



Cardinal Hume Catholic School



Published Equality Information about the context of our school relating to the protected characteristics 2016-17

This is our published data about our school population and differences of outcome for groups with protected characteristics. Achievement data is based on 2015 validated data and will be updated in due course.

School data broken down by year group, ethnicity and gender, and EAL:

The school roll current numbers:

Year 7 - 248

Year 8 - 265

Year 9 - 225

Year 10 - 226

Year 11 - 197

Year 12 - 110

Year 13 - 111

We presently have 740 girls and 642 boys.

5.1% students are from minority ethnic (ME)/ English as an Additional Language (EAL). There are no current trends in underachievement for these students.

We have 325 students classified as disadvantaged students in respect of whom we receive the Pupil Premium Grant. 2015 Whole school VA gap for disadvantaged/ non disadvantaged students narrowed. English and Geography showed little/no gap. Maths and History show a gap. Disadvantaged students exceed outcomes of non-disadvantaged in Vocational pathways.

School data broken down by types of impairment and special educational need:

6.9% of our students are on the SEN register, and our school has clear protocols and targeted provision to support these pupils (see SEN Policy on the school website). Our SENCO oversees this provision. Learning Support Assistants also deliver targeted interventions to this group.

Provision is in place for all SEN students. We monitor the impact of this provision on attainment.

The SEN Learners are broken down as follows:

Autistic Spectrum Disorder: 14
Global Learning Difficulties: 4
Social, Emotional and Mental Health difficulties: 9
Visually impaired: 1
Hearing impaired: 4
Moderate Learning Difficulties: 27
Physical Disability: 2
Speech, Language and communication needs: 2
Specific Learning Difficulty: 6
Severe Learning Difficulty: 0
No Specific Assessment of type of need: 18
Other: 5

The school's SEND policy, Behaviour Policy, Teaching and Learning Policy and our pastoral interventions support our SEN students and other vulnerable groups. We work hard to develop strategies to engage in these students in lesson time to aid their progress.

The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes. There is a current accessibility plan and equality objectives are in place. The school has clear protocols and targeted provision to support SEN students.

SEN Pupils' 2015

- APS was above national average compared with other SEN students
- Progress significantly above national average compared with other SEN students.

EAL/EM Pupils' 2015

- APS was above national average for all students
- Progress was significantly the national average for all students

Boys and Girls

- Girls achieved APS significantly above national average.
- Girls' attainment was higher than the boys but the gap was no greater than the national difference.
- Girls made greater progress than boys but boys still made greater progress than the national average for that gender.
- Boys progress below NA for all pupils, but above NA for boys.

In light of the makeup of our school, our Equality and Diversity objectives set September 2016 are:

- Boys' attainments matches Girls.
- Pupil Premium pupils make progress in line with other pupils in Year 11, and exceed national average for all students.
- Least able and SEN pupils make progress in line with other pupils in Year 11.
- Improve outcomes for pupils in subjects where achievement is below that of other subjects in the school.
- To work to meet the needs of young people around the issue of gender identity so that they feel fully supported and valued in school.
- To support those young people with social, emotional and mental health issues, both with their studies and through their experience of school life.

All members of Cardinal Hume Catholic School community will share responsibility for ensuring that there are equal opportunities throughout the school.