



Portchester Community School

Equalities Information

March 2020

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 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 status/civil partnership, sexual orientation, religion or belief).

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.

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 fourth 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

- The over-subscribed Resourced Provision Unit for Physically Disabled students is one of the largest in Hampshire. The school environment has been adapted to meet the needs of these students, enabling them to be fully integrated into school life and after school provision
- Physically disabled students continue to be involved with a significant number of extra-curricular activities, be it competing in sporting activities, where they have been hugely successful, or hosting exchange students. The recent Panathlon Silver award was achieved this academic year. Our Lego team also won the Hampshire finals, and went on to achieve well in the National finals in Bristol.
- Students continue to be involved in promoting positive relationships and raising cultural awareness with exchanges and visits to Poland, Seattle and the Battlefields of Northern France
- 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.
- Despite reductions in funding the Community provision for courses and activities remains popular and well-supported by the local community, attracting a range of ages and abilities.

Pupil-related Data

Information for 2018/2019 Academic Year	Evidence and Commentary
Attainment at GCSE	<p>Grade 4+ GCSEs in English: Combined: 59% Girls: 73% Boys: 40%</p> <p>Grade 4+ GCSE in Maths: Combined: 60% Girls: 61% Boys: 59%</p> <p>The difference in attainment partly reflects different starting points for boys and girls.</p>
PD Information	<p>The school's population of students with physical disability is 4.5% (an increase of 0.7% from the previous Academic Year). Of these students 1.1% of those are recognised under the SEN register and 3.4% have an EHCP or are funded within the Resource Provision. 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 as follows:</p> <ul style="list-style-type: none"> • A mixed activity club (The Thursday Club) ran for 32 weeks, (ten more weeks than the previous Academic Year), including off-site activities, and was attended by an average of 18 students, an increase of 22%. • A daily Homework club ran throughout the year and was attended by an average of 8 students. An increase of 33% compared to the previous year. • A cricket session lead by Hampshire Cricket took place with 24 pupils attended a free afternoon session. <p>One student attended the Ski Trip in the Easter holidays. One student attended the Disney Trip in the February Half Term. One student with a physical disability attended Fareham College for work experience within the Media department.</p>

Staff Data

Information as at March 2020 (Data for March 2019 is shown in italics)	Evidence and commentary
Gender of workforce.	<p>82.70% (84.24%) of the workforce is female and 17.3% (15.76 %) is male. The workforce remains fairly stable but there has been an increase of 1.54% in male staff compared to the previous academic year.</p>

	This school has significant female representation in senior leadership roles compared to the national level.														
Profile of whole staff ethnicity.	Of the members of staff choosing to declare ethnicity, 96.08% declared as White British, 3.27% declared as other white or mixed ethnicity and 0.65% chose not to declare. This compares to 95.11%, 3.8% and 1.09% respectively for the previous year.														
Disability of the workforce.	92.43% (96.2%) do not consider themselves to have a disability. 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 border="0"> <thead> <tr> <th>Age (%)</th> <th>Change from 2017/2018 Academic Year</th> </tr> </thead> <tbody> <tr> <td>20 - 29 = 15.68%</td> <td>(+ 3.72%)</td> </tr> <tr> <td>30 - 39 = 17.84%</td> <td>(- 0.64%)</td> </tr> <tr> <td>40 - 49 = 23.78%</td> <td>(+ 0.68%)</td> </tr> <tr> <td>50 - 59 = 27.03%</td> <td>(- 3.4%)</td> </tr> <tr> <td>60 - 69 = 14.59%</td> <td>(- 1%)</td> </tr> <tr> <td>70 = 1.08%</td> <td>(- 0.01)</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 3.72% increase in the 20 – 29 age group with a reduction in the 50 - 59 age range of 3.4%.</p> <p>The over 70 age category level has been maintained.</p>	Age (%)	Change from 2017/2018 Academic Year	20 - 29 = 15.68%	(+ 3.72%)	30 - 39 = 17.84%	(- 0.64%)	40 - 49 = 23.78%	(+ 0.68%)	50 - 59 = 27.03%	(- 3.4%)	60 - 69 = 14.59%	(- 1%)	70 = 1.08%	(- 0.01)
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Profile of Community Tutors by gender and age (at March 2020) (Data for March 2019 is shown in italics)	<p>Female: 62.5% (63.64%); Male: 37.5% (36.36%)</p> <p>20 - 29 = 0%</p> <p>30 - 39 = 11.11%</p> <p>40 - 49 = 22.22%</p> <p>50 - 59 = 22.22%</p> <p>60 - 69 = 33.33%</p> <p>>70 = 11.11%</p> <p>There is a broad range of representative ages within the Community Tutor workforce with equal percentages for the 40 -49 and 50 – 59 age categories. Notably there are no longer any tutors in the 20 – 29 age range but there has been an increase in tutors over age 70.</p>														
Data relating to the 2018/2019 Academic Year															
Leavers by gender	21 staff left the school in the 2018/2019 Academic Year; 16 female and 5 male.														
% of staff returning from maternity/parental leave.	All staff taking maternity leave returned into their posts. All requests for a change in working pattern/hours on return from maternity leave were accommodated. No staff took parental leave.														

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
Profile of learners in community education <i>(March 2019 information in brackets)</i>	
Gender	Female: 66.7% (67.5%) Male: 33.3% (32.5%) There has been a slight reduction in female learners and corresponding increase in male learners compared to the previous year. A wide, diverse range of courses continue to be offered and the learners enrolled on these courses is of a similar level in comparison to previous years.
Ethnicity	89.37% (77.5%) - White British and other white background 1.93 % (2.9%) 0.97% - Asian/Asian British and other Asian background 0.96% - Other ethnic groups Prefer not to say – 8.7% The majority of learners are White British, which reflects the current demographic of the local area. There has been a slight reduction in Asian/Asian British, other Asian backgrounds and other ethnic groups compared to the previous year. It would appear that learners feel more comfortable about disclosing their ethnicity as the number of learners preferring not to disclose reduced to 8.7% compared with 20.31% in the previous year. This may be due to the promotion of the courses and the transparency with regard to the reasons for collecting this data.
Disability or learning difficulty that may affect learning <i>(March 2019 information in brackets)</i>	No: 89.4% (98.12%) Yes: 3.4% (1.88%) Prefer not to say: 7.2% (0%) Despite reduced funding for courses specifically for adults with learning difficulties, there has been an increase in these learners accessing available courses. The reason for this increase is due to the fully accessible nature of both the school and Castle Street Centre sites and differentiation being included within the scheme of work. For funded courses provided by Hampshire Futures, there is provision for assistance such as transport or sign language to improve inclusivity. Advertising of community provisions takes place using various social media and publications in the local areas such as ‘Forget Me Not’, ‘The Loop’ magazine and ‘Stay Local’.

	In addition, paper advertising, leafletting and tutors actively referring learners to the environment actively promotes the courses available to the local community.
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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 2020
Date for review and re-publication: March 2021

During the period March 2016 to March 2020 the following Equality Objectives were achieved:

- The physical re-landscaping of the school creating an enhanced and improved learning environment and experience, accessible by all students. This included:
 - An investment of £140,000 into the re-development of the Quad area of the school, funded by Hampshire Council Council and Tesco Community Funding.
 - The creation of an Art Tunnel displaying paintings
 - An investment of £850,0000 for the re-generation of the Technology block
- Continued improvements to make the school site fully inclusive and accessible by all with:
 - Improved access across the school including the sports facilities
 - Landscaping of all areas behind the sports hall, funded in partnership with Hampshire County Council
- A greater level of inclusivity across the school for physically disabled students by:
 - Increasing physiotherapy opportunities and the medical expertise of staff
 - The physiotherapy team working with external physiotherapists, occupational therapists and parents
 - Year 6 transition day with students to set the physiotherapy plan for the following year
 - Trips and support for students when events, such as work experience, take place.
- The provision of positive career progression for all students by:
 - Investment in Careers Planning provision in partnership with Hampshire County Council, securing post 16 pathways for all students including those within the Resourced Provision
 - Access to bespoke support and advice
 - Work Experience for Year 10 students

Work on the pond garden, as a wellbeing area, is in progress as part of the school's 80th anniversary and supervised access will be available to all students.



Portchester Community School

Equality Objectives

2020 - 2024

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This information should be read in conjunction with our current equality information, which has informed the development of the objectives:

Objective 1:

To improve student outcomes, with special focus on boys.

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.