



Portchester Community School

Equalities Information

March 2026

We recognise that the Public Sector Equality Duty has three aims to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marital and civil partnership, religion or belief and sexual orientation).

This information should be read in conjunction with our equality objectives. In compiling this information we have:

- identified evidence of equality we already have within our policies and practice and identified gaps;
- examined how we engage with the protected groups, identifying where practice could be improved;
- considered our duties in relation to pupils, the workforce and community users.

We have also involved staff, pupils, parents and others in the following ways:

- Focus on the school's vision statement 'Successful Learners, Confident Individuals, Responsible Citizens' and how this applies to every member of our community
- Focus groups – curriculum choices: team leaders choose their subject curriculum's focus on diversity, for example e.g. English book choices, choice of artists, module on diversity in the History curriculum
- Focus on charities and relevant organisations identified by pupil groups
- Parents regularly invited to parent consultation evenings where they are asked for feedback through parental questionnaires
- Involvement of key stakeholders, including the pupil voice in School key policies, such as behaviour management

- The Senior Leadership Team regularly reflect on and are mindful of the importance of staff wellbeing. The link to the Hampshire County Council's wellbeing website and Employee Support Line are provided at Induction and available to all staff
- Contact with parents representing pupils with particular protected characteristic - all pupils with an EHCP receive annual reviews involving parents

Contextual Information

- The school is a smaller than average-sized secondary school
- The Headteacher also has management responsibilities for a day nursery looking after children aged between 3 months and school age.
- The proportion of pupils from disadvantaged pupils is broadly in line with the national average but the trend is upwards
- The vast majority of pupils are of White British heritage however the school's ethnic mix has become wider in recent years
- The proportion of disabled pupils and those with SEN is much higher than the national average
- The school is resourced for up to 15 pupils with special educational needs related to physical disability, all of whom are integrated into the main school

The Governing Body is committed to creating a community that recognises and celebrates differences within a culture of respect. It strongly believes in equality and that all pupils and members of staff should have the opportunity to fulfil their potential regardless of background, identity and circumstances.

The school has an Equality Policy which has been framed by the principles of the Equality Act 2010 as both a provider of education and as an employer and, as such, equality is a key focus for the appointment, development, training and promotion of staff and in all dealings with members of the community and outside agencies.

The Governors' and the school's commitment to the principles of equality and diversity is clearly demonstrated in the equality statement provided to all applicants as part of the applicant information pack for all posts. Additionally, as part of the recruitment process, all applicants are invited to indicate if they have any special requirements to enable full participation in the recruitment process. Feedback from exit interviews has been very positive and there are no issues relating to discrimination or harassment. Likewise, staff turnover information does not reflect a disproportionate number of leavers from minority groups.

We are very proud of the achievements of our pupils:

- Our post 16 destination data indicates that 98.5% of our past pupils have gone on to successful Further Education or training provision. Ref: Hampshire destinations data. Levels of NEET are lower than County and National rates.

The Ofsted inspection in January 2024 continued to recognise the school's inclusivity stating:

- This is a highly inclusive school.
- The individual needs of pupils, including those with special educational needs and/or disabilities (SEND), are well known by staff.
- Pupils with more complex needs receive expert care and support, feeling fully involved in all aspects of school life.
- Teachers receive detailed information about the support that pupils with SEND need. This allows them to plan for and meet their individual needs.

Our National SMSC Quality Mark Verification Report "Gold Award" (April 2024) also recognised the inclusive nature of the school. Comments made in the report included: -

- "Pupils were proud to be part of the school and continuously demonstrated the school values, which were fully embedded into school life. They were able to share some wonderful SMSC opportunities available to them and how this enhances their curriculum".
- Pupils felt their "work experience is matched to our skills, it develops our social and communication skills".
- Pupils felt as sense of belonging - "This is the best school. It is very fair and inclusive. Staff here their best to create as many opportunities for us as possible".
- "Pupils here have a voice, we want them to feel empowered and for them to leave here knowing they can make a difference". "Every conversation with a pupil is an investment towards building their confidence".
- The pupils were passionate about creating the multifaith room.
- "SMSC really is at the heart of the school".

The previous report in May 2021 also outlined a range of SMSC related strengths at Portchester Community School commenting that:

- The provision for disabled pupils and those with SEND is very strong and is established. The staff are clearly passionately committed to improving the learning and life changes of all pupils which is recognised and appreciated by the governors and the pupils themselves.

All pupils are invited to attend enrichment opportunities at Portchester Community School regardless of need. These activities are reviewed half-termly and published on the school website.

Learning Support Assistants run break and lunchtime clubs such as board games club where a number of pupils with EHCPs attend. A number of pupils with EHCPs also attend extra-curricular activities, such as PE clubs and rehearsals for performance opportunities such as "Dance Live". In addition, the Learning Support Department runs Monday Club which focuses on developing life and social skills. This invitation-only group meets for an hour once a week and provides pupils with socialising opportunities they may not otherwise gain. School provision overlaps very successfully with some of our community provision such as wheelchair basketball and Barbell weightlifting.

All trips aim to be as inclusive as possible, with trip leaders involving the SENCo and Medical Co-ordinator in the organisation stages of trips to ensure accessibility and support so that needs can be accommodated. This has ensured that trips including last year's trip to Berlin were accessible with one wheelchair user attending this overseas residential trip.

Community Provision

- The childcare provision at the school offers apprenticeship opportunities at all levels of the National Vocational Qualification framework for Early Years Practitioners, these are available to all age groups.
- Hirers of the school facilities offer a variety of programmes available to the local community including a range of sporting activities for the over 55's (volleyball and walking football), as well as opportunities for sports through weightlifting clubs and wheelchair basketball clubs.
- The inclusive nature of the school gives equity in opportunity for all members of the community to gather for sports and social purposes.

Key achievements to support equality and diversity: March 2023 to March 2026

- We continue to uphold the principles and activities which led to the award of the second gold level of the National SMSC Quality Mark in April 2024
- Pupils and staff are regularly surveyed and interviewed around key areas of importance to inform wider inclusion and direct further school improvement.
- All Year 7 pupils were invited to attend summer school as part of transition into secondary education which was funded by the school (formerly the DfE) .
- Parents' evenings are well-attended and feedback from parents is positive. Any issues arising are addressed by the school immediately.
- Learning Support and pastoral support was provided to all pupils and one-to-one/ mentoring support. All Year 11 pupils have a mentor.
- Personalised support interventions for key individuals were implemented.
- Access to female hygiene products via the Pastoral Teams, to support the period poverty campaign.
- Year 11 pupils continued to receive career support through Year Leader, pastoral support and guidance from Hampshire Futures Career Adviser (Xperience).

- The careers programme has provided additional pathways for pupils to explore, to raise their aspirations and capitalise on the opportunities available to them. The programme addresses the Gatsby benchmarks and includes work with local universities, colleges and business partnerships. All Year 10 pupils engage in Work Experience activities during the Spring term.
- There is sustained focus on protected characteristics with and beyond the SMSC curriculum.
- Challenging barriers to equality and diversity are a feature of the Personal Development curriculum.
- Within the Personal Development curriculum there is a cohesive approach to link together aspects of school life:
 - Relationships and Sex Education
 - The School Vision
 - Active Citizenship
 Theme of the month has included 'Diversity' and has been linked to the school's vision of 'successful learners' with activity participation.

Themes for assemblies have included subjects such as:

- Disability, health and wellbeing
- Positive LGBTQ+ role models
- Discrimination in the Arts
- Holocaust
- Relationships

TED talks have been a medium to challenge stereotypes and raising career aspirations.

- Mental health support is available to pupils through mental health representatives from the local support team. Additionally, the school engages school counsellors and an educational psychologist.
- The Anti-Bullying Policy – including responding to discrimination, is consistently applied, regularly monitored and analysed.
- Pupils within specific year groups participate in the County Beewell survey. School reports are used to benchmark features such as attitudes and exposure to drugs, smoking and relationships. The Designated Safeguarding Lead (DSL) creates a formal response that feeds into the redesign of the Personal Development provision and pastoral actions as appropriate.

Pupil-related Data

Information for 2024/2025 Academic Year	Evidence and Commentary
Attainment at GCSE	<p>Grade 4+ GCSE in English All: 72 % Girls: 79% (53/67) Boys: 52% (33/64)</p> <p>Grade 4+ GCSE in Maths All: 63% Girls: 61% (41/67) Boys: 66% (42/64)</p> <p>Grade 4+ in English and Maths All: 58% Girls: 58% (39 /67) Boys: 53% (34 /64)</p> <p>There were 131 pupils in the year group:</p> <p>64 Boys (49%) 67 Girls (51%) 39 pupils were entitled to Pupil Premium (30%) 7 EHCPs (6%) 14 SEN K (11%) 1 Looked After pupils (1.4%) 13 pupils were matched as 'Double disadvantaged' (10%)</p> <p>2024/5 information was as follows: Attendance was just below National for Year 11, but not significantly. Attainment of several pupils was negatively impacted by poor attendance – some of this was for medical reasons, some was supported by parents. There was also in year changes to leadership in English and Maths, which meant these subject areas were working in a catch-up mode from the strong January appointments. This was not ideal, but both new leaders are proving their worth. The use of Alternative Provision for a very small number of pupils whilst not providing strong progress of outcomes did provide very profitable Post 16 destinations. Post 16 destinations for this were independently reported as being more successful than the County and National records. Feedback from pupils highlighted successful preparation for final examinations through sets of Pre public examinations, effective mentoring securing positive destinations and many fond memories of key trips and visits undertaken.</p>
Pupil population composition:	88.66% (95.53%) of our pupil population is White British and 11.33% (4.47%) Black and Minority Ethnic groups.

(%) indicate previous year data	There has been a 6.86% increase in the number of pupils from BAME groups. This representative of the local community. 30.86% of pupils are Pupil Premium (TBC).
PD information (% for 2025 appear in brackets.)	The school's population of pupils with physical disabilities is 4.08 % (3.00%) representing 28 (21) pupils, 10 (16) pupils are funded through our Resourced provision. 69% (60) pupils 10.04% (8.57%) of the school's population have EHCPs for a wide range of needs. This proportion is significantly above the County and National average for a school of this size. All pupils are fully integrated into the mainstream curriculum although they may have adaptations such as physiotherapy, mentoring, external support and intervention woven into their timetables. All pupils participate in a full range of extra-curricular activities. This Personal Development provision was highlighted by Ofsted 2024 supporting the awarding of 'Outstanding'.

Other Information

Governor representation at March 2025 by gender (%) (2024 information in brackets)	Male: 23.1% (41.67%) Female: 76.9 % (58.33%) There has been a significant reduction in male representation on the Governing Body.
---	---

Staff Data

Information as at March 2026 (Data for March 2025 is shown in italics)	Evidence and commentary
Gender of workforce.	79.88% (80.72%) of the workforce is female and 20.12% (19.28%) is male. The workforce remains stable but there has been a small reduction in female staff and corresponding slight increase in male staff compared to the previous academic year. There is no change at senior leadership level with female representation remaining at 40%. Female representation within middle leader roles is now 58.33% of Subject Leader posts, down from 73.33% the previous year. Male representation at Subject Leader level is now 41.67%.
Profile of whole school staff.	Of the members of staff choosing to disclose their ethnic group and background, 74.23% (77.1%) declared as White British and 7.36% (3.6%) declared as other ethnic minority background, 17.18% (18.1%) did not provide data and 1.23% (1.2%) preferred not to disclose. This is reflective of the local community demographic. This compares to 77.1% of staff declaring as White British, 3.6% declaring as other ethnic minority background, 18.1% not providing data and 1.2% choosing not to disclose in the previous year.
Disability of the workforce.	6.70% (7.22%) of the workforce consider themselves to have a disability. This is a minimal reduction of 0.52 % from the previous year.

	<p>93.33% (92.78%) do not consider themselves to have a disability. Applications from disabled people are welcome and the school ensures that appropriate support is provided where required, both in the recruitment and selection process and during employment. Where staff consider themselves to have a disability, appropriate support and adjustments are provided as required, to enable staff to perform effectively in the role.</p>
Religion or belief, marriage and civil partnership or pregnancy and maternity.	<p>The school does not seek information around these protected characteristics when appointing staff. The Governing Body will not discriminate in favour of individuals from specific groups, but it will take positive action, which enables members of those groups to complete on an equal basis.</p>
Composition of whole staff workforce by age (including nursery, pre-school, out of school provision and Community Tutors): %	<p>Age (% change from previous year)</p> <p>< 20 = < 1% (static %)</p> <p>20 - 29 = 9.15% (+0.1%)</p> <p>30 - 39 = 21.34% (+0.26%)</p> <p>40 - 49 = 26.82% (+1.52%)</p> <p>50 - 59 = 28.05% (-1.47%)</p> <p>60 - 69 = % (-0.44%)</p> <p>70 > = < 1%</p> <p>There is a broad age range represented within the whole staff workforce with each age range remaining relatively stable in relation to the previous year. There are only small percentage variations overall compared to the previous year.</p>
Data relating to the 2025/2026 Academic Year	
Leavers by gender.	<p>25 staff left the school in the 2024/2025 Academic Year, including from our Community provision. Of the total leavers: 18 female and 7 male. This is the same number of leavers as the previous year with 12% retiring.</p>
% of staff returning from maternity/parental leave.	<p>All staff on maternity leave during this Academic Year returned. Flexible work requests were accommodated.</p>
Flexible working	<p>The school accommodated the majority of all flexible working requests.</p>

The school does not routinely hold workforce information regarding religious belief, marital status, gender reassignment or sexual orientation.

Other Information

Community Learners

Information	Evidence and Commentary
	<p>Adult learning opportunities are offered in the Summer, Autumn, and Spring terms of the 2025/2026 Academic Year.</p> <p>Community lettings provide a venue for community groups to meet, including youth groups through and physically disabled adult and children through Enableability groups.</p> <p>The community provision has demonstrated that participation in classes resulted in better wellbeing and social inclusion, along with other positive benefits such as improved life satisfaction, optimism and subjective wellbeing.</p> <p>A key factor in community development continues to be the economic downturn and the change in types of leisure activities and the spending patterns of community members.</p>
<p>Profile of learners in community education</p> <p><i>(March 2025 information in brackets)</i></p> <p>Gender</p>	<p>The following data is available for Adult Education courses: Female: 87.51% (79.41%) Male: 6.25% (5.88%) Unknown 6.25%</p> <p>As has been the case in previous years the learner composition is heavily female-focused, as the courses available are accessed more frequently by female participants.</p> <p>However, there has been a slight increase in male participants when compared to information from the previous year. These figures do not include the community dance class as these are part of an informal provision.</p>
<p>Adult learners by Age</p>	<p>Of the learners that responded: 50-59 – 6.25% (2.94%) 60-69 – 9.37% (8.82%) 70-79 – 34.37% (23.52%) 80-89 – 21.87% (5.88%) Unknown – 18.12% (58.82%)</p> <p>The data in brackets for 2025, we increased the effort to record data, and this has led to more accurate reflection for this year.</p>
<p>Ethnicity</p>	
<p>Disability or learning difficulty that may affect learning</p>	<p>There is no change in the data for disabled community learners, as last year, there were no community learners who considered themselves to be disabled.</p> <p>Although not specifically for learners with a disability or learning difficulty, the courses that we run, such as the “Stay Young” course are specifically designed to improve participants’ mobility and offer both floor-based and chair-based exercise classes that have successfully attracted many learners from the 60+ age group.</p>

	The Hatha Yoga group run on a Tuesday has developed into a group taken up by elderly learners who have reduced mobility. New learners and inexperienced older learners are signposted to this course as this process allows for progression into the Thursday group which is set up for a more diverse ability group.
--	---

Qualitative information

The implementation of our responsibilities under the Equality Act 2010 is at the heart of school policy and process. To further demonstrate our commitment to the aims set out in the Act and this document, the supporting documentation is available at the Portchester Community School Website – www.portchester.hants.sch.uk and accessible to all who visit the school.

The full school Equality Policy is available on request.

Date of publication of this appendix: March 2026
Date for review and re-publication: March 2027