

## Manor Green School Equality Report and Objectives September 2019

### Equality information

Manor Green School (MGS) recognises its role in advancing equality. As a significant local employer and provider of education to some of the most vulnerable sections of our community, the school has an important role in improving life opportunities for people who are disadvantaged, vulnerable or from diverse backgrounds.

The Equality Act 2010 places a requirement on public agencies to publish relevant equalities related information. The Act requires public bodies to publish information about people sharing a protected characteristic who are:

- a. Employees
- b. Students

### Profile of MGS employees

MGS will update and publish its workforce profile annually on its website. The [workforce profile](#) information shows:

- The number of employees
- Percentages of men and women employed
- Percentage of employees with a disability
- Percentages of employees from the black, Asian and minority ethnic communities

### Age profile

There is some evidence that older people are under-represented in the work force, this may be due to the physical nature of support roles which make up the bulk of the workforce.

| <=25   | 25-35  | 35-45  | 45-55  | 55+   |
|--------|--------|--------|--------|-------|
| 49     | 72     | 51     | 43     | 21    |
| 20.33% | 29.88% | 21.16% | 17.84% | 8.71% |

### Gender and disability

In common with many public sector employers, the school employs a higher percentage of females than males at 87% to 13% respectively. The representation of females in leadership positions on OLT and SLT is broadly in line at 83% female to 17% male.

AfC employs 3.5% of staff who report themselves disabled, which is only slightly more than our percentage. We are a registered disability confident employer.

| Gender | Number of Staff | % |
|--------|-----------------|---|
|--------|-----------------|---|

|              |            |     |
|--------------|------------|-----|
| F            | 207        | 86% |
| M            | 34         | 14% |
| <b>Total</b> | <b>241</b> |     |

| Disability | Number of Staff | %     |
|------------|-----------------|-------|
| Disabled   | 8               | 3.32% |

## Ethnic profile

| Ethnicity  | Number of Staff | %      |
|--|-----------------|--------|
| Any other ethnic background                        | 1               | 0.41%  |
| Asian or Asian British, Any other Asian Background | 1               | 0.41%  |
| Asian or Asian British, Indian                     | 7               | 2.90%  |
| Asian or Asian British, Pakistani                  | 9               | 3.73%  |
| Black or Black British, African                    | 4               | 1.66%  |
| Black or Black British, Any other Black background | 2               | 0.83%  |
| Black or Black British, Caribbean                  | 1               | 0.41%  |
| Chinese  | 2               | 0.83%  |
| Not Obtained                                       | 23              | 9.54%  |
| White, any other White Background                  | 23              | 9.54%  |
| White, British                                     | 162             | 67.22% |
| White, Irish                                       | 2               | 0.83%  |
| (blank)  |                 | 0.00%  |
| Mixed White and Asian                              | 1               | 0.41%  |
| <b>Total</b>                                       | <b>241</b>      |        |

The profile of the school's workforce by ethnicity broadly reflects the Borough's overall population; at the 2011 census 77.53% of the Royal Borough's population were White British and the school employs 77.59% of employees from white backgrounds. Employees from a minority background form 12.87% of overall staff numbers which is broadly in line with the BME representation in the wider community which according to the 2011 Census which was 13.6%.

## People affected by our policies and practices

### Student demographics

|                  | Female |     | Male |     | Total |
|------------------|--------|-----|------|-----|-------|
| Foundation Stage | 8      | 67% | 4    | 33% | 12    |
| Key Stage 1      | 7      | 35% | 13   | 65% | 20    |
| Key Stage 2      | 16     | 20% | 64   | 80% | 80    |
| Key Stage 3      | 16     | 23% | 54   | 77% | 70    |

|              |           |            |            |            |            |
|--------------|-----------|------------|------------|------------|------------|
| Key Stage 4  | 12        | 26%        | 35         | 74%        | 47         |
| Post-16      | 13        | 38%        | 21         | 62%        | 34         |
| <b>Total</b> | <b>72</b> | <b>27%</b> | <b>191</b> | <b>73%</b> | <b>263</b> |

## Ethnicity

| Ethnicity                        | Number of Students |        |
|----------------------------------|--------------------|--------|
| Asian and any other ethnic group | 2                  | 0.76%  |
| Bangladeshi                      | 1                  | 0.38%  |
| Black Caribbean                  | 3                  | 1.14%  |
| Greek/Greek Cypriot              | 1                  | 0.38%  |
| Indian                           | 10                 | 3.80%  |
| Iranian                          | 2                  | 0.76%  |
| Kashmiri other                   | 3                  | 1.14%  |
| Mirpuri Pakistani                | 6                  | 2.28%  |
| Other Asian                      | 1                  | 0.38%  |
| Other Black African              | 2                  | 0.76%  |
| Other mixed background           | 1                  | 0.38%  |
| Other Pakistani                  | 19                 | 7.22%  |
| Turkish/Turkish Cypriot          | 1                  | 0.38%  |
| White - British                  | 153                | 58.17% |
| White and any other ethnic group | 4                  | 1.52%  |
| White and Asian                  | 6                  | 2.28%  |
| White and Black African          | 3                  | 1.14%  |
| White and Black Caribbean        | 6                  | 2.28%  |
| White Eastern European           | 7                  | 2.66%  |
| White Other                      | 5                  | 1.90%  |
| White Western European           | 1                  | 0.38%  |
| Traveller of Irish heritage      | 2                  | 0.76%  |
| Black and any other ethnic group | 2                  | 0.76%  |
| Gypsy                            | 3                  | 1.14%  |
| Information Not Yet Obtained     | 4                  | 1.52%  |
| Chinese                          | 1                  | 0.38%  |
| Refused                          | 1                  | 0.38%  |
| Sri Lankan Tamil                 | 1                  | 0.38%  |
| Black - Somali                   | 1                  | 0.38%  |
| blank                            | 11                 | 4.18%  |
| <b>Total</b>                     | <b>263</b>         |        |

The overall proportion of children in Borough schools that do not come from a white background is 35.8% as at the spring censuses 2018. In Manor Green the percentage is 36%, so in line with the local average.

Equality Impact Assessments (EQIAs) are a tool that MGS uses to make sure that everyone is treated fairly. They are a way to make sure that individuals and teams think carefully about the likely impact of their work on the community and take action to improve services, policies and projects, where appropriate.

### The Special Educational Needs profile

| Primary Disability                             | No of Students | %      |
|--|----------------|--------|
| Autistic Spectrum Disorder (ASD)               | 89             | 33.84% |
| Moderate Learning Difficulty (MLD)             | 36             | 13.69% |
| Other Difficulty/Disability                    | 29             | 11.03% |
| Physical Disability (PD)                       | 32             | 12.17% |
| Profound & Multiple Learning Difficulty (PMLD) | 18             | 6.84%  |
| Severe Learning Difficulty (SLD)               | 11             | 4.18%  |
| Social, Emotional and Mental Health (SEMH)     | 8              | 3.04%  |
| Specific Learning Difficulty (SpLD)            | 2              | 0.76%  |
| Speech, Language or Communication Need (SLCN)  | 21             | 7.98%  |
| (blank)  | 15             | 5.70%  |
| Vision Impairment (VI)                         | 2              | 0.76%  |

### Pupil Premium

Manor Green has a much higher percentage of students eligible for Free School Meals than other schools in RBWM where the overall figure is 9%. This can be explained by the national poverty statistics which reports "Poverty rates are higher for children living in families where someone is disabled than for the population as a whole. Based on income excluding disability benefits, the rate of relative low income for children living in families where someone is disabled was 35% AHC" (AHC is after housing costs). Statistics for 2011 show that 4 in 10 disabled children live in poverty. The additional support the school gives to these students and their families is essential, our Family Advisor role within the school is particularly important for families.

|                                |    |     |
|--------------------------------|----|-----|
| Eligible for Free School Meals | 67 | 25% |
| Service Children               | 5  | 2%  |
| Adopted from Care              | 5  | 2%  |
| EAL                            | 66 | 25% |
| LAC                            | 8  | 3%  |

## **Performance**

The Achievement and Standards Report for 2018-19 indicated that students entitled to Free School Meals achieve less well in reading than other students in the school. Also those students with ASD and SLCN do not exceed their targets at the same rate as other cohorts in the school. Students from ethnic minorities achieve broadly in line with students who are from a white background, although those students for whom English is an Additional Language (EAL) have not exceeded their targets in Reading and Writing at quite the same level as the rest of the school cohort.

## **Equality Objectives**

We suggest the following objective for the next four years to be reviewed annually:

1. For there to be no significant gaps between students entitled to Pupil Premium and their peers in any area of the curriculum.
2. For all students to have high expectations set for them and to be given opportunities for stretch and challenge, regardless of learning needs or having EAL, so there is no significant gaps in the progress of any one cohort.
3. Undertake an analysis of recruitment and performance data trends with regard to race, gender and disability every academic year and report on this annually in order to establish that these factors are not influencing outcomes.