



Racial Justice Strategy, Impact - 2021-22

Focus Areas (Alphabetical Order)	2021-22 Targets	2021-22 Impact
<p>Assessment</p>	<p>The ability to analyse data by ethnicity at key assessment points.</p> <p>Tackle inherited gaps from Key Stage (KS) 2 for Racially Minoritised Groups (RMG).</p> <p>Explore the potential for unconscious bias in moderation and standardisation.</p>	<p>At GCSE, outcomes for Racially Minoritised Groups (RMG) of students are exceptional across all measures. All listed groups above the Progress8 threshold of +1, with Black students outperforming all sub RMG cohorts at +1.14. This Progress 8* score exactly matches Non RMG at +1.14.</p> <p>Historically, Key Stage 3 (KS3) RMG students have had lower starting points than their cohort. In 2021, these cohorts are outperforming the Main school cohort in attainment and progress.</p> <p>In Autumn 2021, we considered inherited gaps from KS2 and adjusted the Year 7 students targets. This was done on an individual basis and targets were increased particularly in Maths, to close cohort attainment gaps most significantly at the upper end of the scale to ensure that in 5 years' time 7-9 attainment gaps in cohort analyses will be insignificant. We have consequently adjusted other years, most significantly Year 10 to replicate this process.</p> <p>End of KS3 2021: In English, data is outstanding with targets met or surpassed. Black/Black British students are 5% below the rest of the cohort at Platinum standard but are 100% on or above target.</p>



		<p>In Maths, students performed just as well as other groups where the average underachievement in any sub-group falls within the range of 9% to 11%, indicating at or expected standards between 89% and 91% without exception for Year 10 into year 11.</p> <p>The Year 11 2022 predicted grades for RMG students matched or exceeded Non RMG students across all performance measures. Black student outcomes were identified to improve overall on the Grade 7. Targets have been revised to set the bar higher for these students.</p> <p>Blind marking was completed in conjunction with St Philomena’s showing no evidence of Unconscious Bias.</p>
<p>Continuous Professional Development (CPD)</p>	<p>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 is having a positive impact on student’s education and their experiences in school. (Racial Justice Survey, May 2022)</p> <p>There have been no reports of any member of staff exhibiting racist behaviour or holding racist views all academic year.</p> <p>Viv Grant’s Race, Identity and School Leadership Programme* is running for a second year and is already having a positive impact on the actions and thought processes of staff. By the end of this academic year 19 staff will have attended the training.</p>



<p>Curriculum</p>	<p>Add “Culture of Encounter”* to our teaching pedagogy* so it is at the heart of our teaching and learning.</p> <p>Increase diversity and representation in our KS4 curriculum from 57.5% to above 80%.</p>	<p>90% of students feel that they can bring their cultural background into the classroom (KS4 was below 80% in 2021).</p> <p>85% of KS4 students have noticed a change in their subject lessons where they see a wider ethnic diversity of representation in resources.</p> <p><i>(Racial Justice Survey, May 2022)</i></p>
<p>Destinations</p>	<p>Reduce the gap between racially minoritised and white cohorts, applying to elite Russell Group and Sutton Trust Top 30 Universities.</p>	<p>In 2019/2020 the gap in Russell Group applications reduced from 22% (2019/2020) to 3% and the gap in Sutton Trust 30 applications reduced from 13% to 5%.</p> <p>In 2020/21 these figures were sustained, and our focus has been on students securing their places at elite Universities following results day.</p>
<p>Disadvantaged Students</p>	<p>Evident progress of KS4 disadvantaged students, with focus on High Prior Attainers (HPA) RMG students.</p> <p>Disadvantaged persistent absentees to reduce by 25%.</p>	<p>Year 11 Summer A and mock data shows no gap between Disdvantaged RMG students and non-RMG disadvantaged students. No gap between HPA RMG and rest of disadvantaged cohort.</p> <p>RMG disadvantaged attendance is in line with non-RMG disadvantaged students across KS3 & 4.</p>
<p>Recruitment</p>	<p>To increase the number of RMG staff (teaching and non-teaching staff) at the school.</p>	<p>We have not been able to increase the numbers of RMG staff this year, despite the work we have done in this area.</p>



<p>Student Voice</p>	<p>To increase the numbers of students in Year 10 and Year 11 who would report a racist incident if they witnessed or experienced one, from 70% to 90%.</p> <p>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>88% of students in both Y10 and Y11 said they would report a racist incident if they witnessed one.</p> <p>88% of Y10 students and 89% of Y11 students said they would report a racist incident if they experienced one.</p> <p>94% of students overall feel that staff understand their ethnic identity to some extent.</p> <p><i>(Racial Justice Survey, May 2022).</i></p>
<p>Teacher Training</p>	<p>To increase the number of RMG trainee teachers via Teach Wimbledon, Goldsmiths, and Kings.</p>	<p>We have had 7 new RMG Teach Wimbledon and PGCE staff join us in the current academic year.</p>

***Glossary**

Culture of Encounter: Creating a learner-centred system that has social justice as its centrepiece.

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 student’s 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

Viv Grant: [“Race, Identity and School Leadership” Programme \(integritycoaching.co.uk\)](https://integritycoaching.co.uk)