

## Hartismere Equalities Report 2009-10

This report has been collated by the Headteacher and is a follow on report based on the School Improvement Plan section Promoting Equalities and the Single Equalities Policy. It examines both the school's efforts to promote equality and tackle discrimination but also the impact of these efforts on the lives and achievements of pupils. It will focus primarily on the latter.

The following extract is taken from Raise Online 2009:

### **Table 1.1.3: Ethnicity**

The table below shows some key data regarding the ethnic composition of your school. The information is derived from the ethnic categories your school used to complete the School Census.

Please note that figures are rounded and may not add up to 100%.

<b>Ethnic group</b>	<b>School %</b>	<b>National %</b>
Asian or Asian British - any other Asian background	0.1	1.2
Black or Black British – Caribbean	0.0	1.3
Asian or Asian British – Bangladeshi	0.0	1.4
Ethnicity not known	0.2	2.7
Asian or Asian British – Pakistani	0.0	3.4
Any other ethnic group	0.1	1.3
Parent/pupil preferred not to say	0.1	0.6
Chinese	0.9	0.4
Black or Black British - African	0.1	2.7
Black or Black British - any other Black background	0.1	0.5
White - Traveller of Irish heritage	0.1	0.1
White - Romany or Gypsy	0.1	0.1
White – Irish	0.0	0.3
Asian or Asian British – Indian	0.0	2.4
White – British	95.2	74.1
Mixed - White & Asian	0.5	0.8
Mixed - any other mixed background	0.2	1.3
Mixed - White & Black African	0.0	0.4
White - any other White background	1.7	3.6
Mixed - White & Black Caribbean	0.3	1.2

It makes clear that the school population is largely white British. It indicates that Chinese is the largest single alternative ethnic group.

**Gender:** This is represented by a 50/50 split on average year on year although in year variations are occasionally significant.

### Attendance

Attendance is excellent for all ethnic groups and for both genders. It is also excellent for pupils with disabilities despite potentially higher incidences of expected illness among some members of this group

### Fixed Terms Exclusions

No pupil from an ethnic minority received a fixed-term exclusion during the academic year 08-09. Almost all exclusions were for boys of white British extraction. There were however, very few of these. No disabled pupil received a fixed-term exclusion. The number of boys of white British extraction has reduced drastically to single figures over the last two years.

### Permanent Exclusions

No pupil was permanently excluded during this academic year.

### Clubs and Trips and Sporting Activities

Registers from clubs and trips clearly show that no ethnic minority or gender is underrepresented in terms of extra-curricular activity. Disabled pupils are also well represented on trips with significant support from Learning Support Assistants.

### Informal Social Times

The *attached* social time observation record was compiled by Mr Hayton, KS4 Deputy, The Headteacher and the lunch time supervisors. It did not indicate isolation or mistreatment of disabled students, either gender or members of ethnic minorities.

### Teaching and Learning Observations

The *attached* teaching and learning observations did not pick up on mistreatment or isolation of ethnic minority pupils, pupils with disabilities or either gender. All of our young people of ethnic minorities were observed during these sessions.

Balance in ability sets

gender split by ability group -

maths

		%boys	%girls
7	upper	53.2	46.8
	middle	43.8	56.3
	lower	50.0	50.0
8	upper	55.6	44.4
	middle	57.7	42.3
	lower	42.9	57.1
9	upper	50.0	50.0
	middle	49.1	50.9
	lower	44.1	55.9
10	upper	46.0	54.0
	middle	56.4	43.6
	lower	55.6	44.4
11	upper	52.5	47.5
	middle	55.6	44.4
	lower	28.6	71.4
ks3	upper	52.9	47.1
	middle	53.4	46.6
	lower	46.5	53.5
ks4	upper	49.2	50.8
	middle	56.0	44.0
	lower	43.8	56.3

science

		%boys	%girls
8	upper	54.1	45.9
	middle	54.0	46.0
	lower	53.1	46.9
9	upper	46.2	53.8
	middle	57.1	42.9
	lower	51.4	48.6
10	upper	47.5	52.5
	middle	50.9	49.1
	lower	61.3	38.7
11	upper	46.7	53.3
	middle	63.0	37.0
	lower	28.6	71.4
ks3	upper	50.0	50.0
	middle	55.1	44.9
	lower	52.2	47.8
ks4	upper	47.1	52.9
	middle	56.6	43.4
	lower	48.1	51.9

mfl

		%boys	%girls
8	upper	39.4	60.6
	middle	66.7	33.3
	lower	41.3	58.7
9	upper	41.9	58.1
	middle	62.8	37.2
	lower	58.8	41.2
ks3	upper	39.1	60.9
	middle	63.6	36.4
	lower	68.2	31.8


The preceding analysis indicates variations in the make up of sets between boys and girls. In the main these variations are unpredictable. However, the following are particularly noteworthy:

- The greatest variation in Mathematics between boys and girls lie in the bottom set groups where girls *predictably* outnumber boys
- The greatest *predictable* variation in Science is also in the overrepresentation of lower set girls
- The greatest *predictable* variation in gender balance in MFL relates to the proportion of girls in upper sets which is very high indeed

### Pupil Experience

A random selection of pupils and students from ethnic minority groups, both genders and of the disabled were interviewed by the Headteacher on a one to one basis. The results of these interviews were very positive in relation to well-being outcomes for these pupils. The names of pupils and specific comments are available where it is appropriate to share these.

### Achievement levels

The attached CVA report indicates no underachievement by any minority ethnic group or by disabled students.

Three pupils underachieved overall. All three were boys of white British extraction and all three left school before taking their final exams for reasons beyond the control of the school.

### Future Actions Include:

- Using the Eastern Area Science Centre status to further the interest of less able girls in Science.
- Enabling fuller access to PE for the disabled via a proposed new astro turf.
- Ensuring that boys with SEN and FSM are mentored from year 8 onwards