



Portchester Community School

Equalities Information

March 2022

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 they are 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 18 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 in now into its sixth consecutive year. Ref: Hampshire destinations data

Ofsted 2018 stated:

- The school has a strong, inclusive and community-focused ethos that enriches pupils' spiritual, moral, social and cultural understanding
- Staff know their pupils very well. Consequently, they are very effective, in supporting pupils' personal development and welfare

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 lies at the heart of the School Vision
- Inclusivity, recognising and celebrating diversity is a hallmark of the school
- The importance of all students achieving the best possible qualifications and that students 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 students 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 Inclusion of disabled students and those with SEND is very strong, as is the establishment and complete acceptance by students and staff alike of the LGBT group. The staff are clearly passionately committed to improving the learning and life chances of all students which is recognised and appreciated by the governors and the students themselves

The over- subscribed Resourced Provision Unit for Students with Physical disabilities 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. This also includes information outlining the SEND provision in place at Portchester Community School, as a basis for informing parents and agencies working with SEND students.

All students are invited to attend extra-curricular opportunities at Portchester Community School regardless of need. One of our students with a physical disability currently leads a break time club for other students playing "Dungeons and Dragons", and a number of students with EHCPs attend extra-curricular activities such as PE clubs and the school show rehearsals. In addition, the Learning Support department runs Thursday Club which focuses on developing life and social skills. This invitation only group meets for an hour once a week and provides students socialising opportunities they may not otherwise gain.

- 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
- 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

Community Provision

- The childcare provision at the school offers apprenticeship opportunities for Early Years Practitioners available to all age groups
- The Intergenerational Centre on the Castle Street site adult care facility offers support for 26 elderly clients and carers and is part of an integrated provision for both the elderly and pre-school children
- 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 and British Sign Language courses

Key achievements to support equality and diversity: March 2021 to March 2022

- The award of the gold level of the National SMSC Quality Mark in May 2021
- Packed lunches and meal vouchers were provided to eligible students during the initial national lockdown period. Food packages were distributed to vulnerable students
- Post lockdown all new Year 7 students attended DfE-funded summer school to aid transition
- Online assemblies and parents' evenings 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
- The PTA has also contributed to funding additional laptops (Examination concession laptops) and has applied for a further grant for additional laptops
- DfE free mobile data was made available to students to improve access to learning. Free, refurbished mobile phones and SIM cards were donated by a phone company to facilitate learning
- Access to the Red Box via Pastoral Teams
- The 'Just Like Me' LGBTQ student group established during the previous year is well-attended and, as mentioned in the SMSC quality verification report, 'is completely accepted by students and staff alike'
- Yoga and Friday Fitness sessions for staff were offered to support the Staff Wellbeing Team initiative.
- Year 11 students continued to receive career support through Year Leader, pastoral support and guidance from and Hampshire Futures Career Adviser (Xperience)
- The careers programme has provided additional pathways for students to explore, to raise their aspirations and capitalise on the opportunities available to them. The programme addresses all of the Gatsby benchmarks and includes:

- The Southern Universities Network (SUN), a collaborative partnership comprising HE providers in Hampshire, Dorset and the Isle of Wight, targeting disadvantaged students for university careers aspirations
 - University of Bath Career Pilot
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- ID2021 – an initiative focusing on Inclusion and Diversity is in place
 - A Staff CPD session around ‘beyond equality’ is scheduled for early March 2022
 - Target groups have been established for Key Stage 4 students
 - Mental health support and stress and anxiety therapeutic groups sessions are available to students and run by the No Limits Mental Health Charity
 - New seating areas have been introduced into the canteen area providing an inclusive and enhanced environment for students

Pupil-related Data

Information for 2020/2021 Academic Year	Evidence and Commentary
Attainment at GCSE	<p>Grade 4+ GCSEs in English: Combined: 83% Girls: 86% Boys: 83%</p> <p>Grade 4+ GCSE in Maths: Combined: 70.5% Girls: 76% Boys: 64%</p> <p>Grade 4+ in English and maths: Combined: 70.5 Girls: 74% Boys: 69%</p> <p>It is not recommended to compare data as 2020 was Centre Assessed Grades (CAGS) and 2021 was Teacher Assessed Grades (TAGS). Both years were assessed using a vastly different set of criteria.</p> <p>However, significant improvement was seen in the percentage of students achieving a grade 4 in English. Also the overall percentage of students gaining a 4 plus in both English and maths increased. The reason for improvements was down to huge engagement from the students upon their return to school and an excellent attendance that was significantly above National Average. Teachers continually adapted the sequencing of lessons to ensure that students were provided with the best chance to succeed. Moderation of all work both internally and externally was continuous and ensured that all grades were accurate.</p>
Student population composition:	<p>94.96% of our student population is White British and 5.04% Black and Minority Ethnic groups.</p> <p>This representative of the local community.</p> <p>25% of students are eligible for Pupil Premium.</p> <p>2.9% are Services' Children</p>
PD Information	<p>The school's population of students with physical disability is 3.7% (an increase from 3.6% the previous academic year). 17 students, (2.6% of whole school) are funded within the resourced provision, 7.3% have an EHCP and 22% 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.</p>

Other Information

Governor representation at March 2022 by gender	Male: 33.33% Female: 66.66%
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Staff Data

Information as at March 2022 <i>(Data for March 2021 is shown in italics)</i>	Evidence and commentary																					
Gender of workforce.	79.04% (82.73%) of the workforce is female and 20.96% (17.26%) 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, 96.41% declared as White British, 2.40% declared as other and 1.19% chose not to declare. This compares to 95.06%, 2.82% and 1.19% respectively for the previous year. This is reflective of the local community demographic.																					
Disability of the workforce.	97% (94.05%) do not consider themselves to have a disability. 3% (5.95%) 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: right;">(%)</th> <th style="text-align: right;">Change from 2020/2021 Academic Year</th> </tr> </thead> <tbody> <tr> <td>20 - 29 =</td> <td style="text-align: right;">13.77%</td> <td style="text-align: right;">(+ 0.08%)</td> </tr> <tr> <td>30 - 39 =</td> <td style="text-align: right;">18.56%</td> <td style="text-align: right;">(-1.68%)</td> </tr> <tr> <td>40 - 49 =</td> <td style="text-align: right;">26.95%</td> <td style="text-align: right;">(+ 1.36%)</td> </tr> <tr> <td>50 - 59 =</td> <td style="text-align: right;">29.34%</td> <td style="text-align: right;">(+ 2.56%)</td> </tr> <tr> <td>60 - 69 =</td> <td style="text-align: right;">11.38%</td> <td style="text-align: right;">(- 1.72 %)</td> </tr> <tr> <td>70 =</td> <td style="text-align: right;">0%</td> <td style="text-align: right;">(- 1.08%)</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 40-49 and 50 -59 age group with a reduction in the 30-39, 60-69 and 70+ age groups.</p>	Age	(%)	Change from 2020/2021 Academic Year	20 - 29 =	13.77%	(+ 0.08%)	30 - 39 =	18.56%	(-1.68%)	40 - 49 =	26.95%	(+ 1.36%)	50 - 59 =	29.34%	(+ 2.56%)	60 - 69 =	11.38%	(- 1.72 %)	70 =	0%	(- 1.08%)
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Data relating to the 2020/2021 Academic Year	
Leavers by gender	22 staff left the school in the 2020/2021 Academic Year; 21 female and 1 male. This is within norms and understandable given the gender of the workforce with 27.3% retiring. Leavers moving out of the area accounted for 18.18% of leavers.
% of staff returning from maternity/parental leave.	80% of staff due to return from maternity and other family friendly leave in the 2020/2021 Academic Year did so. 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 have gone ahead in the Summer, Autumn and Spring terms of the 2021/2022 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. The Community provision is in the early stages of recovery from the pandemic, with the number of adult classes reducing to four classes, one tutor and less than forty learners. However, it is a stable footing from which to grow and a research project is underway to form the basis of the community provision strategy.</p>
<p>Profile of learners in community education <i>(March 2021 information in brackets)</i></p> <p>Gender</p>	<p>A limited number of community courses began at the end of April 2021/early May 2021 as existing learners were keen to re-turn. These courses continue to run. Based on the data for these courses the gender information is as follows:</p> <p>Female: 92.1% (92.6%) Male: 7.89% (7.4%)</p> <p>As commented upon in the previous year's equality information, there is normally a wide, diverse range of courses available, covering a range of community groups. In the absence of these courses for a period of time the data is heavily female-focused due to the nature of the course, e.g. yoga.</p>
<p>Adult learners by Age</p>	<p>16 – 19 – 0% 20 – 29 – 0% 30 – 39 – 0% 40 to 49 – 2.63% (3.7%) 50 to 59 – 13.16% (11.11%) 60 to 64 – 5.26% (11.11%) 64+ - 73.68% 66.67% Prefer not to say: 5.26% (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>

<p>Ethnicity</p>	<p>86.84 % (81.5 %) - White British and other white background with 13.16% (14.81%) preferring not to say. There has also been an increase in those preferring not to disclose.</p> <p>There is no data for learners from the Asian/Asian British and other Asian background and other ethnic groups. In the previous year learners in these groups were 0.97%, and 0.96%.</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>
<p>Disability or learning difficulty that may affect learning (March 2021 information in brackets)</p>	<p>No: 63.16% (100%) Yes: (0%) (3.4%) Prefer not to say: 36.84% (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 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 2022
Date for review and re-publication: March 2023



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:

The following objectives are in place for the period March 2021 to March 2024:

Objective 1:

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

Progress against objective:

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

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

- School based tuition programme and individual support for disadvantaged students
- Intervention groups for Years and 8

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 visits
- HIAS support for key areas
- CPD in mental health
- Beyond Equality training

Objective 3:

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

Progress against objective:

- The school's student attendance is above average
- There are strong outcomes post 16 education – e.g. low NEET (where students not in education, employment or training)
- Strong pastoral support and parental engagement is in place
- There is strong school engagement with outside agencies
- The behaviours system has been relaunched– consequences/merits and staff review
- Achievement of the SMSC award
- A varied enrichment programme to support students' social skills and mental wellbeing is available to all students
- 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 students, 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 2023