



Watford Grammar School for Girls

Equalities Report: 2020-2021

with reference to the Public Sector Equality Duty (PSED)

Part 1: School Characteristics

Information about our students

The school is experiencing a period of expansion, and therefore it is useful to consider data over a three-year period. The tables below show the school population by ethnicity and religion over the period 2019-21. They indicate a diverse student body, but a high degree of stability in the proportions of the school which come from different ethnic and religious backgrounds.

ETHNICITY	Jun-19		Jun-20		Jun-21	
	Number of students	% of student population	Number of students	% of student population	Number of students	% of student population
Any other Asian background	177	14%	189	14%	183	13%
Any other Black background	4	0%	6	0%	5	0%
Any other ethnic group	44	3%	56	4%	49	3%
Any other mixed background	40	3%	41	3%	34	2%
Bangladeshi	12	1%	11	1%	10	1%
Black – African	36	3%	43	3%	47	3%
Black Caribbean	7	1%	7	1%	9	1%
Chinese	28	2%	26	2%	29	2%
Indian	357	27%	361	26%	373	27%
Information Not Yet Obtained	3	0%	33	2%	0	0%
Italian	2	0%	3	0%	2	0%
Pakistani	182	14%	197	14%	217	15%
Refused	14	1%	24	2%	60	4%
Turkish	1	0%	0	0%	2	0%
White – British	287	22%	282	20%	262	19%
White – Irish	4	0%	4	0%	3	0%
White and Asian	44	3%	46	3%	47	3%
White and Black African	9	1%	9	1%	7	0%
White and Black Caribbean	12	1%	8	1%	7	0%
White Other	47	4%	50	4%	55	4%

Religion	Jun-19		Jun-20		Jun-21	
	Number of students	% of student population	Number of students	% of student population	Number of students	% of student population
Baptist	4	0%	4	0%	4	0%
Buddhist	31	2%	31	2%	27	2%
Christian	50	4%	80	6%	68	5%
Christian \ Anglican	30	2%	26	2%	22	2%
Christian \ Other	89	7%	71	5%	56	4%
Church of England	79	6%	63	5%	46	3%
Greek Orthodox	4	0%	3	0%	1	0%
Hindu	363	28%	324	23%	277	20%
Jain	19	1%	15	1%	12	1%
Jewish	24	2%	23	2%	16	1%
Methodist	6	0%	4	0%	4	0%
Muslim	280	21%	263	19%	228	16%
No Religion	130	10%	116	8%	88	6%
Other Religion	20	2%	20	1%	15	1%
Refused	18	1%	15	1%	13	1%
Roman Catholic	86	7%	67	5%	54	4%
Sikh	17	1%	15	1%	11	1%
Nothing recorded	60	5%	256	18%	459	33%

Changes to the way in which the SEND register is compiled makes three-year comparison meaningless. There are current 52 students on the SEND register.

Information about our employees

The tables below show the composition of the staff over a three year period. It is broken down into teaching and non-teaching staff. The breakdown of the staff by ethnicity and age has remained largely consistent. Where the percentage of staff in a group has gone up over the last three years, this is highlighted in blue, and where it has fallen, this is shown in green. Changes are small.

TEACHING STAFF	Jun-19		Jun-20		Jun-21	
	Number of staff	% of total	Number of staff	% of total	Number of staff	% of total
Any other ethnic background	2	2%	2	2%	2	2%
Asian or Asian British, Any other Asian Background	0	0%	0	0%	2	2%
Asian or Asian British, Bangladeshi	0	0%	0	0%	0	0%
Asian or Asian British, Indian	4	4%	4	4%	7	7%
Asian or Asian British, Pakistani	2	2%	2	2%	3	3%
Black or Black British, African	0	0%	0	0%	0	0%
Black or Black British, Caribbean	0	0%	0	0%	0	0%
Chinese	0	0%	0	0%	0	0%
Did not wish to be recorded	8	8%	8	9%	8	8%
Mixed White and Asian	1	1%	1	1%	1	1%
Mixed, any other mixed background	1	1%	0	0%	0	0%
Mixed, White and Black African	1	1%	2	2%	0	0%
Mixed, White and Black Caribbean	0	0%	0	0%	0	0%
Not Obtained	0	0%	0	0%	0	0%
White, any other White Background	6	6%	5	5%	4	4%
White, British	70	74%	70	74%	71	72%
White, Irish	0	0%	0	0%	1	1%
Under 20	0	0%	0	0%	0	0%
20-29	10	11%	11	12%	18	18%
30-29	20	21%	22	23%	24	24%
40-49	20	21%	19	20%	21	21%
50-59	28	29%	27	29%	26	25%
60 and above	17	18%	15	16%	13	13%
Male	18	19%	18	19%	19	19%
Female	77	81%	76	81%	83	81%

NON-TEACHING STAFF	Jun-19		Jun-20		Jun-21	
	Number of staff	% of total	Number of staff	% of total	Number of staff	% of total
Any other ethnic background	1	1%	1	1%	0	0%
Asian or Asian British, Any other Asian Background	2	2%	2	2%	2	2%
Asian or Asian British, Bangladeshi	1	1%	1	1%	1	1%
Asian or Asian British, Indian	12	11%	13	11%	11	10%
Asian or Asian British, Pakistani	4	4%	5	4%	5	4%
Black or Black British, African	0	0%	0	0%	2	2%
Black or Black British, Caribbean	1	1%	2	2%	1	1%
Chinese	1	1%	3	2%	4	4%
Did not wish to be recorded	7	6%	6	5%	4	4%
Mixed White and Asian	0	0%	2	2%	1	1%
Mixed, any other mixed background	0	0%	0	0%	0	0%
Mixed, White and Black African	0	0%	0	0%	0	0%
Mixed, White and Black Caribbean	0	0%	1	1%	1	1%
Not Obtained	2	2%	2	2%	1	1%
White, any other White Background	8	7%	9	7%	7	6%
White, British	66	61%	71	58%	70	61%
White, Irish	3	3%	4	3%	4	4%
Under 20	5	4%	12	9%	11	9%
20-29	13	12%	14	11%	12	10%
30-29	10	9%	11	9%	10	8%
40-49	20	18%	23	18%	25	21%
50-59	41	36%	43	34%	42	35%
60 and above	24	21%	24	19%	21	17%
Male	27	24%	28	22%	21	17%
Female	87	76%	100	78%	100	83%

Part 2: Examples of actions, 2020-21

The table below gives examples of how the school has met its Public Sector Equality Duty this academic year. The pandemic has sadly limited some of the work which ordinarily takes place, both in the wider community and within school itself.

Key duty	Examples of how we are meeting this duty in 2020/21
Eliminating discrimination	<p><u>Raising awareness:</u></p> <p>Solutions not Sides will deliver education about Israel-Palestine to years 9, 10 and 12 to help challenge a recent national spike in anti-semitism and Islamophobia.</p> <p>Staff have been trained about unconscious bias as part of the process of preparing to award grades in summer 2021. Extensive data analysis of 2017-2019 data has been undertaken to identify any historical patterns in staff predictions.</p> <p>The PACE programme in the autumn term allowed all years to engage with the ‘Show racism the red card’ campaign. Students in Y10 wrote and delivered a session about racism to their peers.</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>A protocol for students to follow if they encounter prejudice-based behaviour has been developed, and the School Council are working on publicising this across the school.</p> <p><u>Curriculum:</u></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	<p><u>Meeting the needs of particular groups:</u></p> <p>Prayer rooms have been provided in all year zones as part of the Covid-safe adaptations.</p>

	<p>A range of student societies have continued to meet virtually, providing a safe space for students to explore issues of identity. These have included J-Soc, I-Soc, ACS (African-Caribbean Society) and Spectrum (LGBTQ+)</p> <p>The Hive has continued to function as an appropriate safe space for supporting students with a range of needs. It has been particularly important for supporting students with ASD.</p> <p>The curriculum has been adapted to meet the needs of a small number of students with disabilities.</p> <p>Guidance has been given to all staff about the pronouns to use when working with individual students.</p> <p>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.</p> <p>Students with an EHCP received bespoke support during lockdowns, including key workers and on-site provision as appropriate.</p> <p><u>Ensuring excellent achievement for all:</u></p> <p>Ensuring that all student groups achieve highly has been an objective in the School Development Plan.</p> <p>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.</p> <p><u>Promoting positive messages:</u></p> <p>Displays around the school promote positive messages about the diversity. There are many displays about the achievements of girls and women, and also current displays about Black History month, and diversity in the ancient world.</p> <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><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>Celebrating diversity</u></p> <p>Assemblies have celebrated the diversity of our community, with spring term assemblies covering Easter, Ramadan, Buddha day and International Day against Homophobia, Transphobia and Biphobia.</p>

The Head Girl Team organised a 'Culture Month' in spring 2021, celebrating the cultural diversity within the school.

A diversity calendar, noting days of importance to particular communities, now forms part of the school bulletin.

Building links with the local community

Students have been involved in a range of activities within the local community, which help build relations between different groups. These have been more limited this year because of the pandemic, but there was an extensive collection for a local food bank at harvest.

Curriculum:

The RS curriculum allows students to develop knowledge and understanding of a range of religious traditions.

Part 3: Data analysis

Analysis of GCSE and A Level data

In the summer of 2020, the pandemic meant that public exams did not take place, and students were awarded Centre Assessed grades in place. The DfE is not using these for accountability purposes. Nonetheless, it is important that WGGs considers whether the Centre Assessed Grades raise any accountability issues.

GCSE data:

Last year's report contained this table. It shows the Progress 8 measure over 3 years at GCSE.

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

It was noted in that report that: *'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.'

It is not possible to calculate Progress 8 figures using the school's Centre Assessed Grades. That calculation can only be made using the national data set. However, an alternative measure of pupil progress – the residual against FFT20 – has been used to produce the table below, which shows an analysis of the 2020 CAGs. A residual of +1 would indicate that a student had, on average, made one grade more progress in each of her subjects than would be anticipated based on her KS2 data. Pupil groups with more than 5 students are shown.

Pupil group	Number of students	Average residual against FFT20
All	181	0.3
Any other Asian	18	0.1
Any other ethnic group	11	0.4
Black African	6	0.4
Indian	42	0.4
Pakistani	35	0.3
White British	39	0.1
Pupil premium	21	0.1
SEND	10	-0.1

The data here reflects trends over the last three years of P8 data. Encouragingly, Pakistani students have continued to achieve results in line with the whole cohort. The small number of SEND students have a lower residual, once again reflecting the impact of a very small number of students with very complex needs.

A-level data:

Data for the last four years is shown in the table below. The data for 2020 is of course CAGS data

Pupil group	Average residual against ALIS 50 – 2020 (CAGS)	Average residual against ALIS50 – 2019	Average residual against ALIS50 - 2018	Average residual against ALIS50 - 2017
Cohort	0.2	-0.2	0	-0.1
SEND	0.33	-1	-0.2	0.1
Any other Asian background	-0.2	-0.5	-0.2	-0.4
Black African	-0.1	0.5	-0.2	0
Indian	0.5	-0.2	0	-0.2
Pakistani	0	0.2	-0.1	0.3
White British	0.4	-0.3	0.2	0.1
White and Asian	0.4	0.1	-0.4	0.2

Although there are differences between ethnic groups in individual years, the trend remains as in previous years, with all groups falling within 0.3 grades of the cohort average. The only group which appears to underperform consistently against cohort is 'any other Asian background'. The school will therefore monitor this group closely, although by its very nature it is likely to be diverse.

Behaviour

Behaviour incidents by protected group

This year, the school has introduced centralised Middle and Senior Leader detentions to deal with more serious behaviour incidents. 29 students have been placed into one of these detentions since September, some more than once. The table below shows the breakdown of those in detention:

	Number	% of all students placed in detention in this group	% of school population in this group
Pupil premium	6	21%	5%
Not pupil premium	23	79%	95%
Any other Asian background	1	3%	13%
Any other ethnic group	3	10%	3%
Any other mixed background	1	3%	3%
Bangladeshi	1	3%	1%
Indian	4	14%	26%
Pakistani	7	24%	15%
Refused	2	7%	3%
White – British	5	17%	19%
White and Asian	2	7%	4%
White and Black Caribbean	1	3%	0%
White Other	1	3%	4%
SEND	2	7%	4%

Care needs to be taken with this data, as it involves small number of students, and only covers a term and a half of on-site provision. However, we shall continue to monitor this data – especially as the data set grows larger and so safer for analysis - to ensure that a trend does not develop of some groups being disproportionately detained.

There have been 3 Fixed Term Exclusions this academic year. No analysis of so small a number can be statistically significant.

Reports of prejudice-based behaviour

All prejudice-based behaviour (racism, sexism, homophobia, transphobia, religious hatred) reported to staff is logged on CPOMS.

Between September 2019 and March 2020, there were no incidents of this nature logged.

Between September 2020 and May 2021, there have been 14 separate incidents logged (some of these have been logged several times by different staff on CPOMS, so more than 14 CPOMS records exist). In each case, CPOMS shows that prompt and appropriate action was taken by staff.

This increase in logged incidents probably reflects:

- i) Improved recording of incidents on CPOMS following staff briefings on the issue.

- ii) Greater readiness of students to report issues following BLM protests last year, which have raised consciousness of the need to challenge prejudice-based behaviour.

Attendance

The table below shows attendance between September 2020 and 14th May 2021 (the end of the assessment period for Y11 and Y13)

	% attendance	Number of students
All students	95.1	1401
Pupil Premium	90.2	89
SEND	82.9	52
White – British	93.2	261
White Other	95.4	55
White and Black Caribbean	97.4	7
White and Black African	97.7	7
White and Asian	97.0	47
Any Other Mixed Background	92.7	34
Black Caribbean	93.9	9
Black – African	97.2	47
Indian	96.2	372
Pakistani	93.6	216
Bangladeshi	95.4	10
Any other Asian Background	96.6	183
Chinese	97.5	29
Any Other Ethnic Group	94.8	49

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.

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 for September 2020-June 2021 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	71	11	77%	92%
Male	21	1	23%	8%
Any other Asian background	5	2	5%	17%
Any other mixed background	2	1	2%	8%
Any other White background	12	2	13%	17%
Asian or Asian British Indian	15	2	16%	17%
Black or black British African	2	0	2%	0%
Black or black British Caribbean	2	0	2%	0%
White British	49	6	53%	50%
21-25	28	6	30%	50%
26-30	11	1	12%	8%
31-35	10	0	11%	0%
36-40	11	3	12%	25%
41-45	12	1	13%	8%
46-50	3	0	3%	0%
51-55	10	2	11%	17%
56+	6	0	7%	0%

Support staff:

	Applicants	Appointed	Percentage of all applications in this group	Percentage of all appointees in this group
Male	11	1	18%	8%
Female	50	11	82%	92%
Any other Asian background	7	0	11%	0%
Any other White background	5	0	8%	0%
Asian or Asian British Indian	16	2	26%	17%
Mixed white and Asian	2	2	3%	17%
Mixed white and black caribbean	1	0	2%	0%
White British	25	8	41%	67%
21-25	12	2	20%	17%
26-30	4	0	7%	0%
31-35	5	2	8%	17%
36-40	5	0	8%	0%
41-45	6	1	10%	8%
46-50	6	0	10%	0%
51-55	5	3	8%	25%
56-60	3	2	5%	17%
61+	1	0	2%	0%

This data covers a limited period and represents a relatively small number of appointments. However, as in 2020, it is notable that the proportion of White British teachers appointed is smaller than the proportion of White British applicants, although White British candidates still represent the majority of applicants.

Part 3: Equality Objectives

Our first published objective this year is the same as last year. It was always intended that this objective would shape a longer-term piece of work over a number of years. As our Equalities Policy makes clear, we also have a shorter term action plan for more immediate work.

Our second objective modifies objective 2 from last year, retaining a focus on recruitment but now adding specific actions in addition to the collection of data.

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:

It is important that we retain this objective as, inevitably, repeated lockdowns have slowed progress in this area. However, key pieces of work have been undertaken in 2020-21:

- A member of staff has undertaken research into culturally responsive teaching, and will lead a small working group to disseminate practice in summer 2021.
- A number of key departments (e.g. English, Classics, Geography and RS) plan to make diversity and equality an area of focus in curriculum development work during the summer term of 2021.

Objective 2: To ensure that applicants from a wide range of backgrounds apply to WGGS and shortlisted for interview.

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:

- Review materials about school which will be seen by applicants to ensure that they reflect our commitment to diversity.
- Continue to collect ethnicity, gender and age data about applicants to allow further analysis of patterns in recruitment.

Progress we are making towards this objective:

We have collected data between 2019 and 2021. It was always intended that this objective would remain for three years to build a large data set.

The data shows that the majority of applicants for roles continue to be white British.