



Holte School 2017 - 2020

Celebrating a commitment to equality

Portfolio of Evidence



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Section 1: Commitment to Equality

1.1 The school's aims/mission statement contain(s) an explicit commitment to equality.

"At Holte we care deeply for our pupils, our primary concern is their safety and well-being. The pupils are the focus of all our efforts. Parents and carers should know that we value each child equally. We constantly work to ensure that pupil motivation is maintained at all times. We require pupils to promote the school through excellent attendance, punctuality, behaviour and smart uniform. By working hard together to achieve targets that stretch them, our pupils are able to realise outstanding goals. Through encouraging one another the school has developed an ethos which builds success. The community we serve is blessed with a rich diversity of languages, cultures and faiths. It is a credit to the school that, together, we learn how to embrace and respect each others' identity. Above all we are a community school developing our learning programmes to meet the needs of all pupils. We recognise that we are preparing our pupils for the world of further study, employment and adulthood. Achievement at Holte is broad. Whether through our extensive arts or sports programmes we expect all pupils to contribute to the wider life of the school. We aim to equip our pupils to meet the challenges of a rapidly changing society, aware of the opportunities available to them."

We have recently conducted a consultation with pupils, staff and parents about renewing our core values. It is testament to our commitment to equality that this word was selected by all stakeholders as being one of the five most important values we uphold. 'Equality' is now therefore a core value at Holte.

Attached evidence:

- Equal Opportunities section from the Staff Handbook Code of Conduct

Section 1: Commitment to Equality

1.2 The school's commitment to equality is communicated to all members of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.

The Holte School staff 'Code of Conduct' (attached) contains an explicit section on 'equal opportunities' and also a section on 'discrimination, harassment and victimisation' that act as summaries of our full policies. All employees are expected to adhere to this policy which sets out the core values that everybody should share in.

Holte School is the sponsor of Lozells Junior and Infants School and the co-sponsor of Blue Coat Academy in Walsall. Holte is also a National Support School and has assisted many schools in recent years that have found themselves in challenging circumstances. Holte is a Flagship School for the Inclusion Quality Mark (only Secondary in the West Midlands) and through our links with other schools we have spread our inclusion work and assisted other schools in becoming beacons for inclusion. Lozells Primary is also now a Flagship school for Inclusion while both Blue Coat Academy and Birchills Church of England Community Academy (both in Walsall) have successfully made bids for the Inclusion Quality Mark under the guidance of staff from Holte. Thus our expertise in this area does not solely benefit Holte pupils. Our work around equality has impacted upon hundreds of other pupils in the West Midlands too. A copy of the most recent IQM assessment report from Holte School is attached.

A senior member of staff (Deputy Head - Inclusion) has responsibility for overseeing equality issues. This includes ensuring whole school compliance with the Gender Equality Policy, Race Equality Policy and the Dignity at Work Policy which aim to ensure a school where everybody is treated with dignity and respect. These policies are accessible to all members of staff on the 'staff shared' area of the computer network and they are checked and updated annually. Copies are attached below.

Attached evidence:

- Code of Conduct Policy
- GENDER EQUALITY POLICY
- RACE EQUALITY POLICY
- Dignity at Work Policy
- IQM self-evaluation report

Section 1: Commitment to Equality

1.3 A nominated Governor/Parent Council representative works in partnership with the SLT to promote equality.

Ms Chris Hardy is our nominated governor for Safeguarding/Equality. She chairs the Pupil sub-committee of the Governing Body and is very keen to keep up to date with developments in the school. She meets regularly with the DHT-Inclusion and AHT-Pastoral to discuss the latest developments in the fields of safeguarding, SEND, behaviour, pupil voice, attendance etc. She has regularly met with the School Council and has made visits to the school on Citizenship Days to see them in action. She also regularly meets with the School Council to discuss issues pertinent to the pupils.

Section 1: Commitment to Equality

1.4 The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.

Gender information is as follows; Boys = 544 Girls = 559

29% of our pupils are on the SEND register (this is down from 52% only a few years ago showing the effectiveness of the work of the SEND department and teachers as a whole). The SEND breakdown by year group is as follows -

Year 7 - 63 pupils on the SEND register

Year 8 - 41 pupils on the SEND register

Year 9 - 57 pupils on the SEND register

Year 10 - 56 pupils on the SEND register

Year 11 - 68 pupils on the SEND register

45% of pupils are entitled to FSM while 72% are entitled to Pupil Premium funding.

In 2013-2014 only 2% of our Year 11 leavers were NEET (compared to a 6.6% Birmingham average).

82% of our pupils have English as an additional language. The following languages are spoken by our pupils at home with the figure in brackets showing the number of pupils involved - Arabic (13), Bengali (445), Cantonese (2), Czech (3), English (187), French (1), Greek (1), Gujrati (5), Italian (1), Pashto(8), Panjabi (145), Portugese (5), Somali (93), Urdu(169), Vietnamese (1). The ethnic breakdown in the school is attached.

Attached evidence:

- Ethnicity data

Section 1: Commitment to Equality

1.5 Equality objectives have been drawn up in consultation with relevant stakeholders and are published. The objectives are specific, measurable, achievable, relevant and time-related (SMART)

Our Equality objectives were identified and formulated by the Inclusion team as a whole having looked at relevant data and pinpointed areas for improvement.

Having decided on these areas we devised potential targets which were then taken for consultation with the School Council, the Headteacher and the governor for Safeguarding/Pupil matters/Equality.

Having received their agreement, the objectives were placed on the school website so they were high profile and available for all parents to view.

Attached evidence:

- Holte School Equalities Action Plan

Section 1: Commitment to Equality

1.6 Members of staff access continuous professional development and guidance in race equality issues.

In February 2016 the Designated Safeguarding Lead at Holte (Mr Oliver) was invited (as a Home Office approved Prevent trainer) to attend an awareness session called DICE (Differentiating Islamic Culture and Extremism). This session enabled participants to differentiate between extremist behaviour and ordinary Muslim behaviour to avoid discrimination and to assist in recognising radicalisation/extremism in vulnerable individuals. This is important in the community that Holte School serves. The Holte DSL has been able to transmit this message to other staff to allow them to confidently distinguish between ordinary and extremist Muslim behaviour too. There is a letter attached below thanking us for taking part in this pilot scheme .

Attached evidence:

- DICE Letter

Section 1: Commitment to Equality

1.7 Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc.)

Holte School successfully uses a variety of external agencies to support and guide both staff and pupils. Current agencies involved are Pupil & School Support, Communication and Autism Team, Educational Psychologist, Hearing Impairment teacher, Visual Impairment teacher, Mobility service, Physical Disabilities Support Service and Speech & Language Therapy. The work undertaken with pupils is a real highlight and always with the aim of improving pupil independence for later in life.

Staff training has been delivered from external agencies through inset days and also the Inclusion Impact Meetings held during directed time. This information is then disseminated to whole departments through a nominated SEND representative.

Teaching Assistants are constantly being up-skilled in terms of a plethora of needs and disabilities here at Holte. Often the TAs are the first port of call for external visitors as they know the children from lessons. Information is then passed on to teachers to inform planning.

SENCo attends local network meetings once a term to keep up to date with any new information or changes of policy. Other meetings attended include autism forums.

Daily briefings are held by the SENCo for TAs again highlighting any upcoming issues. The SENCo attends whole school daily briefings and updates staff on relevant information when needed.

Attached evidence:

- TA deployment in classrooms
- Example Management Plan
- Example Care Plan

Section 1: Commitment to Equality

1.8 Members of staff access continuous professional development and guidance in gender equality issues.

In March 2016 the Designated Safeguarding Lead attended a training course in Birmingham that focussed on recognising and assisting women suffering from domestic violence. The training was built around a domestic homicide review conducted in Birmingham and the background to the case was studied and the missed opportunities to intervene in the woman's life were highlighted. The DSL has been able to cascade this information to other pastoral staff who regularly meet our parents and who may be able to spot some of the signs mentioned and follow the avenues of intervention that we are now aware of for women suffering domestic abuse.

The DSL has also attended training on two issues that are pertinent within the community we serve as a school, namely Forced Marriage and Female Genital Mutilation. The course provided insight into why these occur, the trauma they can cause and how best we can put a stop to them. As a result of attending this training the DSL was able to cascade information to staff about FGM and Forced Marriage via our regular safeguarding bulletin.

Attached evidence:

- Safeguarding Bulletin
- Domestic Violence course confirmation

Section 1: Commitment to Equality

1.9 Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).

At the start of every school year our annual Safeguarding training, delivered by the Designated Safeguarding Lead, is given a high priority. As we share the site with a Primary School and a Special School the staff from all three schools are in attendance so everybody has had the same training. This training covers all areas of Child Protection and Safeguarding and ensures staff are aware of the signs of abuse, covers all of the latest national guidance and also incorporates sections on bullying, forced marriage, FGM etc. NQT's and new staff are given an additional session to ensure they are up to speed with our referral system called CPOMS (Child Protection Online Management System). Any new staff joining during the year are also given training by the DSL. There is a simple set of Safeguarding guidelines for visiting staff that is held in reception.

The DSL and Deputy DSL have up to date training for their role and the DSL has delivered a session at a national Optimus conference on 'Outstanding Safeguarding'. Both the DSL and Deputy DSL have attended additional relevant training on a national and local basis. The DSL is also a Home Office approved Prevent trainer and has delivered this training at Holte and other schools. Other members of the pastoral team also attend relevant Safeguarding training during the year. We also bring people into the school to deliver up to date training for staff. For example, we recently had a session delivered by DrugsSenseUK to inform staff about the latest trends in drug use amongst teenagers today and potential signs to look out for. The feedback provided by the school is now used on their promotional literature.

The DSL has delivered training on a national basis for Optimus Education in recent years. The feedback from a recent session delivered on 'Outstanding Safeguarding' is attached. Our pupils have got involved in contributing to furthering safeguarding issues through their work in anti-knife crime initiatives at the local Lighthouse Centre and through attendance at a Birmingham conference in October 2014 that addressed radicalisation and sexual exploitation.

Attached evidence:

- Safeguarding conference feedback
- Invite to DSL network
- Birmingham Safeguarding Summit
- DSL Safeguarding Training 2015-2016

Section 1: Commitment to Equality

1.10 There is an effective induction programme for new members of staff which covers equality and diversity issues.

All new members of staff take part in our year long 'Professional Issues' sessions which run on a Wednesday evening and are delivered largely by senior teachers. The programme for these sessions ensures new staff receive input on a number of important topics. This includes sessions on Inclusion, Pastoral Care, Behaviour Management, SEND and Safeguarding. These sessions all incorporate some awareness of equality and diversity issues.

Attached evidence:

- Programme for NQTs & New Staff 2015-2016

Section 1: Commitment to Equality

1.11 Racist incidents are dealt with quickly and effectively. They are monitored and recorded.

All forms of discriminatory behaviour are recorded and monitored rigorously with racist incidents being one such example. Racist incidents are reported by staff through our Sleuth behaviour tracking/monitoring system and then separately logged and actioned by the Assistant Headteacher Pastoral on a spreadsheet that he maintains. There is a record of the victim, perpetrator, any sanction and the outcome of this.

Learning Mentors in our Learning Support Centre work with both the victims and perpetrators of such incidents to help ensure their impact is minimised and that they do not happen again. Parents are also involved when such incidents occur to ensure the school and families are always working together to address any issues.

Attached evidence:

- Monitoring record

Section 1: Commitment to Equality

1.12 Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.

Homophobia has been a subject we have attempted to address through our Citizenship Days. We have had visiting agencies in school to deliver sessions to our pupils on the topic to help ensure that they do not display discriminatory views in this regard. This presents a cultural challenge with the majority of our pupils and we are therefore very keen to ensure that any incidents of homophobia are recorded diligently and actioned swiftly. As with racist incidents, the Sleuth Behaviour tracking/monitoring system is used by staff to record the incident and then AHT- Pastoral maintains a separate record detailing victim, perpetrator, sanction and outcome.

Our new code of conduct contains explicit reference to reporting incidents of homophobia and treating others equally and fairly.

Our Learning Mentors work with the victim and perpetrator in such incidents to ensure there is an understanding of the harm such incidents can cause and to try and ensure the perpetrator does not repeat their behaviour.

Attached evidence:

- Monitoring record

Section 1: Commitment to Equality

1.13 The school's anti-bullying policy covers all forms of bullying including cyber-bullying, racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.

There is an extremely comprehensive anti-bullying policy in place at Holte School. This is published on our website for all stakeholders to see. In addition, records are kept of all incidents of bullying including the victim, the perpetrator, the nature of the incident and the way in which the issue was resolved. These records are held on the staff shared area of the computer system so that all staff have access to them. A regular anti-bullying survey is conducted with a randomly selected group of pupils as part of National Anti-Bullying Week and the results of the most recent one are attached below along with our policy.

The Holte School SHARP system (School Help and Advice Reporting Page) is used very well by pupils allowing them to report matters confidentially if they wish. Pupils can also access advice videos and avenues of support on the system. Our system has been held up as an example for other schools to copy and described as 'national best practice' by West Midlands Police.

Attached evidence:

- Anti-bullying Policy 2015-2016
- Copy of Anti-bullying week survey
- Bullying and discrimination monitoring 2015-2016

Section 2: Narrowing The Gap

- 2.1 The attainment of different groups of learners (however small) is monitored rigorously e.g. Learners eligible for Free School Meals, Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language etc.
- 2.2 Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. More able, gifted and talented, learners with English as an additional language, New Arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.
- 2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.
- 2.4 Attendance data is analysed by gender, ethnicity, SEN, and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.
- 2.7 Intensive support is provided for learners who are achieving well below expected standards.
- 2.8 Supportive arrangements are in place for learners who might face challenges with homework.
- 2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

Section 2: Narrowing The Gap

2.1 The attainment of different groups of learners (however small) is monitored rigorously e.g. Learners eligible for Free School Meals, Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language etc.

We have a high number of Pupil Premium pupils and therefore a large sum of money to be spent in this regard. Our pupils benefit hugely from this as can be seen in the powerpoint provided below. This gives a flavour of the kinds of activities we use our PP funding for.

Every one of our pupils has an academic mentor in the shape of their form tutor. When the year group has an assembly one pupil will always remain in the form room to complete the academic mentoring proforma with their tutor. This contains an indication of their latest progress, their behaviour and their attendance. Using targets set by subject teachers, the pupil and tutor will discuss how the student can progress quicker and specific areas of concern they need to address. All of the academic mentoring sheets are kept in a folder so there is a 5 year record of how a pupil has progressed.

Holte School has recently introduced a new system for monitoring the performance of all teaching staff bringing together teaching evidence, learning evidence and assessment evidence. This triangulation approach necessitates staff being aware of every individual's learning needs and ensures that to perform well there must be no gaps in attainment between any sub-groups within the class. This includes boys/girls, FSM/non-FSM, ethnicity sub-groups and SEND/non-SEND. The proformas below evidence the process and show how teacher's performance is graded with the attainment of different groups of learners clearly being instrumental in this process.

Attached evidence:

- Pupil Premium spending 2014-2015
- Target sheet.
- Teaching, Learning and Assessment proforma
- Teaching, Learning and Assessment 2

Section 2: Narrowing The Gap

2.2 **Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. More able, gifted and talented, learners with English as an additional language, New Arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.**

Raphael Griffith (School Improvement Co-ordinator) oversees our Gifted and Talented pupil provision. This has included being a thriving member of the Brilliant Club over recent years with a large number of pupils gaining experience of university life and submitting work to universities to be assessed. The Gifted and Talented policy is attached below.

Looked After Children are overseen by **Lee Farmer** (Assistant Headteacher - Pastoral). He is fully trained to dispense this role and is also DSL trained. He maintains detailed files on all of the pupils and chairs all relevant PEP meetings. Our LAC policy is attached below.

Andy Oliver (DSL) oversees our Young Carers as part of his DSL role. We have recently carried out an audit of our pupils in an attempt to discover whether there were any Young Carers we were not aware of in Holte School. This evidences our commitment to supporting them wherever we can to ensure they are able to enjoy the very best educational experience.

Tom Holder (SENDCO) oversees our pupils who are newly arrived to the country and have language needs. We have a wide range of languages within our TA team so TA's are allocated on a needs basis. We also utilise home language dictionaires widely and programmes such as Rosetta Stone to assist the pupils with language needs.

Attached evidence:

- Able, Gifted and Talented Policy
- Looked After Children Policy 2015

Section 2: Narrowing The Gap

2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.

Holte School has a huge range of interventions designed to reduce the differences in outcomes for vulnerable groups and those of all learners. These are driven by a variety of teams within the school. The City Year team is an example of an intervention put in place using Pupil Premium money. The team consists of 9 18-23 year olds led by an Impact Officer. They act as 'near peers' to a group of pupils that they mentor both within and outside of lessons. The impact they have can be seen in the impact report below.

We have a Learning Support Centre at Holte School run by two learning mentors. This is used to address behavioural concerns where they arise and also to address more personal issues such as self-esteem or being a victim of bullying. The mentors run in depth one week sessions for pupils or shorter sessions that are laid on as required. The impact report from the Learning Support Centre is attached below. The Inclusion team is assisted by a large range of outside agencies that we co-ordinate in order to ensure our pupils have the support they need to allow them to flourish at school. This support includes a school nurse, a student social worker, a mental health worker, a family support service called Malachi and we also utilise the Barnardos Arch project to provide support to our most needy families. Such intervention allows attendance to remain positive where it may have fallen away. It also allows a pupil to re-engage in their school work where that may have been the last thing on their minds. There are a number of individual success stories from this wide ranging level of support.

The school has been a pilot school for the Headstart project being funded through the Big Lottery and aiming at addressing mental health and resilience in 11-14 year olds. As part of this pilot we have run the PATHS+ programme with both Year 7 and Year 8 which targets alternative thinking strategies and emotional resilience. We have also run parental sessions aimed at helping them build resilience in their children. The results from the pupil questionnaires and the parental feedback have been positive. Holte School is outstanding at providing assistance to pupils that need the support most. The case study below gives one example of a boy who arrived at the school in very difficult circumstances but, thanks to the input of the school, eventually flourished and has gone onto much better things.

Attached evidence:

- Mid-Year Impact Report
- Paths + evaluation
- Parental feedback from the Resilience Course
- Pastoral Case Studies LAC
- LSC End of Year Report 2014-15

Section 2: Narrowing The Gap

2.4 Attendance data is analysed by gender, ethnicity, SEN, and disability. Where relevant, procedures are in place to reduce differences in outcomes.

The attached documents give examples of how we break data relating down into ethnicity/SEND/FSM etc to ensure no group slips through the net. The first example is a breakdown of Year 7 attendance in 2014-2015 into various sub-groups. We have the same information for every year group and it is made available to all pastoral staff. The other examples show various pieces of behaviour and attendance data broken down into relevant sub-groups.

In 2014-2015 we noted that the attendance of our LAC pupils was below where we wanted it to be. The teacher in charge of LAC pupils has therefore made every effort to improve things this year by keeping closer contact with carers and social workers and by utilising fully and wisely the funds available for LAC pupils to boost their educational experience. The results of this are clear in the following figures -

2014-2015 average attendance of LAC pupils = 92.6%

2015-2016 average attendance of LAC pupils = 96.6%

In 2014-2015 we noted that the attendance of Year 10 pupils had not been as good as other year groups with ABAN pupils and both Boys and Girls attendance below where we would expect. We have utilised every support available to address this situation in 2015-2016 including the Spotlight process, ESW support and making the link between attendance and attainment clear to parents and pupils. The results of this can be seen in the figures below -

2014-2015 attendance of Year 10 ABAN pupils = 94.5%

2015-2016 attendance of Year 11 ABAN pupils = 95.6%

2014-2015 attendance of Year 10 boys = 94.2% and girls = 93.6% 2015-2016 attendance of Year 11 boys = 96.0% and girls = 95.2%

Attached evidence:

- Contextual Attendance 1
- Contextual attendance 2
- Contextual attendance table
- Attendance and Behaviour by SEND and FSM

Section 2: Narrowing The Gap

2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.

At Holte School we maintain a live spreadsheet that contains full details of all fixed term exclusions including FSM details, SEND details, Ethnicity details etc. This allows us to operate an ongoing analysis of our exclusion data which flags up potential areas of concern and success. The spreadsheet is attached below. For many years Holte has carried out over 100 fixed term exclusions each year. In 2014-2015 we made a concerted effort to reduce this figure by operating an online behaviour monitoring system, by introducing a revised code of conduct, by introducing new core values and by introducing a simplified behaviour management flowchart for staff (including a pupil friendly version). The results of this can be seen in the figures below.

Fixed Term Exclusions

2014-2015 = 71 2013-2014 = 101 2012-2013 = 109

We are very proactive in addressing behaviour concerns and stopping them before they become a bigger issue. A recent example is a group of Year 9 boys who had set up a 'clan' in the use of a video game they were playing online. This felt like the start of a gang affiliation so we were very quick in addressing the situation. All parents were called in for an individual meeting to discuss the games their children are playing and to raise awareness of e-safety in their homes. Our Link Police Officer came in to speak to the boys about the dangers of gang involvement. We also had the National Lead of 'Anti-Youth Violence' come into school to take an assembly and lead a session with the Year 9 boys as a follow up. He was joined by an ex-Birmingham gang member who has served time in prison as a result of his activities but now educates young people about the dangers of the path he took. As a result of the action taken we feel we have effectively addressed our original concern. None of the boys have received an exclusion since the interventions and they all commented favourably on the experiences they were provided with.

Attached evidence:

- Exclusion data

Section 2: Narrowing The Gap

2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.

The following section is taken from our Admissions Policy.

"If a child is to join Holte at a time other than in the normal September intake the following will happen -

An interview will be arranged with the Year Manager or Year Co-Ordinator. As part of this interview the student is tested by the SEND team to ascertain academic ability and potential. This informs timetabling and setting of the student.

The family will be given a copy of the school prospectus and advised on uniform, PE kit and other matters. A start date will be agreed.

The relevant year team will inform staff via e-mail that a new pupil is going to start and provide relevant information to assist in the education of the new student."

This efficient process is well recognised within the school and leads to a rapid integration of the pupil. Where necessary one of our support mechanisms will be utilised to help the pupil settle in. This could be a Teaching Assistant, a City Year mentor, a Learning Mentor or assistance from our Student Social Worker. The rapid assimilation of pupils into Holte School from a huge variety of backgrounds is testament to the success of these procedures.

Section 2: Narrowing The Gap

2.7 Intensive support is provided for learners who are achieving well below expected standards.

Our School Improvement Team drives forward much of our intervention work - particularly in Year 11. We are working towards 8 goals which we hope to achieve this year in order to ensure continued improvement across the school. These are outlined on the Teaching and Learning newsletter attached below (along with other interventions currently happening with Year 11). Also attached is a spreadsheet showing how we organised the mentoring of a group of underperforming Year 11 pupils by SLT staff this year.

We look closely at where pupils are underperforming and will re-jig their timetable to allow them to receive extra tuition in the subjects they are showing more application and success in and where we think they can. This requires staff to go over and above but there is a level of commitment that means this can happen. Saturday revision classes have become the norm from January onwards - again demonstrating a high level of engagement by pupils and reflecting a committed and devoted staff.

Our SENCO holds one to one sessions during form time each morning with underperforming SEND pupils to ascertain why underachievement is taking place. He offers support and coaching to try and get the pupils back on track.

The school makes use of online programs such as GCSEPod, MyMaths and SamLearning so pupils can utilise their modern technology to access continued learning.

Regular parent sessions (in addition to parents evenings) called Parent Partnership meetings are held on a year group basis. Underperformance by pupils can be tackled in this forum by advising parents on how they can support the education process and what they should be speaking to their children about.

We know how every pupil is doing in school through the joined up approach by the Pastoral, Curriculum and School Improvement teams which allows for speedy and meaningful intervention to take place. Regular contact between the Heads of Department, the Headteacher and Deputy Headteachers at frequent breakfast meetings helps in this regard too.

Attached evidence:

- T&L Newsletter
- Mentoring spreadsheet

Section 2: Narrowing The Gap

2.8 **Supportive arrangements are in place for learners who might face challenges with homework.**

Homework is viewed as extremely valuable at Holte. We believe it establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives. We also believe it provides training for students in planning and organising time and reaffirms the role of parents and carers as partners in education. Our homework policy is clear to both staff, pupils and parents as to expectations in this regard.

To assist pupils there are at least 2 ICT rooms open and staffed at lunchtime. This enables all pupils to get access to ICT equipment should they need it for homework tasks. Our City Year mentors run a 'Homework Space' after-school club that is also operated in an ICT facility. This ensures there is guidance available on homework tasks and also access to the internet and printing equipment if this helps the students produce better quality homework.

Increasingly, staff are using the Doddle computer platform to set homework tasks. These can be accessed on any internet enabled device and allow the pupils to get instant feedback on how they have done on a test or quiz. They can also try something again with all of their marks recorded so they can show their progress.

Attached evidence:

- Homework policy

Section 2: Narrowing The Gap

2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

Holte is well-versed in supporting pupils who are newly arrived in this country and who may be coming to school with very little, or even zero, English language skills. There are pupils in the school currently who fit into this category who have the most horrendous back stories but have been welcomed here, have developed here and are now doing their best to construct a future for themselves.

Instrumental in the development of their English language skills has been the Rosetta Stone computer package that Holte has successfully used for some time. The SENCo and his team have found this package to have great value for the pupils who need the greatest EAL input. The impact of the Rosetta Stone package can be seen in the big strides forward many of our pupils have made on the back of its use. It has been an instrumental driver in our aim to have the best inclusion practices and to ensure any new arrival gets the best support possible so that they settle in their new school environment quickly.

For many years now Holte has run ESOL classes for parents. These are run once a week during the school day by an outside company who are provided with a classroom or equivalent space. This has helped ensure that communication with parents has improved over the years as their English speaking confidence has progressed. Thus, we are not just providing English language development for pupils. We feel it is imperative that we provide it for parents too so they can share in their child's educational journey fully.

The attachments below show the kind of advice that our teaching staff receive to ensure that EAL learners are best supported in the classroom.

Attached evidence:

- Mind map guidance for staff
- Strategies to support Newly arrived EAL pupils

Section 3: Fostering Good Relations

- 3.1 The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.
- 3.2 The school offers a range of extended services to the local community.
- 3.3 There are strong and positive relationships between individuals from different backgrounds within the school.
- 3.4 Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.
- 3.5 Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own.
- 3.6 Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.
- 3.7 Learners are provided with opportunities to interact positively with members of the local community.
- 3.8 The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.
- 3.9 Parents/carers are warmly encouraged to involve themselves in the life of the school.
- 3.10 Supply teachers, visiting professionals and trainees are made to feel welcome in the school.
- 3.11 The school manages complaints in a sensitive, just and empathic way.
- 3.12 The school council/forum is democratically elected and has a meaningful role in decision-making.
- 3.13 Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.
- 3.14 Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment, exploitation and extremism.
- 3.15 The school community supports and is involved in a range of charitable work.

Section 3: Fostering Good Relations

3.1 The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.

We are very aware that only a small percentage of our parents have any experience of higher or further education. Approximately 80% have no such experience. For that reason, the school does whatever it can to raise aspirations amongst the students. The Governors and staff are very aware of this responsibility.

The Governing Body were very keen to address this issue and so pushed forward with the opening of a sixth form at the school in 2010. This has had a huge impact on the area in that a large number of our pupils choose to stay and study with us because they know the quality of the education they will receive. As a result of this development we now have larger numbers going on to study at university. There is a destinations list attached of where our Year 13's went last year. This shows the extent to which we have now created a student group who are trailblazers within their families in that they are accessing higher education establishments. In this way, we hope that Holte School has an ongoing positive impact on the local community.

Staff have been very involved in the partnership with the Brilliant Club. This scheme enables a group of our gifted and talented pupils from deprived backgrounds to be tutored by PhD students at top universities around the country. This has had an impact on making them realise that they are capable of great things and can aspire to be students at some of Britain's top universities. Our pupils produce major pieces of work which are graded at degree level. There have been some outstanding results during the scheme and it has impacted on many pupils over recent years. The attachments below provide more information.

Attached evidence:

- Brilliant Club Letter Template (Launch Trip)
- The Brilliant Club
- Holte Visual and Performing Arts College - Programme Summary and Impact Report (Spring 2015).pdf
- Y13 student destinations

Section 3: Fostering Good Relations

3.2 The school offers a range of extended services to the local community.

Holte School provides teachers to local primary schools to assist them in their teaching of Modern Foreign Languages. Currently, the Head of the MFL department visits the primary schools in a regular timetabled slot. This level of expertise is greatly valued by the primary schools and is allowing their staff to become better trained in the delivery of languages sessions. In 2014-2015 we also enabled one of our Maths teachers to assist Lozells Primary School with Maths booster sessions in the run up to SATs tests. This had a positive outcome and record results were recorded.

Our City Year team have run annual events for the last 3 years which have utilised the excellent facilities at Holte School. There has been a talent show entitled 'City Year's Got Talent' whereby all of the schools across Birmingham with City Year mentors send pupils to the event held in our Main Hall along with their parents and school staff. There are photos of this event below. The City Year team also run a 'City Year Championship' which is a whole-day football tournament for various age groups of schools with City Year teams from across Birmingham. There are also photos of this event below.

The school stages regular shows that are produced and overseen by our Performing Arts Department. There are large numbers of pupils involved in these productions and they also include pupils from Lozells Primary School who we share a site with. The recent performances of Snow White and Oliver have attracted large audiences of parents and pupils.

The sports facilities at Holte School are opened to the community from 6pm during the week and all day over the weekend. This includes the Sports Hall and the Astroturf. Many local sports teams are now basing their practice and training sessions at the school and have been overjoyed with the quality of the facilities on offer. There is a good relationship with the school with many of our pupils being a part of these local teams now.

Attached evidence:

- Term 2 City Year Newsletter
- City Year Championship photo
- City Year Championship Photo 2.
- Snow White programme

Section 3: Fostering Good Relations

3.3 There are strong and positive relationships between individuals from different backgrounds within the school.

Each year we encourage Year 11 pupils to take part in a 'Pupil Takeover' Day whereby they plan and teach all of the sessions during one of our Citizenship/PSHEE days. This has been a great success and the pupils both delivering and learning have always gained a great deal from it. The sessions are planned in conjunction with members of staff and there is always a staff member present in the sessions but the pupils have the freedom to choose what they would like to address in terms of the needs of the year group and also how they would like to deliver it.

Holte School is working with Cambridge University on a project entitled iPeace. This is looking to embed a restorative culture into behaviour management. As part of this project 18 staff mediators have been trained but, we have also trained a large number of pupil mediators who are on hand every lunchtime in a set location to deal with pupil fall-outs, arguments and disputes. The pupil mediator team have been invited to Cambridge University in the near future to present their work, input and impact. The training they received has recently been validated by the College of Mediators making them the first officially trained pupil mediators in the country. The scheme/training is going to be rolled out to other schools in due course.

Attached evidence:

- Holte School Peer Mediators
- Peer-Mediation-Poster
- Citizenship Evaluation - 5th feb 16 Year 11.

Section 3: Fostering Good Relations

3.4 Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.

In 2015-2016 Holte School has begun to work in conjunction with 'The Feast'. This organisation promotes inter-faith understanding between groups of young people who otherwise may not encounter one another. 'The Feast' are currently working with a group of Year 9 students and they have done sessions on their own religious identity and how important it is to appreciate those from other backgrounds. 'The Feast' describe the process in the following way on their website. "Our desire is to bring together teenagers from different faiths and cultures to build friendships, explore faith and change lives. We work by building good relationships with groups of young people and then invite them to 'encounter' events where they can meet one another. The relationships between the young people have to be developed in distinctive ways, as their varied communities have different structures and youth programmes based on faith and culture. At each 'encounter' event, after breaking the ice, we set up the ground rules for their time together, called our Guidelines for Dialogue. This creates a safe space where the young people are willing to share their thoughts and feelings in an honest way. As a result of this we can then facilitate open discussions based on them speaking about their own faith, and in the process they learn about the similarities and differences that exist between faiths. We believe that acknowledging both similarities and differences is vital if we are to be honest about our faith and be equipped to deal with disagreements when they occur. The topics we discuss are ones that young people are concerned about rather than ones that faith leaders, theologians or other adults think they ought to be discussing. Through this we enable the young people to share their beliefs, experiences and ideas with one another rather than telling them what they ought to be sharing."

We want to see our relationship with 'The Feast' flourish and we firmly believe that their work is vital in a community like ours and others across the city of Birmingham.

Holte School has enjoyed an excellent relationship with the Reverend Jemimah Prasadam - the vicar at the local St Paul and St Silas Church. Jemimah has been awarded an MBE for her community cohesion work and she has been a regular visitor to the school in an effort to promote her message to local youngsters. Such as been her impact on our pupils she is known (by the largely Muslim school population) as 'Aunty Jemimah'. She has been a great role model for our pupils and many of them have joined her local activities to show their support. Jemimah retired from her post in 2015 but she has now given her name to an annual award that will be presented to the pupil who has done most work in promoting community cohesion.

Attached evidence:

- Jemimah Prasadam picture

Section 3: Fostering Good Relations

3.5 Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own.

In recent years Holte has made full use of a presentation made by PC Rob Pedley - an ex-firearms officer in Birmingham who is now in a wheelchair after a skiing accident. He, along with the parents of young people killed through guns and gang activity, deliver a very powerful presentation on why such a life is dangerous and can impact so much on other people in a negative way. The thread running through the session is all about making choices that can impact on you forever. The presentation has been made to every year group at Holte except the current Year 7. PC Pedley and the parents involved are great role models for the pupils who are always completely engaged by the presentation.

A recent Year 8 Citizenship Day was centred around cultural awareness and discovering about cultures different to the ones pupils are more used to. The day involved a session with a Brazilian drummer who taught the pupils about his background and what the drumming meant to him. Pupils were then able to try their hand at the drumming ! The rest of the day was spent in form groups with each form choosing a culture to produce a presentation on which was then made to the rest of the year group. There was also some cultural cooking experience during the day. There are more details about the day attached below including some comments from pupils and feedback from the Year Manager.

A group of 6th form students have recently taken part in a project being run across Birmingham called Envision. They put together a campaign to obtain funds to provide support to refugees in the local community. They have organised sessions for refugees in local community centres and tried to offer as much support as possible. Their campaign and work led to them making it to the final of the competition where they presented the impact of their work to a panel of judges. They didn't win the competition but their work has had a great impact and we are very proud of their efforts.

Attached evidence:

- Rob Pedley presentation
- Year 8 Timetable - 16th Oct
- Citizenship Evaluation - Year 8
- Envision Project
- Envision project presentation

Section 3: Fostering Good Relations

3.6 Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.

Holte School has a very close relationship (because of the shared site) with Mayfield Special School and Lozells Primary School. Our pupils can regularly be seen assisting Mayfield staff at lunchtimes and doing their best to help Mayfield pupils 'fit in' on the shared playground. There have been 0 issues of discrimination or negative comments since we moved into the shared site in 2010-2011 evidencing the positive work we have done to promote integration between the two sets of pupils. Further integration has been promoted by having pupil representatives on each other's school councils and there has been a two-way flow of assistance in terms of curriculum provision where necessary. For example, a Holte pupil presenting challenging behaviour was provided with two weeks of afternoon lessons in a Mayfield class where he was able to experience more 'hands on' learning. In return, Holte has provided access to Year 7 lessons where some Mayfield pupils have needed more 'stretch and challenge' in certain subjects. At the Holte School Sports Day we have two races for Mayfield students who excel in the supportive atmosphere created by the hundreds of Holte pupils present. There is still more we can do develop this positive relationship and discussions have taken place recently as to how we can make this happen in 2016-2017 and beyond.

Holte School is a sponsor of BlueCoat Academy in Walsall. This relationship is used constructively to ensure pupils interact with those from a different school. Examples include proactive use of each other's Learning Support Units to provide behavioural and emotional support to pupils who need it in a different environment to which they have been accustomed to. We also ensure numerous sporting contests across the year culminating in Holte pupils taking part in the BlueCoat sports day and vice versa.

Section 3: Fostering Good Relations

3.7 Learners are provided with opportunities to interact positively with members of the local community.

During a recent Citizenship Day all Year 7 pupils got to meet, listen to and question the Lord Mayor of Birmingham. His life experiences were something our pupils were not familiar with so it was enlightening for them to listen to a man with such a wealth of experience in all things Birmingham related. It was also the first individual that the pupils had met who had a political background so they were very interested to hear about his views on a number of modern day issues.

On the same Citizenship Day we also had a visit from Daniel Caines - a local athlete who has competed at the very highest level including Olympics and World Championships. He gave a presentation to some of our pupils about taking the right path, motivation, self-belief and meeting your goals. He provided a good role model to some of our pupils who need encouragement in these areas.

Attached evidence:

- Lord Mayor photo 1
- Lord Mayor 2.
- Daniel Caines.

Section 3: Fostering Good Relations

3.8 The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.

At every Parents' Evening we conduct a survey of parents to gain information about how they feel about the quality of our provision at Holte. The results are analysed by the Senior Leadership Team so we can see areas where our parents are potentially concerned. These are addressed by the relevant team as quickly as possible. We have regularly utilised the 'ECM Perceptions" survey that is put together by Pearson to survey the attitudes, feelings and opinions of ALL pupils. The results of this survey are utilised fully by the pastoral team who follow up any concerns that arise and address any general issues with their year groups. The survey is very detailed and provides a huge amount of information about the way our pupils view their experience at Holte.

The opinions and wishes of our School Council are listened to and acted upon where possible. For example, they recently expressed a wish for the installation of a drinking fountain within the school. This has been acted upon with a brand new facility now available to all pupils. Our link Safeguarding governor (who chairs the Pupil Sub-Committee of the Governing Body) maintains very close links with our pupil voice bodies and likes to gauge their opinions regularly. Regular feedback is provided on a half termly basis by different pupils from each year group. We use standard Ofsted pupil questionnaires with them to gauge their opinions about the provision at Holte. This regular feedback is taken seriously and shapes our work.

Holte is currently looking to build a new 6th form block to help the development of our Year 12/13 provision. This has involved a full consultation process with the local community who were invited into Holte to view the proposals and leave comments about it. This process was very positive in getting everybody in the community on board and obtaining the full support of all local stakeholders in providing excellent 6th form provision at Holte.

Attached evidence:

- ECM perceptions spreadsheet 2015
- ECM Pupil Perceptions Survey Headlines 2015.
- ECM Perceptions Action Plan
- Holte School Student Voice 2015 Yr 7
- 6th form build consultation

Section 3: Fostering Good Relations

3.9 Parents/carers are warmly encouraged to involve themselves in the life of the school.

A series of learning opportunities are on offer for parents at Holte School. We run ESOL classes to try and assist those parents who do not have English as a first language. We also run 'Family Numeracy' courses for parents and pupils where they can work together on building basic maths skills. We have also run a basic ICT awareness course for parents to try and enable them to keep up with the knowledge of their children. All of these courses are useful in their own right but they also enable our parents to see the school in action during the day and make them comfortable in approaching us and confident that a high quality education is delivered at the school. (See e-mail from ESOL team below requesting a bigger teaching space in 2016 to accomodate greater numbers !!)

As a part of the 'Headstart' scheme (pilot project addressing mental health and resilience in 11-14 year olds) we have delivered a course to parents aimed at helping them build resilience in their children. This was received so positively by the parents who attended that we are going to run the course again.

We ran an e-safety event at Holte in March 2016 (see flyer) which was run in conjunction with O2 and the NSPCC. This allowed parents the opportunity to develop their own awareness of the dangers inherent for young people on the internet. The feedback was very positive and all the parents who attended felt it had been very worthwhile. During this school year we also offered to all parents an additional safeguarding event whereby Ray Douglas (Head of Anti-Youth Violence) came into talk to parents about the ways in which young people can fall into a life of gangs and violence and the key signs to look out for.

Attendance at Parents' Evenings is always very positive and we offer an additional event in the Autumn Term for all parents to come and speak to their child's form tutor and other key staff to see how they have settled into the new school year.

Attached evidence:

- ESOL email
- E-safety flyer

Section 3: Fostering Good Relations

3.10 Supply teachers, visiting professionals and trainees are made to feel welcome in the school.

We have an excellent relationship with several teacher training providers. One such example is Birmingham City University who we receive many trainees from during the year. We also receive trainees from Birmingham University and Teach First. Many of our trainees go on to full time employment with us. We currently have 3 staff from the Teach First programme and a number of NQT's who were with us last year as trainees. It is very pleasing that a number of these trainees who go on to be employed with us are actually ex-pupils. This proves Holte's success as a leading light in the community of Lozells and we are confident in our assertion that the recent regeneration and improvement in the area has come on the back of the improvements at Holte over the years and our status as an Outstanding provider since 2009. One of our BCU trainees was recently involved in producing a promotional video encouraging others to join the teaching profession and a link to this is included below.

We have a visitors book that we invite all visitors to the school to sign and make a comment in. A perusal of this book will quickly lead to the conclusion that visiting professionals enjoy their time with us and have plenty of positive things to say about the school. Some random extracts from the book are included below.

Attached evidence:

- Promotional video link
- Visitor book extract

Section 3: Fostering Good Relations

3.11 The school manages complaints in a sensitive, just and empathic way.

By and large, we do not receive many complaints at Holte School but, when we do, there is a clear procedure for dealing with them. This is outlined in our 'Complaints Policy for Parents and Carers' which is available on our website for all stakeholders to see. This policy is attached below.

Attached evidence:

- Complaints policy

Section 3: Fostering Good Relations

3.12 The school council/forum is democratically elected and has a meaningful role in decision-making.

Our School Council representatives recently received training from SSAT to ensure they are fully aware of the responsibilities that the role brings and the impact that they can have on the school.

Our School Council is democratically elected with pupils (from Year 7-9) putting themselves forward at first for the Year Council. Elections are held in form groups for the Year Council. Another election is then held within each year group to decide which two Year Councillors will represent the year group at the School Council. Pupils are able to give presentations to their peers about what they want to improve within the school before the elections. The School Council is overseen by Miss Peterkin (Senior Pastoral Manager) but there are also regular visits by SLT members and other staff to help generate discussion and debate on all areas of the school. A recent success that the School Council had was the installation of two water fountains in the school for pupil use. This was an issue that the School Council campaigned on and successfully convinced the Headteacher of both the need and potential benefit. They are now well used by all pupils. The School Council has also been influential in ensuring that the Librarian has purchased the kinds of books that pupils want to see in there and they also requested a Film Club at lunchtime which is now up and running and attended regularly by pupils. The School Council minutes below are typical and show the kinds of things that the pupils discuss and try to influence.

We also have an influential Junior Leadership Team (Year 10-11) who are consulted by the Headteacher on a variety of issues to gain a senior pupil view on the feelings of students. For example, we are looking at changing the school day in 2017-2018 and the Headteacher has met the Junior Leadership Team to discuss the potential changes to garner the views of pupils.

Attached evidence:

- School council minutes

Section 3: Fostering Good Relations

3.13 Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.

In 2015-2016 we utilised the support of Loudmouth Theatre Group to deliver engaging sessions on Child Sexual Exploitation ("Working for Marcus") and teenage relationship abuse/power and control ("Safe and Sound"). These sessions went down very well with the pupils and we will be looking to use Loudmouth again this year. Pupils are taught explicitly about discrimination and prejudice within the Citizenship/PSHE curriculum (see 3.14).

For a number of years we have utilised the SHARP system (School Help and Advice Reporting Page). Our use of this web based system has been seen as national best practice and has attracted visits from high ranking Police officers and the Home Office. The Holte page contains a large number of advice videos that any pupil can access. The site also enables pupils to make disclosures privately that only the school DSL and Deputy DSL receive via e-mail. A large number of pupils have been assisted in this way who may otherwise have continued to suffer in silence. The SHARP system was mentioned positively in our most recent Ofsted inspection and we have advised many other schools in the use of it. The site can be visited at www.holte.thesharpsystem.com where the visitor will be able to see the raft of advice videos for pupils and where it will be clear to see how pupils can anonymously refer issues that concern them. In case of a worrying/concerning referral with no name attached there is a facility included in the system that provides an ip address for every referral that is sent. Hence if we needed to urgently trace somebody we'd have some way of trying to do so.

Attached evidence:

- The SHARP system
- Bullying and discrimination log

Section 3: Fostering Good Relations

3.14 Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment, exploitation and extremism.

Our Citizenship/PSHE programme is fundamental to our desire to ensure our pupils know how to keep themselves safe. We see this as vital work in an area that has very high unemployment, deprivation and crime. A glance at our programme of study shows we deliver sessions on topics such as bullying, extremism, alcohol, drugs, discrimination, prejudice, homophobia, STI's, violent relationships, honour based violence, forced marriage etc. These sessions are often delivered by Holte staff but are also occasionally delivered by external agencies such as NSPCC, Brook, Police, Loudmouth theatre group etc.

The DSL is a Home Office approved Prevent trainer for staff and is also trained to deliver the anti-extremism programme called Pathways to pupils. This was delivered to all Year 10 students in 2015-2016 and will be delivered to further year groups this year. This work builds on our very good relationship with the Police. The Deputy Head (Inclusion) is the chairperson of the Ladywood constituency Police-School panel and also sits on the citywide steering group for all of the panels across the city. It was through this positive relationship with the Police that we obtained the SHARP system mentioned elsewhere in this audit. The Deputy Head's high profile role in the relationship with Police across the city also means that Holte gets access to other initiatives which benefit our pupils such as Word4weapons (a knife crime initiative) or PASS (a scheme targeting girls on the edge of gangs).

Attached evidence:

- PSHE & Citizenship SoW
- Citywide Police-School Panel minutes
- Ladywood Police-School Panel minutes

Section 3: Fostering Good Relations

3.15 The school community supports and is involved in a range of charitable work.

Holte has a proud history of charity support and this has continued up to the present day.

Year 9 pupils have got actively involved with PLAN whereby each form group sponsors a child in the developing world. They run money raising activities to assist their sponsored child and regularly correspond with them.

Each year in the run up to Christmas, every form group across the school puts together festive hampers. These are distributed to a local foodbank who then passes them on to those that need them with messages of support and encouragement from the pupils and staff. This is a long standing Holte tradition and goes from strength to strength every year with over 200 hampers produced last Christmas.

The attachment below details other causes that have benefitted from the generosity of Holte pupils (and staff) in the past 12 months. The Nepal Earthquake was driven entirely by the pupils who requested that they run a variety of fundraising activities to help the people of Nepal. Purely on their own initiative, they raised over £400 for this cause.

Attached evidence:

- Charity donations 2015-2016
- Hamper thank you letter
- Hamper photo

Section 4: Equality Of Opportunity & Positive Action

- 4.1 The different needs of male and female learners and staff members are recognised and addressed.
- 4.2 Reasonable adjustments are made to enable individuals with disabilities to access to the physical environment of the school, the curriculum and information.
- 4.3 Arrangements are in place to assist low income families in supporting and encouraging pupil access and engagement.
- 4.4 The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.
- 4.5 Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communication).
- 4.6 Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.
- 4.7 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with secondary age learners only).

Section 4: Equality Of Opportunity & Positive Action

4.1 The different needs of male and female learners and staff members are recognised and addressed.

An increasing number of staff have requested part-time work in recent years and this request has been met wherever possible. The list of part-time staff is attached below and shows the large number of staff who, for family reasons, wished to begin part-time work.

We have had two training days in the school year on Raising the Achievement of Boys and Raising the Achievement of More Able pupils. These are two of the school's targets for the 2016-2017 school year. The wisdom of all of the teaching staff was combined to create lively discussion which enabled us to reach a consensus on how we planned to tackle these issues in what remained of the school year. We devised a range of ways in which, for example, we planned to engage boys more readily in lessons and how we planned to tackle the stereotypical view of boys as underachievers compared to the girls.

Attached evidence:

- Part time working arrangements

Section 4: Equality Of Opportunity & Positive Action

4.2 Reasonable adjustments are made to enable individuals with disabilities to access to the physical environment of the school, the curriculum and information.

Holte School is a fully accessible site and currently has pupils with a variety of different physical needs. Along with the support from the Physical Disabilities Support Service (PDSS) we have been able to adapt resources, classrooms, equipment for all pupils to access a full curriculum. Pupils have individual meetings with the PDSS teacher where they can express any issues or problems they may have if they don't feel comfortable in telling the SENCo or a TA. Staff are frequently attending on how we can improve even further to make every pupils experience at Holte School even better (see attachment).

A current Year 11 pupil has a life threatening skin condition called Epidermolysis Bullosa. He joined Holte in Year 7 and has been a shining example of inclusion. Over the last five years this pupil has gained internal support from Year Co-ordinator, TAs, SENCo. More recently as his health has deteriorated the school has worked closely alongside James Brindley Hospital School to insure that a timetable was devised for him including home teaching and access to GCSEs. He is now sitting his GCSE exams and will be off to college this September.

Attached evidence:

- Disability equality Policy 2015
- INCLUSION POLICY 2015-2016
- SEND Policy 2015
- secondary course 5th july 2016

Section 4: Equality Of Opportunity & Positive Action

4.3 Arrangements are in place to assist low income families in supporting and encouraging pupil access and engagement.

For many years Holte has helped its students by providing bus passes to those that live a large distance from the school and where financial constraints mean a family would struggle to purchase one. The list attached shows how many bus passes this involves on a regular basis and demonstrates our commitment to supporting the families of our pupils wherever we can.

We receive a large amount of Pupil Premium money and this is used to enhance the educational experience for a large number of our pupils. A glance at the range of activities that are funded through this source shows a huge variety of enrichment programmes. Attached is our self-evaluation for our use of Pupil Premium which, we believe, shows outstanding use of that resource and demonstrates in depth the value we make of that resource.

Attached evidence:

- Pupil Premium SEF
- Bus Pass List

Section 4: Equality Of Opportunity & Positive Action

4.4 The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.

Holte School is very sensitive to the religious considerations of our pupils/families. The majority of our pupils are Muslim so the uniform policy reflects this in that pupils can wear headscarves or a Salwar Kameez if they choose (see the uniform poster attached).

Our uniform is sold by a local supplier who holds uniform selling days in the summer holidays. Uniform can be purchased from them and they are happy to discuss flexible payments if a family requests it.

We regularly use Pupil Premium money to purchase uniform items for those families that are struggling to purchase certain items. For example, we often take pupils to get a pair of shoes or a pair of trainers for PE. We also hold onto second hand items which we use as spares for pupils as an interim measure if we know a family is struggling to purchase a uniform item.

Attached evidence:

- Uniform poster
- Uniform policy

Section 4: Equality Of Opportunity & Positive Action

4.5 Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).

Holte has two dedicated Home School Liasion Workers who are vital in providing the bridge between school and home. They are able to communicate in community languages which helps in parental meetings where a parent has limited English. We also have a number of other staff who are happy to assist in translation where necessary. The Home-School Liasion team make all of our absence calls to parents, they run parent partnership sessions, coffee mornings, our morning stationery shop and carry out all of our home visits where required.

Our school website uses Google translate so that, at the click of a mouse, the whole website can be translated into a large range of different languages - including Urdu which would be most useful to parents in our community.

We utilise the Groupcall text messaging system to ensure we can get messages to parents quickly and efficiently. We are also aware of the improved environmental impact of not sending letters all of the time.

We have a number of private interview spaces suitable for parental meetings. The main interview room is off the Reception area so does not require parents to go into the main building. If a parent has a meeting with a member of staff in a first floor space we have two lifts which we can use if the parent has mobility or disability issues.

Attached evidence:

- Groupcall screen shot
- Coffee morning flyer

Section 4: Equality Of Opportunity & Positive Action

4.6 Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.

Four members of the Senior Leadership Team have undertaken Safer Recruitment training via the NSPCC's online training materials. Every interview panel will contain at least one of these senior leaders.

We have a growing number of ex-pupils coming back to us as teachers. Currently there are three ex-pupils on the teaching staff (two in maths and one in English). 2 TAs have now progressed as qualified teachers (one in MFL and one in RE) while one of our Year Co-Ordinators is also an ex-pupil.

We have a strong relationship with three local Universities who offer teacher training courses and we offer placements at Holte for many trainees. It is great to see that many of the people who began with us as trainees have now also come back to join us full time. We believe this is a great testament to the support they receive and also the positive ethos around the school.

Our adverts for job vacancies follow all necessary equal opportunities practice. Some examples are attached below.

Attached evidence:

- HSLW advert
- DHT advert

Section 4: Equality Of Opportunity & Positive Action

4.7 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with secondary age learners only).

We have a very thorough 'Pathways' process that guides pupils through their options in a helpful manner. We make this a big focus of one of our Parent Forums too around the turn of the year. Attached below are some sample pages from our 'Options Booklet' which include a letter from the Head and Year Manager, an explanation of our Options process and some pages from within the booklet explaining some of the subject choices. The choice of subjects is very broad and offers every pupil something that will appeal to them.

We have a strong partnership with the Brilliant Club which has run over many years. Hundreds of pupils have been able to experience life in a top university as a result and also been able to test themselves in producing a high level academic piece of work that is judged to university standards. The photo attached shows our most recent cohort of Brilliant Club students (from Year 8) enjoying a lecture at Bristol University in June 2017.

During one of our Year 10 Citizenship Days we draw upon our strong links with local businesses and get approximately 20 business leaders into school to give our Year 10 pupils a mock interview. They really value this experience and the business people give them very useful feedback on how they can improve their performance. The timetable below for the day we ran in May 2017 shows how the interviews fit around other careers based exercises that the year 10 pupils carry out on the day.

Attached evidence:

- Letter regarding options
- Pathways process
- History options page from booklet
- Classical civilisation page from booklet
- Engineering page from booklet
- Brilliant Club image
- Y10 interviews day

Section 5: Celebrating Diversity

- 5.1 The curriculum promotes fundamental British values, facilitates an understanding of multiple identities, and challenges stereotyping.
- 5.2 The school promotes positive attitudes towards multilingualism
- 5.3 The school celebrates the achievements of disabled people and promotes positive role models.
- 5.4 The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.
- 5.5 There are regular opportunities for learners to enjoy cultural and enrichment experiences (including out of school visits) that reflect and celebrate diversity.
- 5.6 The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust memorial day, LGBT History Month etc.
- 5.7 The skills and talents of all learners are valued and celebrated.
- 5.8 Best use is made of the differing skills and talents of staff and governors.

Section 5: Celebrating Diversity

5.1 The curriculum promotes fundamental British values, facilitates an understanding of multiple identities, and challenges stereotyping.

The Assistant Headteacher, Pastoral has led training for all staff and governors on the school's duty to promote fundamental British values and opportunities for students' Social, Moral, Spiritual and Cultural development. The school made the decision to adopt its own set of values that both incorporate British values but reflect the values of our community.

We believe strongly that our PSHE/Citizenship scheme of work is good evidence of our commitment to promoting British values and challenging stereotyping. The timetable for our most recent PSHE day (held on Jan 13th 2017) is also attached to give a flavour of such a day. All staff contribute to these alongside external partners and they have developed into days that everyone looks forward to.

We carried out a mapping exercise in 2015/2016 whereby all departments looked at their contribution to developing British values and promoting Citizenship. This proved that across the school our pupils get regular immersion in such topics, whether it be in English, History, Drama or any other department. The curriculum map is attached in PDF format below.

Attached evidence:

- PSHE & Citizenship SoW
- Curriculum map

Section 5: Celebrating Diversity

5.2 The school promotes positive attitudes towards multilingualism

Only 151 out of our 1127 students list English as their first language. Our school census data shows that the other 976 pupils predominantly speak one of 14 other languages such as Urdu, Bengali, Somali, Punjabi etc. We see this as a strength that many of our pupils are already bilingual when they come to us. We try to build on that and offer other languages all the way through to A Level standard. French and Spanish are the languages offered by the MFL department but a number of students are able to sit a GCSE in their home language without any teaching. This year we have a Year 9 pupil taking the GCSE Mandarin exam for example.

Our school website has a Google translate button where the whole website can be converted into one of the many languages spoken in the school. This ensures that all of our stakeholders can access vital information about the school and its procedures without having to worry about language difficulties.

The MFL department endeavour whenever possible to allow our pupils to experience the languages they are learning first hand. A letter is attached below about the planned residential to France in Summer 2017 where pupils will be immersed in French culture and get to practice their language acquisition in a real life setting.

Attached evidence:

- First language data
- MFL residential letter

Section 5: Celebrating Diversity

5.3 The school celebrates the achievements of disabled people and promotes positive role models.

A great example of how Holte School celebrates the achievements of all pupils can be seen from the end of year presentation for this academic year. A girl in Year 11 who has a condition called Jeunes Asphyxiating Thoaco Dystrophy was presented with the 'Councillor Bert Careless OBE Memorial Award'. This is the information that was read out to the audience at the awards ceremony:

The winner of the award for 2015-2016 is a pupil who has worked with incredible determination and effort throughout her time at Holte and always has a smile on her face. She has overcome obstacles and flourished as an individual and her attitude and behaviour are exemplary. This pupil is a real pleasure to teach and is an absolute credit to both the school and her parents. The winner of Councillor Carless Memorial Award, is Maisha Ahad. (Please see picture attached).

We have an increasing number of pupils with disabilities coming to us as our relatively new building (that is shared with a speacial school) has excellent facilities for disabled pupils. We have lifts, hygiene rooms etc. This has encouraged us to ensure that the needs of such pupils are met fully, that their achievements are celebrated and the successes of the older pupils with a disability are passed down to the younger ones to act as an inspiration.

As mentioned in an earlier section, we have had PC Rob Pedley in school to present to the pupils on Gun and Knife crime. PC Pedley recently received an MBE for his work in schools. He is a wheelchair user following a skiing accident but uses that experience to show that life is too short to be wasting. He was a great role model for pupils in showing how disability doesn't stop you achieving things and influencing the lives of others. A photo of him is below.

Attached evidence:

- Presentation of award
- Rob Pedley visit

Section 5: Celebrating Diversity

5.4 The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.

The use of 'Homophobic language' is a category in its own right within our Sleuth Behaviour monitoring tool. This allows us to highlight any concerns that arise around homophobic language or attitudes. Pleasingly there have been no referrals so far this year in this category. If we were to receive a referral then the pupil concerned would be educated about what they have said and there would be mediation (if the comment was directed at somebody else) by either a trained staff member or trained peer mediator if we felt it was appropriate. Two of our Core Values are 'Equality' and 'Respect' so pupils understand very well that we should be tolerant of others no matter what their beliefs. Our weekly SMSC newsletter goes out to every form tutor so it can be used to prompt discussion and debate in form time. An attached example from Summer 2016 dealt with the issue of transgender equality and allowed form tutors to discuss it openly with pupils.

Attached evidence:

- Newsletter

Section 5: Celebrating Diversity

5.5 There are regular opportunities for learners to enjoy cultural and enrichment experiences (including out of school visits) that reflect and celebrate diversity.

Our teaching staff provide a wide variety of cultural and enrichment experiences which are particularly important for pupils such as ours who may not otherwise gain such experiences. In the last year there have been trips to.....

1. Curious Incident of The Dog In The Night time trip to a London Theatre 9th June 2016
2. CBSO Symphony Hall Trip - Year 7 January 2016
3. Recording Studio Visit - Year 10 April 2016.
4. Holte Christmas Performing Arts Showcase 8th Dec 2016 (A concert featuring Holte pupils singing, dancing and playing musical instruments)

All of the excursions and activities at Holte that utilise Pupil Premium money are fully evaluated to judge their effectiveness. Such an evaluation is attached below.

Attached evidence:

- Performance poster
- London theatre trip
- Symphony hall trip
- PP activity evaluation

Section 5: Celebrating Diversity

5.6 The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust memorial day, LGBT History Month etc.

Our SMSC newsletter drew attention to the fact it was Black History Month and promoted discussion on related topics within form tutor periods.

The History department and Pastoral teams jointly lead on our work around Holocaust Memorial Day. An e-mail is attached below that was sent out to all form tutors encouraging them to use the resources provided with their pupils. The History department produced the attached powerpoint for the same purpose.

Attached evidence:

- SMSC newsletter
- Holocaust Memorial Day email
- Holocaust Memorial Day PPT

Section 5: Celebrating Diversity

5.7 The skills and talents of all learners are valued and celebrated.

We have a growing number of boys at the school who are excellent dancers. This is a fairly recent phenomenon but is being encouraged by allowing them to enter City wide and Regional Dance competitions in which they are excelling. A recent video on Twitter of some of the boys performing in the Turkish Airlines Birmingham School Games received the following comment.....

Absoulte Class ??from @Holte_School @UKTurkish Birmingham School Games dance competition #BSG2017
pic.twitter.com/ejeTDEIdaA

The boys were victorious in the competition and showcased their work back at school during assemblies. They recently entered a national competition in which they were commended too.

Prefect positions at the school are open to ALL pupils in Year 11 and we encourage any pupil who is interested in the Summer of Year 10 to apply. This leads to some pupils applying who may have had some problems further down the school but this is not held against them as we want our Prefects to be a good cross-representation of the school and to show that everyone can take on and excel when they are given responsibility.

Our partnership with the Brilliant Club helps ensure that our able, gifted and talented pupils are suitably challenged out of lessons as well as in lessons. They have to complete a university style dissertation as part of their work in the scheme which is graded accordingly. They also receive taster sessions at university to encourage them to follow that path in the future.

Each year we host the City Year's Got Talent show. Our City Year mentors organise a talent show for all the other Birmingham schools who have City Year mentors. We have now hosted the event for the last 3 years and it has included everything from singing to dancing and beat-boxing to acrobatics. It allows our pupils who have skills outside of their curriculum to bring them to the fore and show them to a wider audience.

Attached evidence:

- Brilliant club
- City Year's Got Talent winners

Section 5: Celebrating Diversity

5.8 Best use is made of the differing skills and talents of staff and governors.

We have a breakfast club at Holte and the member of staff overseeing this is Colin Jacobs (Year Co-Ordinator of Year 8). He is an excellent sportsman and a very good table tennis player so our breakfast club has now become the breeding ground for future table tennis stars. The success of the breakfast club has gone hand in hand with ever increasing success for our table tennis teams (both boys and girls) who have been all Birmingham champions and have competed in the national championships. This is remarkable for a school that had no table tennis tables only 5 or 6 years ago. Key to that has been Mr Jacobs and his breakfast club where dozens of children everyday come in really early to sharpen their skills, have some breakfast and socialise. They are in school on time, attending every day and they are alert and ready to go when they arrive at their form room. Hence this is a win-win scenario and utilising Mr Jacob's skills have been key to that.

One of our Governors is an excellent caterer so she oversees all of the refreshments at Parents' Evenings. This is much appreciated by all staff and parents and helps contribute to a successful evening for all where there is a positive atmosphere.

We have City Year mentors at the school and one of the mentors this year is involved in the female Loughborough University rugby team and is on the fringes of the national team. Her skills have been utilised to the full at lunchtime where rugby balls have become a common sight on the playground and 'tag' rugby has also been introduced. This wouldn't have happened without her presence and is a good example of the school discovering the talents of our staff and then putting them to good use.