

EQUALITY AND DIVERSITY STATISTICS

A) Breakdown of the students who come to Moat Community College 2014-2015

Statistics taken from 2015 RaiseOnline and also Moat's own data base.

	Moat Total	% boys	% girls	Total national average
Students	1055	56% <small>51% national ave</small>	44% <small>49% national ave</small>	945
Free School Meals	43.9%			28.7%
Students from minority ethnic groups	99.8%			26.9%

This shows that Moat is significantly larger than the average school. It has a larger number of boys and fewer girls than most schools. The biggest imbalance is in the current yr 11. Moat has almost double the number of students eligible for free school meals and four times as many students from ethnic minority groups.

The college is very aware of these statistics. The curriculum takes account of the gender imbalance and continually seeks ways to improve the boys' attainment. The college is proactive in seeking ways to subsidise trips and other enrichment activities so that free school meal students are not disadvantaged.

Our students come from a wide variety of backgrounds. The most significant groups are identified below.

Indian	55.2%	African (mainly Somali)	19.2%	Bangladeshi	8.0%	Pakistani	4.5%
Other Asian background	4.5%	Other white background	2.7%	Other black background	1.3%	Romany	0.5%

Moat values this diversity and this can be seen in the multicultural aspects of much of the curriculum. The college holds the British Council International award. Posts have been created to support the Somali community and the Eastern European Community. Smaller groups who are new to the area are given more support through the EAL department. The college readily utilises the language skills of many of its staff, to provide interpreters.

Faith

The majority of students are muslim, but all faiths /no faith are equally valued. The college supports this diversity through its uniform which takes account of religious requirements and through its catering. Vegetarian options and halal meat are served in the school canteen. Prayers are held in the theatre at lunchtime and there are suitable washing facilities provided. After school clubs and the holiday programmes try to take account of the large number of students who attend religious instruction, by offering more lunchtime, early afternoon and weekend clubs, so that no-one misses out. Religious education is taught with all major faiths/non faiths in mind.

Special Educational Needs (SEN)

Students requiring SEN support (k cohort)	10% of the whole school cohort	National cohort = 12.5%
Students with an EHC plan	0.6% of the whole school cohort	National cohort = 1.8%

This shows that Moat has a similar percentage of students with SEN needs compared to other schools but far less students with severe needs (with an EHC plan). This statistic hides a problem, as there are a number of other students who should be in this cohort but there is very strong parent resistance to having children labeled. This means that Moat has to put in more resources and staffing support than many schools, to give these students parity of opportunity, as they are not able to access external agency support without the label. More work is needed with parents to break down this barrier.

Disability (not necessarily SEN) breakdown and medical needs breakdown.

Diabetes	5	Epilepsy	3	Autistic spectrum	1
Asthma	87	Eczema	18	Heart	1
Physical difficulty	2	Visual impairment	1	Hearing impairment	4
Extreme allergies	15				

Regardless of disability/medical need, the school makes every effort to ensure these students have equal access to the opportunities that other students have. Staff have received epipen training and we have LSAs specifically trained to deal with the diabetic and epileptic students. There is a lot of expertise within the SEN dept to deal with visual and hearing impairments and autism. LSAs accompany these students on ex curricular activities wherever necessary.

B) ACCESS TO EQUAL OPPORTUNITY

Attendance rate

Moat girls	95.1%	National	94.9%
Moat boys	96.1%	National	94.7%
Moat FSM	94.8%	National	95.7%
SEN support	95.9%	National	95.2%
SEN EHC plan	95%	National	92.7%
Indian	96.2%	National	96.6%
BlackAfrican (including Somali)	96%	National	97.1%
Bangladeshi	95.3%	National	95.8%
Pakistani	96.1%	National	95.2%
Romany	90.5%	National	85.8%

This table shows that Moat students have a better attendance pattern than schools nationally. The Roma students attend the college significantly better than the national picture, but it is still an area for concern. The college has recently appointed a Roma speaker who can liaise more effectively with these students and parents.

Fixed Term Exclusions

Moat girls	3.46%	National	4.06%
Moat boys	9.86%	National	9.33%
Moat FSM	12.11%	National	16.47%
SEN support	5.11%	National	3.91%
SEN EHC plan	0%	National	22.31%
Indian	1.82%	National	1.42%
Black African (including Somali)	10.92%	National	6.36%
Bangladeshi	13.10%	National	3.76%
Pakistani	6.67%	National	5.19%
Romany	0%	National	33.54%

This shows that Moat has a lower than average exclusion rate for its girls, FSM, EHC and Romany cohorts. There are concerns about the Black African and Bangladeshi cohorts. The college is focusing

on Somali students this year as part of a staff development initiative. The school is also taking steps to engage with the Somali community to build trust and understanding.

Rewards (students receiving bronze, silver, gold or platinum vivo certificates) and Sanctions (students on Stage 2 or Stage 3 reports) for 2014-2015

	Rewards	Sanctions
Moat girls	418/ 464 = 90%	37/464 = 8%
Moat boys	474/591 = 80%	87/591 = 15%
Moat FSM	190/464 = 41%	34/464 = 7%
SEN cohort	99/105 = 94%	26/105 = 25%
Indian	523/580 = 90%	46/580 = 8%
BlackAfrican origin(including Somali)	140/306 = 46%	43/306 = 14%
Bangladeshi	70/84 = 83%	8/84 = 9%
Pakistani	41/42 = 98%	3/42 = 7%

This is an area that requires further investigation. Rewards are considerably lower for the FSM and Black African cohorts. Sanctions are considerably higher for the Boys, SEN and Black African cohorts.

School Leavers' moving onto further education/employment

Male	93%	91% nationally
Female	92%	92% nationally
Disadvantaged students	94%	85% nationally

Moat students and particularly the disadvantaged students do well in this area compared to national figures. These figures come from the Raiseonline national data base. However Leicester City data which is more recent, shows that 98% of our students have moved onto further education/employment, which is excellent. This is testimony to the hard work the college does in encouraging and supporting students through the transition process.

STUDENTS IN TOP SETS in 2015-2016	% of boys	% of boys in the year group	% of girls	% of girls in the year group	Significant imbalance between boys and girls in top sets compared to year ratio? Y/N
Yr 8 English	35%	48.1%	65%	51.9%	Yes
Yr 8 Maths	44%	48.1%	56%	51.9%	No
Yr 8 Science	42%	48.1%	58%	51.9%	No
Yr 11 English	54%	63.3%	46%	36.7%	Yes
Yr 11 Maths	74%	63.3%	26%	36.7%	Yes
Yr 11 Science	64%	63.3%	36%	36.7%	No

This shows that English in particular has an over representation of girls in the top sets. This is partly attributed to the lower levels of reading done by the boys. The college is continually seeking ways to improve boys literacy and recently appointed a coordinator for this area.