

# Crown Hills Community College 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.

Data as of 08-06-17	Number on roll 1251		School	
		Number	%	% National (2016 comparison where available)
Gender	Girls	562	44.9%	49.7%
	Boys	689	55.1%	50.3%
Ethnicity	African Asian	23	1.84%	3.7
	Any other Black background	3	0.24%	0.7
	Any other ethnic group	26	2.07%	1.7
	Any other mixed background	17	1.36%	1.9
	Bangladeshi	72	5.76%	1.7
	Black - Somali	74	5.91%	
	Black Caribbean	5	0.39%	1.2
	Gypsy/Roma	15	1.19%	0.3
	Indian	752	60.11%	2.8
	Information Not Yet Obtained	4	0.31%	0.5
	Other Asian	73	5.83%	1.7
	Other Black African	5	0.39%	
	Pakistani	116	9.27%	4.2
	Refused	1	0.07%	0.5
	White - British	13	1.03%	69.3
	White and Asian	10	0.79%	1.2
	White and Black African	9	0.71%	3.7
	White and Black Caribbean	7	0.55%	1.5
	White European	21	1.67%	
White Other	5	0.39%	5.6	
Free School Meal Eligibility	Not Eligible	1094	87.45%	71.1
	Eligible	157	12.55%	28.9
Religion/Belief	Christian	20	1.59%	
	Buddhist	2	0.15%	
	Hindu	215	17.2%	
	Muslim	907	72.5%	
	No Religion	28	2.23%	
	Other Religion	19	1.5%	
	Refused	0		
	Sikh	26	2.07%	
Not obtained	34	2.71%		

SEN	No Special Educational Needs	1081	86.4%	
	Education, Health and Care Plan	12	0.95%	
	SEN Support	159	12.7%	
Profile of need Education, Health and Care Plan	<ul style="list-style-type: none"> <li>• Behaviour, Emotional and Social Difficulty – 3</li> <li>• Moderate Learning Difficulty - 4</li> <li>• Speech, Language or Communication Need – 4</li> <li>• Visual Impairment - 1</li> </ul>			
Profile of need SEN Support	<ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder -1</li> <li>• Behaviour, Emotional and Social Difficulty -5</li> <li>• Hearing Impairment -6</li> <li>• Moderate Learning Difficulty -91</li> <li>• Other Difficulty/Disability - 4</li> <li>• Severe Learning Difficulty -1</li> <li>• Social, Emotional and Mental Health – 21</li> <li>• Specific Learning Difficulty - 12</li> <li>• Speech, Language or Communication Need - 15</li> <li>• Visual Impairment -3</li> </ul>			

### Analysis of the school population:

Crown Hills Community College's student population is drawn from a very ethnically diverse population. This is reflected in the wide spread of ethnic backgrounds and religious beliefs. The inner city nature of our catchment and level of deprivation results in a relatively high level of free school meal eligibility. There are also students who do not claim or are unable to claim FSM but do not come from families suffering from deprivation.

### Attendance

	School		<i>National</i>
Sept 2016 – May 2017 to HT5	Number	%	<i>2015-2016</i>
Authorised absence	14197	3.6	3.4%
Unauthorised absence	6137	1.6	1.1%
Persistent Absence	77	6.01%	10.5 %

### Analysis/comments:

Things we do well:

- Maintain a high attendance level and low PA figures.
- Maintain good communication with parents and carers.
- Monitor attendance and punctuality using SIMS
- Attendance and welfare office follow up all non-attenders through School Comms

### Things we would like to improve:

- Ensure that all absences are authorised by parents and carers
- Ensure that families understand the impact on learning of taking their children out of school during term time.

## **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 and Progress Data**

KS4 data can be found on the DfE performance tables website by following the link below

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=120277>

### **Progress 8**

This score shows how much progress pupils at this school made between the end of Key Stage 2 and the end of Key Stage 4, compared to pupils across England who gained similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, Maths, 3 English Baccalaureate qualifications including Sciences, Computer Science, History, Geography and Languages, and 3 other additional approved qualifications. The average Progress 8 score for 'mainstream' schools in England is 0. Mainstream schools are schools that aren't Special Schools or 'Alternative Provision Settings' (for example Pupil Referral Units). Most schools score between -1 and +1. If a school scores +1 and above, it shows that pupils made exceptionally good progress. If the score is below -0.5, the school may come under increased scrutiny and receive additional support.

A score above zero means pupils made more progress, on average, than pupils across England who achieved similar results at the end of Key Stage 2.

A score below zero means pupils made less progress, on average, than pupils across England who achieved similar results at the end of Key Stage 2.

A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of Key Stage 2.

**Confidence intervals** - It is difficult to say with certainty how much of the Progress 8 score is down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence interval reflects this uncertainty. If the confidence intervals for two schools overlap, then we can't say for certain that the two Progress 8 scores for these schools are significantly different.

This is how different groups in our School make progress by the end of Year 11 (Key stage 4)

### KS4 Progress 8 2016

Ethnic Group	Cohort	Progress 8	English element	Mathematics element	EBacc element	Open element
<b>all pupils</b>	<b>222</b>	<b>-0.12</b>	<b>-0.03</b>	<b>0.02</b>	<b>-0.27</b>	<b>-0.13</b>
<b>White</b>	<b>15</b>	<b>-0.78</b>	<b>-0.89</b>	<b>-0.45</b>	<b>-0.91</b>	<b>-0.80</b>
British	9	-0.91	-1.26	-0.55	-1.13	-0.70
Irish	0	-	-	-	-	-
Traveller	0	-	-	-	-	-
Gypsy/Roma	1	-0.75	0.21	0.10	-0.91	-1.79
any other White background	5	-0.56	-0.43	-0.37	-0.52	-0.80
<b>Mixed</b>	<b>6</b>	<b>-0.83</b>	<b>-0.47</b>	<b>-0.46</b>	<b>-1.15</b>	<b>-1.00</b>
White & Black Caribbean	1	0.03	0.06	0.24	-0.17	0.08
White & Black African	0	-	-	-	-	-
White & Asian	5	-1.00	-0.58	-0.60	-1.34	-1.22
any other mixed background	0	-	-	-	-	-
<b>Asian or Asian British</b>	<b>179</b>	<b>-0.07</b>	<b>0.03</b>	<b>0.02</b>	<b>-0.22</b>	<b>-0.04</b>
Indian	134	0.01	0.06	0.22	-0.16	0.03
Pakistani	23	-0.36	-0.17	-0.50	-0.52	-0.21
Bangladeshi	7	-0.78	-0.32	-1.22	-0.71	-0.86
any other Asian background	15	-0.05	0.16	-0.31	-0.06	-0.01
<b>Black or Black British</b>	<b>18</b>	<b>0.21</b>	<b>0.38</b>	<b>0.49</b>	<b>0.12</b>	<b>0.01</b>
Black Caribbean	0	-	-	-	-	-
Black African	18	0.21	0.38	0.49	0.12	0.01
any other Black background	0	-	-	-	-	-
<b>Chinese</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>any other ethnic group</b>	<b>4</b>	<b>-0.53</b>	<b>-0.52</b>	<b>0.09</b>	<b>-0.59</b>	<b>-0.88</b>
unclassified - refused	0	-	-	-	-	-
unclassified - not obtained	0	-	-	-	-	-

## KS4 Progress 8 2016

	Cohort	Progress 8	English element	Mathematics element	EBacc element	Open element
<b>all pupils</b>	<b>222</b>	<b>-0.12</b>	<b>-0.03</b>	<b>0.02</b>	<b>-0.27</b>	<b>-0.13</b>
male	136	-0.29	-0.33	0.05	-0.52	-0.27
female	86	0.14	0.44	-0.04	0.12	0.09
disadvantaged	93	-0.41	-0.26	-0.24	-0.51	-0.52
other	129	0.08	0.13	0.20	-0.10	0.15
Free School Meals	93	-0.41	-0.26	-0.24	-0.51	-0.52
Children Looked After	1	-3.98	-1.80	-1.54	-5.28	-5.78
SEN with statement or EHC plan	3	0.24	1.21	0.29	-0.24	0.05
SEN support	32	-0.64	-0.52	-0.59	-0.96	-0.43
no SEN	187	-0.04	0.03	0.12	-0.15	-0.08
on roll in years 10 & 11	219	-0.11	-0.01	0.03	-0.26	-0.11
English first language	90	-0.15	-0.10	0.01	-0.24	-0.22
English additional language	132	-0.10	0.02	0.02	-0.30	-0.07
<b>Prior Attainment</b>						
low overall	43	-0.05	0.04	0.05	-0.18	-0.05
middle overall	115	-0.18	-0.10	-0.01	-0.37	-0.16
high overall	64	-0.07	0.04	0.05	-0.16	-0.12
English low	38	-0.07	-0.04	0.19	-0.26	-0.09
English middle	135	-0.14	-0.10	0.09	-0.34	-0.12
English high	49	-0.11	0.17	-0.31	-0.10	-0.18
mathematics low	48	-0.05	0.09	-0.08	-0.21	0.02
mathematics middle	98	-0.12	-0.01	0.02	-0.28	-0.14
mathematics high	76	-0.17	-0.13	0.07	-0.30	-0.21

### Analysis/comments:

#### Things we do well:

- Progress overall is not significantly below average
- The progress in Maths and Science is slightly above average
- The progress of Girls is above average

#### Things we would like to improve:

- The progress of the More Able students
- The progress of Boys
- Track Disadvantaged students and plan intervention to diminish the difference between them and the rest of the students nationally.
- Have focussed intervention in Maths and English (particularly English) to raise attainment
- Track SEN students and plan intervention to improve attainment and expected progress in English and Maths

### **Section 3. Foster Good Relations Between People**

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are listened to and are treated with dignity and respect.

<b>Examples</b>	<b>Steps the School has Taken (Case Stud</b>
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> <li>• Buddy systems and welcome packs/ Video shorts re. religious beliefs</li> <li>• New student induction via the LEC/EAL</li> <li>• LEC Drop In Counselling</li> <li>• Nurture Groups</li> <li>• Focused groups for parents</li> <li>• Pastoral Reports</li> <li>• Curriculum Input (Life Skills)</li> <li>• Mentoring (Pastoral and Academic)</li> <li>• PACT (Pupil Achievement and Care Team)</li> <li>• Targeted Sports Specialism work (Disaffection, Health, Inclusion)</li> </ul>
Student Voice:	<ul style="list-style-type: none"> <li>• School council promotion</li> <li>• Stakeholders views (student)</li> <li>• Calendared meetings with SLT</li> <li>• Student Surveys</li> <li>• Suggestion Opportunities (Intranet, Library)</li> <li>• Self Evaluation (reports)</li> <li>• Leadership Academy</li> <li>• Dedicated email address for students to report bullying</li> </ul>
Positive Imagery:	<ul style="list-style-type: none"> <li>• Celebrating success (KS3 Awards Evening; KS4 Awards Evening; Assemblies)</li> <li>• Host school for partner Primary Sports festivals</li> <li>• Venue for community sporting events</li> <li>• Charity work (OAPs; Sports Relief, Comic Relief, Fund raising through the House system, collections for Food Banks))</li> <li>• Newsletter</li> <li>• Prospectus</li> <li>• Leadership Academy / Sports Leaders</li> </ul>
Community Links:	<ul style="list-style-type: none"> <li>• Supplementary school (Polish, Somali)</li> <li>• Evening Madrassas (Islamic schools)</li> <li>• Links with ECB</li> <li>• Goals Soccer Centre</li> <li>• School Sport Partnership Hub</li> <li>• International School Award</li> <li>• Connecting Classrooms (Community Cohesion projects)</li> <li>• Inter-school sporting fixtures</li> </ul>
Removing Barriers and Reasonable Adjustments:	<ul style="list-style-type: none"> <li>• Crown Hills Mission statement</li> <li>• Rights and Responsibilities Charter</li> <li>• Reflection mediation/ provision/ Nurture</li> <li>• SEN updates and guides (differentiation)</li> </ul>

### Analysis/comments:

<p>Things we do well:</p> <ul style="list-style-type: none"><li>• Student Voice – School Council system embedded</li><li>• Stakeholders views (surveys etc)</li><li>• Mentoring</li><li>• Nurture and Inclusion</li><li>• Leadership Academy and its role in transition</li></ul>
<p>Things we would like to improve:</p> <ul style="list-style-type: none"><li>• Increase positive imagery in the community</li><li>• To build sustainability with Global Links</li><li>• Develop more local/national links</li></ul>

## Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	52 fixed term exclusions to the end of half term 5, including 1 Permanent exclusion. Parents and students attend reintegration meetings after fixed term exclusions. Half termly reports to Senior Team to inform action plan. Termly reports to Governors.
Victimisation and Discrimination:	Rights and responsibilities policy was written by Student Council – for all staff and all students Daily assemblies delivered by tutor groups, staff and outside speakers which address current issues and expectations. Resolution meetings take place after every incident of bullying led by the Student Support team. The Life Skills curriculum addresses all forms of discrimination The college has a Safeguarding Policy and staff receive annual training
Monitoring of Incidents:	SIMS is used to record every incident involving a student. All incidents are followed by a resolution meeting whether this be curriculum or pastoral based. Half termly reports to Senior Team – challenging and vulnerable students are highlighted and an action plan put into place by the Student Support team. Termly reports to Governors. The Principal deals with any incident regarding staff.
Anti-Bullying and Harassment:	The college has an Anti-bullying policy and runs an annual campaign. We have achieved the Anti Bullying Award. Assemblies address bullying and harassment. The Pastoral and Student Support team address all incidents of bullying and harassment. There is an email address to which students can report

	<p>any bullying issue.          Involvement of the local community and religious leaders.          The college has a Staff Whistle Blowing Policy</p>
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**Analysis/comments:**

<p>Things we do well</p> <p>Well embedded Pastoral and Student Support system          Communication with parents          Mentoring and counselling          Liaison with outside agencies          Regularly updated policies and procedures          On going analysis and action planning for individuals and groups of students</p>
<p>Things we would like to improve:</p> <p>Students accept more responsibility for their actions          Peer monitoring</p>

**Section 5. Participation and Engagement**

How we have involved people in developing equalities at our school.

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
College Council:	<p>The school has steps to ensure there is a transparent system that allows students to participate in the decision making process within the school:</p> <p><u>1. Key Stage Councils</u>            Individual Key Stage councils in Ys7, 8 &amp; 9 and 10&amp;11 meet frequently. These councils allow opportunity for individual form representatives to raise issues discussed/ highlighted with their tutor groups. SLT can also canvass opinion about Teaching and Learning and other issues.</p> <p><u>2. Whole School Council:</u>            Once a month students from the Key Stage councils (4 from each) meet for the Whole College Council. This is an opportunity to share issues that have arisen at their KS meetings.</p> <p><u>3. WSC to SLT:</u>            After the whole school council meetings 2-3 reps will then attend the SLT meeting to feedback / discuss issues raised at the council meetings.</p> <p><u>4. Feedback Assemblies:</u>            Student voice assemblies are an opportunity for the issues discussed at SLT meetings to be shared with the wider school. Takes place 1-2 weeks after stage 3.</p>



Student Voice:	<ul style="list-style-type: none"> <li>• See Section 3 (Student Voice)</li> <li>• Involvement in staff recruitment process</li> <li>• All student views are considered irrespective of gender, race, religion etc (i.e. all protected characteristics), Equality Ambassadors</li> <li>• Involved in college decision making</li> </ul>
Parents/Carers /Guardians:	<ul style="list-style-type: none"> <li>• Focused meetings with parents/carers</li> <li>• Crown Hills Website contact and School Comms</li> <li>• Parent view particularly promoted during 2015-16</li> </ul>
Staff:	<ul style="list-style-type: none"> <li>• Staff Survey (2010; April 2013; Well Being Survey 2016)</li> <li>• School Bulletin</li> <li>• Fair and transparent staffing model including all tiers of responsibility communicated to staff.</li> <li>• Fair and equitable CPD programme</li> <li>• Clear line management structure</li> <li>• Transparent appraisal process</li> <li>• Comprehensive meeting structure</li> <li>• Equality training January 2013</li> <li>• Annual Safeguarding training</li> </ul>
Local Community:	<p>The college has created a two-way dialogue with key community stakeholders to offer informed opportunities:</p> <ul style="list-style-type: none"> <li>• Supplementary Schools</li> <li>• Sporting organisations</li> <li>• Sporting partnerships</li> <li>• Feeder schools (transition)</li> <li>• Hub and spoke models</li> <li>• EIP</li> <li>• Evington Heads (Primary and Secondary)</li> </ul>
Governors:	<ul style="list-style-type: none"> <li>• Calendar of focussed meetings (e.g. The Principal issues Equality detail via update on whole college Improvement Plan at Governors' meetings.)</li> <li>• Clear communication channels are utilised</li> <li>• Involved in the recruitment/selection process</li> <li>• Involved in the student disciplinary process (balance, fairness and scrutiny)</li> </ul>

The data appearing in this document is not exhaustive and will be reviewed and updated regularly, but at least once per year.