



Equalities Report

2024 - 2025

Our Vision

At Rugby High School, we set heights in our heart.

While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

Our Equalities Objectives for 2024 – 2025 were:

- To continue to ensure that the needs of ALL students are met, through the curriculum, adaptive teaching and wider school activities.
- To continue refining support for students with special educational needs and disabilities so that their progress is comparable to their peers and that any gap between their attainment and that of their peers at KS4 is narrowed.
- To ensure that assessment of work is forensic, diagnostic and contributes to the very best outcomes for all.
- to continue to celebrate the diversity of the school community by actively promoting the understanding and appreciation of all cultures, especially those within our school community. To continue to work in collaboration with students to develop resources, assemblies and events to raise awareness and promote an open dialogue between staff and students, to ensure that the voices of students in all groups are heard.
- To continue to develop the support for our increasing numbers of students with EAL, through our Elevate intervention programme and through wider focus on disciplinary literacy across the curriculum.
- To continue to ensure that role models and student leadership roles reflect the diversity of the school's population including cultural and gender identity as well as neurodiversity and that students continue to feel able to discuss and educate the whole community in terms of identity, heritage and culture.
- To continue to integrate the larger number of Sixth Form boys, and female joiners so that they are and feel included in the school community and that they make comparable progress to their peers.

The Progress of Students with Special Educational Needs and Disabilities

There were **43** students on the school's SEND register during the academic year 2024 – 25.

There were **76** students listed as having an ASD and/ or ADHD diagnosis, awaiting diagnosis or referral made. Of these, 25 students were in RH6 and 51 in the Main school. Not all were on the SEND register.

Within our SEND cohort students are identified as having one or more of the following:

SpLD (Specific Learning Difficulty)

Social, Emotional and Mental Health Need

ASD diagnosis

ADHD diagnosis

OCD

Dyspraxia

Specific medical needs

Tics

Dyslexia

EBSNA (Emotion Based School Non-Attendance)

mutism or selective mutism

EHCP

Specific numbers are not reported here, to avoid identification of individual students through this report.

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. Where appropriate, some students may attend the MET hub to enable them to access their education, with others receiving online provision via the MET team to support them to achieve positive outcomes in their examinations. This enables them to access their chosen destinations for post 16 education. In addition, some of these students take a reduced number of GCSE's (5 in some cases) due to their individual needs. Because of the relatively low numbers of students with SEND in each year group, some of the detailed data has been withheld to prevent individual students from being identified. Students with SEND tend to benefit from Exam Access Arrangements to support them in formal assessments. There has been a significant rise in the number of students that are not on the register who have been granted exam access arrangements, mainly supervised rest breaks, due to anxiety.

The Progress of Students with a SEND

In year 11 the average points score for all students was 7.44, and for SEND students 6.92 however there were only 13 of the latter in the cohort. 54% of Year 11 SEND students achieved an average of a grade 7 or above, with 31% achieving an average grade of 8 or above.

In Year 13, there were 12 students on the SEN register who achieved an average grade of B= and a value-added score of - 0.12, for non- SEN students the average grade achieved was again a B=, but

with a lower value-added score of -0.21. It is pleasing to note that the SEN students achieved broadly in line with those not on the register, and made more progress than the non-SEN cohort.

Across the school (both Main School and RH6) students benefit from the support of the SENDCo and Inclusion Team to ensure that their needs are met, this includes EAA and in class support via liaison with Curriculum leaders and teaching staff.

Improving attendance continues to be a key strand of the work to improve the outcomes of the SEND group, with the Inclusion team working in partnership with external agencies such as WAS and parents to facilitate personalised attendance support plans.

EAL

EAL student numbers are increasing across all year groups as our demographic changes, and consequently, greater focus is now placed on adapting teaching to support this cohort across the curriculum. In the academic year 2024/5 there were 41 EAL students in our GCSE cohort, these students' achievement was in line with that of the main cohort. Average points 7.24 v overall average points of 7.38).

RH6 Progress of Boys, students with SEND and EAL students.

Gender

27 boys sat A Levels and their performance was strong, with an average grade of B-. Some boys were amongst our very top performers one student winning a place at Trinity College Cambridge to read Maths. 56% of boys achieved B grades or above. The VA for boys is positive at 0.17 (marginally higher than female joiners). A significant proportion of our boys also contended with significant and complex issues, including bereavement, eviction from the family home owing to financial issues.

EAL

There were 55 EAL students, constituting 35% of the Year 13 population. Their average grade was B= - equal to the whole cohort average, with a positive VA of 0.02. Amongst the lowest performing EAL students in five out of six cases it was complex mental health/ personal issues/ wellbeing issues that were the greatest barriers to learning, not EAL. EAL students made comparatively narrowly more progress than their non EAL peers. The gap that concerned us last year with EAL girls has all but closed. Targeted intervention for EAL students in Biology was particularly impactful, and in Business Studies EAL students fared extremely well.

Ethnicity

Ethnicity does not define academic outcomes at A Level. 77 students were classed as White British comprising 48% of the year. These students achieved B=. The next largest group is Indian: 35 students 22% of the population. These students fared very well, with an average of B+. In Other Asian there was generally strong results, which reversed last year's trend. Our Black African students comprised a relatively small number (6) and achieved extremely well, with the highest VA score +.44. Another notable group that continues to perform well is White Other – which translates to students of Polish, Ukrainian, Albanian, Bulgarian and Eastern European heritage. This group comprised 14 individuals who collectively achieved an average score of B+. Students joining us from Ukraine are well supported.

SEN

SEN students comprised 12 students, 7.5% of our Year 13 cohort. Our SEN students performed as well as their non SEN peers achieving B= average grade and with VA of -0.18 (overall VA - 0.22). 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.

Equality, Diversity and Inclusion Policy

After extensive consultation with students, staff, parents and having sought legal advice, the school is proud of its publication of a full Equality, Diversity and Inclusion policy to support the needs of the changing demographic of our school community. This can be found on the school website.

To celebrate the diversity of the school community

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

In addition, assemblies throughout the year and our annual Cultural diversity week, Whole School Culture Day, Neurodiversity Week and Pride Month celebrations are used to explore different cultures, identities and experiences. These events are led by our Sixth Form teams of Prefects with responsibility for raising awareness of the range of cultures and identities within the school. For example, assemblies are held to celebrate a range of religious festivals, LGBTQ+ history and neurodiversity. Displays around the school support these celebrations. Students are encouraged to share their home languages. 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. Sometimes an assembly focused on a specific culture follows a school visit.

School visits enable students to enrich their cultural capital, and students from all backgrounds are encouraged to attend. Visits range from day trips to theatre productions and museums, to overseas residential trips to France and / or Spain for modern language learning experiences or to Italy, Austria for skiing.

The number of boys in the Sixth Form increased to 45 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.

Teaching and learning CPD has focussed on ensuring that all students' needs are met, this has included a focus on adaptive teaching, effective questioning and monitoring of all students'

understanding and progress. This has meant a refocus on AFL strategies and ensuring that all students are known and that no student, regardless of need, can hide.

Conclusion

Our commitment to supporting and celebrating the diverse range of students in our school community is strong, and an essential part of our day to day provision. We work closely with students to ensure that their identities are reflected and celebrated. This commitment is reinforced by our new Equality, Diversity and Inclusion Policy

Targets for 2025 - 26

Our Equalities Objectives for 2025 – 26

- To continue to further support the needs of those students who are on the pathway to a formal SEN diagnosis during their GCSE and A level journey
- To continue to work on improving attendance of a small number of SEND students at KS4 and KS5
- To develop our focus on disciplinary literacy to support EAL students to access the curriculum
- To continue to work on early identification of support needed for EAL students and intervention through the KS3, and 4 Elevate programme.
- To continue to ensure that role models and student leadership roles reflect the diversity of our school's population including cultural and gender identity as well as neurodiversity and that students continue to feel able to discuss and educate the whole community in terms of identity, heritage and culture.
- To continue to ensure that joiners to our school in the Sixth form are fully integrated and that they make comparable progress to their peers.