



Portchester Community School

Equalities Information

March 2021

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 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 asked for feedback through parental questionnaires.
- Involvement of key stakeholders, including the student council in School bullying policy
- School Improvement team's focus on staff wellbeing, requesting regular feedback from staff
- Contact with parents representing pupils with particular protected characteristic - all students with an EHCP receive annual reviews involving parents.

Contextual Information

- The school is an averaged-sized secondary school
- The Headteacher also has management responsibilities for a Day Care Centre for elderly people and a Day Nursery (now known as the Intergenerational Centre and based at the Castle Street Centre), in addition to a Pre-School and Adult and Community Learning provision
- The proportion of pupils from disadvantaged pupils is 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 16 pupils with special educational needs related to physical disability, all of whom are integrated into the main school

General Information

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 students 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 fifth consecutive year. Ref: Hampshire destinations data.

- Our Ofsted inspection dated July 2018 recognised the highly inclusive nature of the school and the bespoke provision that is delivered to a high quality for all students

“The school has a strong, inclusive and community-focused ethos that enriches pupils’ spiritual, moral, social and cultural understanding.” - Ofsted

“Staff know their pupils very well.

Consequently, they are very effective, in supporting pupils’ personal development and welfare.”- Ofsted

- The over- subscribed Resourced Provision Unit for Physically Disabled students is one of the largest in Hampshire. The school environment has been adapted to meets the needs of these students, enabling them to be fully integrated into school life and after school provision. A specific section on the school’s website is dedicated to providing resources for our Special Educational Needs students, including support and coping strategies during the COVIS19 pandemic isolation. This also includes information outlining the SEND provision in place at Portchester Community School, as a basis for informing patients and agencies working with SEND students.

Covid restrictions meant our extra-curricular opportunities were limited, however throughout all of the lockdowns a virtual social club was provided which enabled all of our students with SEN to meet weekly and develop their confidence with online technologies, as well as maintain their social skills.

Portchester Community School was the first secondary school in the UK to be recognised as a Level 2 Rights Respecting School. The school prides itself on its caring ethos, inclusivity and student focussed approach both within and beyond the curriculum. We are currently seeking to achieve a gold standard in SMSE, a nationally recognised award. This should be verified in May 2021.

Community Provision

- On 7 September 2020 the Intergenerational Centre was opened at the Castle Street site. This new and exciting venture provides for 40 children aged 2.5 to 5 years, coupled with an adult care facility offering support for 11 clients a day and builds on evidence of the benefits of integrating both age groups.
- The childcare provision continued to provide support for the children of keyworkers from at the beginning of the first lockdown on 23 March 2020 and from 6 June 2020 full childcare provision was re-instated.

Key achievements to support equality and diversity: March 2020 to March 2021

- During lockdown 106 Key Workers' children attended school during the lockdown period and were provided with lunch
- Packed lunches and meal vouchers were provided to eligible students during the initial national lockdown period
- Online lessons were provided to all years via Microsoft Teams
- Learning Support and pastoral support was provided to all students and one-to-one/ mentoring support
- Personalised support interventions for key individuals were implemented
- Laptops were provided to Year 10 students, via the Department for Education (DfE) in July 2020 to enable them to access the curriculum. The PTA has also contributed and has applied for a further grant for additional laptops. (Examination concession laptops)
- DfE free mobile data was made available to students to improve access to learning
- Work on the pond garden, as a wellbeing area, was completed in summer 2020 and provides a peaceful area for all students to enjoy with supervised access. Improvements were also made to the pathways outside of the PE block improve accessibility for physically disabled students
- Despite COVID19 restrictions some adult learning courses were able to run at the beginning 2020/2021 Academic year
- Red Box charity
- A 'Just Like Me' LGBT student group was established
- A Staff Wellbeing Team was set up
- The 3G football pitch was refurbished for school and community use
- Virtual interviews were conducted via Teams to allow all applicants to fully participate in the recruitment process including those 'shielding'
- Although due to COVID19 restrictions, work experience was not able to take place, Year 11 students continued to receive career support through Year Leader, pastoral support and guidance from an Hampshire Futures Career Adviser (Xperience)
- 'Reconnection meetings' took place at the end of June 2020/beginning of July 2020 as a wellbeing exercise with meetings involving students, parents and tutors.
- ID2021 – an initiative focusing on Inclusion and Diversity began. Students are in the process of designing a logo.

Pupil-related Data

Information for 2019/2020 Academic Year	Evidence and Commentary
Attainment at GCSE	<p>Grade 4+ GCSEs in English: Combined: 74% (59%) Girls: 74% (73%) Boys: 74% (40%)</p> <p>Grade 4+ GCSE in Maths: Combined: 69% (60%) Girls: 62% (61%) Boys: 75% (59%)</p> <p>Grade 4+ in English and maths: Combined: 67% Girls: 63% Boys: 71%</p> <p>This data is comparable for girls in respect of the Academic Year 2018/2019 but there has been a significant increase in the data for boys. This was due to a whole school focus based on research and put into practise through a number of strategies in the classroom to engage boys.</p>
Student population composition:	<p>95% of our student population is White British and 5% Black and Minority Ethnic groups. This representative of the local community. 28.5% of students are eligible for Pupil Premium, which is slightly higher than the national average of 27%. 3.25% are Services' Children</p>
PD Information	<p>The school's population of students with physical disability is 3.6% (a decrease of 9% from the previous Academic Year). 15 students, (2.3% of whole school) are funded within the resourced provision, 6.2% have an EHCP and 21.5% are supported by SEN. Students are fully integrated into the mainstream. They participate in a range of extra-curricular activities including sporting and other activities during the academic year. Although COVID restrictions have meant that after-school activities, trips and work experience were cancelled, a virtual social club was provided which enabled all of our students with SEN to meet weekly and develop their confidence with online technologies, as well as maintain their social skills.</p>

Other Information

Governor representation at March 2021 by gender	Male: 25% Female: 75%
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Staff Data

Information as at March 2021 <i>(Data for March 2020 is shown in italics)</i>	Evidence and commentary																					
Gender of workforce.	82.73% (82.7%) of the workforce is female and 17.26% (17.3%) is male. The workforce remains stable but there has been a negligible increase female staff compared to the previous academic year. This school has significant female representation in senior leadership roles compared to the national level.																					
Profile of whole staff ethnicity. Race distribution of workforce	Of the members of staff choosing to declare ethnicity, 95.06% declared as White British, 2.82% declared as other and 2.12% chose not to declare. This compares to 96.08%, 3.27% and 0.65% respectively for the previous year. This is reflective of the local community demographic.																					
Disability of the workforce.	94.05% (92.43%) do not consider themselves to have a disability. 5.95% (7.57%) of the work force 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 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): %	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Age</th> <th style="text-align: left;">(%)</th> <th style="text-align: left;">Change from 2019/2020 Academic Year</th> </tr> </thead> <tbody> <tr> <td>20 - 29</td> <td>13.69%</td> <td>(- 1.99%)</td> </tr> <tr> <td>30 - 39</td> <td>20.24%</td> <td>(+2.4%)</td> </tr> <tr> <td>40 - 49</td> <td>25.59%</td> <td>(+ 1.81%)</td> </tr> <tr> <td>50 - 59</td> <td>26.78%</td> <td>(-0.25%)</td> </tr> <tr> <td>60 - 69</td> <td>13.10%</td> <td>(- 1.49 %)</td> </tr> <tr> <td>70</td> <td>1.08%</td> <td>(- 0.48%)</td> </tr> </tbody> </table> <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 has been small increase in the 30- 39 and 40-49 age group with a reduction in the 50-59, 60-69 and 70 age groups.</p>	Age	(%)	Change from 2019/2020 Academic Year	20 - 29	13.69%	(- 1.99%)	30 - 39	20.24%	(+2.4%)	40 - 49	25.59%	(+ 1.81%)	50 - 59	26.78%	(-0.25%)	60 - 69	13.10%	(- 1.49 %)	70	1.08%	(- 0.48%)
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Data relating to the 2019/2020 Academic Year	
Leavers by gender	15 staff left the school in the 2019/2020 Academic Year; 14 female and 1 male. This is within norms and understandable given the gender of the workforce.
% of staff returning from maternity/parental leave.	All staff taking maternity and other family friendly leave returned into their posts. All requests for a change in working pattern/hours on return from maternity leave were accommodated.

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 were available for a short period during the Autumn Term and community lettings provided a venue for various community groups to meet, including teenagers through Y services and physically disabled adult and children through Enableability groups.</p> <p>However, due to the COVID-19 restrictions there are currently no adult education learners or community lettings.</p> <p>The trend of diminished funding experienced over previous years has continued, prompting a future review to take place into the appropriateness of the adult education provision and the range of future courses to be offered. This review will provide an ideal opportunity to align the range of courses more fully to the requirements of the local area, including age and disability demographic. Due to the excellent accessibility to the school and other learning sites, the review will ensure that learners from different age groups and disabilities can be accommodated.</p> <p>There is also provision for assistance to improve inclusivity such as transport, sign language and other assistance for learner both from the local area and more further afield. This could also include tapping into available funding to improve inclusivity of other diversity groups such as transportation and other assistance for learners from both within and outside of the local area.</p> <p>After this review community provision advertising will continue to take place using various social media and publications in the local areas such as ‘Forget Me Not’, ‘The Loop’ magazine and ‘Stay Local’. Paper advertising and leafletting to promote the courses will ensure that all potential learners can be reached.</p>
<p>Profile of learners in community education</p> <p><i>(March 2020 information in brackets)</i></p>	<p>Due to the COVID-19 pandemic restrictions only a very limited number of courses (three), were available for community learners to attend during the Autumn Term (September 2020 to December 2020).</p> <p>No courses were able to be completed. The criteria for running courses was such that a minimum of nine learners were required to ensure the courses were economically viable and a break-even situation could be achieved.</p> <p>Comparisons with the previous year’s data may therefore have limited value, due to the nature of the courses that were able to run.</p>

	Based on this very limited information the data is as follows:
Gender	<p>Female: 92.6% (66.7%) Male: 7.4% (33.3%)</p> <p>A wide, diverse range of courses are normally available, covering a range of community groups.</p> <p>The greater disparity for this period is due to the fact that the courses that were able to run were heavily female-focused, such as yoga.</p>
Adult learners by Age	<p>16 – 19 – 0% 20 – 29 – 0% 30 – 39 – 0% 40 to 49 – 3.7% 50 to 59 – 11.11% 60 to 64 – 11.11% 64+ - 66.67% Prefer not to say: 7.41%</p> <p>This data may not be a true representation of community provision as only a small number of courses were able to run due to the pandemic restrictions and those that did largely catered for older age groups.</p>
Ethnicity	<p>81.5 % (89.37%) - White British and other white background with 14.81% preferring not to say.</p> <p>This compares with the data for the previous year as follows: (1.93%) 0.97% - Asian/Asian British and other Asian background 0.96% - Other ethnic groups Prefer not to say –8.7 %</p> <p>The majority of learners are White British, which reflects the current demographic of the local area.</p> <p>This may be due to the promotion of the courses and the transparency with regard to the reasons for collecting this data.</p>
Disability or learning difficulty that may affect learning (March 2019 information in brackets)	<p>No: 100% (89.4%) Yes: 0 % (3.4%) Prefer not to say: 0% (%)</p> <p>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 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 2021
Date for review and re-publication:	March 2022



Portchester Community School
Equality Objectives
2020 - 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:

In March 2020 the following objectives were set:

Objective 1:

To improve student outcomes, with special focus on boys.

Progress against objective:

This was a whole school focus and a number of classroom strategies were put into place to engage boys, resulting in an increase in attainment of up to 34%.

Strategies include:

- Work scrutiny was carried out regularly of high performing boys exercise books and portfolios. This was to check for levels of effort across all of the subjects that they studied.
- Teaching and learning sessions focused on strategies that are working with different groups and individuals. This included sharing the work students were producing.
- Moving topics in the curriculum map to support engagement and understanding. Targeted at helping boys succeed.
- Mentors were put in place and met fortnightly to discuss work and put SMART targets in place.
- Career's meetings and events, including college taster visits to experience different subject lectures.
- Increased expectations from teaching staff of boys. Only accepting the best work that students were capable of.

- A whole school drive on reading, with male staff being used as role models with the boys and changing any stigma attached with reading books.
- Increased communication with home to ensure that parents were fully involved and in the loop.
- Being more purposeful with data and acting quicker with support, interventions, and strategies. Heads of year sharing key information about specific boys and then tracking their performance.
- Targeted after school support / revision sessions
- A greater review of student settings, placing more boys in the higher sets and ensuring that the right teacher was teaching the right groups.

Objective 2:

In partnership with the Local Authority, enhance and develop new hygiene and physiotherapy facilities by September 2020, to accommodate a larger cohort of students for 2020, a proportion of which will be physically disabled students.

Progress against objective

Completed.

Over the summer of 2020 a new hygiene and physiotherapy room was built within the existing SEN area. This will mean that the capacity of our resourced provision can increase, and also caters for students who attend the school for accessibility but are not necessarily in receipt of an EHCP. The change to facilities also meant that additional storage for equipment such as standing frames was needed, and office space was re-allocated through a redevelopment of the Learning Support classroom base.

The Wellbeing Garden was also completed during the summer term allowing supervised access for all students.

Having referred to and analysed our equality information, we have set ourselves the following objective(s) for March 2021 to March 2024:

Objective 1:

To provide consistent high quality learning for all students throughout the academic year

Objective 2:

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

Objective 3:

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

Date for progress review against objectives set: March 2022