

The Castle School equality information

(based on suggestions in the Insted Consultancy equalities in education paper 'Information and objectives')

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act

1. Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

Links to additional information available on our school website are provided. Other information can be obtained by contacting staff, as indicated.

2. Our objectives for the April 2012 to April are:

- **To seek the full participation of all students in curricular and extra-curricular activities regardless of ability, impairment, background or belief**
- **To ensure that outcomes for all groups are tracked and monitored, with interventions put in place if any group is seen to be falling below expectations**
- **To actively monitor disadvantaged groups and put in place appropriate support and resources in order to close the attainment**
- **To ensure that all students in vulnerable groups achieve expected levels of progress**
- **To ensure that the gap in attainment between boys and girls in different subjects and in the national benchmarks continues to narrow against national averages.**
- **To actively seek to engage and involve parents from all groups in school life, for example attendance at parents evenings, mentoring**
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The objectives outlined above fit in with the aims of the school: belong, participate and achieve. We have a well-recognised ethos of care and support for all our students and welcome the new requirements of the Equality Act in order that we might ensure no child goes unnoticed. We expect all students to fulfil their potential and will endeavour to allocate resources appropriately. We wish all parents and students to have a voice and would seek to encourage active engagement with the school. We seek to identify barriers to success and to find ways to overcome these.

3. Information about what our school does to promote equality

Our inclusion policy and practice ensures that all students are supported within the school to take a full part in the curriculum and other aspects of school life. All students are encouraged to participate in school life through the House system, its competitions and representation system and student voice. We seek to engage with students and listen to their views.

We regularly survey parents to gain their views and develop our provision.

We engage with a wide variety of services to ensure that all students feel safe and happy in school and know who to contact if there are issues.

The Castle School Equalities Information and Analysis

Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

In order that no child can be identified we do not publish information about any group of less than 5 students, either in the school or year group, depending on the nature of the information.

		The Castle School	
		Number	%
Gender	Girls	549	45.8
	Boys	649	54.2
Ethnicity	White British	1082	90.3
	Other White and European (inc White Irish)	50	4.2
	Gypsy Roma/ Irish Traveller/ Other	1	0.01
	White & Asian	9	0.8
	White & Black African	1	0.01
	White & Black Caribbean	2	0.17
	Mixed Heritage	7	0.58
	Black- African Heritage	1	0.01
	Asian - Indian	10	0.83
	Asian - Pakistani	1	0.01
	Asian - Bangladeshi	3	0.25
	Asian - Any Other Asian Background	22	1.8
	Chinese	1	0.01
	Any other minority ethnic group	3	0.25
	Statement - Refused	5	0.42
Free School Meal Eligibility	Not Eligible	1155	96.4
	Eligible	43	3.6

Religion/Belief	Buddhist/Taoist		
	Christian		
	Hindu		
	Jewish		
	Muslim		
	Sikh		
	Other		
	Refused		
	No Religion		
Special Educational Needs	No Special Educational Needs	1134	94.7
	SEN Support	58	4.8
	Education, Health & Care plan	3	0.25
	Statement	3	0.25
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder	2	3.1
	Social, Educational and Mental Health	19	29.7
	Hearing Impairment	2	3.1
	Moderate Learning Difficulty	4	6.3
	Visual Impairment	1	1.6
	Physical Disability	3	4.7
	Profound & Multiple Learning Difficulty	-	
	Speech Language & Communication Need	10	15.6
	Specific Learning Difficulty	20	31.3
	Severe Learning Difficulty	3	4.7
Other Difficulty/Disability	-		

Attendance

	School	
	Number	%
Authorised	4779 (sessions)	2.82
Unauthorised	457 (sessions)	0.27
Persistent Absence	5 (pupils)	0.4

Analysis/comments:

Things we do well:

We treat all students as individuals and consider individual needs and put in appropriate support to help each child meet their potential.

We listen to views which tells us how to do things better.

We monitor data well.

We are good at including all children.

Things we would like to improve:

Our buildings to improve accessibility for all.

Section 2. Advance Equality of Opportunity Between People

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Attainment Data

This is how different groups in our School achieve at the end of Year 11 (Key Stage 4)

	Key Stage 4 Outcomes for Different Groups in Our School	Number achieving 5A*-C Eng/Maths School
Gender	Girls	101
	Boys	92
Ethnicity	White British	165
	Other White and European (inc White Irish)	10
	White & Asian	4
	White & Black Caribbean	2
	Asian - Any Other Asian Background	3
	Any other minority ethnic group	2
	Refused	1
Special Educational Needs	No Special Educational Needs	190
	K – SEN Support	3
	S - Statemented	0
Profile of Need	Autistic Spectrum Disorder	1
	Social, Emotional & Mental Health	1
	Hearing Impairment	-
	Moderate Learning Difficulties	0
	Specific Learning Difficulty	1
	Speech, Language & Communication	3
	Other Difficulty/Disability	-
Free School Meals Eligibility	Not Eligible	185
	Eligible	8