



Portchester Community School

Equalities Information

March 2024

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 local disability organisations identified by student groups.
- Parents regularly invited to parent consultation evenings where they are asked for feedback through parental questionnaires.
- Involvement of key stakeholders, including the student council in School key policies, such as behaviour management.
- School Improvement team's focus on staff wellbeing, requesting regular feedback from 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 Nursery and Adult and Community Learning provision
- The proportion of pupils from disadvantaged pupils is broadly in line with the national average
- The vast majority of pupils are of White British heritage
- 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 a higher percentage of successful further education, training and continued learning provision than both National and County achievements. This trend is now into its sixth consecutive year. Ref: Hampshire destinations data.

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" (May 2021) also recognised the inclusive nature of the school:

- The school was an absolute delight and represented so many of the inclusive values which lie at the heart of the School Vision.
- Inclusivity, recognising and celebrating diversity is a hallmark of the school.
- The importance of all pupils achieving the best possible qualifications and that pupils develop inclusive, caring and positive values is evident through the whole school. The school's engagement with, and contribution to, the wider community is excellent.
- All of the pupils spoke with insight, passion and enthusiasm for the inclusive curriculum and extra-curricular activities that you provide and the way that this is adapted to respond to the needs and interests of individuals.

The report 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, as 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. Pupils which is recognised and appreciated by the governors and the pupils themselves.

All pupils are invited to attend extra-curricular opportunities at Portchester Community School regardless of need. Learning Support Assistants support running break time clubs such as board games club where a number of pupils with EHCP attend. A number of pupils with EHCP also attend extra-curricular activities such as PE clubs and rehearsal 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.

Community Provision

- The childcare provision at the school offers apprenticeship opportunities for Early Years Practitioners 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 55s (volleyball and walking football), as well as 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 2024

- We continue to uphold the principles and activities which led to the award of the gold level of the National SMSC Quality Mark in May 2021.
- 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.
- 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.
- There is sustained focus on equality, specifically challenging misogyny and harassment.
- 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
 - Thought of the month
- 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.

- An approach of collective responsibility and common language has been adopted for example the text in English 'Of Mice and Men', where themes of racism and sexism are discussed.
- Mental health support and stress and anxiety therapeutic group sessions, previously available to pupils by the No Limits Mental Health Charity, have enabled follow-up individual support to be offered by the Pastoral Teams.
- The Anti-Bullying and Racism Policy is consistently applied, regularly monitored and analysed.

Pupil-related Data

Information for 2022/2023 Academic Year	Evidence and Commentary
Attainment at GCSE	<p>Grade 4+ GCSE in English All: 68% Girls: Boys:</p> <p>Grade 4+ GCSE in Maths All: 65% Girls: Boys</p> <p>Grade 4+ in English and Maths All: 58% Girls: Boys:</p> <p>There are 132 pupils on roll. 71 Girls (54%) and 61 Boys (46%). 35 were Pupil Premium (27%), 6 had EHCPs (5%) and 20 were SEN K (15%)</p> <p>This Year group applied themselves well and engaged strongly despite the hangover of Covid that still impacted on their learning and damaged the mental health of several pupils. Several pupils had poor attendance due to issues relating to Covid and lockdown. This therefore did impact results. However, school results were still much improved from the pre Covid comparison of 2019.</p> <p>Pupils felt well supported and the bespoke mentor programme for this year group was of much benefit and the extra support provided to pupils around Post-16 applications meant all pupils were successful in college, apprenticeship, or work applications. 100% of this cohort secured positive post-16 destinations as reported by Hampshire Careers Services.</p>
Pupil population composition:	<p>95% of the above cohort are White, 5% are Black and Ethnic Minority groups with 26 % Pupil Premium.</p> <p>91.22% (94.66%) of our pupil population is White British and 8.36% (5.04%) Black and Minority Ethnic groups. 0.43% chose not to declare. This representative of the local community.</p>
PD information	<p>The school's population of pupils with physical disability is 4.1% (a slight decrease from 4.2% in the previous academic year.) 17 pupils (2.5% of whole school) are funded within the resources provision, 8% have an EHCP and a total of 21.9% are supported by being on the SEN register. Pupils are fully integrated into the mainstream. They participate in a range of extra-curricular activities including sporting and other activities during the academic year.</p>

Other Information

Governor representation at March 2024 by gender (%) (2023 information in brackets)	Male: 41.67 % (18.18%)	Female: 58.33 % (81.82%)
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Staff Data

Information as at March 2024 (Data for March 2023 is shown in italics)	Evidence and commentary
Gender of workforce.	78.23% (83.22%) of the workforce is female and 21.77% (16.78%) is male. The workforce remains stable but there has been a small increase in male staff compared to the previous academic year. This school has significant female representation (50%) at senior leader level, compared to national levels. There has also been an increase in female representation within middle leader roles, which is now equally represented by gender at 50%. (Previous year data - 46.15% female and 53.85% male).
Profile of whole school staff	Of the members of staff choosing to disclose their ethnic group and background, 83.1% declared as White and 2.9% declared as other ethnic minority background, 13.37% did not provide data and 0.58% preferred not to say. This compares to 87.08% of staff declaring as White British, 6.8% declared as other ethnic minority background and 6.12% chose not to declare in the previous year. This is reflective of the local community demographic.
Disability of the workforce.	4.06% (3.5%) of the work force consider themselves to have a disability. 95.92% (96%) 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.
Religion or belief, marriage and civil partnership or pregnancy and maternity.	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.

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 = < 1.36% (+ 0.36%)</p> <p>20 - 29 = 10.20 % (- 2.38%)</p> <p>30 - 39 = 17.69 % (- 0.19%)</p> <p>40 - 49 = 27.89% (+ 3.39%)</p> <p>50 - 59 = 30.61% (-1.17%)</p> <p>60 - 69 = 11.57 % (-0.35%)</p> <p>70+ = < 1% (<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. With the exception of the 40-49 age range which shows the largest increase of 3.39% and a negligible increase in the under 20 age category, all other age categories have seen small reductions.</p>
Data relating to the 2022/2023 Academic Year	
Leavers by gender	32 staff left the school in the 2022/2023 Academic Year, including from our Community provision, (40.6%) of the total leavers: 26 female and 6 male. This is an 17.94% decrease in leavers compared to the previous academic year.
% of staff returning from maternity/parental leave.	All staff on maternity leave during this Academic Year returned.
Flexible working	The school accommodated all flexible working requests.

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

**Other Information
Community Learners Data**

Information	Evidence and Commentary
	<p>Adult learning opportunities have gone ahead in the Summer, Autumn, and Spring terms of the 2022/2023 Academic Year and community lettings provided a venue for community groups to meet, including teenagers through Y services and physically disabled adult and children through Enableability groups. Following the withdrawal of Adult Education funding, the Community provision offers four formal unfunded and two informal unfunded classes. However, it is a stable footing from which to grow. A recent research project undertaken by the community provision 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. A key factor in community development continues to be the economic downturn and the change in the spending patterns of community members.</p>
<p>Profile of learners in community education</p> <p><i>(March 2023 information in brackets)</i></p> <p>Gender</p>	<p>The following data is available for Adult Education courses:</p> <p>Female: 93.11% (94.29%) Male: 6.89% (5.71%)</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. However, there has been a slight increase in male participants when compared to information from the previous year.</p>
<p>Adult learners by Age</p>	<p>Of the learners that responded (92.4%) 7.6% disclosed their age within the 60-69 age group. However, this data may not be a true representation of community provision as only a small number of courses were able to run and it does not reflect hirings or other users of the site.</p>
<p>Ethnicity</p>	<p>Most learners are White British which is reflective of the demographic of the local area.</p>
<p>Disability or learning difficulty that may affect learning</p>	<p>The available data identified that there were no community learners who considered themselves as disabled. In the previous year this was 63.16% with 36.84% of learners preferring not to say. Although not specifically for learners with a disability or learning difficulty, the courses that we able to 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 64+ age group.</p>

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 School Website](#) and accessible to all who visit the school.

The full school Equality Policy is available on request.

Date of publication of this appendix: March 2024

Date for review and re-publication: March 2025



**Portchester Community School
Equality Objectives
March 2024**

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct under 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 current equality information, which has informed the development of the objectives:

The following objectives are in place for the period March 2023 to March 2026:

Objective 1:

To provide consistent high-quality learning for all pupils throughout the academic year.

Progress against objective:

The following strategies are in place to support achievement of this objective:

- Refining the curriculum map to support depth of knowledge, breadth of curriculum, engagement and understanding.
- Increased expectations and awareness of strategies to support focus group of pupils.
- Implementation of the literacy strategy with a whole school drive on reading (Drop Everything and Read), TED talks, marking of literacy.
- Teaching and learning sessions focused on strategies for different groups and individuals.
- Work scrutiny carried out regularly for the focus group with identified learning needs without EHCP.
- Being purposeful with data, acting quicker with support, interventions, and strategies. Head of Year sharing information about key pupils and tracking their progress.
- Targeted school support/revision sessions.
- Mentors in place to discuss work.
- Communication with home to ensure that parents are fully involved.
- Intervention groups for Years and 7, 8 and 9.

Objective 2:

To support the outcomes for Objective 1 through Professional Learning opportunities for staff.

Progress against objective:

The following strategies are in place to support achievement of this objective:

- TLC – Teaching and Learning communities.
- JPD – Joint Development programmes.
- Exam Board workshops.
- ECT (Early Career Teachers) – support for mentors.
- Staff wellbeing initiatives.
- LLP monitoring.
- HIAS support for key areas.
- CPD in mental health.
- Beyond Equality training.
- Membership of the Fareham and Gosport Curriculum Collaborative.

Objective 3:

To ensure Personal development, behaviour and welfare continues to support effective outcomes.

Progress against objective:

- The school's pupil attendance is above average.
- There are strong outcomes post 16 education – e.g. low NEET (where pupils not in education, employment or training).
- Strong pastoral support and parental engagement is in place. The Ofsted January 2024 reported that “pupils feel happy and safe. They know who to turn to should they have any problems, valuing the pastoral support they receive”
- There is strong school engagement with outside agencies.
- The behaviours system has been relaunched– consequences/merits and staff review.
- Sustaining the achievement of the SMSC award.
- A varied enrichment programme to support pupils' social skills and mental wellbeing is available to all pupils.
- An extensive careers support programme including engagement with apprenticeship providers and training providers is in place.
- The assembly programme supports SRE, RE and wider curriculum links.
- The tutor programme incorporates literacy, numeracy, cultural capital quiz, wider issues, financial literacy and online safety.
- There is compulsory CRE for KS4 pupils, including active citizen projects, underpinned by school and British Values.
- Extensive extra-curricular opportunities are available, including the Duke of Edinburgh programme, student leadership, sports clubs, and enrichment programmes.

Next progress review date: March 2025