

Equalities Report 2020-21

Our Equalities Objectives for 2019-2020 were:

- to continue refining support for students with special educational needs and disabilities so that their progress is comparable to their peers and the gap between their attainment and that of their peers at KS4 is narrowed.
- to celebrate the diversity of the school community by promote understanding and appreciation of cultures from other parts of the world. To ensure that role models reflect the diversity of the school's population including those who have a heritage from more than one culture, and ensure that students feel more able to discuss and educate the whole community in terms of identity, heritage and culture.
- to ensure that the larger number of Sixth Form boys are fully integrated and included in the school community and that they make comparable progress to their peers.

Covid-19 Pandemic

The academic year 2019-2020 has been significantly disrupted by the Covid-19 Pandemic. Students did not sit any formal assessment in any year group from March onwards. Students in Year 11 and 13 were awarded Centre Assessed Grades in the place of formal GCSEs and A Levels. The move to remote learning has highlighted differences in students' ability to access learning online, with some students finding this a positive way of working and others finding it more difficult to engage with school remotely. Sixth Form prefects worked during lockdown to raise awareness of BLM and LGBTQ matters via emailed information to students.

The Progress of Students with Special Educational Needs and Disabilities

There were 51 (2018/19: 54) students on the school's SEND register during the academic year 2019-20. Of these:

18 were listed as having ASD (Autistic Spectrum Disorder)

34 were listed as having a SpLD (Specific Learning Difficulty)

9 were listed as having a Social, Emotional and Mental Health Need

5 were listed as having received or been referred to support from CAMHS

1 student was listed as having a CAF (Common Assessment Framework - Multi Agency Support)

N.B. The number of needs exceeds the number of students as some students have more than one need.

The school had no students with an Educational Health Care Plan.

The size and nature of the SEND cohort fluctuates. The SEND cohort tends to increase in size as a year group moves up the school as needs emerge and are identified. Each year the school supports a small number of students who are hospitalised working with the relevant education provider to ensure that they continue to have access to the curriculum whilst they are being treated. These students tend to study fewer subjects than their peers because their health impacts upon their capacity to study. Because of the relatively low numbers of students with an SEND in each year group, some of the detailed data has been withheld to prevent individual students from being

identified. Students with an SEND tend to benefit from Exam Access Arrangements to support them in formal assessments.

The Progress of Students with a SEND

Students with an SEND in Year 13 had a slightly lower average points score than their peers without a SEND (40.35 as opposed to 44.49). However, the VA score for SEND students was 0.20 in line with the VA score for the whole cohort. The average grade for both those with and without an SEND was B. It is pleasing that the overall progress for SEND students is broadly in line with those without and SEN, and that they have equalled attainment levels. The value-added figure indicates that the SEND group made very good progress relative to their starting point. They made similar progress to the rest of their peer group. This suggests that the support measures for the individuals who made up this group were effective. The school supported individual students helping them to manage their workload, adjusting their curriculum and improving their study skills as required. In addition, students benefitted from EAA throughout their A level study, and increased support from the Sixth Form Pastoral team.

In year 11 the average grade of the cohort was grade 8C, with 50% of the SEND cohort achieving an average 7A. The small number of students in this cohort make it difficult to identify a pattern of performance, all students took 8 or more GCSEs.

As stated above, there have been no formal assessments in Years 7 to 10 nor in Year 12. While working remotely teaching staff have been carefully monitoring all students' engagement with work set, and participation in live lessons, delivered via Microsoft Teams. SLT have also monitored those students who did not engage with remote learning in a wide range of subjects and have offered relevant support. The SENDCO, Boost and Pastoral teams have maintained regular contact with all students on the SEND register to support their learning throughout the duration of the school closure.

Improving attendance continues to be a key strand of the work to improve the outcomes of the SEND group.

Conclusion

Preventing the attainment gap from widening in Key Stage 4 by adjusting the curriculum and providing more, early individual and small group support where possible, as well as monitoring and improving the attendance of SEND students in the Sixth Form are crucial in terms of closing attainment gap (as measured by average grade) for SEND students. 13 students are listed as having an SEN in the new Year 13 and close monitoring and early intervention with support from the Sixth Form team and Learning Mentor will be key. The attainment and progress of all SEND students should remain a focus for the academic year 2019-20, while working within social distancing measures in place.

To celebrate the diversity of the school community

The diversity of the school community is reflected and celebrated in the curriculum, for example English teachers are required to ensure that they teach 'seminal world literature', form staff and others delivering PHSE are required to teach about 'diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding', and History teachers are required to explore at least one significant society or issue in world history. This filters through into GCSE and A level courses e.g. A level language courses have a unit that focuses specifically on diversity issues.

In addition, assemblies are used to explore different cultures and experiences e.g. the assemblies associated with refugee week. Sometimes an assembly focused on a specific culture follows a school visit, such as the assembly presented by Year 13 students following their visit to Bergen Belsen.

In 2019 -20, the school visits which were able to proceed prior to lockdown included a residential visit to Spain which is important in stimulating discussion and encouraging the sharing of culture and language both on the trip and also following the return. Each year European Day of Languages celebrations led by the MFL department raise awareness of the diversity of our school community, displays have also highlighted the range of different languages spoken within our school. This has been supported by the catering team who have, where possible, featured dishes from a wide range of cultures on our lunch menu.

The Sixth Form teams of Prefects with the responsibility for celebrating diversity have been working to raise awareness of BAME and LGBTQ culture.

The number of boys in the Sixth Form increased this year from 6 to 21 students across both year 12 and 13 and continues to increase. Boys have integrated well and are represented by the Head Boy on the Student Senior Leadership team. Work to encourage representation of boys on the Prefect teams continues.

Conclusion

It has become very clear this year, in the light of events around the world which have triggered discussions with students about the way cultural diversity is represented and celebrated here at RHS, that there is more to be done. It is important that we develop the way we celebrate the different cultural events which are important to our school community and in collaboration with BAME and LGBTQ students, and that we continue to enhance the experience of these groups as they progress through the curriculum. This commitment is reflected in our Equalities Duty.

Targets for 2020 - 2021

Our Equalities Objectives for 2020 - 21

- to continue refining support for students with special educational needs and disabilities so that their progress is comparable to their peers and the gap between their attainment and that of their peers at KS4 is narrowed. Continue to ensure SEND students' access and engagement with remote learning, should the need for students to self-isolate arise, or a local lockdown/ school closure should be put in place.
- to celebrate the diversity of the school community by actively promoting the understanding and appreciation of all cultures, especially those within our school community. Work in collaboration with students to develop resources, assemblies and events (virtual or live) to raise awareness and promote an open dialogue between staff and students, to ensure that the voices of students in all groups are heard.
- Ensure that role models reflect the diversity of the school's population including those who have a heritage from more than one culture, and that students feel more able to discuss and educate the whole community in terms of identity, heritage and culture.
- to ensure that the larger number of Sixth Form boys are fully integrated and included in the school community and that they make comparable progress to their peers
- To ensure that the diversity of our community is reflected in all student leadership roles.