), 88% of the 8 SEND students with a statement/EHC plan made expected progress (21% national for this group). • 44% of the 18 SEND support students made expected progress (42% nationally for

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Narrow gap between SEN students and others in terms of achievement, attendance, persistent absence, exclusions etc. Continued.				16 which includes a new attendance management plan. • Exclusions across the school remain low. Exclusions for SEN students 22, others 30.
Review whole school awareness of homophobia/homophobic bullying issues with a specific focus on language used.	• Assembly for all to raise awareness of the issues and to focus on positive role models with a specific emphasis on the negative implications of language used. • Lead teacher (Emerson Brown – Learning & Guidance Co-ordinator) to organise other activities (see School Development Plan – Pastoral and Anti-Bullying Accreditation Development Plan). • Staff awareness to be raised to these issues and requested to challenge ALL such behaviour in and out of lessons. • Peer supporters made aware of issues and able to challenge/support other young people.	from spring term 2014	• Staff and students more aware of issues. • Questionnaires show increased awareness. • Fewer incidents recorded on SERCO for homophobic bullying. • Whole school questionnaire shows improvements with regard to bullying.	• Staff and student awareness has been raised. The lead teacher undertook assemblies and awareness raising activities which were undertaken in both tutorial time and in PSHE. • Fewer bullying incidents were recorded. 23 in 2015 compared to 26 in 2014. • One of our student panels indicated one of the students didn't have a detailed understanding of what homophobic bullying is. We plan to continue to raise awareness of these issues in 2015/16. In addition staff awareness will continue to be raised. Key documents have been highlighted to staff in September 2015. Copies/links to be provided on our shared area. These include: • Trans* inclusion Schools Toolkit – Brighton and Hove City Council • Appendix 5 Guide to challenging

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Review whole school awareness of homophobia/homophobic bullying issues with a specific focus on language used continued.				homo/bi/transphobic language and gender stereotyping: a range of responses • Diversity in Diction – Equality in Action: a guide to the appropriate use of language - T.U.C.