

County High School, Leftwich



Single Equality Scheme

Version 1.3

The County High School, Leftwich – Single Equality Scheme

Version 1.0	Draft to be discussed and ratified by SLT and governors
Version 1.1	With changes from SLT feedback
Version 1.2	Reviewed summer term 2009
Version 1.3	Updated with 2009 data

This scheme will be in force from 1st September 2009 until 31st August 2012.

The scheme is reviewed annually and runs for three years following each review.

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Please note: the electronic version of this document does not include all of the content for sections A1.1 and A3. These are available from the school main office file.

Section 1 – Equality Management at the School

1.1 Purpose of the Scheme

This document brings together the school’s thinking and planning around the theme of equality. It includes our response to our statutory duties in respect of equality, to our duty to Community Cohesion and to the wider concept of equality. This document:-

- represents or includes our written equality schemes, equality objectives and action plan;
- is published in part on the school website;
- describes our procedures for gathering information and for consultation with stakeholders;
- explains how we will assess the impact of our policies and actions; and
- describes the cycle for review of the document and action plan.

1.2 School Ethos (Policy Statement)

The school exists for the learning of students and our approach therefore reflects this key purpose. The term “barriers” is used when considering how we can develop our policy on equality. People often face barriers in their lives that make it difficult for them to do everything they would like, or need, to do. The school wishes to remove, or at least minimise, the barriers staff, students, visitors to the school and our local community may face, in order to promote equality in the fullest sense.

These barriers may be caused by any of the equality strands listed in Table 1 and may arise as part of any of the relationships shown in Figure 1. Where possible we will try to address barriers in any of these strands or relationships whether or not they are covered by a statutory requirement. Our role in the community and purpose of student learning means that we have little impact on the relationships shown in Figure 1 by open arrows; as a result these are not explicitly considered by our scheme.

1. Disability
2. Race/Ethnicity
3. Age
4. Gender
5. Faith
6. Sexual Orientation
7. Socio-economic Status

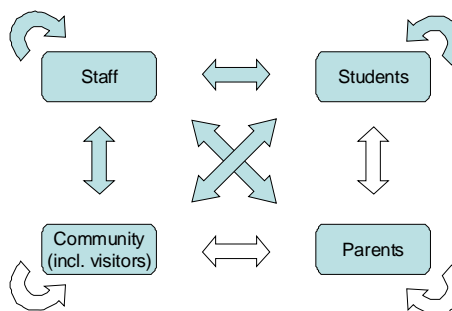


Table 1: List of Equality Strands

Figure 1: Diagram of Relevant Relationships

The school aims to address these barriers in six ways (mirroring the six parts of the General Duty within the Disability Discrimination Act 2005*, but applied to all equality strands).

1. Promoting Equality of Opportunity
2. Eliminating Discrimination
3. Encouraging Participation in Public Life

* http://www.teachernet.gov.uk/_doc/12641/Equalities-_principles_for_discussion.doc

The school recognises that it is part of an increasingly diverse society. We aim to ensure that the opportunities we provide are able to be taken up by everyone, without discrimination on any unreasonable ground. This includes classes, assemblies, trips *etc.* for students; information evenings and events for parents and the community; and training and progression for staff. We plan to measure our success by checking that any identifiable groups are proportionally represented and will take steps to promote opportunities to any under-represented groups.

To prepare students for the future, the school believes that it is important that they meet and work with a diverse range of individuals, either as members of the school community or as part of their learning programme. We will therefore take positive steps to introduce further diversity within the school community and within the received curriculum.

The Business Manager: Personnel monitor recruitment and promotion ensuring that posts are offered on the grounds of relevant qualification, knowledge, skills and experience. There is a confidential exit interview process for support staff and we plan to extend this to all staff. Any issues that are brought forward are used to inform policy revision.

We aim to develop our work with parents and the community in this area and have several action points in the current plan to achieve this.

4. Promoting Positive Attitudes
5. Eliminating Harassment

We believe the school and its surroundings make a generally happy and tolerant community. Incidents of bullying or harassment (of staff or pupils, or within the local community) are very rare but are always dealt with swiftly by the school when they occur.

In considering the relationships between young people and their peers we recognise that, as young people move through the teenage years, they sometimes define their own sense of self by identifying others who are different. It is vital that we teach them that society as a whole is richer for having people with disabilities or from other cultures, or people who simply choose to dress in a particular style. The school is keen not to limit its thinking to equality strands that are covered by legislation but to consider that any reason for harassment is unacceptable. For example, a pupil may be harassed because he or she is overweight or may find themselves harassed by means of electronic communication (“cyberbullying”). We will therefore continue to promote positive attitudes towards other people through the ECM programme and by providing positive role models among the staff and student body. This will also be facilitated by ensuring that different groups are represented on student councils and various staff groups.

6. Meeting Needs

We subscribe to the social model of disability wherein we recognise that the system rather than the individual needs to be changed. We aim to develop formal and informal policies, practices and procedures which are automatically inclusive and do not require us to find *ad hoc* solutions to deliver equality for individuals whether their barrier is one of disability, socio-economic status, age or other equality strand. Examples of this way of working include our use of blue writing and screen-tinting software across the school which is automatically inclusive of those with dyslexia or a visual impairment; and our policies around enrichment for able students which are inclusive of those at socio-economic disadvantage through allocated funding.

We recognise nevertheless that, in order to overcome barriers for certain individuals’ needs and to comply with the SEN Code of Practice, particular needs may have to be met by specific ‘reasonable adjustment’. The school has systems in place to meet those needs for students, parents and staff. In the case of students, the Learning Support Department takes the lead; in the case of staff, the line management and link system supplements the formal performance management process; for parents,

the Year Leaders are typically aware of any particular needs and take all reasonable measures to try to ensure they are met.

Encouraging disclosure of disabilities that present barriers for people will, we anticipate, increase the number of students and staff identified on the database. The wider definition of disability will mean that the majority of students and staff with chronic problems will meet the definition in any case. This is compatible with the school's wide ranging intention to help anyone who faces barriers to learning or working. This way of working is a natural part of 'the way we do things here'.

The school has an equally strong programme for Gifted, Talented and Able students who are encouraged to extend their skills across all areas of the curriculum, setting themselves challenging targets and being supported in attending a wide range of enrichment opportunities both locally and nationally.

1.3 Development of the Scheme

Initially, the school wrote to all parents in February 2009 and posted a copy of the letter on the school website. In the letter, parents were invited to contribute to the design of an initial consultation process. Details of the plan to produce this Single Equality Scheme were then published in the school monthly newsletter to parents for three consecutive months and announced at three whole-staff events. In this plan, parents and staff were invited to contribute to the consultation in person, in writing or electronically. The school's computer database was then used to identify staff and students at random. This sample included individuals with medical needs[†] and from a diverse range of backgrounds. Interviews were then held with these individuals to produce the baseline to be found in Section 3 of this document. Further details of the initial information-gathering can be found in the Appendices.

Ongoing development of the scheme will be based around three forms of data collection:-

- Full consultation exercise, similar to that described above, every 3 years.
- Annual monitoring using the data outlined below.
- Incidental monitoring such as occurs when a new staff member is recruited.

The range of data that will be accessible to the school for policy development (and data that is knowingly not collected at present) includes the following.

For staff:-

- All applications are monitored for disability, race/ethnicity, age, gender and faith.
- Cross-sectional data are available for staff via the school database.
- All staff complete an Occupational Health Unit (OHU) pro-forma. This may result in a telephone call to the employee from OHU or a visit by the employee to OHU. The school's Business Manager: Personnel would be advised by OHU of fitness to work and any reasonable adjustments that may be required.
- We do not anticipate holding data on staff sexual orientation or socio-economic status although a salary breakdown is made to review gender pay equality.

For students:-

- External examination data analysed by disability, race/ethnicity, gender and free school meals (FSM) status as a proxy for socio-economic status.
- PASS ("pupil attitudes to self and school") surveys analysed similarly.
- There is existing data within Learning Support about students' medical or other needs, although we recognise that some students with disabilities (according to a wider definition) may not be on this register.

[†] Students and staff with medical needs will encompass many who might be classified as disabled and is in keeping with the school's policy of addressing barriers for all.

- We do not currently have information about student sexual orientation (see section 2.6 Sexual Orientation).

For parents and community:-

- We currently have limited data on parental disability and do not collect such data from visitors.
- Our Community Cohesion work identifies any race/ethnicity and faith issues, and uses local IMD and IDACI data for socio-economic evaluation.
- We do not collect data on parent/visitor age, gender or sexual-orientation. We hope to capture any issues with the three-yearly full consultations, and from formal and informal feedback received at events.

1.4 Impact Assessment and Review

The school will carry-out impact assessments of all formal policies at the times that those policies are reviewed on their usual cycle. This review will involve all relevant parties, not just senior leaders and governors. Informal policies and practices are reviewed through the wider consultation exercise described in the previous section.

Monitoring of progress with the action plan associated with this scheme will be undertaken annually in the summer term as part of the wider school improvement evaluation process. This review will be taken to the governors' personnel and student welfare committees. An anonymised analysis of statistical information will be a part of this, if appropriate, with any trends identified.

This policy is overseen by a member of the senior leadership team and then by the governors' Student Welfare Committee. A full policy review will be undertaken over the autumn and spring terms of the third year of the scheme.

1.5 Publication and Feedback

Key parts of this document and/or the relevant SEF sections will be published internally to staff via the middle leaders' meeting, and to governors via the review at the Student Welfare and Personnel committees. Publication to parents and the community will be via the newsletter and website.

Feedback on equality issues will be taken in three ways: via the normal school feedback mechanisms as published in the parent handbook, electronically via the website as part of the current action plan, and via the three-yearly consultation exercise.

Section 2 – Context, Action and Impact

This section describes, for each equality strand, the school context, any actions already taken and their impact. It thereby covers the school's response to Community Cohesion. Planned and further actions can be found in Section 3 of this document.

2.0 Overall School Context and Compliance

Contextual Data

The County High School, Leftwich is a medium-sized, mixed 11-16 comprehensive of around 950 students, employing around 55 teaching staff and 45 support staff.

The latest data analysed by group can be found in §A1 Equalities Data. This section describes several output measures including examination results, PASS, and exclusions/behaviour.

The latest scheme of work audit for diversity can be found in §A2.4 Feedback from School Council.

Human Rights

We feel the school is already a “rights respecting school” on the basis of the information provided in the following sections. For example:

- our curricular work in the ECM faculty and others
- low incidence of bullying and discrimination
- high levels of tolerance within our community as reported by Ofsted
- positive approach to behaviour and exclusion shown by the limited number of incidents
- respect of parents' rights regarding religious observance *e.g.* those of Jehovah's Witnesses.

We plan to recognise and formalise our Human Rights approach by applying for the UNICEF Rights Respecting School Award (see Action Plan).

Compliance with Statutory Duties

The general and specific duties under the race, disability and age strands are covered in Section 1.

The local authority produced an access plan for the school in 2002 with a more recent update, however we intend to revise this (Section 3) to produce our own plan with the help of our students.

The following school policies form part of our statutory compliance and their contents apply to several of the following sections:-

- Anti-Bullying Policy

We have robust procedures for dealing with and recording any racist incidents or bullying with any ethnic or cultural overtones. The school records all racist incidents using the school's behaviour management system. Inappropriate remarks or language are systematically challenged by staff – and often by pupils. The log of incidents is reported to the local authority according to an agreed schedule.

The school follows the local authority admissions policy and we pride ourselves on the transition arrangements for KS2 to KS3. Tutor groups in Year 7 are carefully constructed and ensure a representative and productive balance of students. Each faculty subsequently determines teaching groups in order to ensure maximum progression.

2.1 Disability

School Context

The largest part of the school was built in the 1950s but there is also a ‘new wing’ erected in the 1980s. Most of the school is on two floors however there are several short flights of stairs on each level except in the ‘new wing’ where ramps are in place. One part of the main building extends to three floors and currently comprises music, some of art and two English classrooms. There are no lifts in the school and the corridors are narrow in places. Despite these physical restrictions the school has shown it can operate an inclusive timetable for physically disabled students for the very small number of students in school to which this applies. Currently these restrictions do not have an impact on any staff.

The school’s access plan was completed some years ago with the support of Cheshire LA and, although the buildings have not significantly changed from this time, there have been a number of changes to room use. It is for this reason that a priority point in our action plan is to update the access plan and to ensure we consult with our disabled students in doing so. In completing this, we will take advice from the ‘world of inclusion’ research which has informed the DCSF position on disability equality.

Exclusions of students with SEN are low compared to the national picture (see §A1.6 Exclusion Data). 10% of our students with SEN without a statement received a fixed-term exclusion compared to 14% nationally. The figure for students with statements was 18% compared to 14% nationally however this represents only 2 students so we do not consider this to be statistically significant. 3.7% of our students without SEN received a fixed-term exclusion compared to 3.2% nationally[‡].

Participation in school clubs and trips (see Appendices) is broadly representative for students with SEN although those on School Action are somewhat underrepresented. Similarly, students on School Action are underrepresented in the gifted and talented cohort. The school believes that the procedures around participation in these areas are fully open and therefore the issue of raising awareness (promoting opportunities) will form part of our student-based feedback and access survey in the current action plan (2009-12).

Table 1 shows the school context for student disability along with the outcome measures we have chosen to use to assess our performance in this area. For students without SEN we have used medical records to assess how many students may be considered under the wider definition of disability. There is still work to do in this area especially in raising awareness of the wider definition and in collecting and categorising such data appropriately. At the time of writing there does not seem to be any existing best practice in this area. We have chosen to use the RAISEonline CVA data for groups, their average attendance and the number of persistent absentees (enrolments with <80% attendance) within those groups to assess whether those students are fully treated according to our ethos of inclusion. We believe the data does not currently show any major issue to be addressed, however we await the inclusion of PASS data and improvements to data recording and quality before making further judgment. For example it is likely that those persistent absentees supported under school action are absent for medical reasons. As such, this work is in an early stage of development.

Action Taken

- We are currently working on an application for the Inclusion Quality Mark involving the whole staff in consultation.
- The Learning Support department is responsive to students’ preferences in terms of in-class support *e.g.* keeping support low-key for those students who prefer it this way.
- Medical alert sheets and medicine records are kept with trained staff in the main office.

[‡] Source: DCSF SFR18/2009 Permanent and Fixed Period Exclusions from Schools ... 2007/8

Student Group	Physical Disability ¹	ASD ¹	BESD ¹	SpLD ²	Total students ³	2008-9 CVA	Average Attendance (%)	Persistent Absentees
SEN S (Statement)	1	2	6	1	11	991.7 ± 28.6	93.4	0
SEN P (SA+)	1	2	17	0	34		88.8	7
SEN A (SA)	3	1	46	4	137	983.3 ± 23.5	90.7	18
Students without SEN					751	997.5 ± 10.6	95.2	8
	Physical Disability ⁷	Medical Needs ⁴	Medical Conditions ⁵	Other ⁶	Total students ³	2008-9 CVA	Average Attendance (%)	Persistent Absentees
Medical need without SEN	19	21	182	14	236	N/A	95.2	8

Table 1: Context and Outcomes of Students with Disabilities

Notes to Table 1

- 1 ASD (Autistic Spectrum Disorder), BESD (Behavioural, Emotional or Social Difficulty). Includes students with an additional Speech, Language or Communication Difficulty (SpLD).
- 2 Excludes students counted in previous columns
- 3 Includes those with other kinds of difficulty *e.g.* moderate learning difficulty
- 4 Medical needs includes serious or chronic conditions *e.g.* ADHD, diabetes, bowel problems, epilepsy
- 5 Medical conditions include allergies, asthma, eczema, migraines and other relatively minor conditions
- 6 Includes those with moderate or specific learning difficulty not supported under SEN
- 7 Includes anxiety and other disorders treated at CAMHS, other visual impairments *e.g.* colour blindness, conditions limiting participation in PE *e.g.* bone and heart conditions.

- The Learning Support department also ensures their practice is up to date for example with recent training visits from the local authority Behaviour Support Team, the Educational Psychology Service, Visual and Hearing Impairment Teams, Asperger's and CAMHS. In all cases relevant teaching staff and learning support assistants were included in this training.
- Our LINC facility accommodates the needs of students who have prolonged absence, who have additional learning needs, are assessed as new entrants (identified through our excellent transition arrangements), and also provides a lunch club for vulnerable students.
- We have been eager also to develop understanding of and consideration for those with disabilities, in our day to day behaviour with members of the school, through our work in ECM and through such subjects as English where all KS4 students study 'Of Mice and Men'.
- We have worked with 'Buddies' for those with Disabilities to give our older pupils the opportunity to work in a volunteer capacity.
- Our Year 10 Dance students work with The Russet School, a local special school.
- Specific support is provided for diabetic staff (break duty arrangements) and students (room for insulin injection).
- Several staff are trained to use Epipens and to respond to other allergic reactions.
- Community access: the main public areas of the school including toilets and areas for refreshments are wheelchair-accessible so that all members of the community can access the senior citizens party, information evenings, consultation day, concerts and other events
- Special arrangements have been made for individual parents with difficulties such as bringing in an interpreter for a deaf parent.
- The school has previously modified the timetabling arrangements for a disabled student so that they were able to access all subjects.
- Display screen assessments are made for all staff to whom it is relevant.

- Time off has been granted for staff with medical needs or for those caring for others with such needs.

Evaluation of Impact

The data in the previous section show that there is little difference between the CVA performance, participation and attendance of groups considered to be disabled and those of other students therefore we consider we are making satisfactory progress in disability equality. Persistent absentees and trip participation warrant some further investigation once the analysis of PASS data is available later in the current planning cycle. The analysis should also be extended to staff *e.g.* staff attendance for the coming planning cycle (2012-5).

2.2 Race/Ethnicity

School Context

CHSL is predominantly mono-ethnic and mono-cultural. The range is from 94% white British in Year 9 to 97% white British in years 8 and 11. This reflects very closely the profile of Cheshire West and Chester: according to ethnicity estimates in 2005, 97% of the local population was white, with 96% born in Britain.

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Any other Black background	1	0	0	0	0	1
Any other White background	0	0	1	1	0	2
Any other ethnic group	0	1	1	0	0	2
Any other mixed background	3	1	1	1	0	6
Black - African	1	1	1	0	0	3
Chinese	0	1	1	1	1	4
Indian	0	1	0	1	0	2
Information Not Yet Obtained	0	0	1	0	2	3
Pakistani	0	1	0	1	0	2
Refused	2	0	4	2	2	10
White - British	186	193	168	173	194	914
White and Black African	1	0	0	0	0	1
White and Black Caribbean	0	0	1	0	0	1
Total	194	199	179	180	199	951

Table 2: Student Ethnicity Profile

There is some evidence of an increase in the Vale Royal area, since 2005, of immigrant Polish people, predominantly adults without children. Vale Royal has long had an indigenous population of originally Polish extraction. Many are served by the Polish church and Social club on London Road. Of some concern is the recent suggestion of some possible anti-Polish sentiment, apparently linked to the economic recession. We have already taken some action to address this (see below).

The proportion of staff from ethnic minority backgrounds is also very small.

Given the predominance of mono-ethnicity and mono-culture in the school population we feel it is vital that:

- Pupils' own ethnicity and culture are fully respected
- Pupils engage with a range of other ethnicities and cultures so as to develop understanding and appreciation of the richness and diversity of other ethnicities and cultures.
- Pupils are encouraged to learn about and reflect on their own identity and cultural influences.

Action Taken

- Our curriculum is strong in seeking to widen our pupils' understanding and appreciation of other ethnicities and cultures. Prominent among these are: the study of Indian Music and Dance, African Art and Music, the American West in History, a major Holocaust project undertaken by all pupils in Year 9 and supported in 2009 by a day's intensive study with a holocaust survivor; poetry from other cultures is studied in English by every pupil especially in KS4; ECM has a unit of study on multi-culturalism in Britain. Every KS4 pupil studies an intellectually and ethically challenging unit on Equality in GCSE Religious Studies.
- The school has offered strong support to the excellent Afritwin (now Afribrit) project including a considerable amount of fund-raising by pupils. This is a twinning arrangement with two schools in South Africa, one of which is a township school. Links are maintained through email and a dedicated website. We were delighted last year to host a visit by staff from the South African schools who enriched our curriculum by African Art work, language and music and our wider lives by, for instance, participating in the Carol service, offering Bible readings in Zulu and Afrikaans. This year two members of our staff took a group of our students to South Africa: among the memorable experiences which they are sharing with the school through assemblies, lessons and the newsletter, was a visit to a major AIDS centre, The Hillcrest Aids Centre Trust, and to the Apartheid Museum in Soweto.
- Pupils are encouraged to learn about their own culture. So, for instance, Shakespeare, Wordsworth and Dickens are studied in English along with rap and graffiti. We have encouraged pupils to take GCSEs in German, Chinese, Polish and Arabic in deference to their cultures. The London Road unit in Humanities, the Walking to school unit in Art, Graffiti unit in Dance and Autobiography in English all encourage year 7 students to identify and explore the richness of their own identity, origins and the cultures from which they grow.
- Integration into the culture of the school is an element we take very seriously. Our Year 6 induction programme is very thorough and highly regarded by pupils and parents. Our commitment to 'Choice' and learning for employability are reinforced at every opportunity. Our older pupils play an important role in this induction, informally and as Form Prefects and Junior Sports Leaders. The inducting into the school culture continues after arrival with older pupils having a mentoring role within clubs and activities ranging from Music through Dance to Chess and the Library.
- We have contacted the local authority, Voluntary action Vale Royal and a Polish action group for support and guidance. Among our plans is focusing part of our ECM unit, Multicultural Britain, on Vale Royal and the established and 'new' Polish community and as part of the London Road project highlighting the grave of the Polish soldier who died fighting for Britain in the Second World War. As a result of contact with VAVR, we engaged in work with Arek, a recent Polish immigrant who runs a Polish course at the Polish church on London Road. Arek was interviewed by some Year 10 students about his experiences in the Northwich area. The DVD of the interview now forms part of the Multicultural Britain unit in ECM.
- We have re-introduced themed days in the canteen following the request of the student council (8/6/09)
- The school carries out a number of activities on behalf of charities in some cases chosen by the students, for example, our out of uniform days and cake sales.
- Our recently retired Deputy Headteacher attended a course (mid-2009, delivered by our recently appointed Assistant Headteacher, then a local authority advisor) on current DCSF recommended best practice for newly arrived students and families from other countries.

Evaluation of Impact

The success of our actions is revealed in, for example, the low incidence of ethnicity/culture-related bullying incidents. Parents are happy to send their children to CHSL irrespective of race and culture. Certain students have recently joined the school (Sep 08/09) because they and their parents were impressed by our approach to racial bullying. These students have been successfully inducted and parents report that they are very happy.

Ofsted in their four most recent inspections of the school have commented on the tolerance and mutual respect apparent in the school. Reports from supply teachers, visitors, parents and, above all, what the pupils say, in Year and School Councils as well as informally, confirm the successful promotion of Community Cohesion.

Pupils' response and initiative in the curriculum and the quality of their learning all testify to the success of our efforts. A glance at some of the Holocaust projects in Humanities offers moving testimony as do English empathy writing on Crooks in 'Of Mice and Men', Religious Studies answers on Equality and African inspired artwork.

We are keen to build on the Afritwin (now known as Afribrit) initiative to ensure it has maximum impact and have achieved the International School Intermediate Award (June 2009).

2.3 Age

School Context

The age profile within Cheshire West and Chester is slightly older than that of England and Wales and the population of our area is aging. Projections for the Chester and Cheshire West area suggest that in 2026 (compared to 2006) there will be 5% fewer children, whilst the number of people over 85 years of age will have doubled. Our immediate local community includes a significant number of older people and we are conscious of our relationship with them and their perceptions of our students.

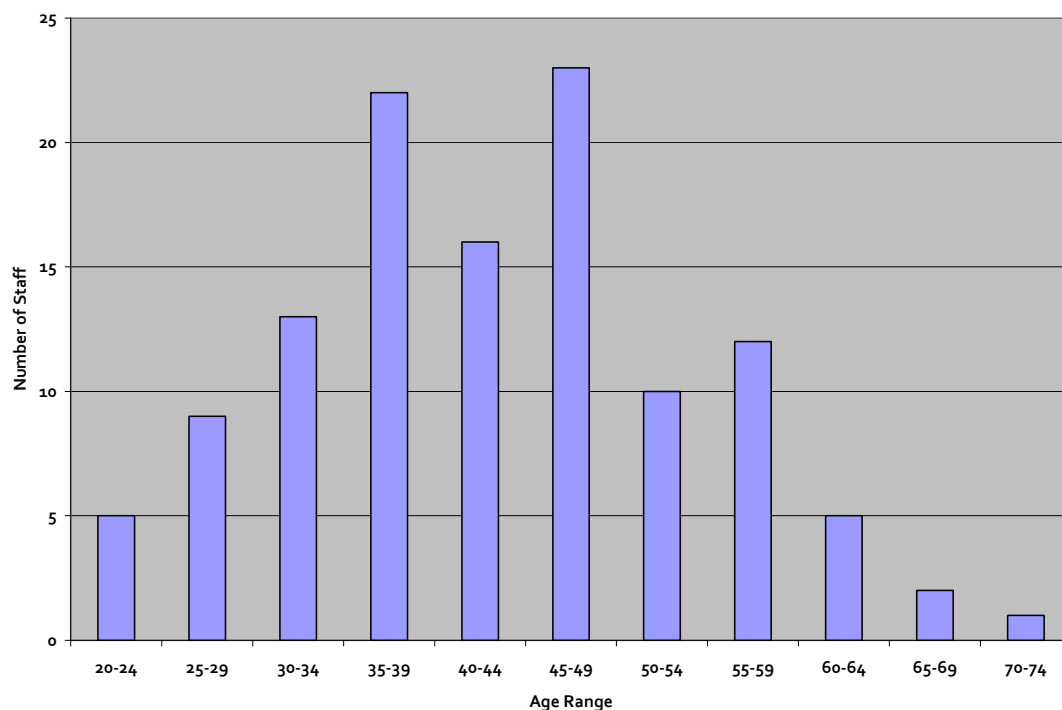


Figure 1: Distribution of Staff by Age

Figure 1 shows the distribution of all staff by age. The school has leavers and joiners across the age range and many new teachers are now career-changers resulting in a smaller than expected number of very young staff.

Figure 2 shows the comparison with national data and separate values for leaders (including middle and senior leaders). The numbers of new starters leaving the profession within 5 years nationally is higher

than the school figure resulting in the dip in the 35-39 group nationally but indicating our success in recruiting, retaining and promoting staff.

Action Taken

- We have tried to create positive relationships between our young people and older members of the community. Christmas is our most active time: our music groups perform extensively and we are proud to host a Senior Citizens Party which is funded, organised and run by our Year 11 pupils as part of their enterprise education. The Party has been an annual event for over twenty years. Senior citizens are generous in their thanks for the music, dance and party. They tell us that it improves their perception of young people and makes them feel less nervous of them. It is a development point that we seek to extend these contacts beyond the festive season.
- The Business Manager: Personnel ensures that all job applications including internal promotions are monitored for age discrimination.

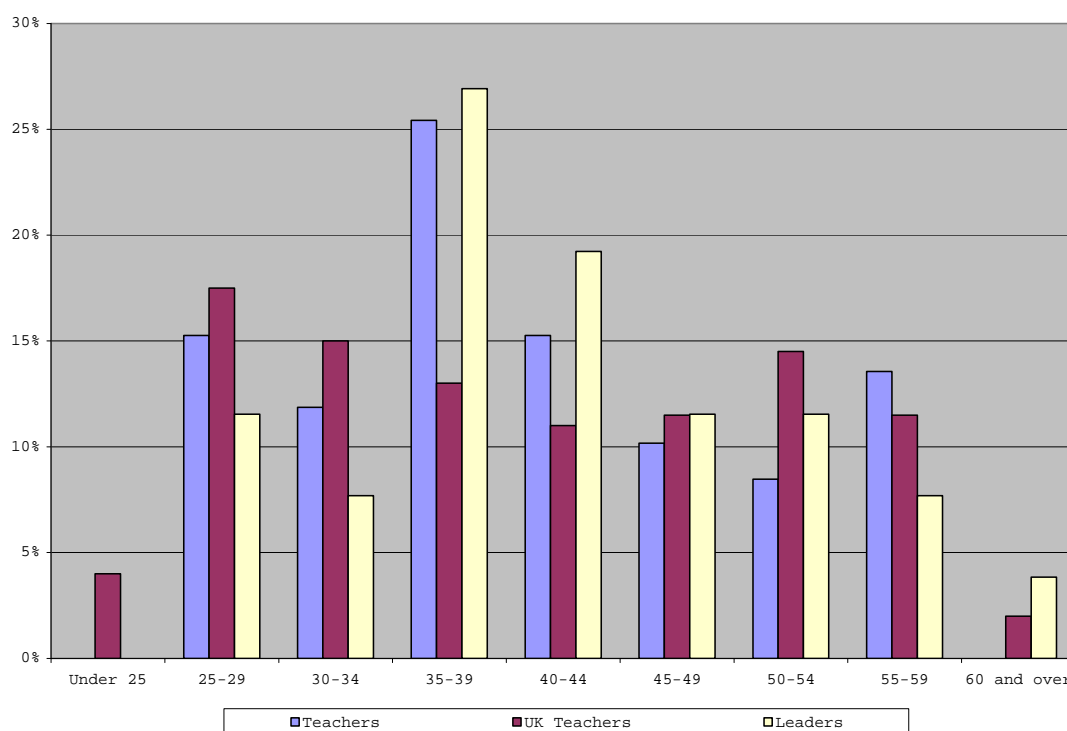


Figure 2: Comparison of Staff Age Profile with National Figures

Evaluation of Impact

- We have had many cards and letters of thanks from the local community following our annual Christmas Party described above.
- The most recent consultation exercise raised no issues around age equality in the workplace and a younger teacher was very positive about the school’s induction arrangements and the lack of any different treatment resulting from her relative youth.

2.4 Gender

The school is mixed with the student and staff gender balance being approximately in line with national figures.

Year Group	Gender		
	Female	Male	Total
7	97	97	194
8	98	97	195
9	86	92	178
10	86	86	172
11	91	102	193
Total	458	474	932

	% Male
School	29
England school	N/A
Teachers only	39
England teachers	42
Leadership roles	39

Table 3: Student and Staff Gender Profile

Approximately 30% of the overall school staff are male which represents the high proportion of female staff in both the learning support department and in support staff roles which are predominantly part-time and therefore can fit around childcare duties (e.g. cleaners, mid-day assistants). Although national figures for whole-school staffing were not available we believe this is broadly representative where (in 2004[§]) only 42-45% of England’s teachers were male and 97% of those achieving HLTA status were female.

The gender pay gap in the wider school workforce also reflects this bias with a greater proportion of women with lower incomes (Figure 3).

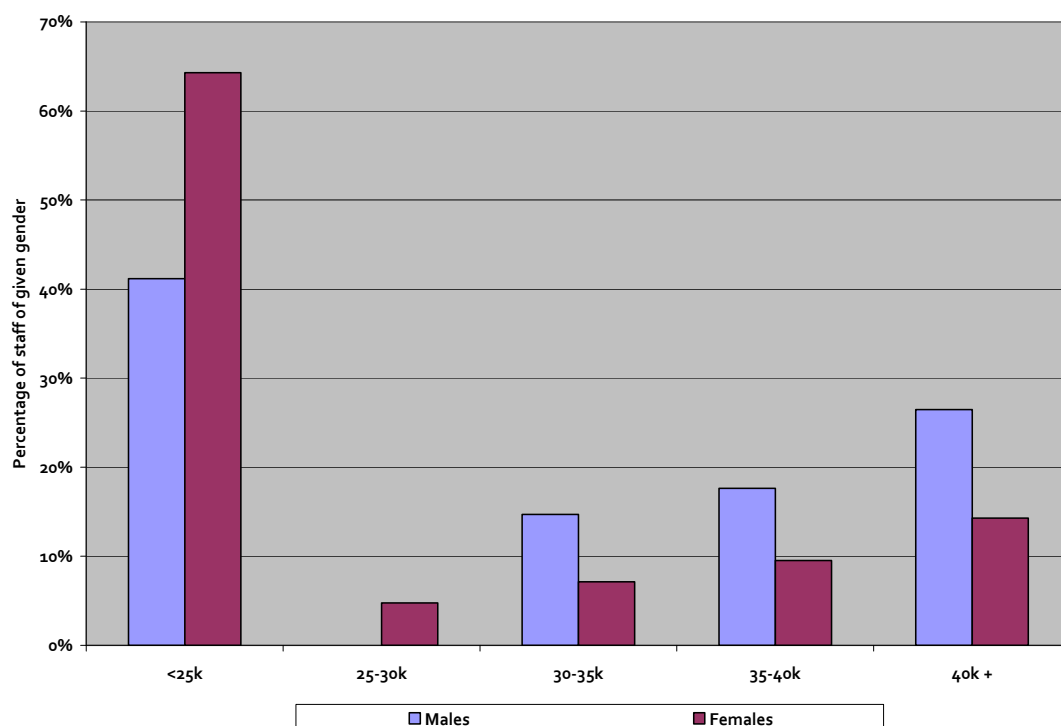


Figure 3: Gender Pay Profile (All Staff)

The teaching staff are broadly representative of the national picture with 39% male staff compared to 42% nationally. The proportion in leadership roles (middle leaders and SLT) is the same with 39% occupied by men.

[§] Data taken from TDA Gender Equality Scheme 2007-2010 and DCSF School Workforce Census March 2008.

Amongst teachers, equivalent roles are equivalently paid *e.g.* equivalent middle leaders are paid the same TLR allowance irrespective of gender. Figure 4 compares the pay range of teachers in school with those nationally. We do not consider there to be any issues here to be addressed.

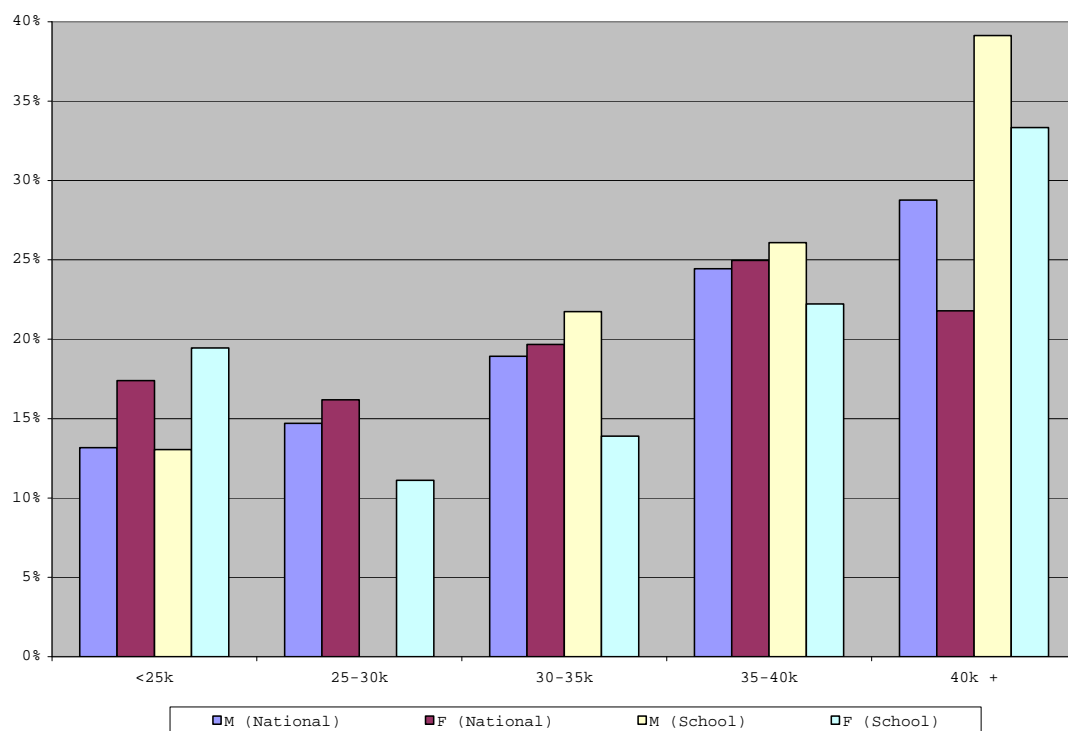


Figure 4: Gender Pay Profile (Teachers)

In the last two years, the school has closed the gap in achievement between boys and girls that is commonly seen across England (see Table 4).

	2007	2008	2009
Girls	994.5	999.4	996.4
Boys	983.1	1010.3	992.7

Source: RAISEonline (14/12/2009) – shading as per source

Table 4: CVA Performance by Gender

We have considered gender stereotyping in option choices carefully over the last few years. Table 5 shows the take-up of subject areas with stereotypical gender biases including access to our vocational courses at Reaseheath College and our own and other local schools’ 14-19 Diplomas. We have not included the take-up of separate subject physics or biology as students can only opt for separate sciences as a whole and we find a stable, representative gender balance on this course.

The proportion of fixed period exclusions of boys:girls is 68:32% which is significantly lower than the national figure of 75:25%** . We continue to monitor and review this data.

Our analysis of uptake of extra-curricular activities shows few gender imbalances except those which mirror the take-up of option courses and are therefore already being tackled *e.g.* art club has a disproportionately female membership.

** Source: DCSF SFR18/2009 Permanent and Fixed Period Exclusions from Schools ... 2007/8

	2011 Leavers		2010 Leavers		2009 Leavers	
	Girls	Boys	Girls	Boys	Girls	Boys
Vocational Courses						
Engineering	0	5	0	3	N/A	
Horticulture / Agriculture	0	5	0	4		
Construction	0	3	0	3		
Animal Care	2	2	3	1		
Environment and Land Based	4	1	0	0		
Creative & Media	8	4	1	5		
GCSE Courses						
Art	52	15	34	14	50	15
Photography	31	7	38	14	23	8
Electronics	0	11	0	17	2	25
Food	15	13	15	5	15	16
Product Design	5	20	11	23	7	32
Textiles	7	0	19	0	25	1
Dance	16	0	15	0	14	0
ICT	14	40	31	61	30	36

Table 5: Take-up of Option Courses by Gender

Action Taken

- As the data shows, the D&T department has had some success in redressing the gender imbalance of their courses. This has been achieved largely by careful use of teacher language not to silo-ise the various disciplines and the highlighting of positive role models *e.g.* male chefs and designers. We have an action point to share this good practice with those departments with the most serious current gender imbalances.
- Although there is a large imbalance in GCSE take-up of dance, there is a thriving boys' dance club. We expect a greater take-up of GCSE Dance by boys when the recently-introduced KS3 provision rolls through into Year 9.

Evaluation of Impact

We do not feel further action is needed in relation to staff. Achievement of boys and girls now seems to be broadly equal and we shall continue to monitor this. At the time of writing (2009-2012) we are waiting to see the results of our further actions on gender equality.

2.5 Faith*School Context*

Pupils are predominantly Christians ranging from 73% in Year 7 up to 82% in Years 9 and 11. There is a small percentage of Muslims, one Buddhist and nine children of 'other' religious faiths. There is an increasing percentage of avowedly non-religious pupils, up to 11.5% in autumn 2009.

Discussion and parental contacts suggest that very many of the pupils registered as Christian are non-practising and start CHSL with a limited knowledge of Christian beliefs and practices. There is, however, on the Leftwich estate, Emmanuel Church led by Rev. Simms, a CHSL governor (2009) and Chair of the Student Welfare Committee, which has a large and active congregation to which a number of our pupils and their parents belong.

Our analysis of uptake of extra-curricular activities shows that students of non-Christian faith participate equally in school life.

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Anglican	0	1	0	0	1	2
Buddhist	0	0	0	1	0	1
Christian	141	164	147	138	163	753
Hindu	0	1	0	1	0	2
Muslim	1	1	1	2	0	5
No Religion	31	22	18	21	17	109
Other Religion	2	4	1	1	1	9
Refused	1	3	2	1	2	9
Unclassified	0	0	0	0	1	1
Reported as None	18	3	10	15	14	60
Total	194	199	179	180	199	951

Table 6: Student Religion/Belief Profile

Our research suggests that CHSL has a slightly above average Christian population. The most recent statistics for West Cheshire (2001) signalled 81% of the population were Christian, compared to 78% in the North West and 72% in England and Wales as a whole. There is some evidence of a decline in those professing to be Christian in both the locality and nationally since 2001.

Given the predominance of the Christian faith in the school population we feel it is vital that:

- pupils engage with a range of other faiths in order to develop understanding and tolerance
- pupils engage with Humanists and others who do not hold religious beliefs
- pupils' own beliefs are fully respected
- pupils are encouraged to learn about and reflect on their own professed faith

Action Taken

- Of the Christian pupils there are a small number of Jehovah's Witnesses whose parents have requested that they do not attend Religious Studies lessons or Assemblies. The school has provided facilities for these children to pursue the study of their own doctrines and practices.
- The Humanities course at KS3, taken by all pupils, includes the study of Islam, Judaism, Hinduism and Buddhism as well as Christianity. The ECM course, taken by all pupils, encourages knowledge and tolerance of all faiths and belief systems. The influence of faith on Art and Music is respectfully explored in those subjects and in History and Geography the key importance of faiths is studied.
- At both KS3 and at KS4 all pupils study Christianity and are encouraged to reflect on different Christian and non-religious views, to discuss and examine these thoroughly, but also with respect. Pupils are given the opportunity to question a Christian minister and to subject their own views to rigorous scrutiny – as befits citizens of a multi-faith society. With this in mind all our pupils study the OCR Religious Studies, Philosophy and Ethics course, which is centred on such understanding, reflection and mutual respect.
- Assemblies directly address issues of respect for faiths and the crucial role of tolerance and mutual understanding both within school and the wider community.
- In these formal settings, pupils' own beliefs are fully respected and this respect is carried over into all aspects of school life. Our anti-bullying policy is vigorously enforced and encompasses any slights to faith. We afford facilities to the Christian Union out of school. We engage with our local community on faith matters, offering local ministers the opportunity to take assemblies, conducting the annual Carol Service in the local parish church.

Evaluation of Impact

The success of our actions is revealed in the absence of faith-related bullying incidents and in the fact that parents with 'other' faiths are happy with the choice of CHSL for their children.

Ofsted, in their four most recent inspections, have commented on the tolerance and mutual respect apparent in the school and who, in their last inspection observed: "All aspects of students' spiritual, moral, social and cultural development are good. Students relate well to each other and to adults and have good attitudes towards their learning and life in school."

Further evidence of our success is revealed in reports from supply teachers, visitors, parents and, above all, through what the pupils say, in Year and School Councils as well as informally.

The marked achievements of our students in GCSE Religious Studies offers further supporting evidence of our success in developing understanding and appreciation of faith and ethics. Results in 2008 (2009) were A*-C 74% (71%) and A*-A 47% (30%).

2.6 Sexual Orientation*School Context*

Emerging adults can be unsure of their sexuality and there is a difficulty with disclosure both within the staff and student body. The advice we have received from the DCSF and their consultants through their "listening events" suggests that schools should not expect disclosure from students without first encouraging disclosure from staff.

The school will treat any incidents of discrimination or harassment on grounds of sexual orientation as seriously as any other in this scheme and would be supportive of any colleague or student who wanted to be 'out'. However, the school notes a potential conflict between the teacher-student relationship and encouraging such disclosure and finds no drive to promote this from consultations so far.

We therefore propose to adopt a case-by-case approach for the time being and to keep a watching brief on both any incidents of harassment and any disclosures made through the school nurse service or through future consultations. Should any such disclosures be made that merit further support we will, where appropriate, seek the advice of the Educational Psychology Service.

Awareness and tolerance of these issues will be developed through ECM. For example, the ECM scheme of work for Year 10 includes a 5 lesson unit considering homophobic bullying.

2.7 Socio-economic Status*School Context*

Only 17% of our FSM students have received a fixed-term exclusion compared to the national figure of 23%^{††}. We continue to aim to reduce this figure as we do all fixed-term exclusions where possible.

The school's wide catchment area means that there are students from relatively wealthy backgrounds as well as those from areas with a higher index of economic deprivation. The overall picture is one of relative affluence as measured, for instance, by eligibility for free school meals. The different year groups at the time of writing have FSM percentages in the range 4-11% against an overall pan-Cheshire figure of 8% FSM (2005/6 figures), low by North West and National standards. There is some evidence of an increase in intake FSM % over the last 4 years.

^{††} Source: DCSF SFR18/2009 Permanent and Fixed Period Exclusions from Schools ... 2007/8

Other measures tend to support a picture of affluence *e.g.* house prices in the area are high on average – in January 2008 the average house price in Cheshire West and Chester was £199,400 compared to £150,000 in the North West. This picture may well be changing with the current economic recession.

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Free School Meals (FSM)	21	17	14	7	14	73
Free School Meals (FSM) %	10.8	8.7	7.9	4.1	7.3	7.8

Source: Jan 2010 School Census

Table 7: Students with Free School Meals Profile

The average, however, conceals an area of deprivation: the Leftwich, Rudheath & Witton 3 area falls within the top 20% most deprived areas in England. The 2007 IMD (Indices of Multiple Deprivation^{‡‡}) gives a score of 32.07 for Vale Royal 009B, our Lowest Layer Super Output Area, which ranks our school fourth out of twenty two secondary schools in Cheshire West and Chester in terms of deprivation.

On average our parents are well educated. According to the 2001 census, of the adult population of Chester and Cheshire West 22% have been educated to degree level compared to 17% in the North West and 20% nationally; 30% have 2 A-levels or more (25% North West; 28% nationally); and 27% have no qualifications (32% North West; 29% nationally). Again the overall figure conceals a concentration of low educational attainment in the Leftwich, Rudheath and Witton 3 area. In the Leftwich area the IMD of 32.07 and ranking of 4/22 has triggered a project to encourage parental support and engagement in their children's education (see below).

Until the recent economic recession, our area has been one of low unemployment and relatively more people in higher socio-economic groups: in November 2008 unemployment in Chester and Cheshire West was 2.4% compared to 3.2% in the North West and 2.8% in Britain as a whole. 29% of Chester and Cheshire West were classed as Managerial/Professional compared to 18% in the North West and 21% in England and Wales. However, 20% were deemed to be social class D compared to 19% in the North West and 16% in England and Wales (see observations in preceding paragraph). The last twelve months has seen the economic down turn having a marked impact *e.g.* in May 2008 the number of Job Seeker benefit claimants in the Leftwich & Kingsmead area was 800; by May 2009 this had risen to 1800.

The following school policies are relevant to this section of the scheme:-

- Charging for Curricular Visits and Enrichment Activities
- Acceptable Use Policy
- Gifted, Talented and Able Policy

Action Taken

Given a socio-economically deprived minority, CHSL has endeavoured to minimise 'differences' and to introduce support for pupils and parents.

- The school operates a hardship fund to support participation for those with fewer financial resources.
- Access to opportunities such as free school meals, travel or computer access are advertised via our newsletter and website.

^{‡‡} The IMD contains seven domains which relate to income deprivation, employment deprivation, health deprivation and disability, education, skills and training deprivation, barriers to housing and services, living environment deprivation and crime. (Guidance from Connexions.)

- We rigorously enforce a uniform policy as reducing socio-economic difference and we ensure our uniform is cost-effective, offering excellent value-for-money; nevertheless we have discreet procedures in place to ensure uniform is available for those struggling financially.
- Our FSM procedures are also discreet as are means of support for educational visits.
- We financially support the attendance of GTA students at local and national events and continue to attempt to raise aspiration *e.g.* annual Everton/Cambridge University event.
- The Library and the LINC (Learning Inclusion Centre) are open both at lunchtime and after school for study support and to allow access to computer facilities and a quiet learning environment.
- The LINC has been cited by the Local Authority as an example of best practice.
- Students who do not have ICT facilities at home are issued with a priority pass for access to computers in the LINC or elsewhere. We have also embarked upon a project to deliver computers and broadband into disadvantaged homes (Jan 2010) following the rollout of the DCSF pilot.
- CHSL offers a very wide range of study support and out of hours activities, the vast majority of which are entirely free of charge. (Our successful QiSS, Quality in Study Support, submission develops this theme fully.)
- We consider parental engagement to be a key way in which to reduce difference associated with socio-economic status. Four projects develop this theme:-
 - Development of Information Evenings to ensure all parents are better able to support their children's learning.
 - Working closely with Cheshire County Council Lifelong Learning, Family Learning, Connexions, the School Nursing Service, and Extended Services, and in partnership especially with Leftwich Primary School and Kingsmead School, we are in the third year of a project to increase parental engagement in their children's education. Given the negative association of secondary school for some of these parents, we have focused our efforts on the primary schools and pre-primary provision. We are working with the new Leftwich Children's Centre (one of our Deputies is on the Advisory Board), to encourage support of children in reading and maths, through parenting classes, paediatric first aid, media work and accessing the internet. Through the latter, we hope to engage parents with the developing VLEs of both the Primary Schools and the High School. A distinct feature of this project is the close cooperation and sharing between Kingsmead, a primary school which serves a markedly affluent area, and Leftwich, which does not. The project also involves liaison with Great Budworth and Moulton Primary Schools: in the case of Great Budworth its small size and rural location offer different cohesion challenges and to this end the whole school, pupils, staff and parents engaged in a food day at CHSL. In the case of Moulton Primary School the project supported a breakfast club to prepare pupils for the school day and to further parental engagement.
 - At our invitation Mid Cheshire College offer Adult Education Classes at CHSL with the intention of encouraging the local community to engage with learning – evidence suggested local people were reluctant to travel out of the area for classes. We compiled questionnaires and spoke to local people about what courses were needed – a number of these, which the College could not provide, will now be offered through the Children's Centre.
 - We are currently piloting online parental access to our data systems in readiness for a September 2010 rollout to all parents. In conjunction with the provision of computers and broadband as noted above, this will further reduce disengagement of disadvantaged parents.

Evaluation of Impact

Evaluating the impact of our actions in this area is inevitably complex and, given the range of factors impacting, conclusions need to be tentative.

- Our examination results: the published KS 2-4 CVA figures for students with FSM align with the attainment and progress of all pupils (see §A1.1 Examination Performance by Identifiable Group).
- Students' positive response to school and the lack of bullying with any socio-economic basis support our claim that our actions promote Community Cohesion.

- There is warmly positive endorsement of our induction programme by parents both informally and formally as measured by our second annual questionnaire.
- Users of the Library and LINC after school are small in number, but faithful – suggesting a need is being fulfilled.
- Good numbers, regular attendance and enthusiastic endorsement by pupils support the impact of our study support *e.g.* the large number of Year 11 who actively requests mentors and the well-attended out-of-hours study sessions.
- The 2008 NEET figure of 7.1% (up from 4.2% in 2007) did raise concerns which we addressed with Connexions. The 2009 NEET figure of 5.5% testifies to the success of the intervention, coming as it did in a year which saw the number of Job Seeker claimants in the LA area more than double from 800 to 1800.
- Records indicate that there were no pregnancies in the school year 2008-9. In 2007-8 there was one pregnancy. In the Local Authority over the same period 2007-2009 there were 40 pregnancies in 22 schools. (Connexions data: January 2009).
- Feedback from Information Evenings has been strongly positive and the evenings have been well attended.
- Partners and participants have given strong approval to the varied action designed to promote parental engagement. One would not, however, wish to make exaggerated claims here: the number of involved parents from challenging socio-economic backgrounds is quite small and the project has long term aims so it is too early to reach firm judgements. That said, parents have moved from attending parenting classes to helping in lessons in the primary schools; more children are being read to and with at home; more parents are discussing school with staff (details available in the project report).
- Similar caution is needed with regard to the MCC Adult Courses. These have proved viable, but many of those attending travel into the school rather than being drawn from the estate. Nonetheless members of the local community do attend.
- At the last inspection, Ofsted concluded: “The main strength of students’ personal development resides in their outstanding contribution to the community.” Furthermore Ofsted concluded: “Students make excellent use of the many opportunities they have, both inside and outside school, to boost their self-esteem, acquire new skills and talents and develop a strong sense of loyalty towards the school.”
- Attendance at Consultation Day is high: in 2010 (2009) the proportion of students whose parents/carers attended was: Year 7, 97% (90%); Year 8, 95% (88%); Year 9, 90% (84%); Year 10, 75% (68%); Year 11, 75% (70%).
- Our analysis of uptake of extra-curricular activities shows that students in care or on FSM participate equally in school life. Indeed, there are several examples of these groups being over-represented among participants, specifically in chess club, film club and school trips.

2.8 Feedback from Most Recent Consultation Exercise

Physical Access

Most respondents had no issues with physical access to the school.

Some students and staff spoke about the crush in the school’s narrow corridors, specifically near A13 and B16. This not only leads to physical discomfort but also to stress and anxiety. Teachers believe that it has a detrimental effect on behaviour in lessons since students arrive in an irritated state.

Younger students in particular felt that some of the doors were heavy to push open and this contributed to bottlenecks.

Corridor space around music and C1 was too limited for a full class and resulted in students spilling on to the stairs which causes further problems.

People with any sort of reduced mobility would have trouble accessing upper floors, and anyone in a wheelchair would be limited to a very small range of classrooms due to the split-level nature of the ground floor with several short flights of steps.

Some felt that more space per workstation would be beneficial in B18 and B24 (ICT) and in A15 (textiles).

Some younger students felt that access from outside to inside at lunchtime was limited as a result of feeling overwhelmed by numbers of older students close to entrances/exits.

Relationships

We were pleased to hear an overwhelming majority of positive comments about relationships in the school between all stakeholders. In particular new members of staff felt very well treated as did support staff whose status and influence in school are seen to have increased over the last few years. We note these remarks and resolve to continue and extend good practice in these areas.

Classroom Assistants and other support staff who work alongside teachers say that it is sometimes the case that some teachers do not use their first names in school and that 'sir' and 'miss' tend to predominate even when students are not in earshot. This gives the impression that names are not known although it may just be a case of habit.

Students tell us there is little in the way of verbal harassment save for those instances which are brought to the attention of and dealt with by staff. This includes cyberbullying which students tell us is "non-existent or at a very low level". Students did say that some members of top-sets do get teased by those in lower sets to an extent that some consider uncomfortable. They also feel that some "students from council houses are looked down on" by students from more affluent areas.

"Students were forceful in their assertion that minorities of all kinds within school were treated with equality and respect. Students made valuable suggestions which will be acted upon." - School council 9/6/09.

Communication

Email was frequently commented upon and, as might be expected, both positive and negative remarks were made. Overwhelmingly respondents were positive about appropriate use of email and cited its benefit in communication to part-time and other staff with non-standard hours. Some felt that briefing was not always communicated to such staff. On the negative side, some emails it was felt did not justify their wide distribution and that there was perhaps too much email communication at times. Parents felt that email could be a good means of keeping in touch with school however they had different preferences as to the communication method to be used dependent on the content.

Staff briefing was thought to be good but some felt more information could be provided on individual cases of student difficulties while others felt this precise topic made briefing run on too long and be less relevant to them.

The lack of a staff representative on the governing body at the time of the survey was noted.

Some parents have said that it can be hard to hear during large meetings in the hall.

Feelings of Inclusion

This area received an overwhelmingly positive response from all parties.

Where students raised this as an issue they related the issue to friendship groups. This no doubt reflects the importance of friends to young people as they develop their own sense of identity. The importance of this issue to young people is reason enough to develop our ECM programme to help students understand what it is to be a good friend to someone else.

Students can also find it difficult to work in groups created by teachers rather than self-selected groups. Teachers need to do more to teach students how to work in groups cooperatively and to vary the composition of groups *e.g.* random groups, friendship groups, ability groups.

Staff commented overwhelmingly positively on department and INSET meetings as a means of feeling included. It was felt the staffroom was under-used as departments tend to have their own informal meeting spaces and this can lead to a need to be personally proactive to avoid isolation particularly if a department is not physically located in just one place ('suite-ed').

Other Issues

The position of the Business Manager: Finance as a member of SLT was not always recognised leading to a more skewed perception of the gender balance on SLT.

School Council

The feedback from the School Council regarding Community Cohesion is included as §A2.4 Feedback from School Council.

Section 3 – Action Plan

The next progress review and reporting point will be: Summer Term, 2010.

Note: ✓ in the tables indicates an action recorded as completed at a previous annual review.

<p>OBJECTIVE 1: Training and Events To raise awareness and understanding of diversity issues across the curriculum</p>

Ref.	Outcome	Strategies	Person	Date
1.1	Students will develop an increased awareness of what it is to live in 'multicultural Britain'	<ul style="list-style-type: none"> Audit of existing curriculum for learning opportunities Development of new opportunities into schemes of work where appropriate and relevant 	JW	Jul 2010
1.2	Students will develop further tolerance and positive attitudes towards other people	<ul style="list-style-type: none"> Audit of ECM teaching around the theme of "what it is to be friends" Further promotion of positive attitudes towards other people across all diversity themes Take steps to develop explicit teaching of group working to students and varying of groupings 	PT/SDP MK JC	Jul 2012
1.3	The school and wider community will celebrate diversity throughout the year	<ul style="list-style-type: none"> Create a diversity calendar which is linked to the school calendar Link 'Thought for the Week' and other website elements to this calendar so enabling departments to plan linked delivery of diversity elements in the curriculum Review in-school display – try to incorporate more diversity themes 	JW	Jul 2010
1.4	Further develop understanding of other faiths	<ul style="list-style-type: none"> Invite more guests holding non-Christian faiths to directly address and engage with our pupils, perhaps making use of our media specialism Develop tutor group delivered assemblies addressing other faiths We plan to enrich our KS4 RS by more detailed study of other faiths 	PT PT SAI	Jul 2012
1.5	Further develop our local community links with older people	<ul style="list-style-type: none"> Plan ways in which our relationship with older members of the local community can extend beyond the festive season. 	SDR	Jul 2012

OBJECTIVE 2: Leadership and Management
To develop policies and procedures to better analyse and act upon equalities data

Ref.	Outcome	Strategies	Person	Date
2.1	Achieve the full International School Award	<ul style="list-style-type: none"> Will include further development of Afribrit 	SdP	Jul 2010
2.2	Achieve the UNICEF Rights Respecting School award	<ul style="list-style-type: none"> Will include work in ECM and year councils 	SdP	Jul 2011
2.3	Achieve the Inclusion Quality Mark	<ul style="list-style-type: none"> Will include whole school training on inclusive best practice 	MK JD	Jul 2010
2.4	Improve the school access plan and associated policies and procedures	<ul style="list-style-type: none"> Consult with students classed as disabled as per 'worldofinclusion' resources and with them, revise our existing access plan Ensure equalities (esp. disability) are considered at premises meetings 	JW SdR	Jul 2010
2.5	Narrow the gap in 'taking part'	<ul style="list-style-type: none"> Promote <i>e.g.</i> school and year council membership, gifted and talented events, school trips, membership of staff/parent groups Take steps to reduce gender stereotyping in option choices by sharing best-practice Review exclusion data to further improve our position relative to the national picture for boys, SEN, in-care/FSM students 	SdP/PT MHI/ CW MK	Dec 2010
2.6	Improve the quality and range of data analysis available	<ul style="list-style-type: none"> Development in the use of PASS (an electronic questionnaire/analysis of Pupil Attitudes to School and Self) to monitor pupils responses and attitudes more rigorously Develop analysis of student performance to monitor the progress of specific groups Extend our understanding and data on medical vs SEN needs Extend exit interview to all staff and advise CWAC LA of current inconsistencies in recruitment documentation (diversity monitoring) 	MK MHI JD/JW AP	Jul 2012
2.7	Enhance the wider community awareness of, involvement in, and development of, our scheme	<ul style="list-style-type: none"> Create an equalities suggestion procedure accessible via the website and publicise this; provide opportunities to use this at information evenings and other events Publish relevant parts of this scheme via the website 	JW	Jul 2010

OBJECTIVE 3: Consultation
To address points raised in the most recent consultation exercise

Ref.	Outcome	Strategies	Person	Date	
3.1	Improved safety and security around the site	<ul style="list-style-type: none"> Investigate the queries raised concerning corridor safety and consider ways to minimise this <i>e.g.</i> one way systems Address the concerns of younger students that the doorway to the service drive can be intimidating due to the presence of older students 	JW/PT	Jul 2009 ✓	
			JW/PT	Jul 2009 ✓	
3.2	Improved access for those with disabilities	<ul style="list-style-type: none"> Add to site maintenance procedures to have consideration for space per workstation in future refits (see also 2.4 and p22) Improve the sound system in the hall so that those at the back can hear more clearly Consider improvements to the staffroom to improve its use as a staff meeting place 	SDR	Jul 2009	
			JW/PT	✓	
				✓	
3.3	Improvements to internal communications and relationships	<ul style="list-style-type: none"> Clarify protocols regarding the use of 'sir' and 'miss' with support staff Add advice on use of email to the New Starter ICT Handbook Ensure that weekly briefing notes are circulated on email so that part-time or absent staff are better communicated with Develop the profile of the Business Manager: Finance so that the gender balance on SLT is more accurately perceived 	MK	Jul 2010	
			JW		✓
			JBt		
3.4	Further improved relationships between socio-economic groups	<ul style="list-style-type: none"> Survey of GTA students on any socio-economic bullying (also in 1.2) 	JW/FW	Jul 2010 ✓	
3.5	Fill the vacancy for a staff rep. on the governing body		Chair of Govs.	Jul 2010 ✓	

Section A – Appendices

A1 Equalities Data

This appendix contains the detailed data upon which the contextual and action planning sections of this document are based. At the time of writing there may appear to be inconsistencies between some data elements; this is due to differences in the **dates** when data were collected and analysed and, in some cases, due to the data being stored in different **systems**. During the lifecycle of this document we will move to a single point in time for equalities data analysis. Migration of data to a single repository is part of the school's strategic ICT planning which forms part of the school development plan.

A1.1 Examination Performance by Identifiable Group

Please see the attached copy of section 2.1.8 – 2.1.11 and 3.1.25 – 3.1.27 of our RAISEonline report.

A1.2 Pupils' Attitudes to Self and School – Analysis by Identifiable Group

Analysis of this data is part of the current action plan. We anticipate publishing this information at the next evaluation point.

A1.3 Behaviour by Identifiable Group

We have decided not to publish data on behaviour at present as we do not believe the data is of sufficient quality to be informative. Actions have been taken to develop the range and quality of our behaviour data set and we anticipate publishing this information at the next evaluation point.

A1.4 Membership of GTA Cohort

Of the school's current GTA cohort (Autumn 09):-

	GTA (/127)	School (/933)
Male / Female	47 / 80 (37% / 63%)	474 / 459 (50.8% / 49.2%)
In care	0 (0%)	7 (0.8%)
Non WHBR	4 (3.1%)	34 (3.6%)
SEN S	0 (0%)	11 (1.2%)
SEN P	1 (0.8%)	35 (3.8%)
SEN A	6 (4.7%)	135 (14.5%)
FSM	9 (7.1%)	72 (7.7%)
Phys/Medical	8 (6.3%)	N/A
Year 7	19 (15.0%)	194 (20.8%)
Year 8	26 (20.5%)	195 (20.9%)
Year 9	33 (26.0%)	179 (19.2%)
Year 10	25 (19.7%)	172 (18.4%)
Year 11	24 (18.9%)	193 (20.7%)

A1.5 Participation in Trips

Of the school's ten most recent educational visits (Autumn 09):-

	Trips (/499)	School (/933)
Male / Female	232 / 267 (46.5% / 53.5%)	474 / 459 (50.8% / 49.2%)
In care	5 (1.1%)	7 (0.8%)
Non WHBR	16 (3.2%)	34 (3.6%)
GTA	102 (20.4%)	117 (12.5%)
SEN S	5 (1.0%)	11 (1.2%)
SEN P	11 (2.2%)	35 (3.8%)
SEN A	42 (8.4%)	135 (14.5%)
FSM	17 (3.4%)	72 (7.7%)
Year 7	108 (21.6%)	194 (20.8%)
Year 8	197 (39.5%)	195 (20.9%)
Year 9	87 (17.4%)	179 (19.2%)
Year 10	94 (18.8%)	172 (18.4%)
Year 11	13 (2.6%)	193 (20.7%)

Figures include two enrichment events aimed at able students (39 places).

A1.6 Exclusion Data

Of the 91 events from 1/1/09 to 31/12/09:-

	Exclusion Events (/91)	Excluded Students (/47)	School (/933)
Male / Female	68 / 23 (75% / 25%)	32 / 15 (68% / 32%)	474 / 459 (50.8% / 49.2%)
In care	5 (5.5%)	3 (6.4%)	7 (0.8%)
Non WHBR	2 (2.2%)	2 (4.3%)	34 (3.6%)
GTA	0 (0%)	0 (0%)	117 (12.5%)
SEN S	9 (9.9%)	2 (4.3%)	11 (1.2%)
SEN P	9 (9.9%)	7 (14.9%)	35 (3.8%)
SEN A	14 (15.4%)	10 (21.3%)	135 (14.5%)
FSM	31 (34.1%)	12 (25.5%)	72 (7.7%)
Year 7	4 (4.4%)	3 (6.4%)	194 (20.8%)
Year 8	30 (33.0%)	11 (23.4%)	195 (20.9%)
Year 9	9 (9.9%)	6 (12.8%)	179 (19.2%)
Year 10	18 (19.8%)	13 (27.7%)	172 (18.4%)
Year 11	30 (33.0%)	14 (29.8%)	193 (20.7%)

There was one permanent exclusion of a Year 8, white-British boy with FSM.

A1.7 Participation Data

The school analysed participation in extra-curricular activities by a tutor group survey in early 2010.

687 of 941 children (73%) completed a response.

By year group the response rate was:-

7	84%
8	58%
9	93%
10	72%
11	62%

The data were analysed by group and the participation of each group was tested for statistical significance against the overall participation in the activity^{§§}.

	Overall % Participation*	Gender		Religion		SEN				Ethnicity		Socio		
		M	F	Christian	Other	None	A	P	S	WHBR	Other	In care	FSM	Gifted
Sport	39%													
Library	18%													
Film Club	10%													
Music	13%													
LINC	12%													
Sit Com	8%													
Languages	5%													
Dance	13%													
D&T	13%													
Chess	4%													
IT/Media	8%													
Art/Photo	14%													
Revision	14%													
GTA	7%													
Trips	31%													
OAP	4%													
Talent	2%													
Other	14%													
Afribrit	3%													

* Participation is as a % of respondents

Conclusions

- There are no issues surrounding participation by religion or ethnicity nor in most cases SEN
- Film club and chess making a positive impact, as is Afribrit
- GTA students are taking full advantage of what's on offer
- Gender stereotyping is observed in those subjects already known to have this problem
- PE gender balance is only just significant; many girls participate in multiple sports
- SEN/FSM positive action needed for art/photography and music with the support of the Learning Support department in raising awareness

^{§§} 95% confidence interval of resulting beta distribution.

A2 Documents Relating to the Latest Consultation Exercise

A2.1 Letter Inviting Parents to Become Involved in the Formation of the Scheme

Promoting Equality at The County High School, Leftwich

Dear Parent/Carer,

You may be aware that there is now new legislation which applies in all work places to promote equality. The change of emphasis in the new regulations is described below but a key feature is to consult with key individuals or groups on how practice can be improved. This letter asks for your help in this process.

Introduction

The school welcomes and embraces the new emphasis in equality legislation which places a duty on employers to promote equality and not to simply react to issues as they arise. The school is now developing an equality scheme and wishes to invite people who believe they can help, to participate in the development of the new scheme.

'Barriers'

The school is using the term 'barriers' when considering how it can develop its policy on equality. People often face barriers in their lives that make it difficult for them to do everything they would like or need to do. These barriers may be caused by harassment, discrimination or bullying for reasons of age, race, disability, sexual orientation, religion/belief or gender. The school wishes to examine the barriers staff, students and visitors to the school may face.

Young People

Schools exist primarily to meet the needs of young people. We are particularly keen therefore to consult with adults and young people who may have faced 'barriers to learning' at school. Barriers to learning may have been brought about by the issues listed above but they may also have been caused by other things that happen to young people at school, at home or in the community. For example, some young people are carers and, while such a circumstance will not be covered by the new legislation, the school is keen to help young people overcome whatever barriers they may face. We do not want to limit our desire to help all young people by restricting this consultation to the aspects covered by legislation.

We believe that it is right that we place young people first in our consideration because we know that adults in the workplace have been covered by legislation for many years. Policy and practice therefore exists for employees, although we acknowledge that we need to shift our practice towards promoting equality for and among our employees. We will be consulting extensively with staff and visitors on these matters.

It is also the case that many young people find it hard to speak about the problems they are facing and have difficulty getting their point across. In the school situation and many others, young people can be disempowered and disregarded simply because they are young. If we can find a way to listen and respond to young people we believe that it will help us do the same with the adults in the school community.

Six Elements

There are six elements to the general duty that the school wishes to consult upon. How can we best:-

- Promote equality of opportunity?
- Eliminate discrimination?
- Eliminate harassment?
- Promote positive attitudes?
- Encourage participation in public life?
- Take steps to meet disadvantaged people's needs, even if this means more favourable treatment?

Rather than launching into a consultation the first thing we want to do is to ask people who may have been affected by 'barriers' at school to help us design the consultation process. If you are able to help us would you get in touch? You can do this in several ways:-

- By email: equality@county-high-leftwich.cheshire.sch.uk
- By telephone to the Headteacher's P.A., Mandy Pimlatt 01606 333300
- By letter: Equality Plan, County High School, Leftwich, Granville Road, Cheshire, CW9 8EZ
- By visiting the school and speaking to our reception staff

Thank you for reading this letter. I look forward to hearing from you or someone you know who may be able to help us.

Dr. J. Welch

(To promote accessibility for all, this letter can be made available in other formats on request.)

A2.2 Letter Seeking Parental Permission for Student Discussions

Further Promoting Equality at The County High School, Leftwich

I am writing to ask your permission to talk to <student> about <his/her> experience of The County High School.

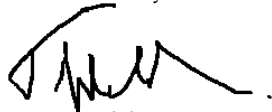
As you may recall from a letter that was sent home last term, and recent newsletters, the school is developing an Equality Scheme to further improve its practice in reducing 'barriers to learning'.

Over the next few weeks we want to talk to a cross-section of people about their experience of school in order to understand better any barriers that they may face. An action plan will follow these discussions in order to improve our practice and minimise any problems.

All discussions will be on a one to one basis and responses will be kept confidential. The broad areas for discussion will be around physical access, relationships and communications with others, and feelings of inclusion. It is expected that discussions may last about 15-20 minutes.

Please return the slip below to indicate whether or not you are able to give consent for this discussion to take place.

Yours sincerely,



Dr. J. Welch
Assistant Headteacher

(To promote accessibility for all, this letter can be made available in other formats on request.)

✂-----

I agree / do not agree to my son's/daughter's participation in the above discussions.

Student Name: _____

Signed (parent/carer): _____

A2.3 Outline Scope of Consultation Exercise

The school is grateful to a number of people for their contribution towards the production of this Single Equality Scheme.

The school acknowledges the support of Amanda Gould, Vale Royal Extended services, our Connexions team, our partner primaries and the new Chester and Cheshire West authority for information in regards to the duty to Community Cohesion (in particular sections 2.2, 2.5, and 2.7).

Before the consultation process began, interested parents were invited to contribute. As a result of this contribution we:-

- Had one parent conduct some of the interviews of parents, students and staff
- Had a governor conduct some of the interviews of parents, students and staff
- Provided parents the opportunity to contribute via the website via email

The sample of stakeholders interviewed comprised:-

- 12 members of staff randomly selected to be representative across the spectrum of job roles, ages and genders,
- 12 students randomly selected, drawn equally from across the year groups and genders, and
- 10 parents randomly selected, drawn from a sample of students across the year groups.

Where, as a result of working patterns or other limitations, parents were unable or unwilling to attend school in person, written feedback was sought either paper- or electronically-based.

A2.3 Prompts for Consultation Interviewers

Prompt Questions for Equality Discussions

Physical Access

Are there parts of the school that you find it difficult to access? (Stairs, narrow doorways, narrow corridors, classrooms crowded with tables, toilets...)

Are there places where you find it difficult to do the things you need to do? (Bench heights, using tools, equipment, computer screens, sports activities...)

How does it make you feel when you can't access somewhere or find it difficult to do the things that others can?

Relationships with other people

Do other people treat you differently? In what ways and how does this make you feel?

Communication

Do people communicate with you appropriately?

Are you listened to? Are your views treated equally to other peoples?

Can you access all of the forms of communication available to others? (Height of signs, noticeboards, print sizes, email, etc.)

Inclusion

Tell us about situations in which you have felt included as an equal.

Tell us about situations in which you have felt excluded.

Tell us about any situations or accepted practices in school which make you feel less well-treated than others.

A2.4 Feedback from School Council

The following quote is from the School Council minutes of 8/6/09 when Community Cohesion was discussed.

Students were forceful in their assertion that minorities of all kinds within school were treated with equality and respect. They felt there was simply no 'equality' issue here.

A number of valuable suggestions were offered for developing understanding of local communities and enhancing the Global dimension

- We ought to learn more about the main countries from which people were coming to the Northwich area *e.g.* Ghana, China and especially Poland
- We ought to reintroduce 'themed' days in the canteen on which we celebrated – and ate!- foods from other countries and cultures
- We ought to mark days which are significant to particular cultures and faiths *e.g.* the Chinese New Year, Yom Kippur.
- We ought to have more activities to raise money for charities and more debate about which charities each Year group should support

A3 Schemes of Work Audit for Equalities

Approved by Governors Student Welfare Committee: 18th May 2010

Review Date: Summer Term 2011

Disability		
	KS3 Example	KS4 Example
D&T	Ergonomics	Ergonomics/Anthropometrics
English	<ol style="list-style-type: none"> 1. Ade Adaption – Wheelchair basketball (Yr7 – term 1) 2. Autism (Yr 7 – term 1) 3. (Y9 – To Kill A Mockingbird – Boo Radley) 4. Setting up a company (Yr9 Spring) Designing new product 	<ol style="list-style-type: none"> 1. Of Mice & Men – (ongoing Y10/11) – Crooks 2. Right to Die – CW transactional Writing (Winter)
MFL		
Humanities	<ol style="list-style-type: none"> 1. “Lost” Yr 7 explore the issues of disability and their responses to the issues & society’s responsibility (Summer). 2. Yr 8 Africa: mutilation linked to war (Summer). 3. Yr 7 Everyday Lives. Who has responsibility for disability? (Autumn). 	<ol style="list-style-type: none"> 1. Equality Unit – Yr 11 (Autumn Term) 2. Medical Ethics – Abortion & Euthanasia – Yr 10.
Maths	<p>Handling Data.</p> <p>Using Census data can look at different disabilities and make comparisons.</p>	<p>Handling Data.</p> <p>Using Census data can look at different disabilities and make comparisons.</p>
Art	<p>Vincent Van Gough – Mental Illness, Loss of ear – Yr 7</p> <p>Joseph Cornells brother had Cerebral Palsy – Yr 9 ID Boxes</p>	Independent study – Eating Disorders etc
ICT	<p>Summer Yr7: Mouse & Keyboard skills games. To help people with disability to improve these skills. Pupils design and make games using scratch software.</p>	GCSE Theory examines the role of ICT in aiding certain disabled groups.
Science	Artificial organs & organ transplants.	Ref. to genetically inherit illnesses such as Cystic Fibrosis and their debilitating effects. (Yr 11, Add Sci, Biology). Geneticengineering to produce human insulin. Huntingtdons.
Music		
Dance	Set dance phrases are differentiated to meet those of differing physical needs.	Set work by AQA can be differentiated to meet needs.

Age		
	KS3 Example	KS4 Example
D&T	Target markets are set for all projects (usually in age bands)	Target markets are set for all projects (usually in age bands)
English	<ol style="list-style-type: none"> 1. Y8 advertising – diff audiences (Nov) 2. Y7 – Older peoples perception of the young (Term 5) 3. Private Peaceful (Y9 Winter) 4. War Poetry (Yr 9 Winter) 5. Stone Cold – Homelessness (Yr 9 Winter) 	<ol style="list-style-type: none"> 1. Of Mice & Men – Candy 2. Awareness of audience when writing – advice for older people 3. Romeo & Juliet 4. Speaking & Listening CW – Facebook & it's dangers (Yr10)
MFL		
Humanities	<ol style="list-style-type: none"> 1. “Africa” Development – who cares for the old? Y8 Summer Term. 2. “Lost” – Yr7 Summer Term 3. “Everyday Lives” – Yr7 Autumn Term – explores youth and compares childhood experiences. 	<ol style="list-style-type: none"> 1. Euthanasia – Yr10 Geo 2. Youthful Populations & Ageing Populations – Yr11 Geo – Autumn. 3. Equality Unit, Yr11 Autumn Term.
Maths	<p>Handling Data – Census & Scatter Diagrams.</p> <p>Using the census data can make comparisons between age and height. Can use data to find average age.</p>	<p>Handling Data.</p> <p>Using the census data can make comparisons between age and height. Can use data to find average age.</p>
Art		Portraiture – Looking at artist through their working life (Rembrandt). My world project, looking at memorabilia.
ICT	Summer Yr7. Mouse & Keyboard skills games. Pupils make games aimed at Yr3 Pupils	
Science	Audiable Range	IVF in KS4 Biology
Music		
Dance	Different dance clubs available for each year group. Mixed age group used to share expertise and practice.	KS4 Pupils using KS3 pupils to create their choreography coursework.

Race/Ethnicity		
	KS3 Example	KS4 Example
D&T	Yr8 Textiles – Fair trace, Ethical textiles.	New specs all require social, moral and environmental issues to be covered.
English	<ol style="list-style-type: none"> 1. Ade Adepitan, Benjamin Zephaniah – black poet. (Yr 7 term 1) 2. B. Zephaniah (Y7 Nov) 3. Autobiography (Y7 term 1) own culture. 4. ‘our world’ – Different Cultures Unit (Term 5-Yr 7) Africa/Guyana of Lebanon & pupil research into a different culture (look at Polish influence) 5. Chaucer (Y8- Jan) own culture. 6. Short stories (different cultures) (Y8 June). 7. Class novels – ‘2 weeks with the Queen’ – Australia Abomination – religion/holes – America (7&8) 8. Y9 Shakespeare cultures 9. ‘To kill a Mockingbird’ racism 	<ol style="list-style-type: none"> 1. Different Cultures poetry (Term 1&2- Y10) 2. Own Culture – Shakespeare (Term 1&2 – Y10) Wordsworth/Dickens (Term 5-Y10) 3. ‘Of Mice & Men’ – American culture/crooks and racism.
MFL	Year 7 Unit 5 (post Easter) – use of cognates. Year 7 Unit 2 (Oct-Christmas) – French speaking areas of the world.	Pupils encouraged to take their own MFL GCSE (Arabic & Polish)
Humanities	G – Africa – Yr8 Summer H – Power & Democracy – Spring Term Yr 8. H – Empire – Summer Term Yr 8. H – Movement & Settlement, Summer Term, Yr 7. RS – Figures of Faith – Yr 9 Summer Term. RS – Holocaust – Yr 9 Christmas Term.	RS – Equality Yr 11 Autumn Term. H - Native American Indians Yr 11
Maths	Handling Data – Census Use of Multi-cultural names Algebra Chinese Numerals	Handling Data – Census Use of Multi – cultural Names Algebra
Art	African Art Lowry	African Art Van Gogh (Oriental Influence)
ICT		

Science		Sickle Cell, Anemia
Music	Year 8 – Making connections scheme of work, looking at Indian, Chinese, African & American forms of improvisation. (Summer Term). Year 8 – Reggae Music. (Autumn Term) Year 7 – Latin Beats (Winter/Spring Term)	New syllabus contains a world music strand of learning that contains African, Indian and Caribbean listening examples. (Throughout the 2 year course).
Dance	Year 7 – Identity project. Term 1. Looking at different human qualities physical and social. Year 7 Dance term 4 – Gumbo dance that's originates from South Africa.	Year 10/11 – analysis of the professional work – 'Faultline' that looks at Indian Gang culture in this country.

Gender		
	KS3 Example	KS4 Example
D&T	Apart from discussion on designers and chefs we intentionally play down gender. We see an equal field for all. We ensure no topic or project is gender specific	
English	<ol style="list-style-type: none"> 1. Advertising (Y8 Nov) – Audience & Product. 2. Canterbury Tales – Y8. Wife of Bath (Winter) 3. Stone Cold – Male homelessness (Y9 Spring) 	‘Of Mice & Men’ – Curley’s Wife
MFL		
Humanities	<ol style="list-style-type: none"> 1. Power & Democracy – Yr8 Spring Term. 2. Home Front - Yr 9 – History – Role of women. 3. Islam. Yr 9 Summer Term. 	<ol style="list-style-type: none"> 1. Equality RS – Yr 11 Autumn Term. 2. Marriage & Relationships Yr 10 – RS Spring Term. 3. History – Nature of women covers through time medicine – Yr 10. 4. Women on the Plains – Yr 10 History.
Maths	Handling Data. Percentages – Can use census data or work with school data to find percentage of boys/girls in school/year group. We do a ‘Metric Me’ project, pupils compare measurements with males/females.	
Art		Georgia O’Keeffe. Independent Study.
ICT	Computer Club for schools starting Sept 2010. After school club aimed at increasing participation of girls in ICT.	
Science	1 st woman in space	Women in Science (Marie Curie Yr. 10).
Music		
Dance	Mixed gender groups in all Dance lessons. Dance clubs offer opportunities for girls and boys independently. Lots of opportunities to show mixed gender dancers.	

Socio-economic Status		
	KS3 Example	KS4 Example
D&T	Target markets, Costing/materials – relates to global dimension. Needs of users. Budgeting.	
English	Media – The News (Yr7) War poetry (Yr9 Winter) Stone Cold (Homelessness, Yr9 Spring)	1. Blood Brothers 2. Pre 1914 prose - poetry
MFL		
Humanities	1. Power & Democracy – History, Yr8, Spring. 2. Grace in Ghana – Geo Yr8, Summer. 3. Blood Diamonds – Geo Yr8, Summer.	1. Poverty & Wealth – RS, Yr11, Spring Term. 2. Geo – Watery World – LICs v HICs, Yr 10. 3. Yr11 Geo: Moving World 4. Wealth & Welfare 20 th medicine. Yr 10 History.
Maths	Percentages Handling Data	
Art	Lowry – Salford Rousseau – Never Left Paris Independent Learning Product – Yr 9	Graffiti Artists
ICT		Year 9 Mexico project touches on economic problems in the country.
Science	Organ sales, Lack of vaccination in 3 rd world countries.	Surrogates. Walt Disney – Cloning cryogenics. Embryonic stem cell storage. Alternative energy sources.
Music		
Dance	All pupils have opportunities to take part in Dance clubs. All pupils are able to take part in movetotheleft.	

Sexual Orientation		
	KS3 Example	KS4 Example
D&T		
English		
MFL		
Humanities		<ol style="list-style-type: none"> 1. Marriage & Relationships RS, Yr 10. 2. Equality RS Yr 11 – Autumn Term.
Maths		
Art	Andy Warhol	David Hockney Andy Warhol Keith Haring
ICT		Alan Twigg research project to be written into new KS4 sow.
Science		
Music		
Dance	Looking at professional male dancers in different styles – modern ballet and street show the difference in style and that this bears no reflection on to their sexual orientation.	Studying the work of ‘Enter Achilles’ in Year 10. This work looks at issues surrounding what it is to be masculine/what it is to be a man.

Faith/Belief		
D&T	Food Tech. Special diets presentations built by pupils.	Beliefs/Vegetarians. Impact of designers and effects of.
English	<ol style="list-style-type: none"> 1. Yr 8 Abomination (on-going) Religion. 2. Other cultures (Yr7 Summer Term) Religion/Belief 3. Another Time Another Place – Short stories (Yr 8 Summer) 	1. Blood Brothers - Catholicism
MFL	Year 7 Unit 5 (Post Easter) – Use of cognates. Year 7 Unit 2 (Oct-Christmas) – French speaking areas of the world.	Pupils encouraged to take their own MFL GCSE (Arabic & Polish)
Humanities	See RS SOW <ol style="list-style-type: none"> 1. Power & Democracy – History Yr8 Spring. 2. Everyday Lives – History Yr7 Spring Term. 3. Buddhist Monk Visit 4. Holocaust Visitor 	See RS SOW <ol style="list-style-type: none"> 1. Influence of religion on early medicine – Yr 10 History. 2. Mormons – American West History – Yr 11
Maths	Handling Data – Comparing different religions and countries. Spiritual development, through explaining the underlying mathematical principals behind some of the natural forms and patterns in the world around us.	
Art	Hindertwasser – Believed straight lines were the devil work. Independent Learning Product Yr 9	Piper Sutherland
ICT		
Science	Copernicus – Heliocentric, Geocentric model of universe. Gallaleo	IVF Stem Cells Darwin theory of education. Cloning theories.
Music	Year 7 – Medieval Music with references to church chanting and development of hymns. (Summer Term)	
Dance	Year 8 Dance – Looking at democracy and freedom of speech – analysis of ‘Swansong’ performance where one man is imprisoned in South America for his beliefs.	Year 10/11 – ‘Ghost Dances’ political dance where villagers were slaughtered.

