



Watford Grammar School for Girls

Equalities Report: 2019-20

with reference to the Public Sector Equality Duty (PSED)

Part 1: School Characteristics

Ethnicity	Number of students	% of total
Any other Asian background	187	14%
Any other Black background	6	0%
Any other ethnic group	56	4%
Any other mixed background	34	2%
Bangladeshi	11	1%
Black – African	43	3%
Black Caribbean	7	1%
Chinese	26	2%
Indian	355	26%
Information Not Yet Obtained	33	2%
Italian	3	0%
Pakistani	196	14%
Refused	23	2%
White – British	270	20%
White – Irish	4	0%
White and Asian	43	3%
White and Black African	9	1%
White and Black Caribbean	8	1%
White Other	50	4%

Religion	Number of students	% of total
Baptist	4	0%
Buddhist	31	2%
Christian	70	5%
Christian \ Anglican	26	2%
Christian \ Other	71	5%
Church of England	63	5%
Greek Orthodox	3	0%
Hindu	321	24%
Jain	15	1%
Jewish	23	2%
Methodist	4	0%
Muslim	261	19%
No Religion	113	8%
Other Religion	19	1%
Refused	15	1%
Roman Catholic	67	5%
Sikh	15	1%
Unclassified	7	1%
No information provided	235	17%

Information about our employees

	Number of staff	Percentage of total
Male	50	21%
Female	193	79%
Under 20	20	8%
20-29	26	11%
30-39	39	16%
40-49	45	19%
50-59	76	31%
60 and over	35	14%
Any other ethnic background	5	2%
Asian or Asian British, Any other Asian Background	3	1%
Asian or Asian British, Bangladeshi	1	0%
Asian or Asian British, Indian	18	7%
Asian or Asian British, Pakistani	7	3%
Black or Black British, Caribbean	2	1%
Chinese	3	1%
Did not wish to be recorded	14	6%
Mixed White and Asian	3	1%
Mixed, White and Black African	2	1%
Mixed, White and Black Caribbean	1	0%
Not Obtained	2	1%
White, any other White Background	16	7%
White, British	153	63%
White, Irish	5	2%

Part 2: Examples of actions, 2019/20

The table below gives examples of how the school has met its Public Sector Equality Duty this academic year:

Key duty	Examples of how we are meeting this duty in 2019/20
Eliminating discrimination	<p><u>Raising awareness:</u></p> <p>Assemblies (including those marking Holocaust Memorial Day, International Women’s Day and Black History Month) have addressed the importance of eliminating discrimination.</p> <p>Training about high-quality Holocaust Education, led by the Centre for Holocaust Education, was delivered in the autumn term of 2019. This was open to all staff in the school, and colleagues from other schools. WGGs is a Beacon School for Holocaust Education.</p> <p>Stand up!, a national charity working to challenge discriminatory behaviour, will deliver workshops for Y9 students as part of the Y9 Citizenship Week.</p> <p>Vertical PACE sessions, in December 2019, focused on the topic of bullying, and how students can respond to online abuse.</p> <p><u>Dealing with instances of discrimination:</u></p> <p>Staff have been trained to log all instances of discriminatory behaviour using the CPOMS system</p> <p><u>Curriculum:</u></p> <p>PSHE lessons have focused on a range of topics linked to eliminating discrimination (e.g. Y10 lessons on racism and gender equality in autumn 2019). The Spectrum group have delivered sessions on LGBTQ+ identity as part of the PACE programme.</p> <p>The core RS programme has tackled the topic of discrimination.</p> <p>Historical examples of discrimination (in Nazi Germany, and Rwanda), and of the problems which such discrimination created, have been taught as part of the KS3 History curriculum to all students.</p> <p><u>Policies:</u></p> <p>The Anti-bullying Policy establishes the principle that all students should feel safe in school.</p> <p>The Pay Policy acknowledges, explicitly, the need for all pay decisions to be informed by the school’s Public Sector Equality Duties.</p>

Advancing equality of opportunity

Meeting the needs of particular groups:

A prayer room, opened in autumn 2018, is used by those students who wish to pray during the school day.

The Spectrum Club provides a safe place for LGBTQ+ students, and others, to discuss issues of identity.

A new SEND specialist area, the Hive, has been opened. This provides appropriate space for supporting students with a range of needs. Training has been delivered by the SENDCO to all staff.

The curriculum has been adapted to meet the needs of a small number of disabled students.

The WGGGS uniform allows non-gender-specific options e.g. students can wear trousers if they choose.

Guidance has been given to teachers, as appropriate, about the pronouns to use when working with individual students.

The school supports students in leading a range of societies which meet the needs of particular groups. There is a flourishing Christian Union, J-Soc, I-Soc and Afro-Caribbean society. Each of these societies is open and committed to the diversity of the school and students of all backgrounds attend meetings. A Muslim student is currently on the leadership group of J-Soc.

The school has begun to obtain pupil feedback to ensure that students with protected characteristics feel their needs are being met. Survey data has been collected from students identifying as LGBTQ+, and discussions have been held with members of the student-led religious societies in school.

The DSP team has worked closely with the SENDCO, Exams Officer, Heads of Year, and outside professionals from CAMHS, to ensure that the particular students, who can be considered as having a disability on account of their mental health diagnoses, are supported appropriately.

Ensuring excellent achievement for all:

Ensuring that all student groups achieve highly has been an objective in the School Development Plan. A staff working group has met regularly to discuss which student groups may experience disadvantage, and how they can be supported.

School attainment data has been analysed regularly to consider the performance of specific student groups, and appropriate actions planned as a result. A summary analysis of, and commentary upon, student attainment data forms part of this report.

Promoting positive messages:

Displays around the school promote positive messages about the achievement of girls and women.

	<p><u>Recruitment</u></p> <p>Data about ethnicity, gender and disability of candidates for all positions in the school is now being collected. An analysis of this data forms part of this report.</p> <p>We recruit interns from a range of backgrounds which is far more diverse than that of the teaching profession as a whole.</p> <p><u>Policies:</u></p> <p>The SEND policy sets out how the school meets the needs of those students with particular special needs or disabilities.</p>
Fostering good relations	<p><u>Building links with the local community</u></p> <p>Students have been involved in a range of activities within the local community, which help build relations between different groups. These include a Christmas Party for older local residents, visits to a local care home, and visits to local places of worship including a Gurdwara, Synagogue, and Mosque.</p> <p>The school participated in Mitzvah day, a national programme designed to encourage community action.</p> <p>Students completing the Sports Leadership award have undertaken work with Colnbrook, a local special school.</p> <p><u>Student activities:</u></p> <p>Students led an Iftar evening, open to all members of the school community, in the summer of 2019. A Chanukah celebration was organised in December 2019, and the Christian Union led Christmas assemblies.</p> <p><u>Curriculum:</u></p> <p>The RS curriculum allows students to develop knowledge and understanding of a range of religious traditions.</p>

Part 3: Data analysis

1. Analysis of GCSE and A Level data

GCSE data:

Three year data for Progress 8 is shown in the table below.

Pupil group	P8 in 2019	P8 in 2018	P8 in 2017
Cohort	0.97	1.02	0.81
Pupil Premium	0.59	0.52	-0.28
SEND	0.19	0.38	-0.43
Any other Asian	1.37	1.11	1.45
Black African	N/A	0.79	N/A
Indian	0.8	0.9	1.26
Mixed white and Asian	N/A	0.51	N/A
Other white	N/A	N/A	0.77
Pakistani	1.03	0.94	0.14
White British	1.14	0.89	0.71

Although there are differences between groups in Progress 8 figures, there is no ethnic group which consistently underperforms relative to the cohort. There has been a historical gap between Pakistani students and the cohort, but this has been eliminated over the last three years.

SEND students have a lower P8 figure than that for the cohort. However, detailed analysis of results for each year shows that this is affected by data for a very small number of students with very complex needs, who struggle despite extensive support.

A-level data:

Data for the last three years is shown in the table below:

Pupil group	Average residual against ALIS50 - 2019	Average residual against ALIS50 - 2018	Average residual against ALIS50 - 2017
Cohort	-0.2	0	-0.1
SEND	-1	-0.2	0.1
Any other Asian background	-0.5	-0.2	-0.4
Black African	0.5	-0.2	0
Indian	-0.2	0	-0.2
Pakistani	0.2	-0.1	0.3
White British	-0.3	0.2	0.1

White and Asian	0.1	-0.4	0.2
-----------------	-----	------	-----

Although there are differences between ethnic groups in individual years, all groups perform close to the average for the cohort.

The residual for SEND students in 2019 is much lower than the cohort. This, however, is a consequence of two students with exceptionally complex needs, and who struggled despite extensive support.

2. Behaviour

Fixed term exclusions (FTE) are used very rarely in the school. The school monitors FTE data as part of its Public Sector Equality Duty, and the table below shows analysis of this data by ethnicity.

Ethnic group	Number of students in this group receiving a FTE since September 2017
Pakistani	4
White British	4
White Other	5

There are so few instances of FTE that it is not possible to arrive at any statistically significant conclusions.

No instances of discriminatory behaviour were logged on CPOMS between September 2018 and March 2020.

3. Attendance

	% attendance	Number of students
All students	95.5	1284
Ever FSM	93.8	74
Pupil Premium	95.2	82
Current FSM	94.6	32
SEND	91.8	53
White - British	95.2	279
White Other	95.9	47
All White	95.3	333
White and Black Caribbean	94.1	12
White and Black African	97.6	9
White and Asian	93.5	42
Any Other Mixed Background	95.6	35
All Mixed	94.7	98
Black Caribbean	95.0	7
Black - African	96.5	36
All Black	96.3	47
Indian	96.5	352
Pakistani	94.9	179
Bangladeshi	95.1	12
Any other Asian Background	95.5	175
All Asian	95.8	718
Chinese	95.3	28

SEND students have a lower percentage attendance figure than that for the whole school. This reflects the fact that a number of students in this group have medical needs which result in absences.

4. Staffing and Governor recruitment

Since September 2019, the school has collected and analysed data about all job applicants who complete the voluntary Equal Opportunities monitoring form. Summary data is shown in the tables below:

Teaching staff:

	Number of applicants in this group	Number of those appointed in this group	Percentage of all applications in this group	Percentage of all appointees in this group
Female	25	2	74%	50%
Male	9	2	26%	50%
Any other Asian background	2	1	6%	25%
Any other mixed background	1	0	3%	0%
Any other White background	4	1	12%	25%
Asian or Asian British Indian	2	1	6%	25%
Asian or Asian British White & Asian	1	0	3%	0%
Mixed White & Asian	1	0	3%	0%
White British	23	1	68%	25%
21-25	11	0	32%	0%
26-30	7	3	21%	75%
31-35	2	0	6%	0%
36-40	5	0	15%	0%
41-45	4	0	12%	0%
46-50	2	0	6%	0%
51-55	1	0	3%	0%
56+	1	1	3%	25%

Support staff:

	Applicants	Appointed	Percentage of all applications in this group	Percentage of all appointees in this group
Male	4	1	12%	14%
Female	29	6	88%	86%
Any other Asian background	0	0	0%	0%
Any other White background	2	0	6%	0%
Asian or Asian British Indian	9	1	27%	14%
Black or Black British African	2	0	6%	0%
Black or Black British Caribbean	1	1	3%	14%
Chinese	1	1	3%	14%
Mixed White & Black African	1	0	3%	0%
White British	13	4	39%	57%
21-25	3	2	9%	29%
26-30	1	0	3%	0%
31-35	6	1	18%	14%
36-40	2	0	6%	0%
41-45	9	3	27%	43%
46-50	3	1	9%	14%
51-55	1	0	3%	0%
56-60	5	0	15%	0%
61+	3	0	9%	0%

As this data only covers a limited period, any analysis must be tentative. The school will continue to collect this data, and to analyse once there is a significant data set. However, it is notable that whilst there were far more white British applicants for teaching roles than those from other ethnic groups, this is not true of those appointed.

Part 3: Equality Objectives

Objective 1: As part of our ongoing curriculum review, to ensure that the content of the curriculum, and the methods of delivery, are appropriate for our diverse school.

Why we have chosen this objective:

We take great pride in the diversity of our school. The school has, in the past, undertaken substantial work to ensure that the curriculum reflects and, as appropriate, celebrates this diversity. Examples of this have included ensuring that teaching materials use positive language about people with a range of protected characteristics, and including texts and topics in programmes of studies that reflect the experiences of those of different genders and ethnic backgrounds.

The school is currently reviewing the curriculum and this is therefore an appropriate moment to evaluate the work which has been undertaken to ensure that our curriculum reflects and celebrates diversity, and to consider any further work which may be appropriate.

To achieve this objective we plan to:

- Seek the views of students and staff about the way in which the curriculum reflects and celebrates diversity.
- Audit departmental programmes of study.
- Consider practice in other, similar schools.

Progress we are making towards this objective:

A member of staff has already begun some research with students and staff on this area, as part of an academic research project.

Objective 2: Continue to collect data about the characteristics of applicants for employment in the school.

Why we have chosen this objective:

We wish to ensure that applicants from a wide range of backgrounds are attracted to work at WGGS.

To achieve this objective we plan to:

- Analyse data collected during the academic year 2020-21.
- Compare the data about our applicants to data for the teaching workforce as a whole.
- If necessary, prepare an action plan to increase the diversity of applicants, once data has been analysed.

Progress we are making towards this objective:

We have collected data during the 19/20 academic year and undertaken some analysis. However a larger data set is needed in order to reach definitive conclusions.