



Hoe Valley School: Single Equality Policy - Impact Assessment
Reviewing September 2015 – October 2016

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

The following document offers an impact assessment as of October 2016. All references to achievement refer to the final data capture from Summer 2016 (year 7 only).

1) Age

Students:

- The school roll includes students from age 11 to age 12 (Year 7)
- Fixed term exclusions: At this stage it is not possible to see patterns between fixed term exclusions and year groups

Staff:

- The age profile of staff is shown below:

Age range	No. of teaching staff	No. of non-teaching staff
>=20	0	0
21-30	12	2
31-40	5	0
41-50	3	2
51-60	1	0
61-70	0	0
Over 70	0	0

2) Disability

Students:

- The student body includes 7 students with disabilities. Disabilities include hearing impairments (2) and autistic spectrum disorders (5). One student is both hearing impaired and autistic.
- The School is a temporary site and is on two levels. There are no lifts. Students access Woking Leisure Centre as part of the curriculum. The curriculum and extra-curricular activities are accessible to all students with disabilities as appropriate.
- Achievement: One of the year 7 students from 2015/16 with a disability achieved an overall English score of NC Level 6 (making a level of progress during the year) and one achieved a NC Level 2 (making 2 levels of progress during the year). In Maths, one student with a disability achieved a NC Level 5 (making 1 level of progress) and one student achieved a NC Level 4 (making 2 levels of progress).
- Fixed term exclusions: No students with disabilities received fixed term exclusions to date.

Staff:

- There are currently no members of staff with a disability.

3) Gender reassignment

Students and Staff:

- No data is collected or held by the school about gender reassignment in the student or staff population, unless specifically requested by a parent/carer, student or member of staff.

4) 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.

5) Race**Students:**

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

White/White British	77.9%
Asian/Asian British	13.5%
Black/Black British	5.0%
Other	3.6%

- 22.2% of students have English as an additional language. Ten different community languages are spoken by students.
- Achievement: End of year 7 data showed there was no variation in terms of attainment across ethnic groups apart from two students who joined the School in the Summer term who spoke hardly any English. On the whole, EAL students were making progress in line with non-EAL students and in some cases more progress than non-EAL students.

Staff:

- The ethnic breakdown of staff is shown below:

	Teaching staff	Non-teaching staff
White/White British	20	3
White Mixed	0	0
White Irish	1	0
Asian/Asian British	0	1
Black/Black British	0	0
Mixed	0	0
Chinese	0	0
Other	0	0

6) Religion or belief**Students:**

- The student body includes members of a range of religions and none. The school collects and holds this information when it is supplied by parents/carers on admission (optional).
- Rooms are not currently available for prayers before/after school and during lunchtime. This has not been requested by parents / carers to date.
- Students are granted 1 day for religious festivals when requested in writing by parents / carers.
- The School is supportive of students fasting when informed by parents.
- The School's dress code is designed to be sensitive to the requirements of all religions.

Staff:

- The staff includes members of a range of religions and none. The school does not routinely collect or hold this information, unless specifically requested by a member of staff.
- The school's absence policy allows time-off with pay for major religious observance days.

7) Sex

Students:

- The school has 47.7% boys and 52.3% girls.
- Achievement: At the end of the academic year 2015 – 2016 girls outperformed boys in both English and Maths. Based on the percentage of students who made one whole NC level of progress, girls outperformed boys by 29% in Maths and 38% in English.
- Fixed term exclusions: Male and female students are equally represented.

Staff:

- The teaching staff is 38% male and 62% female
- The non-teaching staff is 50% male and 50% female

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 or emails 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 the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

9) Pregnancy, maternity and paternity**Students:**

- The school intends to work to support continuity of education for pregnant students although has not had to do so to date.

Staff:

- The school has policies for maternity leave, paternity leave and flexible working (reduced hours). Since September 2015:
 - 1 member of staff have taken maternity leave
 - 0 members of staff have taken paternity leave
 - 1 member of staff has requested flexible working which was granted

10) Free school meals**Students:**

- 16% of students are known to be eligible for free school meals.
- Achievement: End of year 7 progress data in English showed a negative differential of 15% between FSM and non-FSM students and a negative differential of 10% in Maths based on one whole NC level of progress.
- Fixed term exclusions: 75% of the students that received a Fixed Term Exclusion to date were eligible for free school meals.
- The school has a fund to provide some financial support for those who are in receipt of free school meals for items such as uniform and trips.

Looked After Children**Students:**

- There is currently one looked after child on roll.
- Achievement: In English the LAC student fell back 1 level from Primary School and in Maths he went up 1 level– due to changes in his fostering arrangements he did not sit all of the Summer exams in 2016.
- Fixed term exclusions: one looked after child received a Fixed Term Exclusion to date on three different occasions.

11) Equal opportunity incidents

- The school will record and act upon all incidents which contravene its Equal Opportunity Policy. To date there have been 4 racist incidents from students; they were all isolated incidents.

12) Equality Objectives 2016-17

- Ensure there is no gap in terms of progress for students who receive Free School Meals (FSM)
- Reduce the link between LAC and fixed term exclusions / low progress in English (1 student)

Further information can be found in the School's Single Equality Policy and SEN policy