



Impact of Cotham Equalities Statement Objectives 2020-21

Objective 1:

For SEND and Pupil Premium students to grades 9-4 in English and Mathematics, Attainment 8 and Progress 8 in line with the national average for all students.

		2019	2018
Attainment 8 (A8)		45.95	51.21
SEND A8	Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.	38.21	33.26
Pupil Premium A8		35.28	39.85
Progress 8		-0.061	0.032
Pupil Premium P8		-0.251	-0.371
SEND P8		-0.456	-0.409
Basics 9-4 E/M %		60.3%	74.6%
Basics 9-4 E/M PP %		33.3%	51.5%
Basics 9-4 E/M SEND %		45.0%	34.6%
Basics 9-5 E/M %		42.1%	54.5%
Basics 9-5 E/M PP %		19.7%	28.8%
Basics 9-5 E/M SEND %		32.5%	15.4%

N.B. Due to school closures during Covid-19 lockdowns, headline performance figures have not been externally published for the last two years.

Narrative on the outcomes for SEND and Pupil Premium students is not possible this year to the lack of external assessment.

Objective 2:

To achieve a reduction in the number of high-level sanctions of BAME students and boys over 2020-21 in comparison to 2019-20.

2020-21 Academic Year - as at end of Term 6

	Numbers							% of incidents					
	All	Male	Female	BME	EAL	SEN	PP	BSOM	BAOF	BCRB	BSOM	BAOF	BCRB
FTE	130	75 %	25 %	85 %	51 %	40%	68 %	35	17	11	27%	13%	8%
PEX	0	0 %	0 %	0 %	0 %	0 %	0 %	0	0	0	0 %	0 %	0 %
HTD	723	540	183	81%	51%	30%	62 %	188	70	45	26%	10%	6%

SL - Separated Learning not continued in 2020-2021. Head Teacher Detentions (HTD) recorded instead although SL and HTD are not comparable sets of data.

130 Fixed Term Exclusion (FTE) or Suspension incidents by 86 students totalling 203 days

2019-20 Academic Year - as at end of Term 4 due to Covid-19 school closure

Numbers

% of incidents

	All	Male	Female	BME	EAL	SEN	PP	BSOM	BAOF	BCRB	BSOM	BAOF	BCRB
FTE	106	81%	19%	80%	55%	58%	61%	35	7	11	33%	7%	10%
PEX	0	0%	0%	0%	0%	0%	0%	0	0	0	0%	0%	0%
SL	2347	78%	22%	81%	50%	34%	60%	704	287	179	30%	12%	8%

106 Fixed Term Exclusion incidents by 77 students totalling 156 days

2018-19 Academic Year - as at end of Term 6

Numbers

% of incidents

	All	Male	Female	BME	EAL	SEN	PP	BSOM	BAOF	BCRB	BSOM	BAOF	BCRB
FTE	98	60%	40%	80%	46%	58%	64%	32	3	17	33%	3%	17%
PEX	1	0%	100%	0%	0%	0%	100%	0	0	0	0%	0%	0%
SL	2233	75%	25%	74%	51%	35%	53%	529	43	89	24%	2%	4%

98 Fixed Term Exclusion incidents by 70 students totalling 153 days

2017-18 Academic Year - as at end of Term 6

Numbers

% of incidents

	All	Male	Female	BME	EAL	SEN	PP	BSOM	BAOF	BCRB	BSOM	BAOF	BCRB
FTE	102	65%	35%	56%	38%	37%	53%	24	0	3	24%	0%	3%
PEX	1	0%	100%	100%	100%	100%	100%	1	0	0	100%	0%	0%
SL	1969	77%	23%	69%	47%	30%	55%	569	71	108	29%	4%	5%

102 Fixed Term Exclusion incidents by 81 students totalling 143 days

Conclusion: objective partially met

There has been a reduction in the proportion of FTEs (now called Suspensions) given to boys in 2020-21 compared to the previous academic year (75% compared to 81%). The overall percentage of BAME students receiving an FTE/Suspension has increased (85% in 2020-21 compared to 80% in the previous academic year); however, the two biggest cohorts of BAME groups in the school have seen a decrease in FTEs/Suspensions in 2020-21 compared to the previous year: Black Somali students and Black Caribbean students.

Objective 3:

To increase the diversity of the school staff body so as to be representative of the protected characteristics of the school's community.

Staff Protected Characteristics

Year	Total Staff	Female	Male	White British	White Other	Asian (Indian/Pakistani/Banglashi)	Black African	Black Caribbean	Chinese	Mixed other	Not obtained	OTH	Disabled
2021	184	128	56	143	20	3	2	5	1	6	2	2	1
2020	218	149	69	171	22	4	2	4	2	8	4	1	1
2019	178	121	57	146	16	3	1	2	2	4	3	1	0
2018	157	109	48	129	18	3	0	2	0	2	2	1	0
2017	186	132	54	152	24	2	0	4	0	2	1	1	0

Conclusion: Met

In 2021, 19 members of the 184 staff (9.7%) identified as an ethnic group that was not White British or White Other, compared to 2020 when 21 members of 218 staff (10.4%) identified as the same, demonstrating a slight increase in diversity and representation amongst the staff body.

Objective 4:

To create a culturally inclusive environment through preventative work around racism, celebrating diversity and developing an anti-racist curriculum

Conclusion: Met

In September 2020, we delivered whole staff training on Cotham's journey to becoming an anti-racist school. Building on our unconscious bias work, staff were given the opportunity to consider what being 'anti-racist' means; to revisit the impact of white privilege; to hear some student and staff about their thoughts on racism and how they must navigate the impact of racism in their lives and to consider the plans to move beyond surface level initiatives and how everyone might become involved in this journey. As outlined in our response to the #BLM movement it was important to address how racism affects the lived experience of BAME people and how racism is systemic, and has been part of many foundational aspects of society throughout history, and can be manifested in both individual attitudes and behaviours as well as formal (and "unspoken") policies and practices within institutions. The final aspect that we addressed was how white people participate, often unknowingly, in racism.

As a part of this anti-racist work we have started working towards the anti-racist school award that looks at Governance, Leadership and Management; School Environment; Professional Learning and Development; Hidden Curriculum; Pedagogy and Curriculum and Parents/Carers and Community Partnerships. This award aims to improve race equality within schools while promoting safety and wellbeing for BAME staff, students, parents, carers, and those in the community. The

first stage of this process has been to evaluate the extent to which we are taking a whole-school approach to anti-racism, identifying any gaps in which to develop and strengthen. This audit result was strong with a few areas to continue working on with our trained CRED professional associate coach, who will help to ensure that we meet a series of criteria before creating a personalised action plan using a development framework. We are committed to the long term work that is required for institutional change.

The focus of our work in 2020-21 has been on the celebration, diversifying and representation within our curriculum, moving into actively considering how we can decolonise the curriculum, particularly focusing on rewriting of the Year 9 curriculum. While unconscious bias training continues to be delivered to all new staff and Initial Teacher Trainees as part of our New Staff Induction programme, professional development for staff has focused much more on how we can develop racial literacy to be able to tackle discrimination and also confidently teach a diverse curriculum. Senior leaders have also been engaging in a coaching programme on race, identity and school leadership.

The school's BAME Strategy Group has continued to meet regularly, formed a clear action plan and established sub-teams within the overall group to lead on specific areas of the action plan. Cotham's Teaching, Learning and Assessment strategy (TLA) continues to focus on mitigating unconscious bias in the classroom and informs the continual professional development of all teaching staff. Further training has been invested, particularly because of the need for teacher assessed grades in place of external exams this year, in ensuring that all staff are addressing unconscious bias in their classrooms including: recognising that everyone has unconscious biases and these need to be identified; avoiding snap decisions and considering assessment criteria carefully; incorporating examples which question stereotypes and value diversity; encouraging participation of under-represented groups in class; adopting an affirming approach; creating an atmosphere of openness in discussing biases and best practices to minimise them; acknowledging and discussing institutional mistreatment openly; observing classroom practice through an ethnicity lens; inviting BAME speakers and visitors in as role models and to celebrate black achievement and ensuring displays and artefacts are representative of all the cultures in Bristol.

Both at main school and Post-16, there has been a focus on developing student leadership and voice in relation to equity and diversity. The NBP16 Leadership team met with alumni of both of our schools (representing the signatories on the letter) to hear the voices of our former students and gain feedback about our plans to move forward with our work on antiracism. NBP16 also relaunched their student leadership structure to create roles specifically focused on equity and diversity. At the main school, Year 10 students have been working on a long-term project engaging in Participation Action Research (PAR) with the University of Bristol, adopting a solutions-focused approach to issues of equity and diversity, and working with the school's senior leadership to create change.

We continue to work extensively with a range of organisations who are equally committed to addressing racial inequality; for example: One Bristol Curriculum; the BAME South West Leaders Network - with the Office of the Regional Schools Commissioner; supporting other schools through the NW24 Partnership and the CLF Institute to start their journey towards addressing racial inequality; BAMEed; Integrate; Zazi from Off the Record; representing on the Race Equality in Education Steering Group at Bristol City Council; Leeds Beckett University to complete our

Anti-racist school award; Integrity Coaching for the Race, Identity and School Leadership programme.

In February 2021, we submitted an application to be considered for the 2021 Accord Inclusivity Award, a highly prestigious national award that rewards schools that make special effort to promote inclusion of and mutual understanding between people of different religions and ethnicities. The distinguished judging panel included: Revd Stephen Terry, Chair of the Accord Coalition for Inclusive Education; Yasmin Alibhai-Brown - journalist; Professor Tina Beattie - Professor Emerita, University of Southampton; Dr Nuala Burgess - King's College London; and Professor Graham Handscomb - University College London. Cotham School was named joint first place winner for our work on anti-racism. The virtual awards ceremony will take place next month.

Proposed 2021-22 Equalities Objectives:

Objective 1:

For SEND and Pupil Premium students to achieve grades 9-4 in English and Mathematics, Attainment 8 and Progress 8 in line with the national average for all students.

Objective 2:

To achieve a reduction in the number of suspensions of boys and students from a minority ethnic background over 2021-22 in comparison to 2020-21.

Objective 3:

To increase the diversity of the school staff body so as to be representative of the protected characteristics of the school's community.

Objective 4:

To continue creating a culturally inclusive environment through preventative work around racism, celebrating diversity and developing an anti-racist curriculum