



KING EDWARD VI  
SHELDON HEATH ACADEMY

## Equality - Report and Review of Progress

### **Introduction Equality**

The following is a report focusing on race, disability and gender. This report will be published on the equalities page of the Academy's website. In writing this document care has been taken to ensure information is anonymous and therefore where sample sizes are small, general as opposed to specific comments are made.

More detailed reports on specific areas have been made to governors. It is advised that the report is read in conjunction with associated action plans. The Academy can be contacted via e-mail or on 0121 464 4428 for additional questions, queries and comments.

### **Race**

#### **Attainment and Achievement**

- KS4
  - The analysis of the 2011 results indicated that against a backdrop of higher achievement across the board, the vast majority of ethnicity groups secured VA above the national mean for that group. The only exceptions were ABAN and AOAB (very small samples) who made marginally lower progress than the rest of the cohort. No ethnicity group was identified as significantly underachieving in the Raise on Line report.
  - The same analysis based on APS of best 8 results indicated that ethnicity has no impact on the attainment of students when compared with the national mean, except for the 2 students of Any Other Ethnic Group who underperformed.
  - Ethnicity also had no impact on the average GCSE grade achieved. Also, it had no impact on the number of students achieving the EBacc combination of subjects.
  - We have further refined our internal data tracking sheets so that our monitoring of the attainment and achievement of ethnic groups has become more effective and as such informs timely interventions to address any impact of ethnicity. Consequently, at present the achievement and attainment of all ethnic groups is in line with the respective national averages.
- KS3
  - Data for 2011 is not officially published, but our analysis indicates that against a backdrop of a significantly higher attainment and achievement, variations in ethnicity were not a major factor.
  - Analysis of internal tracking data for the current cohort indicates that variations in ethnicity continue to have no impact on achievement and attainment.

#### **Exclusions**

Fifteen less students have been excluded during the current academic year (compared with the same period during the previous academic year), although there has been 1 more permanent exclusion (from 3 to 4). This is another significant reduction in a continuous declining trend in the number of exclusions. Currently White British boys are over represented; this is a key area we are working to address.

#### **Racist incidents – Reporting to the LA**

Currently the recorded Local Authority return figure remains very low although there have been 2 more incidents in the current academic year compared with 2010/11. Part of the increase is due to a heightened awareness after staff training. The Academy, following staff training, has recently revised its methodology for

reporting incidents; each incident recorded now includes a narrative. These are reviewed by the pastoral committee.

## **General**

Staff have been briefed on the Race Equality Policy and their role and thus awareness has increased.

## **Disability**

### **Attainment and Achievement**

- The achievement and attainment of students with learning disabilities are broadly in line with the corresponding figures across the Academy. It must be noted that this is a diverse group and analysis is based on a small sample.
- Internal data tracking systems have been further refined to ensure the effective monitoring of the attainment and achievement of students by their specific disability and to inform interventions where needed.

### **Behaviour and Exclusions**

Students with a learning disability represent a very small proportion of fixed term exclusions.

Logging of bullying incidents has recently been refined to ensure that they record, where appropriate, whether a student with a disability was involved. This is regularly reviewed by the pastoral team.

### **Stakeholder Engagement**

All staff have been given the opportunity to articulate their needs. Where appropriate, provision has been made for staff.

We engage with the families of students with a disability on a regular basis and involve other professionals if appropriate to ensure that our provision meets the needs of each student.

### **Accessibility**

Work has been done to improve access to the Academy building. There are four disabled car parking spaces and ramps have been placed where possible to improve access. Access issues will be resolved when we move in the new build (due to open in September 2013).

There is also a disabled toilet facility on site and partial disability access is provided in toilets close to the main entrance.

As blinds are upgraded across the school they are being replaced with black-out blinds.

Where possible, we make the necessary changes to support disabled staff and students. For example we relocated one of our ICT rooms to the ground floor to support a member of staff with access problems.

### **Raising disability awareness**

We work hard to improve disability awareness. Each house has adopted a charity and ensures that there assemblies that raise awareness occur regularly. As a result, students have taken it upon themselves to participate in fundraising events outside the Academy for many good causes including those relating to disabilities.

## **Gender**

### **Attainment and Achievement**

- KS4

- Analysis of the 2011 data indicated that:
  - The average points per qualification for girls was 41.5 whilst for boys was 39.9.
  - Girls APS for Maths was better than that for boys; the opposite was observed in English. APS in science and languages was broadly in line with national mean values.
  - VA for both boys and girls was significantly above the national mean (boys 1024.2, girls 1025.5).
  - The progress of boys with high AoE needs to improve.
- Analysis of current data suggests that gender has no impact on achievement and attainment. Data driven interventions have further reduced the achievement and attainment gap.
- KS3
  - Analysis of both the 2011 and current data show no effect of gender on achievement and attainment.

We are committed to creating an environment where homophobic behaviours are challenged and students supported to talk about and consider tolerance and respect for all. Systems are in place to identify and monitor homophobia and pastoral systems in place to work through any such occurrences with both victim and perpetrator. The Academy has put in place lines of communication for students to report such incidents and staff training is planned. Our internal monitoring thus far suggests that incidents of homophobia are very rare and that our students feel well supported.

## **Behaviour**

Despite the declining trend in the number of exclusions, boys remain over-represented in fixed term exclusions. Strategies in place to address this, have reduced the proportion of boys being excluded this year compared to previous years, however this still remains an issue that we are working to address.

## **Employment**

The school is committed to equal opportunities in its recruitment and retention practices. Our adverts make this clear as do our application procedures. Currently 76% of staff are of white British origin, 4% black British, 3% Other White and 4% Pakistani, the remainder comprising of small groups. 66% of staff are female. The proportion of staff that are female or from a variety of ethnic groups has increased when compared to the previous academic year. Three members of staff have stated and recorded disabilities.

## **Final Notes**

Action plans and policies are available on application to the Academy.