



IN IT TOGETHER: CREATING A SIXTH FORM CULTURE THAT CELEBRATES DIVERSITY AND MITIGATES DISADVANTAGE

Herts for Learning 2023 Sixth Form Conference

9th June 2023

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AIMS

- Consider the definition of 'diversity'
- Reflect on how far 'disadvantaged' students are 'included'
- Identify ways to implement positive change

... in your context



WHAT DO WE MEAN BY DIVERSITY?

- Is 'diversity' a school value?
- Is it 'a result of catchment'?
- What does the term 'diversity' mean?
- Is there any school that is not diverse?



Daniel Bundred 🎓 @DanielBundred · Jun 4

Diversity, by which ethnic diversity is always meant, is never a value of a school, it is a result of the catchment. A London school will always be diverse because London is a diverse city; a school in a white rural community could make 'diversity' a value without being diverse.



1



18



5,767



Daniel Bundred 🎓 @DanielBundred · Jun 4

A key value of several schools is actually just a description, a school where I live in Hackney making diversity a value, is really just saying 'we're a school in Hackney' - nothing has to be done to achieve the value and the value will always be manifested.



1



17



5,517



Daniel Bundred 🎓 @DanielBundred · Jun 4

'Inclusivity' is a value, it sometimes requires work, and is not always manifested in a diverse school. Schools can have diversity of intake, but little diversity of social mixing.

WHAT DOES THE TEACHING PROFESSION UNDERSTAND BY THE TERM '**DIVERSITY**'?



Drawing on the views of 2,000 UK teachers sought over 2019 and 2020, our *Diversity and inclusion in schools report* reveals that four in five (80%) UK teachers¹ believe that more can be done to celebrate diverse cultures, people and experiences in UK education.

HOW DOES THE TEACHING PROFESSION FEEL ABOUT '**DIVERSITY**' IN SCHOOLS?

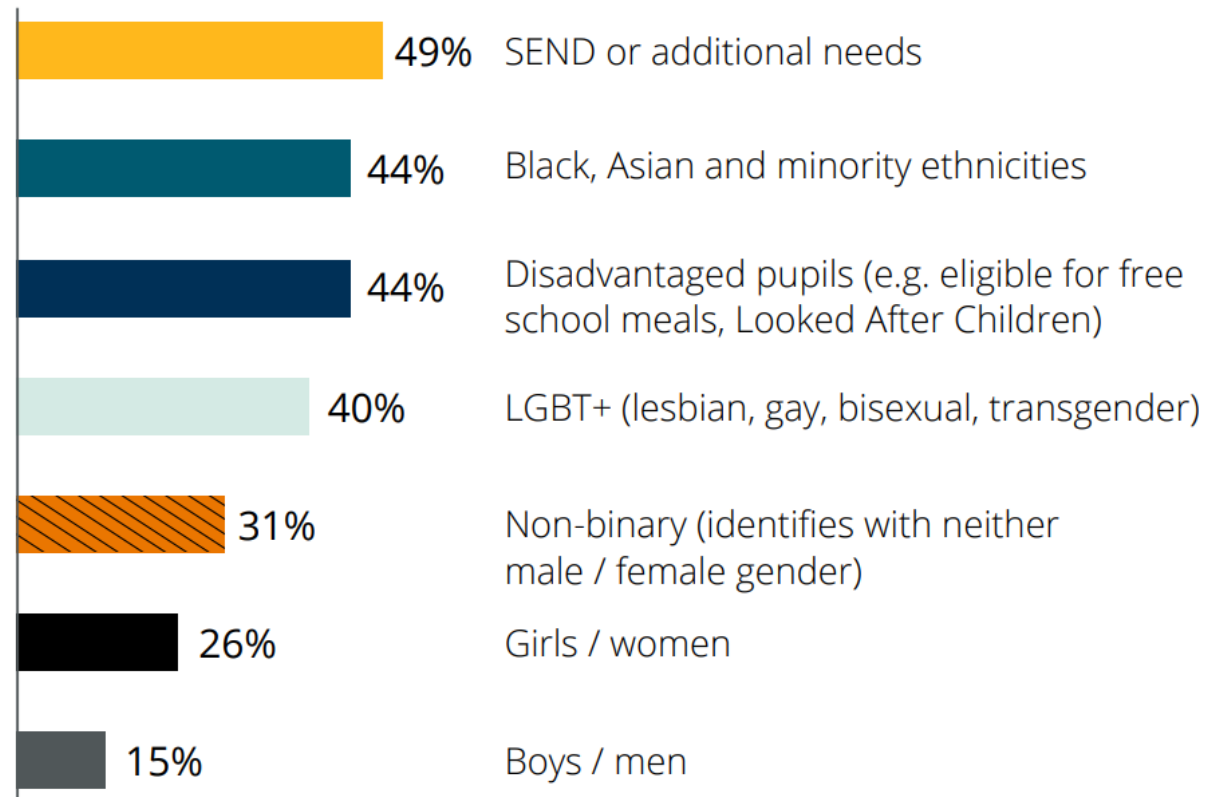
1 in 3
teaching staff



think that the diversity of pupils and the world around them is not reflected in education provided in UK schools today.

HOW DOES THE TEACHING PROFESSION FEEL ABOUT 'DIVERSITY' IN SCHOOLS?

Top seven groups that could be more thoughtfully included in the resources, topics and materials that are taught in schools



WHAT DO WE MEAN BY **DIVERSITY**?

- Gender
- Ethnicity/Race
- Sexual orientation
- SEND/additional needs
- Language
- Age
- Looked After Children
- Socio-economic status
- Ability
- Political convictions
- Religion/Faith

WHAT DO WE MEAN BY **DISADVANTAGE**?

- Free School Meals?
- Previously received Pupil Premium?
- Looked After Children?
- Those eligible for the 16-19 Bursary Fund?
- Those eligible for the 16-19 Tuition Fund?

Ofsted's definition of disadvantaged pupils

The [inspection handbook](#) defines 'disadvantaged pupils' as those:

- With special educational needs and disabilities (SEND)
- Who meet the definition of children in need of help and protection
- Receiving statutory local authority support from a social worker
- Who meet the criteria for pupil premium funding, including:
 - Pupils claiming free school meals at any point in the last 6 years
 - Looked-after children or previously looked-after children
 - Children who left care through adoption or another formal route

This is set out in paragraph 13.

[Children in need](#) of help and protection are a legally defined group of children, assessed by social workers as needing help and protection as a result of risks to their development or health, or who have a disability.

Measuring the disadvantage gap in 16-19 education

Sam Tuckett, David Robinson
and Felix Bunting

March 2021

EDUCATION
POLICY
INSTITUTE



Research Area:
Higher Education,
Further Education,
and Skills



- There is a gap equivalent to almost 3 A level grades between the best 3 qualifications of disadvantaged students and their peers
- Disadvantaged students take fewer qualifications and are more likely to take vocational qualifications
- Disadvantage attainment gaps are largest within academic qualifications, such as A levels
- Disadvantaged students have lower average attainment during 16-19 study than otherwise similar students
- The lower prior attainment of disadvantaged students is the main factor behind the disadvantage attainment gap
- Disadvantage attainment gaps are most prominent for white British students
- 16-19 attainment varies by the type of institution attended (students in FE perform worse in general terms)
- Area level and student level disadvantage measures appear similar in their ability to predict attainment (currently, 16-19 funding is based on the Index of Multiple Deprivation (IMD) and not on FSM)
- The disadvantage attainment gap varies considerably across local authorities (in Northamptonshire it's 3.4, i.e. disadvantaged students here are 3.4 grades on average behind non-disadvantaged students nationally)



House of Commons
Committee of Public Accounts

Education recovery in schools in England

Fifty-Fifth Report of Session 2022–23

Report, together with formal minutes relating to the report

Ordered by the House of Commons to be printed 22 May 2023

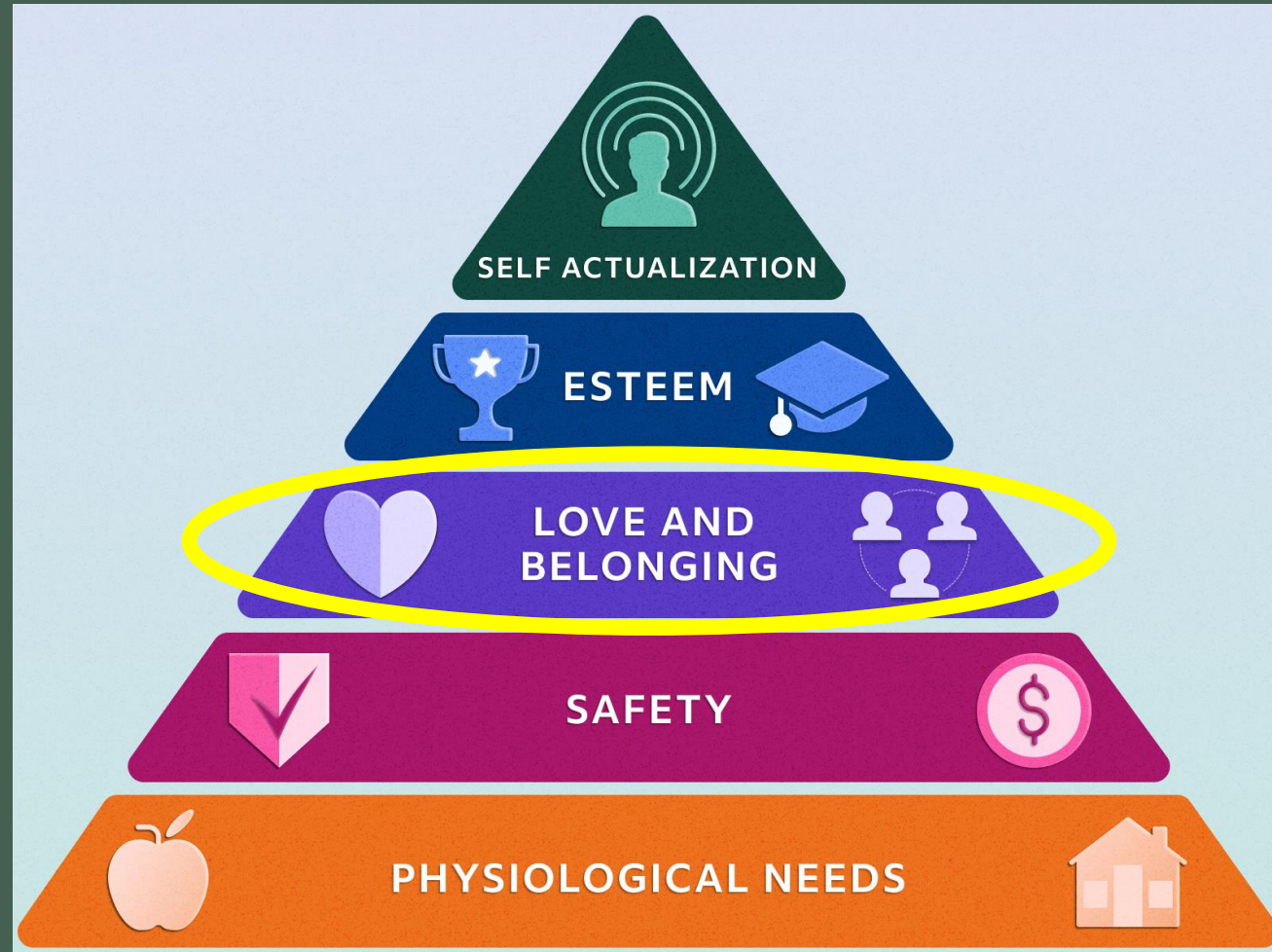
Conclusions and recommendations

1. It is alarming that it may take a decade for the gap in attainment between disadvantaged pupils and others to return to what it was before the COVID-19 pandemic. Disadvantaged pupils have, on average, lower attainment than other pupils, and results from the Key Stage 1, 2 and 4 tests taken in 2022 showed that this disadvantage gap had grown since the start of the pandemic. For example, the

**DISADVANTAGED STUDENTS ARE ALL
STUDENTS FACING BARRIERS TO THEIR
EDUCATIONAL SUCCESS**

...whatever those barriers might be

WHAT DO WE WANT TO ACHIEVE?



Ask the Expert

**Deleon Gray, associate professor
of educational psychology
and equity**



A Research-based Inquiry undertaken by
The Art of Possibilities & UCL Institute of Education
Professor Kathryn Riley, Dr Max Coates, Dr Tracey Allen
November 2020

PLACE AND BELONGING IN SCHOOL: WHY IT MATTERS TODAY

CASE STUDIES



Institute of Education



Sense of Belonging: A sense of belonging is at the heart of the cycle of connectivity. It is manifested in relationships and the ways in which staff and students talk to, and about, each other. Staff and students feel they belong. They are heard and seen for who they are. They have a sense of agency.

Diagram III: The Cycle of Connectivity

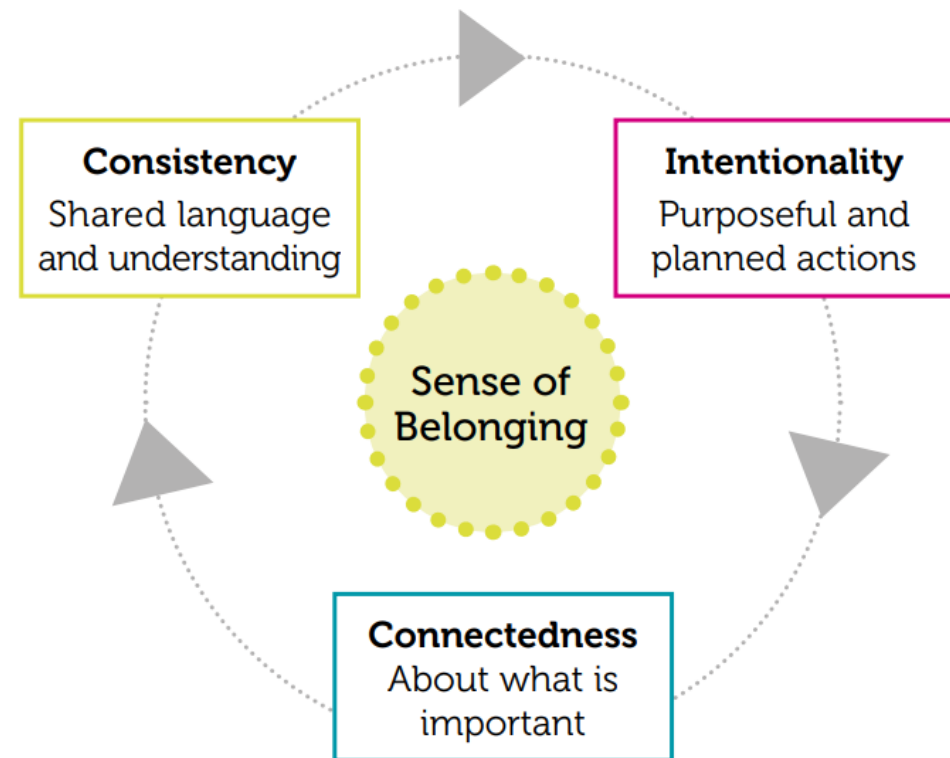


Table I: The Research Story

The Belonging Challenge

- 1 in 4 young people feel they do not belong in school: a figure which is rising.
- Children from disadvantaged communities are twice as likely as their more advantaged peers to feel they don't belong and four times more likely to be excluded.
- Black Caribbean and special educational needs children are more likely to be excluded than their peers.
- Young people who experience a sense of exclusion from school or society seek 'belongingness' elsewhere.

The Belonging Opportunity

A sense of belonging has been linked to:

- ✓ Increased student motivation.
- ✓ Increased staff well-being, motivation and retention.
- ✓ Reductions in student absenteeism.
- ✓ Other positive social outcomes e.g. health and well-being.
- ✓ Improved academic achievement.
- ✓ A growing sense of agency in students and staff: a belief that they can make a difference.

State of the nation 2022: children and young people's wellbeing

Research report

February 2023

Department for Education

Conclusion

The data presented here indicates a mixed picture as to the current state of children and young people's wellbeing during the 2021/22 academic year. Some measures suggest signs of recovery and positive experiences over this time, such as: some measures of subjective wellbeing; time use and participation in extra-curricular activities; obesity; physical activity levels; and average happiness in a number of different areas of life. However, others indicate sustained poorer outcomes compared to before the pandemic, or worsening over the past academic year, including: mental health problems, especially for older young people; feelings of anxiousness; the percentage reporting low happiness for a number of the different areas of life.

We have not been able to consistently scrutinise the outcomes and experiences for all subgroups of interest, due to a lack of data. However, across the measures considered, there are indications that outcomes and experiences may be poorer for older children and young people, and girls and young women. Patterns in outcomes and experiences are less consistent for other groups, however it is challenging to draw conclusions where there is less data.

While the data cannot tell us about the causes, there are indications that a range of emerging or continuing national and global issues may be causing worries and challenges for children and young people. These include worries about cost of living, the environment and wider social issues and inequalities, and negative experiences using social media.



***IN IT TOGETHER: CREATING A SIXTH FORM CULTURE THAT
CELEBRATES DIVERSITY AND MITIGATES DISADVANTAGE***

...some practical examples

CREATING A SENSE OF BEING **IN IT TOGETHER**

- ✓ Create a sense of community, belonging and pride
- ✓ Give your sixth form its own unique identity (but tied to the school's values)
- ✓ Improve recruitment and retention – make it a student-magnet!
- ✓ Improve relationships with all stakeholders through clear and regular communication
- ✓ Know your students: key groups, demographic information



Role model

noun

a person whose behaviour, example, or success is or can be emulated by others, especially by younger people.

OUR APPROACH: *#RoleModels*



SIXTH FORM STUDENTS ARE ROLE MODELS

They:

- inspire younger students
- inspire staff
- become adults during the sixth form
- make choices that will affect their futures
- are passionate in their beliefs



HOW TO EMBED A *#RoleModels* CULTURE



• Overcommunication – to ALL stakeholders

STAFF

- INSET sessions
- Emails
- Corridor chats
- Displays
- Social media

STUDENTS

- Assemblies
- Emails
- Corridor chats
- Displays
- Social media
- Lessons
- Opportunities
- One-off gestures
- Rewards

PARENTS/CARERS

- Letters
- Information evenings
- Parents' evenings
- Social media

GOVERNORS

- Meetings
- Emails
- Social media

STAKEHOLDER VOICE/SIXTH FORM 'BRANDING'

CELEBRATING **DIVERSITY**: questions to consider

- Does your Student Leadership Team represent the diversity of your student body? (Do you have a Student Leader responsible for diversity and inclusion?)
- Are your displays and assemblies inclusive of *everyone* in your student body?
- Do you use inclusive language in ALL your communications with stakeholders? (Are your staff trained in the use of inclusive language?)
- Do you celebrate relevant calendar dates linked to diversity? If so, how, and do your students feel this shows you value them – how do you know?
- Do you **ask** your students what more you could do to celebrate diversity or create a sense of belonging?
- Is diversity considered more broadly, whole-school? If not, why not, and how can you 'join things up'?
- Are your student reports **accessible** to all stakeholders?
- Does your extra-curricular offer demonstrate that you value student diversity?

CELEBRATING DIVERSITY

THE SIXTH FORM

at Northampton School for Girls

Dyslexia Awareness Week
03 - 09 October 2022

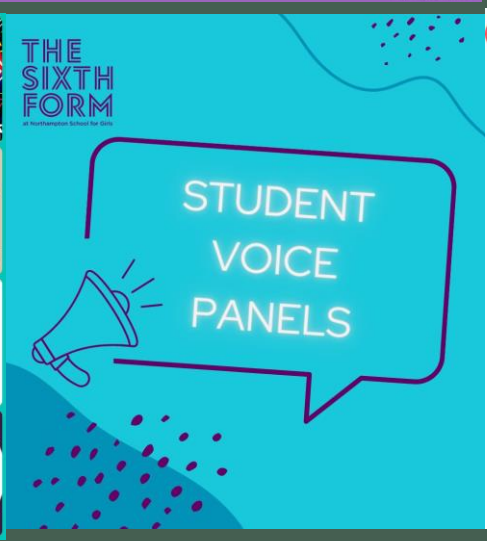
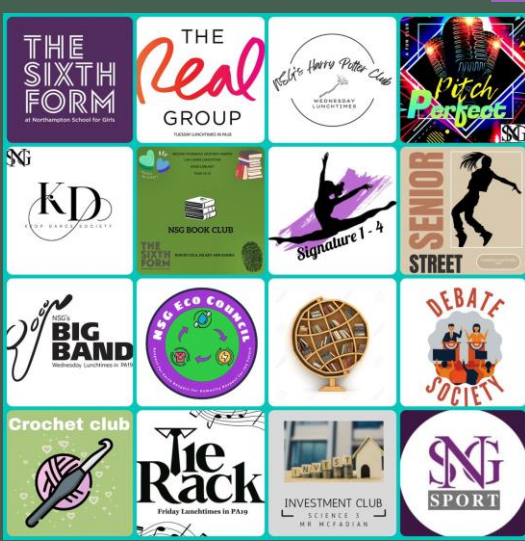


The Sixth Form at NSG @NSGSixthForm · Oct 13, 2022

A massive thank you to these wonderful students who continue to both lead and support our inclusion club for all year groups. A special shout out to Eliza for her inspirational talk this week too; she made our students feel like anything is possible!

#RoleModels

THE SIXTH FORM RoleModels



The Sixth Form at NSG @NSGSixthForm · Jul 21, 2022

Today was simply the best. What a community

#RoleModels

THE SIXTH FORM

Happy International Women's Day

HAPPY INTERNATIONAL WOMEN'S DAY!

Welcome to the Student Leadership Team's International Women's Day Quiz

THE SIXTH FORM RoleModels

THE SIXTH FORM

#BHM2022

Actions not words...

I'll Rise Again

THE SIXTH FORM

CELEBRATING DIVERSITY



- Whole School Charter for Action (staff) and Charter for Unity (students) aimed at promoting Diversity, Equity and Inclusion
- TLR position for DEI Lead across school
- Annual NSG Culture Day of celebration
- Extra-curricular Clubs run by the Charter for Unity ambassadors – posters in all classrooms
- Student Leadership Team have ownership of the display boards in the sixth form centre and lead sixth form societies
- Diverse Student Leadership Team (inc. leader for DEI)
- Curriculum reviewed and diversified based on student feedback
- Diversity calendar events marked
- Social media posts regularly reviewed in relation to diversity



CHARTER FOR ACTION: NSG RESPONSE TO BLM

[Our School Statement in response to Black Lives Matter](#)

[Student Charter for Unity \(CUE\)](#)

[Charter for Action \(Staff\)](#)

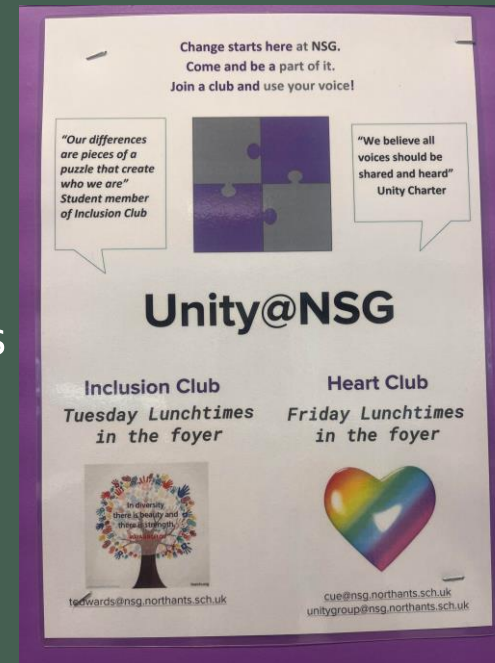
In This Section

[HEADTEACHER'S WELCOME](#)

[ACADEMY TRUST](#)

[ADMISSIONS](#)

[BUS INFORMATION 2022-2023](#)



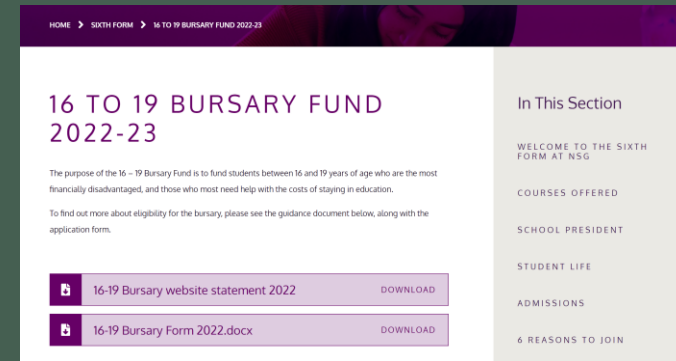
MITIGATING DISADVANTAGE: questions to consider

- Do you review your 16-19 Bursary Fund process annually? Do you communicate information about the Bursary to new students (and all students annually)?
- Do you access the 16-19 Tuition Fund and ensure all students eligible have access to support if they would like it?
- Do you ensure you have an effective transition process for external students joining, including SEND/EAA, PP/FSM, safeguarding?
- Do you ensure all opportunities are communicated to all students to allow fair access?
- Do you consider cost when putting on school trips/events and/or include payment plan options?
- Do you ensure that parents of 'disadvantaged' students are given every opportunity to engage with the school?
- Do you provide effective support for student wellbeing and mental health?
- Do you provide accessible resources for students and parents with disabilities/additional needs?
- Is your sixth form building accessible to students with disabilities/additional needs?

MITIGATING DISADVANTAGE



- Annual review of 16-19 Bursary Fund – advertised to prospective students before enrolment
- Annual review of 16-19 Tuition Fund and list of eligible students generated. ALL eligible students offered online tuition/peer tuition
- Application process seeks information re: disadvantage to ease transition
- All opportunities are shared with all students via several means: 'Monday Messages' bulletin via tutors, email and social media
- Any student can propose to set up a club/society
- Costs of all events carefully considered and grants applied for to cover costs where possible/payment plans via ParentPay
- Communication with parents/carers regularly. Disadvantaged students contacted before parents' evening online appointments go 'live' to secure more engagement
- SIGNIFICANT support for wellbeing and mental health
- Reports – learning indicators as +/-/= so parents can gauge effort at a glance and without needing strong English

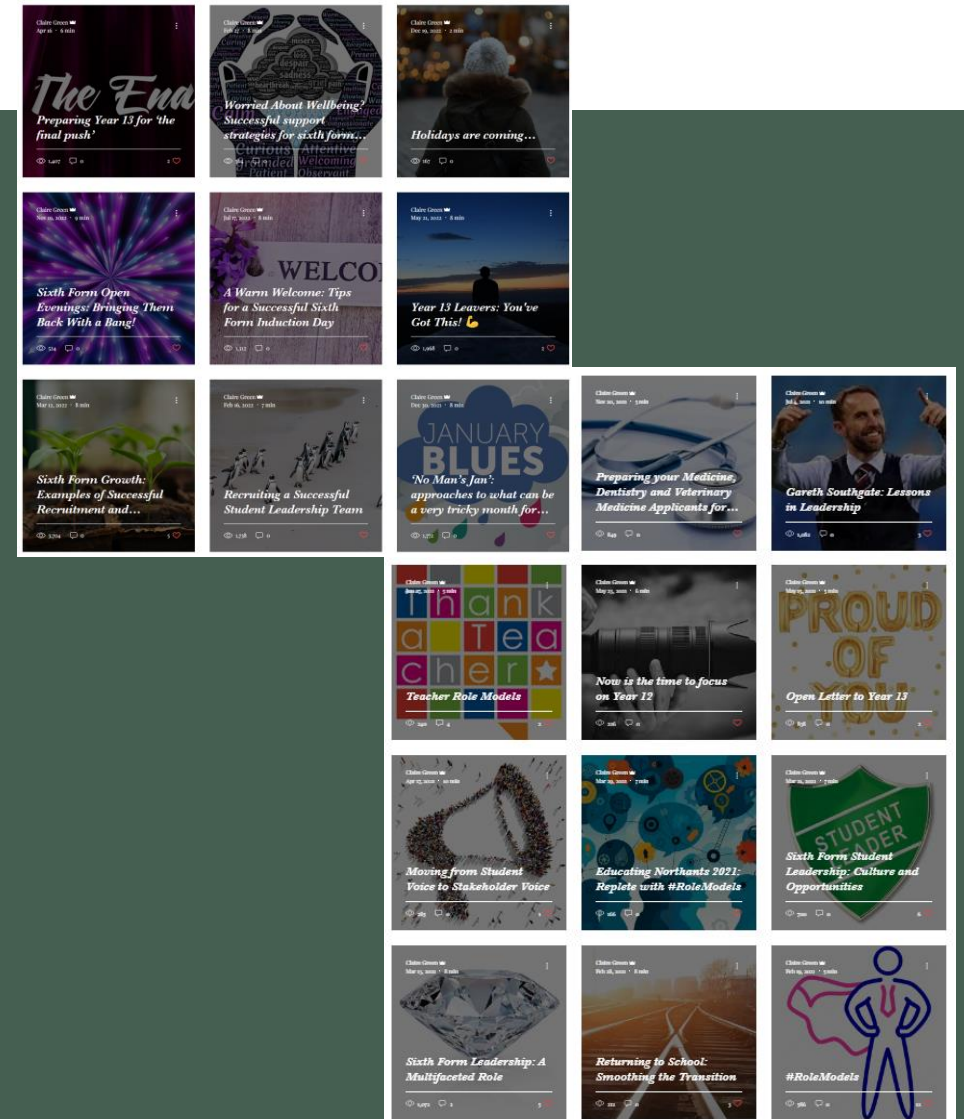


THE SIXTH FORM *Slant*

A blog for those interested in sixth form leadership

thesixthformslant.com

- Open up the conversation
- Share and improve practice



Thank you for listening



[@CJGreenTeach](https://twitter.com/CJGreenTeach)



thesixthformslant.com

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