

# St Aidan's Church of England High School

## Equality Information



### November 2015

At St Aidan's School, we are committed to providing equality of opportunity for all members of the school community whatever their age; disability; gender; marriage and civil partnership status; pregnancy; maternity or paternity, having or not having dependants; race; religion or belief; sexual orientation or background.

Unless stated below, the statistical information contained within this document relates to the 2015-16 academic year.

## 1. Age

### Students

- The school roll includes students from age 11 (Year 7) to age 19 (Year 13). There are 1234 students in year groups 7-11 and 731 in the Associated Sixth Form.
- Fixed term exclusions: Students aged 15-16 (Year 11) were over-represented compared to other year groups in 2014-15.
- Absence for all year groups remains consistent between 4-5% in 2014-2015.

### Staff

The age profile of staff is shown below:

Age range	No of teaching staff	No of non teaching staff
18-30	32	16
31-40	39	22
41-50	47	45
51-60	17	51
61-75	2	8

## 2. Disability

### Students

- The student body includes 65 students with special educational needs (SEN). This includes physical, hearing and visual impairment, autistic spectrum disorders, downs syndrome and specific learning difficulties. Physical disabilities include Cerebral palsy.
- The school is nearly fully accessible, with a lift within the main school building and the chapel block.
- The curriculum and extra-curricular activities are accessible to all students with disabilities. The school also run a range of targeted activities for students with identified SEN.
- The SEN breakdown of the student body in years 7-11 is shown below:

	% Year 7 to 11
Statement	3.1%
Education, Health & Care Plan	0.4%
SEN Support	1.8%

NB The classifications of SEN have changed from September 2014, school action and school action+ are no longer used. Over time, all statements will be replaced with education, health & care plans.

- The breakdown of the Statement, EH&C plans and SEN support by primary need is shown below:

Primary SEN	SEN Support	Statement & EH&C Plan
Autistic Spectrum disorder		16.3%
Hearing impairment	4.5%	4.7%
Moderate learning difficulty		11.6%
Multi-sensory impairment		2.3%
Other difficulty / disability	13.6%	7%
Physical disability		20.9%
Social, emotional & mental health	9.1%	11.6%
Specific learning difficulty		9.3%
Speech, language or communication need		4.7%
Unspecified	72.7%	2.3%
Visual impairment		9.3%

In 2013-14:

- Achievement: The progress of all students with SEN is significantly above national average. Their attainment as measured by the Basics Indicator

(Maths and English), by capped and total point scores are significantly above the national average.

- Absence was above average for students identified with SEN compared to non SEN students. However, this is still below the national average.
- Exclusions were above the school average for students with a statement and School Action.

## Staff

- There are currently no members of staff who have disclosed a disability.

## 3. Sexual Orientation

### Students and Staff

No data is collected or held by the school about the sexual orientation of students or staff, unless specifically requested by a parent/carer, student or member of staff.

## 4. Race

### Students

- The ethnic breakdown of the student body is shown below:

Ethnicity	% Yr7-11
Any other Asian background	0.4%
Any other ethnic group	0.2%
Any other mixed background	0.3%
Any other White background	1.3%
Bangladeshi	0%
Black - African	1.2%
Black - Caribbean	0.2%
Chinese	0.4%
Ethnicity not known	0.1%

Indian	1.0%
Parent / pupil preferred not to say	0.4%
Pakistani	0.3%
White - British	91.9%
White - Irish	0.2%
White and Asian	1.4%
White and Black African	0.2%
White and Black Caribbean	0.6%

In 2013-14:

- 1.3% of students have English as an additional language.
- The attainment of all groups as measured by Basics (Maths and English), by capped and total point scores are significantly above the NA average.
- Absence was above average for Pakistani and Any other Asian Background. It was significantly lower than average for any other mixed background.

### Staff

No data is collected or held by the school about the ethnicity of staff.

## 5. Religion or belief

### Students

- The school collects and holds this information when it is supplied by parents/carers on admission (optional).
- The Chapel is available for prayers before and after school and during lunchtime.
- The religious breakdown on the student body is shown below:

Christian	94.9%
Hindu	0.3%
Jewish	0.2%
Muslim	0.7%
Sikh	0.6%
Other religion	0.8%
No religion	0.8%
Information not held	1.6%

## **Staff**

- The school does not routinely collect or hold this information.

## **6. Sex**

### **Students**

- The school has 51% boys and 49% girls.
- Fixed term exclusions – Female students were overrepresented in 2014-15.

In 2013-14:

- The attainment of boys and girls as measured by Basics (English and Maths) shows a very slight in-school gap, with 84% for boys and 89% for girls. As measured by Capped and Total Points Score, both boys and girls are significantly above the national average.
- In terms of progress, both boys and girls overall value added were significantly higher than the national average.
- Absence – Female students were overrepresented.

### **Staff**

- The teaching staff is 38% male and 62% female.
- The non-teaching staff is 17% male and 83% female.

## **7. Sexual orientation**

### **Students and Staff**

- No data about the sexual orientation of staff or students is collected or held by the school.

## **8. Marriage and civil partnership**

### **Students**

- No data is collected or held by the school about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer or student.

### **Staff**

- No data is collected or held by the school about the marital status of members of staff, apart from titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.
- The school's absence policy allows time-off with pay for marriages and civil partnerships.

## **9. Pregnancy, maternity and paternity**

### **Students**

The school will do anything in its power to support the education of pupils in difficult circumstances including pregnancy.

### **Staff**

The school operates the North Yorkshire County Council policy for maternity leave, paternity leave and flexible working (reduced hours). In the past year:

7 members of staff have taken maternity leave

1 member of staff has taken paternity leave

There are no members of staff have requested flexible working (reduced hours).

## **10. Free school meals & Looked after children**

### **Free school meals**

- 2% of students in years 7-11 are known to be eligible for free school meals, 5% have had free school meals in the last 6 years (FSM6) and 7% are eligible for Pupil Premium (this includes looked after children, children adopted from care and service children).
- The gender breakdown of FSM and Pupil premium is shown below:

	Male	Female
FSM	64%	36%
FSM6	63%	37%
Pupil Premium	55%	45%

For the 2013-14 academic year:

- The attainment of pupils eligible for pupil premium as measured by Basics (English and Maths), the capped and total point scores for GCSE are significantly above the national average.
- Fixed term exclusions: Students eligible for free school meals were overrepresented but below average nationally for FSM.
- Absence for students on free school meals was above average for the school but below average nationally.
- The school uses its PP funding in line with the required remit.

### **Looked after children**

- There are 5 looked after children on roll in years 7-11.

### **11. Equal opportunity incidents**

The school records and acts upon all incidents which contravene its Equal Opportunity Policy. In the academic year 2014-15, there were no such incidents.

### **12. Equality Objectives – November 2015 –October 2016**

Equality objectives can be found in the accessibility statement.