

Ysgol Eirias
Strategic Equality Plan Annual Report
First Published 31 March 2013

Report to reflect the 2013-2014 Financial Year



Date of review : 31 March 2015

Date of next review : 31 March 2016

SECTION 1

Introduction, background and purpose of the report

This report is intended to respond to the Strategic Equality Plan (SEP) Annual Reporting Guidance Template: Schools – January 2013 and the Public Sector Equality Duty (PSED) under the Equality Act 2010.

The three aims:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

In order to meet the general and specific duties, the report is intended to :

- Monitor and review progress
- Monitor and review effectiveness of arrangements
- Review in light of any new legislation
- Engage with stakeholders

Timing of the report

The information that follows covers the complete financial year of 2013-14.

(12 months before the reporting deadline as prescribed in the guidance)

As indicated by the Equality and Human Rights Commission (EHRC) there is no requirement to report on progress towards achieving the objectives in the first annual report, although the school will make every best endeavour to do so along with any other matter relevant to meeting the general and specific duties.

It should be noted that as part of the school's first report, some elements are required, some elements are optional and some elements are not required but may be useful as additional information working towards the development of future annual reports.

Audience

This report is intended for the interest of :

- School staff
- Local Authority
- Elected Members
- Members of the community/community groups
- Parents
- EHRC
- WG

For the purpose of the school's first annual report and in the absence of any prescribed format, the school will endeavour to meet the needs of the annual reporting requirements for year one as well as ensuring that there is no compromise or breach of :-

- data protection act issues
- privacy issues
- consistency of approach issues
- comparative statistics issues

Further guidance and recommendations will develop the format of future progress reports (awaiting further guidance as of 1 April 2015).

It is important to note that the comprehensive aims, objectives and methodology are clearly outlined in the detailed Strategic and Equality Plan document.

The reporting mechanisms for all of the objectives of this report are embedded within the school's strict procedural guidance and are underpinned by the annual whole school target reviews in terms of target setting, monitoring and self-evaluation.

SECTION 2

The steps the school has taken to identify and collect relevant information:

There has been no change here in the steps outlined in the SEP and the methodologies used for information gathering and engagement and the methods used are currently deemed as appropriate and adequate.

See section 3 of the Strategic Equality Plan.

How the school has used this information in meeting the three aims of the general duty:

The school continues to utilise all available means of data analysis for meeting the three aims of the general duty :-

- In assessing equality impact assessments
- In meeting objectives and action plans embedded within the four Whole School Targets (WST – annually reviewed)

1. Ensuring that vulnerable pupils are supported and that appropriate intervention leads to all groups maximising their potential (WST 3 – 2012/15)
2. Ensuring that the level 1 threshold for student performance is maximised across all groups (Whole School Target, WST 1 – 2012/15)
3. Ensuring that all pupils are supported to allow them to attain their maximum potential in literacy and numeracy skills (WST 4 – 2012/15)
4. A commitment to reduce the number of reported bullying incidents across all groups. (WST 3 – 2012/2015)

Reasons for not collecting relevant information :

It is felt that the school's data collection systems are comprehensive and robust and in the absence of any prescribed format or model for the annual report, they are deemed appropriate for purpose and fulfil the needs to meet the general duty.

However, it is acknowledged that the school's systems can be further refined to meet the needs of the changing and developing requirements in this field. Further guidance, models and advisories will further inform and develop the school's data/information gathering systems.

The effectiveness of the school's arrangements for identifying and collecting relevant information :

The school has identified various means of collating, processing and analysing sources of data and information, such as:

- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

The impact assessment and analysis of the information above are reviewed (at the very least) on an annual basis and in conjunction with the whole school targets and school development plan – the progress and outcomes are reported to Governors, Local Authority, Welsh Government and other external stakeholders.

The annual reviews and self-evaluation processes are deemed very effective – the results of which are reflected and measured in the achievements attained by all students, staff and the school as a whole. The consequent analyses of annual results and the key measure in determining any discernable patterns will further inform target setting for future years.

These processes and progress on meeting the objectives are evidenced by formally reporting to Governors on a regular basis. Decision making, action planning and review on reaching the objectives is also evidenced at Leadership Group meetings prior to any recommendations being put forward for Governor approval.

Our Staff

For the purpose of this first annual report, only staff information which is publicly available will be included (statistical data already provided to Welsh Government or Local Authority).

This is in the interest of data protection/privacy issues and the context of the size of the school organisation and being able to identify individuals - especially with regard to sensitive data (in line with the school's duty of care for staff).

This section will be reviewed based on further guidance being sought on these matters and to ensure that consistent, correct and proper comparisons of reporting are made between other similar organisations.

Another important note is that the school has conducted a Job Evaluation process for non-teaching staff which further enhances the equality agenda and equal pay.

| | Full Time | | Part time | | Total directed hours per week | |
|--|-----------|-----------|-----------|-----------|-------------------------------|------------|
| | Men | Women | Men | Women | Men | Women |
| Teaching Staff | | | | | | |
| Head or Acting Headteacher | 1 | 0 | 0 | 0 | 0 | 0 |
| Deputy Headteachers | 2 | 1 | 0 | 0 | 0 | 0 |
| Assistant Headteachers | 2 | 1 | 0 | 0 | 1 | 20 |
| Other qualified teachers | 25 | 58 | 1 | 20 | 13 | 290 |
| Other teachers | 0 | 0 | 0 | 0 | 0 | 0 |
| Trainees on ITT courses | 0 | 0 | 0 | 0 | 0 | 0 |
| Foreign Language Assistants | 0 | 0 | 2 | 24 | 1 | 12 |
| Peripatetic teachers on the enumeration date | 0 | 0 | 1 | 5 | 1 | 6 |
| Total | 30 | 60 | 4 | 49 | 16 | 328 |

Qualified teachers on contracts of one year or less

| | Full time | Part time | |
|--------------|--------------------|--------------------|----------------|
| | Number of teachers | Number of teachers | Hours per week |
| Men | 2 | 2 | 24 |
| Women | 7 | 4 | 77 |
| Total | 9 | 6 | 101 |

Non-teaching staff/Education support staff

| | Full time | Part time | |
|---|--------------------|--------------------|----------------|
| | Number of teachers | Number of teachers | Hours per week |
| Higher level teaching assistants | 2 | 1 | 23 |
| Teaching Assistants | 8 | 3 | 70 |
| Special needs support staff | 0 | 2 | 55 |
| Pastoral support staff | 1 | 0 | 0 |
| Childcare, nurses, medical staff | 0 | 0 | 0 |
| ICT, laboratory, workshop or resource technicians | 6 | 0 | 0 |
| Librarians and library assistants | 1 | 0 | 0 |
| Examinations officers | 0 | 2 | 28 |
| Other administration staff | 10 | 3 | 96 |
| Schools Business Manager or equivalent | 1 | 0 | 0 |
| Total | 29 | 11 | 272 |

** Source – PLASC January 2013

Please note – in the interest of data protection, pay and grades are excluded from this part of the report.
Information provided to Local Authority – also refer to the School Teachers Pay and Conditions Document.

Number of people who have applied for posts over the last year :-

68 (estimated)

Number of employees who have applied to change position in the school :-

Excluded for reasons outlined above

Employees applied for training and how many succeeded in their application :-

Various 1 day courses (all successful in applying)

Employees involved in grievance procedures :-

Excluded for reasons outlined above

Employees subject to disciplinary procedures :-

Excluded for reasons outlined above

Employees who have left the school's employment :-

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Date of next review :-

31 March 2016