



Equality Duty 2018 - 2019

SALE HIGH SCHOOL



Equality Objectives Sale High School

The General Equality Duty requires public authorities to have due regard to the need to:

- ✓ Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act
- ✓ Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- ✓ Foster good relations between people who share a relevant protected characteristic and those who do not share it

As a school we are also required to follow the specific duties. This means we need to:

- ✓ Define one or more equality objectives that support the aims of the general duty (by 6th April 2012 and at least every four years thereafter)
- ✓ Ensure the objectives are specific and measurable
- ✓ Publish the objectives so that they are accessible to the public.

Our main aim as a school is to drive up standards and this includes narrowing gaps between identified groups. We recognise our duty in setting specific, measurable equality objectives and have included the following four objectives in our school development plan.

Equality Objectives for 2018-19

1. To address the annual fluctuations in the attainment and achievement of **boys and girls, particularly girls in maths**, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the percentage achieving a good pass in both English and Maths.
2. To close the **disadvantaged** gap across a range of measures, **especially for High Level Learners**, including Progress 8, Attainment 8 and the Ebacc measure and the percentage of those achieving a good pass in both English and Maths.
3. To improve results for **White British** students across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths.
4. Further support the increasing number of **SEN students** in order that they achieve in line with **non-SEN counterparts** across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths by identifying and evaluating specific needs and effective interventions



Equality Objectives 2017-18: Review

Objective	Impact	Comment																		
<p>1. To address the annual fluctuations in the attainment and achievement of boys and girls, particularly girls in maths, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the % achieving a good pass in both English and Maths.</p>	<table border="1"> <thead> <tr> <th data-bbox="696 367 1267 400">5+ A*-C grades incl Eng & Maths % (Gender)</th> <th data-bbox="1272 367 1368 400">Males</th> <th data-bbox="1373 367 1520 400">Females</th> </tr> </thead> <tbody> <tr> <td data-bbox="696 403 1267 437">2011</td> <td data-bbox="1272 403 1368 437">32.00</td> <td data-bbox="1373 403 1520 437">44.00</td> </tr> <tr> <td data-bbox="696 440 1267 474">2012</td> <td data-bbox="1272 440 1368 474">39.00</td> <td data-bbox="1373 440 1520 474">48.00</td> </tr> <tr> <td data-bbox="696 477 1267 510">2013</td> <td data-bbox="1272 477 1368 510">44.44</td> <td data-bbox="1373 477 1520 510">51.14</td> </tr> <tr> <td data-bbox="696 513 1267 547">2014</td> <td data-bbox="1272 513 1368 547">42.05</td> <td data-bbox="1373 513 1520 547">44.44</td> </tr> <tr> <td data-bbox="696 550 1267 584">2015</td> <td data-bbox="1272 550 1368 584">50.82</td> <td data-bbox="1373 550 1520 584">58.67</td> </tr> </tbody> </table> <p data-bbox="696 612 1088 646">Progress 8 measure (from 2016):</p> <p data-bbox="696 699 1520 975">In 2017 boys marginally outperformed girls in most Progress 8 elements. Overall, boys' P8 was 0.16 compared to 0.13 for girls. The only exception was in the Open P8 element, where girls outperformed boys by 0.01. The only P8 element with negative overall P8 scores was Maths; boys achieved a score of -0.12 in 2017 compared to -0.15 for girls. This indicates that Maths still needs to be a key area of focus for girls, but also for boys as well (in particular for high attaining pupils at KS2).</p> <p data-bbox="696 999 1520 1163">In 2018*, Progress 8 has improved for both boys and girls. In Maths, Progress 8 has also improved for both boys and girls, although boys are still progressing more strongly than girls in Maths (in 2018 the gap widened from 0.04 in 2017 to approximately half a grade in 2018). Girls continue to perform more strongly than boys in the Open element and in English in particular.</p> <p data-bbox="696 1201 1462 1265">*Please note, all 2018 data is currently provisional, subject to re-marks and validation by the Department for Education.</p>	5+ A*-C grades incl Eng & Maths % (Gender)	Males	Females	2011	32.00	44.00	2012	39.00	48.00	2013	44.44	51.14	2014	42.05	44.44	2015	50.82	58.67	<p data-bbox="1525 367 2136 507">Measures have been updated in line with national changes. This makes historical comparisons difficult as calculating 5A*% is no longer relevant or possible.</p> <p data-bbox="1525 545 2136 646">With further changes to curriculum and assessment this will continue to be an area to focus on.</p>
5+ A*-C grades incl Eng & Maths % (Gender)	Males	Females																		
2011	32.00	44.00																		
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<p>2. To close the disadvantaged gap across a range of measures, especially for High Level Learners, including Progress 8, Attainment 8 and the Ebacc measure and the % of those achieving a good pass in both English and Maths.</p>	<p>The 2017 disadvantaged gap for P8 widened from 2016. The gap was -1.01.</p> <p>In 2017:</p> <p>English p8 = 0.06 (disad = -0.58) Maths p8 = -0.15 (disad = -0.61) English a8 = 10.16 (disad = 8.36) Maths a8 = 8.80 (disad = 7.08) Em 4+ = 70.10 (disad = 48.72)</p> <p>In 2018, the disadvantaged gap for P8 has decreased by more than half, from a gap of one grade to a gap of approximately one third of a grade.</p> <p>High attaining students (from KS2) have made stronger progress in Maths in 2018 than in 2017 and Progress 8 is now 0.04. Overall, however, Progress 8 for high attaining students decreased slightly from 0.27 in 2017 to 0.22 in 2018.</p> <p>Despite this, the Progress 8 of <u>high attaining pupil premium students</u>, which has been a key focus for the school, has increased significantly from -0.25 in 2017 to 0.25 in 2018.</p> <p>Despite this success, we will continue to focus on this group of students, as we recognise that high attaining students remain a</p>	<p>There is further work needed to close the disadvantaged gap and work done within the schools remit focuses on learning and</p> <p>Often the combinations of Disadvantaged with another vulnerability e.g. SEN, attendance and LAC adds to the complex needs of the cohort.</p> <p>Our case studies show that extreme cases, of which we had several, have a significant impact on overall progress data.</p> <p>Disadvantaged students with significant vulnerabilities receive substantial levels of pastoral and academic support</p>
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<p>3. To improve results for White British students across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths.</p>	<p>White (not necessarily white British) exceeded expectations in Ebacc 4+ and EM 4+ (source:FFT dashboard)</p> <p>In 2018, White British students have maintained a similar (and positive) Progress 8 score as in 2017 (+0.15 provisionally).</p> <p>However, the % of white British students achieving 5+ in English and maths has decreased from 41% to 33%: therefore, raising achievement for this group of students remains a key priority.</p>	<p>Further analysis needs to be made when data becomes available as to how our white British pupils compared against national</p>
<p>4. Further support the increasing number of SEN students in order that they achieve in line with non-SEN counterparts across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and Maths by identifying and evaluating specific needs and effective interventions</p>	<p>We have further identified this measure as an area for focus as data shows SEN support achieve a grade lower than estimate from KS2 compared to non-SEN.</p> <p>In 2017, the Progress 8 score of the “SEN Support” group of students was particularly negative. This improved significantly in 2018, but still not to a score greater than zero.</p>	<p>Makes sure baselines from KS2 are used to create realistic targets. The SEN support group are now a category that has more challenging needs than previously was the case as fewer students are now eligible for EHC plan that leads to a statement.</p>



Stage 1: Understanding Our School Community – Students

Students on role as at 10th October 2018

Gender	
Girls	382 (48.6%)
Boys	404 (51.4%)

Using the CIMIS data the following information was available:

Ethnic Categories							
White British	536 (68.2%)	White & Black Caribbean	6 (0.8%)	Indian	12 (1.5%)	Any Other Black Background	19 (2.4%)
Irish	2 (0.3%)	White & Asian	5 (0.6%)	Pakistani	38 (4.8%)	Refugee	0
Any other white background	33 (4.2%)	White & Black African	2 (0.3%)	Bangladeshi	3 (0.4%)	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	32 (4.1%)	Any other Asian background	30 (3.8%)	Any Other Ethnic Group	17 (2.2%)
Gypsy/Roma	0	Chinese	13 (1.7%)	Black Caribbean	12 (1.5%)	Information Refused	3 (0.4%)
White European	0	Any other Chinese background	0	Black African	18 (2.3%)	Information Not Obtained	2 (0.3%)



Comparison with LA demographics (%)

Ethnic Code	Ethnic group	No of Pupils	Trafford	Manchester	School
ABAN	Bangladeshi	3			0.4
AIND	Indian	12			1.5
AOTH	Any Other Asian Background	30			3.8
APKN	Pakistani	38			4.8
BAFR	Black-African	18			2.3
BCRB	Black Caribbean	12			1.5
BOTH	Any Other Black Background	19			2.4
CHNE	Chinese	13			1.7
MOTH	Any Other Mixed Background	32			4.1
MWAS	White & Asian	5			0.6
MWBA	White & Black African	2			0.3
MWBC	White & Black Caribbean	6			0.8
NOBT	Information Not Yet Obtained	2			0.3
OOTH	Any Other Ethnic Group	17			2.2
REFU	Refused	3			0.4
WBRI	White British	536			68.2
WIRI	White Irish	2			0.3
WOTH	Any Other White Background	33			4.2

Figures show that Sale High School has a wider ethnic diversity than Trafford itself. This is particularly true of the immediate local community.

Disability Categories				
% identified (21%)				Speech, Language and Communication Needs (25)
Autistic Spectrum Disorder (8)		Other Difficulty/Disability (7)		Specific Learning Difficulty (21)
Hearing Impairment (5)		Physical Disability (3)		Visual Impairment (2)
Moderate Learning Difficulty (51)		Profound & Multiple Learning Difficulty (3)		
SEN support but no specialist assessment of need type (24)		Social, Emotional and Mental Health (38)		



SEN	Percentage (%)	Actual No.
No Specified SEN	83.1%	653
EHCP	2.4%	19
SEN support	14.5%	114

First Language*					
Arabic	17	Other than English	13		
Believed Other than English	8	Spanish	10		
Chinese (Cantonese)	5	Urdu	26		
English	654				

*Largest groups shown

Stage 2: Understanding the Information Gathered

The school uses the information and data we have to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics. The following represent the areas that we regularly monitor in terms of the protected characteristics:

- ✓ Attainment
- ✓ Attendance
- ✓ Exclusions (both internal and fixed term)
- ✓ Racist related incidents
- ✓ Sexual/gender related incidents

Other areas that have been identified include:

- ✓ Participation in school activities
- ✓ Representation on school bodies e.g. school council, student leaders
- ✓ Rewards and sanctions

Admissions we collect diversity data during the admission process which relates to some of the protected characteristics. These are gender, SEN, ethnicity and religion. Information on disability is processed as part of transition from Year 6 to Year 7.



Equality Objective: 1

To address the annual fluctuations in the attainment and achievement of boys and girls, particularly girls in maths, and so ensure greater consistency across a range of measures including Progress 8, Attainment 8 and the Ebacc measure and the % achieving a good pass in both English and Maths

Why:

With further changes to curriculum and assessment this will continue to be an area to focus on. Results for boys and girls have fluctuated with each gender outperforming the other over a number of years without parity being established. Changes to exam systems (the move away from early entry and controlled assessments, the end of speaking and listening in English, the reduction the number and the changes in the nature of vocational qualifications) are likely to impact along gender lines.

How: Track the performance of gender groups (6 data entry points, tracking meetings, MLL DSEFs, QA Programme) and identify appropriate interventions. Staff training on effective pedagogy Student voice

Outcomes: As measured on ASP

Equality Objective: 2

To close the disadvantaged gap across a range of measures, especially for High Level Learners, including Progress 8, Attainment 8 and the Ebacc measure and the % of those achieving a good pass in both English and Maths.

Why: There is further work needed to close the disadvantaged gap. Often the combination of disadvantaged with another vulnerability e.g. SEN, attendance and LAC adds to the complex needs of the cohort. Our case studies show that extreme cases, of which we had several, have a significant impact on overall progress data.

Disadvantaged students with significant vulnerabilities receive substantial levels of pastoral and academic support

How: Named SLT leads for disadvantaged students at KS3 and KS4; tracking the spend and performance of disadvantaged students (6 data entry points, tracking meetings, MLL DSEFs, QA programme) and identify appropriate interventions; focus on attendance, raising aspirations, careers advice and guidance, alternative provision, supporting vulnerable students, departmental interventions, staff training, study skills, provision of resources and a working environment through the library, literacy and intervention groups.

Outcomes: As measured on ASP



Equality Objective: 3

To improve results for White British students across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and maths.

Why: The majority of our students are white British and we had good results for majority of pupils in 2018. Further analysis of data will tell us if there is still a gap which needs to be closed compared to white British pupils nationally.

How: Track the performance of white British students (6 data entry points, data tracking meetings, DSEFs, QA programme) and identify appropriate interventions. 37% of white British students are eligible for the Pupil Premium

Outcomes: As measured on ASP

Equality Objective: 4

Further support the increasing number of SEN students in order that they achieve in line with non-SEN counterparts across a range of measures including Progress 8, Attainment 8 and the % achieving a good pass in both English and maths by identifying and evaluating specific needs and effective interventions.

Why: We have further identified this measure as an area for focus as recent data shows SEN support receive a grade lower than estimate to achieve from KS2 compared to non -SEN

How: Makes sure baselines from KS2 are used to create realistic targets. The SEN support group are now a category that has more challenging needs than previously was the case as fewer students are now eligible for EHC plan that leads to a statement.

Outcomes: As measured on ASP