



Portchester Community School

Equalities Information

March 2019

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.
- Our recent Ofsted inspection date July 2018 recognised the highly inclusive nature of the school and the bespoke provision that is delivered to a high quality
- The over- subscribed resourced unit for Physically Disabled students is one of the largest in Hampshire and 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
- Physically disabled students continue to be involved with extra-curricular activities, be it competing in sporting activities, where they have been hugely successful, or hosting exchange students
- Students continue to be involved in promoting positive relationships and raising cultural awareness with exchange visits to Italy, Seattle and France
- Portchester Community School was the first secondary school to be recognised at Level 2 Rights Respecting School status and the school prides itself on its caring ethos, inclusivity and student focussed approach

Despite reductions in funding the Community provision of courses and activities remains popular and well-supported by the local community, attracting a range of ages and abilities.

Pupil-related Data

Information for 2017/2018 Academic Year	Evidence and Commentary
Attainment at GCSE Grade 9 to 1 – by gender	<p>Grade 4+ GCSEs in both English and Maths by gender is:</p> <p>Girls 67.3%(2017/18) Boys 50% %(2017/18)</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 3.8%. The school is specifically resourced for students with physical disabilities. These 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 22 weeks, including off-site activities, and was attended by an average of 14 students • A wheelchair basketball club ran for 19 weeks and was attended by an average of 12 students. <p>One student will be attending the Ski Trip in the Easter holidays. Homework club is regularly attended by six students. Revision sessions are regularly run for Year 11 students with five students in attendance.</p>

Staff Data

Information as at March 2019 (March 2018 information)	Evidence and commentary
Gender of workforce.	84.24% (80.22%) of the workforce is female and 15.76% (19.78%) is male. The composition of the workforce remains fairly stable but there has been a reduction in the proportion of male staff from 19.78% to 15.76%.
Profile of whole staff ethnicity.	Of the members of staff choosing to declare ethnicity 95.11% declared as White British, 3.8% declared as other white or mixed ethnicity and 1.09% chose not to declare. This compares to 95.05%, 3.3% and 1.65% respectively for the previous year.
Disability of the workforce.	96.2% of the workforce do not consider themselves to have a disability.
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 (%)*</p> <p>20 - 29 = 11.96% (14.84%) 30 - 39 = 18.48% (16.48%) 40 - 49 = 24.46 % (20.88%) 50 - 59 = 30.43% (33.52%) 60 - 69 = 13.59% (12.09%) >70 = 1.09% (2.2%)</p> <p>*Due to rounding this may not total 100%</p> <p>There is a broad age range represented within the whole staff workforce. There has however been a reduction in the 20 - 29 age group (from 14.84% to 11.96%) but the 40 – 49 age group has increased from 20.88% to 24.46%. The percentage of staff within the age range 50 – 59 remains fairly stable with only a slight decrease (from 33.52% to 30.43%), whereas staff within the age group 60 – 69 have increased from 12.09% to 13.59%. Within the over 70 age category there has been a small decrease from 2.2% to 1.09% due to retirement. The latter groups refers largely to Community/Adult Education section of the workforce.</p>
Profile of Community Tutors by gender and age (at March 2019)	<p>Female: 63.64% (57.1%); Male: 36.36% (42.9%)</p> <p>19 - 30 : 9.09% (14.29%) 31 - 40 : 9.09% (7.14%) 41 - 50 : 27.27% (7.14%) 51 - 60 : 9.09% (28.58%) 61 - 70 : 36.37% (21.43%) 71 - 80 : 0% (7.14%) >80: 9.09% (14.28%)</p> <p>We have a broad range of representative ages within the Community Tutor workforce. However, there are notable changes to the age composition of tutors over the year showing a marked decrease in the 51 to 60 age group (from 28.58% to 9.09%). The reduction may be attributed to changes in the funding requirements with many tutors in this age group no longer wishing to teach under the Hampshire Future's umbrella.</p>

Data relating to the 2017/2018 Academic Year	
Leavers by gender	17 staff left the school in the 2017/2018 Academic Year; 10 female and 7 male, 10.52% less than the previous academic year.
% of staff returning from maternity/parental leave.	3 out of 4 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.
% of staff not returning from maternity/parental leave.	1 in 4 staff did not return from maternity 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 (March 2018 information)	
Gender	Female: 67.5% (66.5%) Male: 32.5% (33.5%) There has been a slight reduction in male learners and slight increase in female learners from the previous year. The decrease in male learners may be due to the woodcarving course no longer running which has largely appealed to male learners. However, recruitment is ongoing and a wide, diverse range of courses will continue to be offered.
Information	Evidence and Commentary
Profile of learners in community education (March 2018 information)	
Ethnicity	77.5% (87.1%)- White British 2.9% - Asian/Asian British, Other White Background/Caribbean British/Chinese. (1.7%) - Asian/Asian British Mixed/Multiple ethnicity: (0.3%) Prefer not to say – 20.31% (10.9%) The majority of learners are White British, however, we have seen a decrease in the previous year, with a corresponding increase in learners not wishing to disclose their ethnic origin. Learners preferring not to disclose their ethnic origin rose to 20.31% from 10.9% the previous year. Learners are invited to provide information as part of data monitoring and for a Hampshire Futures funded courses asked to sign a declaration on Privacy Notice detailing how their data is used. An increased awareness of GDPR may have resulted in learners not wishing to disclose this information. There has been a positive increase in the percentage of learners from Asian/Mixed Asian ethnicity and other ethnic groups from 2% to 2.19%.



Portchester Community School

Equality Objectives

2016 - 2020

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

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

By March 2018 the following objectives were achieved as described below:

Objective 1:

To ensure that the scheduled changes to the school site are fully inclusive and accessible to all students by September 2016.

This will be part of a rolling programme of financial investment into the physical re-landscaping of the school site, to create an enhanced and improved learning environment and experience, accessible by all students and including:

- Re-development of the Quad
- Creation of an Art Tunnel
- Regeneration of the Technology Block

Re-development of the Quad

In the summer of 2016 an investment of £140,000 was made into the redevelopment of the Quad area of the school. The designs were developed in consultation with students, staff and community users and with a particular focus on accessibility for all. This consultation resulted in landscaped astroturf and seating areas.

Creation of an Art Tunnel

The upstairs area known as the Art Tunnel was painted during the summer of 2016 and now has a number of paintings following an aquatic theme. This has enhanced the appearance of this area.

Regeneration of the Technology Block

An investment of £850,000 has been made into the regeneration of the technology block with the result that it is now fully accessible for all students and community users and has a secure lift system. Feedback obtained from all users acknowledge the positive impact these improvements have made to the learning environment.

Objective 2:

To extend the Equality and Anti-Discriminatory legislation training provision to include key school staff, in addition to Governor training, by December 2016.

Progress against this objective:

Key members of staff have completed Equality and Diversity e-learning training

Additional Objectives set for completion by 2020:

Objective 3:

To continue with improvements to making the school site fully inclusive and accessible to all by:

- Improved access across the school site including the sports facilities
- Landscaping of the area behind the sports hall, funded in partnership with Hampshire County Council

Update March 2019:

A pond garden is planned as a wellbeing area that will provide supervised access to all students. This initiative is being funded by the sugar tax and overseen by Hampshire County Council.

Objective 4:

To secure a greater level of inclusivity across the school for Physically Disabled students by:

- Increasing accessibility to mainstream provision by increasing physiotherapy opportunities and the medical expertise of staff

Update March 2019

Physiotherapy opportunities have increased by expanding the physiotherapy team to four specifically trained members of staff. The team also work with external physiotherapists and occupational therapists who provide the programme run by our in-house team. Parents are included in setting the programmes and frequent check-ins are included in physiotherapy structure. Each year a transition day is held with Year 6 parents to introduce the external physiotherapist and occupational therapist to the students and set the plan for the following year.

The medical team now has two permanent members of staff with two first aid trained Learning Support Assistants who assist in its operation. Staff are equipped for the involvement of running trips and providing a continued support when events such as work experience take place.

Objective 5:

To provide positive career progression for all students by:

- Investment in Careers Planning provision in partnership with Hampshire County Council, to secure profitable post 16 pathways for all students including those within the Resourced Provision
- Access to bespoke support and advice supported by visits and experience of post 16 provider

Update March 2019:

The school's staying in education or entering employment data for 2016-17 was 96%, placing us above both the county and national figures at 95% and 94% respectively. The figures for 2017-18, published spring 2018 continues to place us above the county figures with 94.5% of our students staying in education or entering employment-the county figure was 93.9%. Our latest Activity Survey highlights that our ex-students choose a variety of paths post 16 and reflects the importance of our Careers programme to raise awareness of the variety of choices on offer. We have re-introduced Work Experience this year for Year 10 which will provide students with an additional opportunity to help shape their future career plans.