



# Promoting Equality at Hanley Castle High School

Report to governors January 2016 on:

Disability Equality Action Plan  
Gender Equality Action Plan  
Race Equality Action Plan

## 1. Progress towards Disability Equality Action Plan targets

- All policies now written taking accessibility considerations into account (e.g. Behaviour Management / Exclusions).
- **Students with special needs – KS4 outcomes 2015 (national)**

Key Performance Indicator	Number of students	5+ A*-C with En / Ma	Value added English	Value added mathematics	Value Added overall	Ebacc
No SEN	144	72% (65%)	1002.7 1000.4	1001.6 1000.3	1031.6 (1004.7)	48% (27)
SEN EHC / Statement	4	25% (25%)	994.1 997.7	996.5 998.0	924.5 (972.1)	0% (6%)
SEN EHC / Statement	1	0% (10%)	1003.1 997.5	998.1 998.9	951.6 (975.2)	0% (2%)

- **Students with disabilities – KS4 outcomes 2015**

There were no students with disabilities in the Class of 2015.

- **All students with disabilities – 2014-2015 data**
- 3 Students (all KS3) – 2 with cerebral palsy, 1 with Type 1 diabetes
- Attendance of 3 students (95.43%) is in line with other students
- The 3 students attracted a total of 11 referrals – 45% for homework / 35% for behaviour / 9% missed detention / 9% aggressive behaviour
- All 3 students met their English HEM targets / 2 students missed their mathematics HEM targets / all 3 met their science HEM targets, with 2 students meeting their HAT targets.
- **Developing a more inclusive environment**
- Science build completed with accessibility considerations incorporated into design.
- New sixth form centre - includes lift and disabled toilet facilities for staff and students.
- Accessibility arrangements continue to be built into schemes of work/teaching arrangements.
- Acoustic issues in mathematics are being addressed.
- Whole-school wi-fi allows easier access for lap tops, Alpha Smart etc.



## Promoting Equality at Hanley Castle High School

- **General**
- Dyslexia-friendly strategies and materials deployed.
- Successful participation of SEN/D students on a variety of trips and visits.
- Continuing fall in behavioural referrals for SEN/D students.
- Continuing fall in number of fixed term exclusions for SEN/D students.
- Zero permanent exclusions of disabled students.
- Continuing emphasis on whole-school CPD concerning disabilities e.g. Epi-pen/ hearing impairment / dyslexia etc.

### 2. Progress towards Gender Equality Action Plan targets

- All policies now written taking gender equality considerations into account (e.g. revised Pay Policy / Performance Management policies).
- Monitoring of recruitment processes carefully completed – use of job and person specifications to assess all candidates objectively.
- Continuing use of LA job evaluation scheme to ensure fairness for support staff.
- Analysis of impact of performance related pay suggests that the system may disadvantage female members of staff. Analysis of Hanley Castle performance management and pay recommendation outcomes for 2013-14 and 2014-15 does not support this.
- **Student outcomes 2015 (national)**

Key Performance Indicators	All students			Male			Female		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
% 5+ A*-C + En/Ma	72 (56)	68 (55)	64 (60)	62 (54)	67 (50)	56	80 (62)	68 (61)	75
English value added	1002.5	1001.9	-	1000.7	1000.5		1004.2	1003.1	-
Maths value added	1001.4	1000.8	-	1001.3	1000.7		1001.6	1001.0	-
Value Added*	1026.8 (1000)	1016.6 (1000)	1000.5 (1000)	1013.9 (991.0)	1006.3 (988.9)	995.3 (991)	1041.5 (1009.0)	1026.2 (1011.3)	1006.9 (1008.9)

\*Subject to validation

### 3. Progress towards Race Equality Action Plan targets

- School gained International School Award (January 2015), recognising quality and breadth of the school's work in developing international links and understanding.
- Inaugural Year 8 multi-faith day October 2015 huge success.



## Promoting Equality at Hanley Castle High School

- Number of racist incidents recorded in KS3 remains higher than in KS4.
- Continued emphasis on education – including targeted intervention programme for KS3 to avoid repeat offending.
- Continued emphasis on fundamental British values, including development of tolerant, inclusive attitudes which celebrate diversity e.g. Chinese visit/Holocaust survivor visit/Holocaust ambassadors' assemblies/PSD etc.
- 'Prevent' training completed by headteacher / deputy head – disseminated to staff February 2015.
  
- Student outcomes 2015

Key Performance Indicator	All students			BME students		
	2015	2014	2013	2015	2014	2013
% 5+ A*-C with En/Ma	72%	68%	64%	60%	0%	50%
EBACC	46%	45%	26%	40%	0%	25%
Number of students	149	150	142	5	2	8

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