

Equity, Diversity and Inclusion (EDI) Impact Report, 2024-2025

In line with our mission and values, our priority is to continue to make Ursuline High a fairer and more inclusive place to work and study, with belonging and racial justice at its heart, offering dignity and respect to every child, member of staff and parent in our school community. We accept that breaking down long-standing racist inequalities will take time, and this is an ongoing commitment.

In 2020, the school engaged Professor Paul Miller in a collaborative review of our overall commitment of the school to Equity, Diversity, and Inclusion (EDI), following which our impact against our Strategic Action Plan was recognised (see report by Professor Miller, May 2021 below).

Since the Review, we continue to embrace Professor Miller's recommended next steps and can confidently say that year on year we are making significant progress with each one including 1) Establishing a clear EDI communications plan, 2) Developing an integrated EDI Strategy & Action Plan and 3) Consolidating and recalibrating the existing Work Packages.

I am delighted to share our 2024-2025 EDI Report which details the results and impact for the year (pages 2-7) together with a summary of our Summer B years 7-10 student survey (pages 9-11) and our targets for the academic year 2025-2026 (page 8). For ease, a summary of the targets for 2024-2025 is listed below, along with targets for this academic year 2025-2026.

I, together with my senior leaders and staff, am committed to providing an inclusive culture and to removing barriers to success. I thank my SLT, EDI Task Force, and all staff for their continued hard work to ensure we deliver (and exceed) our EDI Strategic Plan.

For more information or to discuss in further detail please contact my PA, [Lydia Torch](#).

Eoin Kelly
Headteacher

EDI targets & Impact 2024-2025

Target	Actions	Impact
Take responsibility for the work and impact of the Equalities Forum.	EDI task force changed to Equalities Forum in recognition of the expanded focus.	<ul style="list-style-type: none"> • New staff and students recruited onto the Forum to assist in monitoring impact of this school priority. • Progress and review/evaluation cycle in place and delivered on for the management of the Forum and workstreams. • Termly reporting to Governors, then LGB and Sancta Familia Catholic Academy trust. Progress and impact on workstreams.
Quality Kite Mark	To ensure successful review of the centre of excellence and to focus on SEND for key targets.	<ul style="list-style-type: none"> • Second year successfully completed and awarded Centre of Excellence. We showed the following: <ul style="list-style-type: none"> ○ Are committed to Inclusion. ○ show developing capacity to sustain whole school inclusive practice. ○ An active member of an IQM cluster group of COE and Flagship Schools. ○ Have good mechanisms to disseminate, share, encourage and influence good inclusive practice between the schools. ○ Are engaged in activities and in-house research that explore inclusive practice. ○ Will maintain the IQM Action Plan and Review document as an annual record of progress and development for the three-year period of this contract. ○ Are ready to contribute positively to the overall development aims of IQM.



Continue to improve EDI outcomes at Key Stage 5 (KS5)	Focus on identity element so all students feel welcome and belong to our school community.	<p>Outstanding EDI outcomes at A Level in August 2025:</p> <p>SEND: VA +0.53 Non-SEND: VA +0.24 SEND have outperformed non-SEND students and achieved outstanding provisional Value-Added. 42% of SEND students secured places at Russell Group universities.</p> <p>Disadvantaged VA +0.33 Non-Disadvantaged VA +0.29 The performance of the Disadvantaged group is in line, (marginally higher), with the rest of the cohort, while attaining positive provisional VA. 20% of Disadvantaged students have secured a place at Russell Group Universities.</p> <p>Racially Minorized Group (RMG): VA +0.11 White cohort: +0.44 Whilst the RMG group has attained positive VA, there is a gap with the progress and outcomes achieved by White students. Within the RMG group, nearly all ethnic groups have achieved positive VA: Black group +0.11, Mixed group +0.18, Other group +0.29. The only group attaining negative VA is the Asian group -0.18. 41% of RMG students secured places at Russell Group universities.</p>
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Anti-Racist CPD to continue and develop.	<p>Revisit previous training for current staff and TED talks/INSET on continuing journey to be an anti-racist school.</p> <p>Induction of new staff to include more messaging about our EDI journey and why it is important.</p> <p>Work with HOY and Tutors to ensure that student leadership is fully representative of all groups of students, with particular focus on the students that are selected to be members of the school council.</p>	<ul style="list-style-type: none"> Ted talks and input on INSET days have continued to raise awareness of our anti-racist journey and staff continue to work on de-colonising the curriculum and ensuring that there is a proactive anti-racist message in our teaching in line with Catholic Social Teaching. 100% of new staff complete online training on EDI and have a face-to-face induction on EDI to ensure they are fully aware of our focus and are equipped with skills to mitigate against microaggressions and unconscious biases. Analysis of school council attendees showed a disproportionate number of white students in the first two meetings: this was discussed at SLT and for future meetings HOY and Tutors were reminded of the need to ensure that all groups of students were represented at this forum and this was successful. A new model is being planned for September 2026 which involves many more students in school council to ensure that the voices of all groups are heard.
Culture of Encounter is still visibly embedded in T&L pedagogy.	<p>Focus groups and SOLs show that the culture of encounter is experienced by students in every subject at least once a half term.</p>	<ul style="list-style-type: none"> SOLs have been audited by external specialists and awarded 'Gold standard' for their diversity and inclusion. Focus groups show that students see themselves reflected in the curriculum. Please see pages 9-11 below for full feedback on Summer B Survey for students in Year 7 to 10.

Ensure that NPQ participants are inclusive and diverse.	Applications open to all. Transparency in the application process. Monitoring of applications.	<ul style="list-style-type: none"> • Our recruitment processes and procedures are designed to promote equality of opportunity, remove unnecessary barriers to participation, and encourage applications from underrepresented groups. • We use transparent eligibility criteria, inclusive language in all recruitment materials, and multiple outreach channels to reach a broad and diverse audience. Selection decisions are based solely on published criteria and professional potential, with consistent procedures applied to all applicants. Reasonable adjustments are available throughout the recruitment process to ensure accessibility, and all staff involved in recruitment are guided by our commitment to equality, diversity, and inclusion. • Through regular monitoring and review of recruitment data and practices, we actively identify and address disparities to ensure continuous improvement and equitable access to NPQ programmes. • Funding is available and places are free to PP50 schools. We have contacted these schools to let them know. • We do not have a selection process and accept the proposal by the sponsor or Headteachers. Places are only declined based on role or experience when specific criteria are needed. • National Society of Education run a support group for candidates with EAL participants and can be referred if any additional support is needed to successfully complete the courses. We have not had to use this option to date. • 248 participants have engaged in NPQ's run with Avila since February 2022 with a 96% pass rate. • In addition, the National Society is working towards dyslexia friendly accreditation, and we have accommodated a participant in a wheelchair for NPQSENCO.
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Increase the number of ethnically minoritised trainees recruited to Teach Wimbledon.	<p>Applications open to all.</p> <p>Transparency in the application process.</p> <p>Monitoring of applications.</p>	<ul style="list-style-type: none"> • Teach Wimbledon is committed to ensuring that recruitment to our Initial Teacher Training programmes is inclusive, fair, and accessible to all applicants. We actively promote equality of opportunity and are dedicated to attracting and supporting trainees from a wide range of backgrounds, experiences, and identities, reflecting the diverse communities our schools serve. • Our recruitment processes use clear and transparent entry criteria, inclusive language, and accessible application procedures to remove barriers to participation. Selection decisions are based solely on applicants' potential to succeed in teacher training and to make a positive impact on pupils. We offer reasonable adjustments at all stages of the recruitment and selection process to ensure accessibility for all applicants. • Teach Wimbledon regularly reviews recruitment data and practices to identify and address any barriers to inclusion, ensuring continuous improvement and a strong commitment to diversity, equity, and inclusion within the teaching profession.

		<ul style="list-style-type: none">• Trainees have access to a range of wellbeing support, including pastoral guidance, regular mentoring, and signposting to additional support services where appropriate. We foster a culture in which trainees feel safe to discuss wellbeing concerns and are encouraged to seek support at an early stage.• Teach Wimbledon is committed to making reasonable adjustments to support trainees with disabilities, health conditions, or additional needs. Adjustments are considered on an individual basis and may include adaptations to training delivery, assessment arrangements, placements, or working patterns, in line with relevant legislation and guidance. <p>Recruitment data for 2024-5: 10% primary trainees 25% secondary trainees are ethnically RMGs The number of science recruits for secondary has doubled.</p>
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EDI targets 2025-2026

- Progress in line with the cohort and outstanding post-18 destinations.
- To ensure Centre of Excellence status remains and flagship school is achieved in July 2026.
- Culture of Encounter is visibly embedded in T&L pedagogy.
- School council is fully representative of all members of our school community.
- Numbers in line with all groups and no discrepancy in applications.
- Profile of HAF club attendees' mirrors ethnicity profile of the school (Y7-10).
- Retention data to show no discrepancy in sixth form retention rates across key student groups.
- Students in these 2 groups will have improved attendance from 2024/2025 to 2025/2026.
- Students in this cohort will have fewer sanctions than they did in 2024-25 and will have engaged positively in at least one school-based activity.

Racial Justice survey June 2025

Survey conducted by all students in Year 7 to 10.

Focus groups show that students have tangible input into creating a diverse curriculum across each subject.

Question 1

Give an example where a teacher has discussed racism or racial injustice? (Some examples may be PSHEC lessons, English with “Piecing me together”, Music lessons on the Blues or West Side Story, RE lessons).

Responses:

95% responded with specific PSHEC examples. Music, English, History were the 3 highest non-PSHEC subjects. No mention of Science, Maths or RE.

Question 2

What can teaching staff do to make you feel more included?

Responses

The overwhelming majority of students felt that we did a lot, and many were not sure what else we could do. Highlight of responses below:

- I think it is already very inclusive.
- Nothing really, it's not like I feel excluded or anything,
- idk they're doing a pretty good job tbh.
- More examples from different cultures.
- Celebrate different cultures and learn more about lots of different cultures even less known ones.
- Speak to me the same as others.
- Do more lessons on racism.
- Create more fun group activities to include everybody and encourage teamwork.
- Learn about more racial injustice in all subjects.
- To show more work based on different cultures.
- Do more assemblies on race and culture.
- Talk about our ethnicity and finding out what they are and how they must be shown.
- To have different days for different ethnicities.

Question 3

Can you give examples of how we can integrate your own culture or background into your lessons or extra-curricular experiences?

Response

As before, most students were happy with the offering and could offer nothing they would like to see further.

- Maybe do like flags in the sports centre.
- For the Greek orthodox members, maybe a few lessons in History and/or RE on the ancient Greeks.
- Have a lesson or maybe a few lessons during culture day about different ethnicities such Slavic, Balkan and much, much more.
- More events during the year that represent different people.
- Go on a trip to where people are from.
- By learning about development and affect Asia has on the rest of the world even in history.
- we can show our background by sharing cultural traditions and popular things from our countries.
- Maybe talk about Caribbean culture and the Windrush earlier in the curriculum for younger years.
- Learning more about African and Caribbean culture and not just learning about black people when it's black history month or it's in history learning about slaves.
- Serve traditional foods in the canteen.
- Having more topics dedicated to cultures, not just in black history month.
- During the week of cultural day, we already have lessons about different influential people from different countries but maybe include a wider range of ethnicities.
- Have a lesson once a month on a culture amongst the class AKA outside of curriculum e.g. if there's some Spanish students in that class, have a lesson on Spanish culture so they can contribute to information and different activities.
- Learn more about the Asian culture.
- Have some lessons on different cultures more often.
- Doing a cultural poster.
- Heritage Day during school.
- Accept cultural accessories such as jhumkas or mukti. (traditional earrings and nose ring which are both cultural and in Tamil origin religious).



Question 4

In terms of diversity and inclusion, what would you like to see more of in your lessons? You can give specific examples of subjects if you wish.

Response.

Students offered similar responses to the previous questions. Where it differed is in naming subjects that they wished to see a wider variety of cultures – Geography, History, MFL. This was often that they wanted to see more detail in terms of the history of different cultures in greater depth.