



Racial Justice Strategy, Impact – 2023-2024

Focus Areas (Alphabetical Order)	2023-2024 Targets	2023-2024 Impact
Assessment	<p>Continue to analyse data by ethnicity at key assessment points.</p> <p>Continue to tackle inherited gaps from Key Stage (KS) 2 for Racially Minoritised Groups (RMG).</p>	<p>This continues to be looked at half termly and analysed at Raising standard meeting to ensure there is no gap. This is also looked at when setting targets in year 10 and year 7.</p> <p>The RMG progress 8 score increased to 0.79 from 0.56 last year which shows clear impact and progress from KS2.</p>
Continuous Professional Development (CPD)	<p>Continue to integrate Racial Justice into staff (teaching and non-teaching) induction and development plans including:</p> <ul style="list-style-type: none"> • Improve teaching of all EDI issues including Unconscious bias and Microaggressions. • Proactively build a 'Culture of Encounter'* with students and colleagues. • Enhance induction processes to include clear EDI components. • Set EDI appraisal targets for all teaching staff with a focus on protected characteristics and supporting students who have experienced trauma and / or discrimination. • The opportunity for relevant staff to complete the Viv Grant's Race, Identity and School Leadership Programme*. 	<p>Our CPD Programme continues to have a positive impact on student's education and their experiences in school. (<i>Racial Justice Survey, 2024</i>)</p> <p>During the year allegations related to racist and antisemitic social media posts were made against a member of staff. Following robust internal investigations/procedures this member of staff is no longer employed by the school. Student safeguarding is our absolute priority, and nothing was discovered which indicated any student has ever been put at risk.</p> <p>Viv Grant's Race, Identity and School Leadership Programme (RISL)* continues to run and is already having a positive impact on the actions and thought processes of staff. It has now been extended to Middle Leaders and Support Staff.</p>



Curriculum	<p>Students continue to see themselves reflected in the curriculum through adaptations to the Schemes of Learning (SOLs) & resources.</p> <p>Our Schemes of Learning and resources continue to be quality assured by an external agency.</p>	<p>91% of students feel that they can bring their cultural background into the classroom (KS4 was below 80% in 2021) and 88% of KS4 students see a wider ethnic diversity of representation in resources. <i>(Racial Justice Survey, May 2024)</i></p> <p>Half of our departments have had a thorough review of their Schemes of Learning and resources, each one achieving a Gold Standard from the Institute for Educational and Social Equity, the highest grade possible. Over the next two years, the rest will be quality assured.</p>
Destinations	<p>Further reduce the gap between racially minoritised and white cohorts, applying to elite Russell Group and Sutton Trust Top 30 Universities.</p>	<p>In 2023/24, there was no gap between RMS and white students applying to Sutton Top 30 Universities: 82% of Black students, 91% of Asian students and 93% of Mixed students submitted applications, against 80% of white students.</p> <p>There is a gap when looking at the data for Russell Group universities. Although we applied special consideration and advised about contextual offers, there is a gap between RMS applications to the Russell Group and white students. 58% of Black students, 64% of Asian students and 79% of Mixed students submitted applications, against 80% of white students. This is principally due to RMS performing less well at GCSE and not closing the attainment gap at A Level. The Average A Level Grade for RMS students is C+ and it would need to be higher to support more entry into the Russell Group. RMS students opt for destinations in line with their predicted grades.</p>
Disadvantaged Students	<p>Evident progress of KS4 disadvantaged students, with focus on High Prior Attainers (HPA) RMG students.</p>	<p>Progress 8 data RMG- 0.79 - This is outstanding</p> <p>Progress 8 data Disadvantage 0.52. This is above national, as national data is minus.</p>



Recruitment	Further increase the number of RMG staff (teaching and non-teaching staff) at the school.	<p>We have recruited 4 non-teaching RMG staff this year. Despite the work we have done to recruit RMG teaching staff we have not recruited any this year.</p> <p>However, we have recruited several RMG teachers for the academic year 2024-2025 and will report on this in more detail in our next Racial Justice Report, 2024-2025.</p>
Student Voice	<p>Continue to increase the number of students in Year 7-11 agreeing that staff know and understand their ethnic identity, from 60% to 80%.</p> <p>Encourage more student input to our multicultural provision and Equalities Forum.</p>	<p>Our target was exceeded - 84% of students feel that staff understand their ethnic identity to some extent. <i>(Racial Justice Survey, May 2024)</i></p> <p>Student leaders in Year 10 expanded the multicultural provision last year by planning and running a highly successful Culture Day: students across the school were allowed to wear their own cultural dress to school, the school canteens prepared multi-cultural food that day and there was a very well-received multicultural catwalk event in the main hall at lunchtime. As a result of their excellent work the 4 students have been invited to participate in the Equalities Forum with staff and governors.</p>
Teacher Training	<p>To further increase the number of RMG trainee teachers via Teach Wimbledon.</p> <p>Improve RMG representation at both primary and secondary level.</p> <p>Promote our teacher training programme overseas.</p> <p>Provide added value support to trainee applicants from abroad.</p>	<p>We trained 23 trainees in 2023-2024.</p> <p>2 out of 9 primary (22%) and 7 out of 14 (50%) secondary trainees were from RMG.</p> <p>We received several applications from overseas including Somalia, Ghana and Nigeria in particular.</p> <p>We hosted a session to discuss equivalency of qualifications, students visa and funding issues. We also advised some applicants on relocation.</p>

Serviam; Developing our gifts and talents for the good of others.



***Glossary**

KS: Key Stage

Pedagogy: Method and practice of teaching.

Progress 8 (P8): This score is an indication of the value added to student outcomes through a students' journey from KS2 to the end of KS4. A plus indicates positive value added. +0.53 is indicative of outstanding value added. +1 is exceptional and indicates that the school on average is a full grade higher for these students at GCSE than similar ability students nationally. P8 is a better measure of impact than attainment as it considers improvement from similar starting points.

RMG: Racially Minorized Group.

RMS: Racially Minorized Students.

Viv Grant: ["Race, Identity & School Leadership" Programme - Integrity Coaching](#)