



Equality Data Year-on-Year - 2017-18

Equality Objective	Success Measure	Data																																																																	
to narrow the gap in progress of minority groups (with 3 or more pupils)	Progress 8:	<table border="1"> <thead> <tr> <th colspan="2">2016 (FFT)</th> <th colspan="2">2017 (FFT)</th> <th colspan="2">2018 (Early SISRA)</th> </tr> </thead> <tbody> <tr> <td>National</td><td>0</td> <td>National</td><td>0</td> <td>National</td><td>0</td> </tr> <tr> <td>Whole School</td><td>0.55</td> <td>Whole School</td><td>0.5 (150)</td> <td>Whole School</td><td>0.5 (148)</td> </tr> <tr> <td>Black African</td><td>0.63 (4)</td> <td>Black African</td><td>0.62 (11)</td> <td>African Asian</td><td>-0.3 (5)</td> </tr> <tr> <td>Indian</td><td>0.78 (5)</td> <td>Indian</td><td>1.18 (7)</td> <td>African: Unspecified Other Black</td><td>0.7 (4)</td> </tr> <tr> <td>Pakistani</td><td>-0.07 (6)</td> <td>Pakistani</td><td>0.51 (8)</td> <td>Any Other Mixed Background</td><td>0.2 (4)</td> </tr> <tr> <td>Other Asian</td><td>0.8 (7)</td> <td>Other Asian</td><td>0.59 (3)</td> <td>Indian</td><td>0.2 (10)</td> </tr> <tr> <td></td><td></td> <td></td><td></td> <td>Other Asian</td><td>0.9 (6)</td> </tr> <tr> <td></td><td></td> <td></td><td></td> <td>Pakistani: Unspecified</td><td>0.9 (14)</td> </tr> <tr> <td></td><td></td> <td></td><td></td> <td>White European</td><td>1.4 (4)</td> </tr> </tbody> </table>						2016 (FFT)		2017 (FFT)		2018 (Early SISRA)		National	0	National	0	National	0	Whole School	0.55	Whole School	0.5 (150)	Whole School	0.5 (148)	Black African	0.63 (4)	Black African	0.62 (11)	African Asian	-0.3 (5)	Indian	0.78 (5)	Indian	1.18 (7)	African: Unspecified Other Black	0.7 (4)	Pakistani	-0.07 (6)	Pakistani	0.51 (8)	Any Other Mixed Background	0.2 (4)	Other Asian	0.8 (7)	Other Asian	0.59 (3)	Indian	0.2 (10)					Other Asian	0.9 (6)					Pakistani: Unspecified	0.9 (14)					White European	1.4 (4)
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to increase understanding between religious groups	Behaviour Record	2016				2017				2018			
		Ethnicity	No. of Students	% of Total Exclusions	% of Whole School Cohort	Ethnicity	No. of Students	% of Total Exclusions	% of Whole School Cohort	Ethnicity	No. of Students	% of Total Exclusions	% of Whole School Cohort
		Black Caribbean	2	5.56	0.50	Black Caribbean	1	5.41	0.50	Any other Mixed Background	1	7.14	1.4
		Pakistani	6	16.67	6.72	Pakistani	5	32.43	7.72	Indian	1	2.04	5.7
		White - British	25	69.44	72.47	White - British	5	48.65	96.80	Pakistani	5	8.00	8.3
		White and Asian	1	2.78	0.83	White European	1	8.11	2.43	Black Caribbean	1	25.00	0.3
		White European	2	5.56	2.40					Any Other Black Background	1	12.5	0.9
										Any other Asian Background	1 (permanent exclusion)	5.26	1.6
		11% of fixed term exclusions were for racial abuse. There were no permanent exclusions in this period.				There was 1 fixed term exclusion for racial abuse (7.69%). There was 1 permanent exclusion.				There were no fixed term exclusion for racial abuse. There was 1 permanent exclusion.			

to encourage girls and boys to consider non-stereotyped career options	Destinations Data	<table border="1"> <thead> <tr> <th rowspan="2">Proportion of students entering as undergraduates:</th> <th colspan="2">National % (2015)</th> <th colspan="2">The King's School (2016)*</th> <th colspan="2">The King's School (2017)*</th> <th colspan="2">The King's School (2018)*</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Higher education</td> <td>42</td> <td>58</td> <td>49</td> <td>51</td> <td>49</td> <td>51</td> <td>52</td> <td>48</td> </tr> <tr> <td>STEM subjects</td> <td>87</td> <td>13</td> <td>75</td> <td>25</td> <td>49</td> <td>41</td> <td>62</td> <td>38</td> </tr> <tr> <td>Nursing & Healthcare</td> <td>15</td> <td>85</td> <td>0</td> <td>100</td> <td>0</td> <td>100</td> <td>0</td> <td>100</td> </tr> <tr> <td>Medicine & dentistry</td> <td>43</td> <td>57</td> <td>36</td> <td>64</td> <td>62</td> <td>38</td> <td>40</td> <td>60</td> </tr> <tr> <td>Law</td> <td>40</td> <td>60</td> <td>0</td> <td>100</td> <td>84</td> <td>14</td> <td>67</td> <td>33</td> </tr> </tbody> </table>	Proportion of students entering as undergraduates:	National % (2015)		The King's School (2016)*		The King's School (2017)*		The King's School (2018)*		Male	Female	Male	Female	Male	Female	Male	Female	Higher education	42	58	49	51	49	51	52	48	STEM subjects	87	13	75	25	49	41	62	38	Nursing & Healthcare	15	85	0	100	0	100	0	100	Medicine & dentistry	43	57	36	64	62	38	40	60	Law	40	60	0	100	84	14	67	33
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to improve the progress of disadvantaged pupils so that they achieve, at least, at the level of the whole cohort	Progress 8:	Progress 8:	2016	2017	2018
		National	0.00	0	0
		Whole School	0.55 (142)	0.5 (150)	0.5 (148)
		Disadvantaged	0.23(13)	0.33 (16)	0.2 (14)