



THE COTTESLOE SCHOOL

Annex 2 of the Equality, Anti-Discrimination, Diversity and Inclusion Policy Profile of The Cottesloe School as at November 2025



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Student Population by Gender (Headcount) for Equality Monitoring

The following table details the school's on-roll student population headcount by gender identity for selected census points. This data is used for internal Equality Policy monitoring and strategic planning, supporting our commitment to inclusion beyond mandatory statutory requirements.

Note on Reporting: While statutory DfE census reporting requires students under 18 to be recorded under their legal sex (Male/Female), this table includes additional categories to accurately reflect and track the diversity of gender identity and data disclosure within our student body. Tracking for the Non-Binary, Other, and Not Provided categories began in the 2025/2026 academic year.

Gender Category	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
Boys	539	523	546	602	616
Girls	591	581	539	513	575
Non-Binary	N/A	N/A	N/A	N/A	0
Other	N/A	N/A	N/A	N/A	0
Not Provided	N/A	N/A	N/A	N/A	0
Total Headcount	1130	1104	1085	1115	1191

Student Population by Ethnicity (Headcount) for Equality Monitoring

The table below details the school's on-roll student population headcount by ethnicity for selected census points. This data adheres to the terminology used for statutory DfE census reporting and is used for internal monitoring purposes.

Ethnicity Category	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
White					
White British	1021	958	960	1016	1081
Irish	3	1	4	3	4
Gypsy/Roma	1	0	3	1	3
Traveller of Irish	0	0	1	7	1

heritage					
Any other White Background	24	25	23	22	26
Mixed / Multiple Ethnic Groups					
White and Asian	4	5	5	7	6
White and Black African	3	7	8	2	3
White and Black Caribbean	14	19	24	18	13
Any other Mixed Background	11	9	7	13	15
Asian or Asian British					
Indian	6	6	4	5	5
Pakistani	7	25	20	1	3
Bangladeshi	0	1	0	1	1
Chinese	3	1	0	2	2
Any other Asian Background	7	7	3	2	4
Black, Black African, Black Caribbean or Black British					
Black African	13	17	6	4	8
Black Caribbean	2	5	5	4	5
Black British	0	0	0	0	1
Any other Black, African or Caribbean background	6	6	6	2	1
Other Ethnic Groups					
Any other ethnic group	3	5	0	1	2

Unclassified					
Not provided	2	7	6	4	5
Total Headcount	1130	1104	1085	1115	1191

Student Population by Primary Special Educational Need (SEND)

The table below details the headcount of students on the **SEND Register** (SEN Support and EHCP) broken down by their **Primary Area of Need**. This is the statutory breakdown required by the Department for Education (DfE).

Primary Area of Need (DfE Category)	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
A. Cognition and Learning					
Specific Learning Difficulty (SpLD)	-	76	43	70	89
Moderate Learning Difficulty (MLD)	-	28	24	5	5
Severe Learning Difficulty (SLD)	-	-	-	-	-
Profound and Multiple Learning Difficulty (PMLD)	-	-	-	-	-
B. Communication and Interaction					
Speech, Language, and Communication Needs (SLCN)	-	23	17	8	12
Autism Spectrum Disorder (ASD)	-	7	17	59	51
C. Sensory and/or Physical Needs					

Visual Impairment (VI)	-	-	3	1	1
Hearing Impairment (HI)	-	8	3	4	5
Physical Disability (PD)	-	8	1	5	6
Multi-Sensory Impairment (MSI)	-	-	-	-	-
D. Social, Emotional and Mental Health					
Social, Emotional and Mental Health (SEMH)	-	15	18	37	57
E. Other					
Other Difficulty/ Disability (OTH)	-	14	13	13	5
TOTAL SEND REGISTER HEADCOUNT	-	179	167	202	231

Workforce Population by Gender (Headcount) for Equality Monitoring

The table below details the headcount of the school's teaching and non-teaching workforce broken down by declared gender. This data is essential for monitoring equality objectives relating to gender balance and diversity across the workforce.

Note on Reporting: The categories below reflect standard HR self-declaration forms. Detailed tracking of Non-Binary/Other identities is collected but, due to the small size of the workforce, this data has been aggregated into the 'Data Not Disclosed' row to maintain confidentiality and prevent deductive disclosure in this public report.

Workforce Gender Category	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
Female	145	139	142	143	135
Male	24	22	23	20	21

Non-Binary / Other	0	0	0	0	0
Data Not Disclosed / Not Provided	2	5	3	4	3
Total Workforce Headcount	171	166	168	167	159

Workforce Population by Ethnicity for Equality Monitoring

The table below details the headcount of the school's teaching and non-teaching workforce by ethnicity, using the **same detailed categories as the Student Census** for consistency. This data is used for internal Equality Policy monitoring to assess the diversity of our staff population over time.

Ethnicity Category	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
White					
White British	149	132	147	140	140
White Irish	5	3	1	2	3
Gypsy/Roma	0	0	0	0	0
Traveller of Irish heritage	0	0	0	0	0
Any other White Background	8	8	5	5	4
Mixed / Multiple Ethnic Groups					
White and Asian	1	0	0	0	0
White and Black African	0	0	0	1	1
White and Black Caribbean	0	0	1	0	0
Any other Mixed Background	0	1	1	0	0
Asian or Asian British					
Indian	1	1	0	0	0
Pakistani	0	1	0	1	0
Bangladeshi	0	0	2	1	1
Chinese	0	0	0	0	0

Any other Asian Background	1	0	0	0	1
Black, Black African, Black Caribbean or Black British					
Black African	2	1	1	2	2
Black Caribbean	0	1	1	1	0
Black British	0	0	0	0	0
Any other Black, African or Caribbean background	0	1	1	1	1
Other Ethnic Groups					
Any other ethnic group	0	0	0	0	1
Unclassified					
Not provided (Includes all non-disclosed data)	3	16	8	13	5
Total Headcount	171	166	168	167	159

Staff by age range

Age range	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
19 - 30	-	-	31	1	0
21 - 30	32	39	-	19	21
31 - 40	29	43	37	28	22
41 - 50	69	37	39	52	53
51 - 60	25	31	47	41	34
61 - 70	7	12	9	22	26
71 - 80	2	3	5	4	3

81 - 90	1	0	0	0	0
Total	170	165	168	167	159

Staff and Governor Disability Data

The school collects staff disability data voluntarily and confidentially to monitor the diversity of its workforce and fulfill its legal duty to make reasonable adjustments under the Equality Act 2010. Data is primarily gathered upon appointment or through Occupational Health assessment. While an annual process invites all staff to update their disclosure status, engagement is low, meaning recorded data heavily relies on initial disclosures. The resulting staff headcount is used solely for monitoring purposes; governor disability disclosure is not systematically recorded at this time.

Disability Status	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
Staff who have declared as Disabled	-	-	-	4	7
Staff who have declared as Non-Disabled	-	-	-	163	152
Data Not Disclosed / Not Provided	-	-	-	-	-
Total Workforce Headcount	171	166	168	167	159

Physical Accessibility

Is the school physically accessible?

Yes, the school has good physical accessibility, and accessible facilities are available across the site. Accessible points are provided at all main building entrances, and the school includes accessible toilet facilities in all blocks.

However, due to the age of the oldest building, access constraints exist: while one building has a lift, the oldest part of the school does not have lift access to the first floor. The school recognises its duty to make reasonable adjustments and continues to explore practical solutions and alternative teaching/meeting arrangements for staff and students as required.

Religious Background and Accommodation

Has the school taken into account the religious background of the students, parents, staff and users?

The school systematically accounts for the diverse religious backgrounds of its community. Religion and specific individual requirements are recorded on data collection sheets completed by parents upon student admission and by staff upon employment. To accommodate religious observance, the school provides a private, designated room for student prayer during the lunchtime period, located in TEAM Hub, and safe storage facilities are available for personal items, such as prayer mats.

Contextual Data and School Profile

The Cottesloe School is a non-selective, rural secondary school located in the village of Wing, Buckinghamshire, serving a wide catchment area bordering Bedfordshire, Hertfordshire, and Milton Keynes. **Prior Attainment Profile:** Despite its non-selective status, student prior attainment (based on Key Stage 2 data) is close to national average. The data below is from the IDSR and school census data from January 2025.

	Reading	Writing	Mathematics
Year 7	Close to national	Close to national	Close to national
Year 8	Close to national	Close to national	Close to national
Year 9	Close to national	Close to national	Close to national
Year 10	No data due to Covid	No data due to Covid	No data due to Covid
Year 11	No data due to Covid	No data due to Covid	No data due to Covid

¹The data in the table focuses on the performance of these secondary-age pupils in their key stage 2 assessments:

- the pupils who were in Years 7, 8 and 9 in the latest year's data and sat assessments when they were in key stage 2; the data for these year groups is based on the proportion of the school's pupils who achieved the expected standard at key stage 2
- the cohorts who were in Years 10 and 11 in the latest year's data and did not sit assessments when they were in key stage 2 because of the COVID-19 pandemic, so no prior attainment data is available

Deprivation Context: The school's deprivation index is significantly below the national average, indicating that the community served is generally characterised by low economic disadvantage compared to national norms. The number of students eligible for Free School Meals is below average. The screenshots below show the IDSR data for 2023, 2024 and 2025 for deprivation.

¹ <https://idsr.ofsted.gov.uk/idsr/110533/#prior-attainment>

School pupil base deprivation	Well below average	Well below average	Well below average
Sixth form pupil base deprivation	Well below average	Well below average	Well below average
Local area pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average
School % FSM6	Below average 13.92	Below average 13.80	Below average 15.25
Local area % FSM6	Below average 14.54	Below average 14.48	Below average 15.87

²The school deprivation level refers to the level of deprivation in the school's local area. The pupil deprivation level is about the deprivation of pupils who attend the school. Each deprivation indicator is based on the Income Deprivation Affecting Children Index (IDACI). The IDACI is based on 2019 English indices of deprivation. For deprivation measures, 'Above average' means "more deprived" and 'Below average' means "less deprived".

The IDACI measures the proportion of all children aged 0 to 15 living in income-deprived families. It is a subset of the income-deprivation domain, which measures the proportion of the population in an area experiencing deprivation relating to low income. The definition of 'low income' used in the IDSR includes those people who are out of work and those who are in work but have low earnings and who satisfy the respective means tests.

Stability Context: The school's stability is close to average (data is % stability for 2023 to 2025).

School % stability	Close to average 94.54	Close to average 94.38	Close to average 95.15
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³Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is calculated by dividing the number of pupils who meet the stability criteria by the number of all eligible pupils (pupils in Years 1 to 11 with a single or main dual registration at the school at the time of the January school census). A pupil is counted as stable if they joined the school:

- in or before September in Year 1
- in or before the month by which at least 5% of their year group also joined the school
- in a month/national curriculum year combination in which at least 40% of the year group joined the school, which must equate to at least 10 pupils in primary schools or 20 pupils in secondary schools
- in a month/national curriculum year combination in which at least 10% of the year group joined the school, which must equate to at least 10 pupils in primary schools

² [School inspection data summary report \(IDSR\) guide - GOV.UK](#)

³ [School inspection data summary report \(IDSR\) guide - GOV.UK](#)

or 20 pupils in secondary schools, and the same month/national curriculum year combination met these criteria in at least one other year group in the school

Movement Context: The school's movement is not significant, meaning there is not a high number of students leaving the school between one census and the census the following year.

	Between 2021 and 2022	Between 2022 and 2023	Between 2023 and 2024
Number of pupils leaving the school	31	18	34
<i>Between Years 10 and 11</i>	9	2	4
<i>As a proportion of the Year 10 cohort</i>	Not significant 5%	Not significant 1%	Not significant 2%
<i>Of which, no recorded information in the January census</i>	7	1	3
<i>Between other school years</i>	22	16	30
<i>Of which, no recorded information in the January census</i>	9	5	10

⁴Movement measurements use pupil-level data to identify pupils who were in each school in January of a given year, and whether they were still in the same school in January of the following year. It also specifies the number that left the school between Years 10 and 11, and the number that left the school between other school years. If the proportion of the Year 10 cohort who have moved is significantly higher than anticipated, based on a range of contextual factors, then this will be noted. This only covers pupil movement for secondary Years 7, 8, 9 or 10.

⁴ <https://idsr.ofsted.gov.uk/idsr/110533/#pupil-movement>