

Harlington Upper School



Equality Information and Objectives Statement

Policy No: HUS055

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Approved By: Full Governing Body

Document Control		
Edition	Issued	Changes from previous
1	2013	<ul style="list-style-type: none">Equality Objectives
2	Spring 2015	<ul style="list-style-type: none">Annual Update to Equality Information
3	19/1/16	<ul style="list-style-type: none">Annual Update to Equality InformationEquality Objectives reviewed – to be continued from 2016-19
4	11/10/16	<ul style="list-style-type: none">Annual Update to Equality Information (based on provisional data)
5	14/03/2017	<ul style="list-style-type: none">Annual update to Equality Information. Internal Review only.

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Equality	

Review Frequency: Equality Objectives – every 3 Years
Review Date: October 2019

Review Frequency: Performance against Equality Objectives – annually
Review Date: March 2018

Harlington Upper School Equality Information and Objectives Statement

Harlington Upper School is committed to equality of opportunity for all, including the eradication of direct discrimination; indirect discrimination; harassment; victimisation or bullying on grounds of race, nationality, religion or belief, gender, pregnancy or maternity, sexual orientation or gender reassignment, age (in relation to staff) or disability.

This statement supports the school Equality Policy sets out what the school is doing to advance the aims of the policy. The statement also provides information on the school's progress towards ensure equality across the school.

Legal Duties

Under the Equality Act 2010 schools have the specific duties:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives.

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

The school also seeks to reduce inequality of opportunity in relation to social and economic status, although this is not a protected characteristic.

Objectives

The principles of the school's Equality Policy are translated into objectives and actions that promote equality and positive relations across all areas of school activity in relation to:

- Progress, achievement and assessment.
- Behaviour, discipline and exclusion.
- Pupils' personal development and pastoral care.
- Pupils' relationships.
- Teaching and learning.
- Admissions and attendance.
- Curriculum.
- Staff recruitment and professional development.
- Partnerships with parents and communities.
- Appointment and training of governors.
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For the period 2016-2019 the specific objectives are to:

1. Improve the achievement and literacy of all students, particularly those with special needs and those entitled to free school meals;
2. Increase the proportion of students supported by the Pupil Premium making expected progress in English and mathematics, so that it is at least the same as the progress made by other students in the school.
3. Increase the proportion of students identified as having Special Educational Needs making expected progress in English and mathematics, so that it is at least the same as the progress made by other students in the school.
4. Improve the performance of boys to the same level as girls.

The Governing Body will review the school's performance towards the objectives annually.

Monitoring

The school will monitor the implementation of the Equality Policy and progress towards the specific objectives set out above. Specifically we will:

- assess and monitor the performance of the school in these areas and use this data to inform planning and decision making to further promote equality.
- establish policies which are based on this assessment and monitoring.
- review, monitor and assess these policies for their effectiveness and impact in eliminating discrimination and promoting equality.
- publish equality objectives and monitoring information to demonstrate compliance with the Public Sector Equality Duty. This will include information about:
 - Eliminating discrimination e.g. through changes to the bullying policy, pay policy etc. staff training, evidence of awareness among staff or governors, monitoring.

- Advancing equality of opportunity e.g. how disadvantages suffered by people with certain characteristics have been reduced and steps taken to meet their needs or encourage them to be involved fully in the activities of the school. This will also include attainment data and steps taken in response to any issues identified in this data.
- Fostering good relations e.g. how aspects of the curriculum promote tolerance and friendship, behaviour and bullying policies, assemblies, relationships with other schools in different circumstances.

Annual Information - Performance of the school towards the objectives

(based on validated 2016 data)

Special Educational Needs and Disability

- The school includes a hearing impaired provision which supports a small number of students with moderate hearing impairment. In the 2016 cohort there were three students with a hearing impairment who had a progress 8 score of +1.034 which is significantly above the national average.
- In the 2016 Y11 cohort, there were 6 students with Statements, all of whom were able to attend and take part in a full school curriculum. The students made very good progress, with these students achieving a progress 8 score of +0.62.
- The progress 8 score for students with SEN support is -1.08, this is a slight decrease from the achievement in 2015.
- Students in the SEN support category performed less well than the students who had statements.

Special Educational Needs and Disability Action

The school will continue to improve access to the school and the curriculum for disabled people.

To support improved achievement for all students with SEN, including those with disabilities, the school has made a number of changes to:

- Maintain dedicated senior leadership capacity and focus on achievement of students with SEND.
- Increase accountability for achievement of students with SEN within subjects/faculties.
- Ensure that students have a personalised and curriculum that remains appropriate to their specific needs.
- Ensure that all students with SEN have clear objectives linked to their future success, including progress and attendance.
- Embed specialised learning support resources within each faculty to:
 - Enhance communication between teachers and learning support staff.
 - Improve specialist skills in learning support.
 - Provide personalised support
 - Monitor students' progress in relation to objectives.
- Ensure that underachievement among students with SEN is identified and acted upon urgently.
- Provide bespoke programmes of support for individual students including: one to one tutoring, attendance support, revision planning and support.
- Enhance contact with parents, particularly in relation to attendance.
- Fully implement national developments to SEND education.

**National data used is from 2015. When the validated 2016 data is available this will be updated.*

Ethnic Background.

- In the 2016 Y11 cohort there were 44 students not of white British origin in a cohort of 314 students. These students came from a wide variety of ethnic backgrounds, with no group having more than 8 representatives. The largest groups were: Black African (8), Indian (6), Pakistani (5) and White and Caribbean (4).
- GCSE results for these groups of students were not significantly different from those groups nationally in terms of 5+ A*-C including English and Maths %. In some cases the performance of the very few students was significantly higher. For example, comparing Harlington results with national performance (HUS/national) shows Black African (88/55); Chinese (100/61), Italian (100/58) well above national averages. Pakistani (40/50) students were slightly below national levels of attainment.
- In value-added terms all ethnic groups achieved above or in-line with national patterns. (i.e. no significant difference) with the exception of Black African and Chinese students who achieved significantly higher than the national group average.
- Overall 75% of students not of white British origin achieved English and Maths at a C grade, which was 10% higher than the cohort as a whole. In progress terms students In English were roughly in line with the rest of the cohort at 70%. Students in Maths (78%) performed better than the cohort as a whole.
- Attendance and exclusions data for all significant groups are in-line or below national averages.

**National data used is from 2015. When the validated 2016 data is available this will be updated.*

Ethnic Background - Action

The pattern of students from all Ethnic Backgrounds performing at least as well as students in the same groups nationally has been a feature of GCSE results for several years. Similar patterns can be seen in 2013 and 2014. The school will continue to monitor and promote equality between ethnic groups.

Gender

- In 2016 both boys and girls (attained at a level above the national average). The percentage of boys achieving 5A*-C at GCSE including English and Maths was (8% higher than nationally and the percentage of girls 5% higher.) The gap between the genders has grown and is slightly above that of the national average (20.0% school/17.2% national).
- Expected progress in mathematics was made by 76.5% of boys which was significantly above the national averages and 79.6% of girls made expected progress which was above national averages. In English 69.5% of boys made expected progress which was significantly above the national average. 82.4% of girls made expected progress. This was 4% above the national average.
- Overall value-added measures show that girls were slightly higher in performance than boys, they achieved +0.06 which was higher than the national average. Boys achieved -0.15 which continues a general level of high performance.
**National data used is from 2015. When the validated 2016 data is available this will be updated.*

Gender - Action

- Boy's progress and achievement has increased significantly but will remain a focus until we are able to close the gap with girls. The general initiative will be to improve teaching and learning for all to ensure that girls progress and achievement is also equally challenged and encouraged.

Pupil Premium

- The proportion of students supported by the Pupil Premium gaining 5+A*-C GCSE grades including English and Maths is above with national averages at 45%, but is lower than the average for the school as a whole. The in school gap has closed by 10% from last year and currently sits at 20%.
- The overall progress 8 score of students supported by the Pupil Premium has improved from -0.50 to -0.36 in the space of a year. Core subjects are also performing well with 72.2% of English disadvantaged students making expecting progress in comparison to the national average of 57%. This is a significant rise and represents an 11% increase.

- Mathematics performed above the national average at 58.3%. There is a small gap between the performance of Maths and English and although which is slightly higher than the national average.

**National data used is from 2015. When the validated 2016 data is available this will be updated.*

Pupil Premium - Action

The progress of students with SEND in maths will be improved by creating smaller teaching groups to allow more individual support and increasing the capacity of maths-specialist Teaching Assistants.

The school intends to narrow the gap between students supported by the pupil premium and the whole school in terms of achievement and progress. Many of these students also have special needs and will benefit from the programme of support for SEN above. In addition, specific support will be provided as follows:

- Mentoring by senior staff.
- Peer support and group working.
- A highly personalised curriculum to support success.
- Intensive monitoring of attainment and progress to identify specific concerns at an early stage.
- Enhanced careers advice and guidance from an early stage.
- Provision of revision and exam materials, planning and support.
- Holiday and after school revision sessions, including school transport.
- Transport provision for after-school homework club and other extra-curricular activities to enable participation.
- E-resources.
- Breakfast club.

Particular attention is needed in the monitoring and support of students who are both supported by the pupil premium and have SEND needs. Such students will receive dedicated mentoring and additional SEND support.

Summary of Progress towards Objectives

Based on 2015 examination results, considering the three-year trends and detailed internal analysis of student attainment and progress the school is broadly successful at ensuring that all students are supported to make progress and given equal opportunity to achieve at least in line with national averages. However, the gap between the progress of some groups and the progress of all other students in the school is still too large. The priority of the school is to now work to ensure that all students and groups of students make progress comparable to the average for the whole school.