



Impact of Cotham School's 2021-22 Equalities Statement Objectives

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.

	2021-22		2019-20
Attainment 8 (All)	51.7%	Due to COVID-19, performance measures were not published for 2020-21, and 2020-21 results were used to hold schools to account. Given this, please look at any other pupil evaluations undertaken during the 2020-21 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.	45.95%
Attainment 8 (PP)	38.9%		35.28%
Attainment 8 (SEND)	37.4%		38.21%
Progress 8 (All)	+0.15		-0.061
Progress 8 (PP)	-0.43		-0.251
Progress 8 (SEND)	-0.32		-0.456
Basics 9-4 E/M (All)	71.5%		60.3%
Basics 9-4 E/M (PP)	47.1%		33.3%
Basics 9-4 E/M (SEND)	41.7%		45.0%
Basics 9-5 E/M (All)	56.1%		42.1%
Basics 9-5 E/M (PP)	30%		19.7%
Basics 9-5 E/M (SEND)	29.2%		32.5%

2021-22 data above is unpublished data as of October 2022

Conclusion: Objective is partially met

The attainment of Pupil Premium (PP) students has improved since the last set of published performance measures in 2019-20, also reflected in the significantly higher numbers of PP students achieving Grades 4 and above including English and Maths, as well as Grades 5 and above including English and Maths, the latter also indicating that more Pupil Premium students are achieving the higher grades than before. The Progress 8 measure for Pupil Premium students is lower than the last set of published performance measures indicating that there is still work to be done with closing the gap of PP students compared to all students when looking at their starting points upon entry to the School. In contrast, the Progress 8 measure for SEND students shows a pleasing further narrowing of the gap of SEND students compared to all students when looking at their starting points upon entry to the school; however, there is work still to be done to ensure that SEND students still achieve grades that are as high as their peers, as indicated by the Basics 9-4 including English and Maths, and Basics 9-5 including English and Maths, outcomes for SEND students..

Objective 2:

To achieve a reduction in the number of high-level sanctions of BAME students and boys over 2021-22 in comparison to 2020-21.

2021-22 Academic Year - as at end of Term 6

	No.	% of incidents						Number of incidents			% of total incidents		
		All	Male	Female	BAME	EAL	SEND	PP	BSOM	BAOF	BCRB	BSOM	BAOF
Suspensions	209	78%	22%	50%	27%	60%	53%	18	3	10	8.6%	1.4%	4.8%
PEX	0	0	0	0	0	0	0	0	0	0	0	0	0
HTD	1618	72%	28%	62%	38%	51%	54%	331	54	113	20%	3.3%	7%

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

Number of incidents % 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	75%	25%	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

Number of incidents % 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

Conclusion: Partially met

Note: 2019/20 represents the period up until March 2020 when schools closed as a result of lockdown. 2020/21 represents the entire year though schools were closed from 1/1/21 to 8/3/21. It is therefore difficult to fully compare the last 3 years.

While overall suspensions have increased in 2021-22, and the percentage of boys suspensions has marginally increased, the percentage of suspensions for BAME, PP and EAL students has significantly decreased.

There has been a significant increase in the number of students being referred for Headteacher Detention (HTD) in 2021-22 compared to previous years. This is in part due to changing the scope of the HTD being used as a sanction. HTDs are now part of the Graduated Response to behaviour (where, for instance, a student will be given a HTD for repeated non-attendance to After-School Detentions (ASDs) given when a student has been sent out of a lesson for disruption, for very poor behaviour at social times or for truancy. HTDs are also used for more serious one-off incidents where an ASD would not be sufficient or a suspension would not have the impact desired or cannot be used for safeguarding concerns.

Despite this, there has been a slight decrease in the percentage of boys receiving a HTD and a considerable decrease in the percentage of BAME, EAL and PP students receiving a HTD.

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
2022-23	188	121	67	140	19	9	3	6	1	8	1	1	1
2021-22	184	128	56	143	20	3	2	5	1	6	2	2	1
2020-21	218	149	69	171	22	4	2	4	2	8	4	1	1
2019-20	178	121	57	146	16	3	1	2	2	4	3	1	0
2018-19	157	109	48	129	18	3	0	2	0	2	2	1	0

Conclusion: Met

The school continues to increase its diversity of staffing at all levels and in a range of roles, including teaching staff. 15% of staff this academic year identify as from a Black or Asian background, compared to 10% of staff in the previous two academic years. As well as increasing ethnic diversity, there are increasing staff openly identifying as LGBTQ+ and/or non-binary in gender identity; however, as an organisation we do not collect data on these characteristics.

Objective 4:

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

Conclusion: Met

In 2021-22, the school put together a two month-long programme of events to mark Black History Month. This was in response to much student voice over the previous year about the need to do more to celebrate this month. The full programme that we ran is [here](#).

In continuing the important work of subjects reviewing their KS3 curriculum, the revised Year 9 curriculum, reviewed by faculties in the previous academic year, was launched in September 2021. Faculties undertook a deep student voice event in February 2022 to compare the views of Year 9 to their views from the student voice event before their curriculum was reviewed; faculties are reporting good engagement from students with their new curriculum. Key features of the revised curriculum, alongside ensuring high quality teaching of the national curriculum in each subject, is to ensure that the curriculum represents the histories and achievements of the diverse backgrounds of our students, and of local history and achievements. The curriculum takes a global outlook and aims to develop our students' cultural capital, excitement for learning about the world, how their learning applies to real life and a good understanding of the variety of careers and industries that their learning can lead to. In 2021-22 faculties, focused on reviewing their Year 8 and Year 12 curricula with the intention to begin teaching the revised curricula from September 2022. On the 1 November 2021 INSET day, teachers undertook further training on developing their racial literacy further to enable them to confidently plan and deliver a curriculum that is diverse, has a global outlook and develops students' critical thinking.

We also launched our Alumni Wall of Inspiration in 2021-22 celebrating a diverse range of previous

Cotham students and their achievements.

Staff continued to develop their racial literacy over the course of the year, firstly as middle leaders undertook more professional development, engaging with academic research, literature and videos in this area of work, and collaborating together on producing scripts for all staff to use to support each other to address questions from students relating to race or religion, or to manage any conflict in relation to these areas. Middle leaders then used these scripts to train their faculty staff.

The BAME Strategy Group continued to meet several times over the year with enhanced professional development provided to interested staff to further develop their racial literacy and confidence. In 2022-23, this group will be renamed the Anti-Racist Educators Forum and will have two compulsory representatives from every faculty who will disseminate the learning in the forum back to their faculties in follow-up team meetings.

Proposed 2022-23 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 SEND students, boys and students from a minority ethnic background over 2022-23 in comparison to 2021-22.

Objective 3:

To increase the diversity of the school staff body, and the governing 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