

Alderbury & West Grimstead CE VA Primary School

Equality Information 2018-19

Wiltshire County Council Primary Schools

Introduction

Alderbury & West Grimstead CEVA Primary School (AWGS) is committed to ensuring that everyone is treated fairly and with respect as we want our school to be a safe and inspiring learning environment for all our pupils. This school recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same. AWGS creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document explains how we show our commitment to equalityⁱ for our school population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes

During the last academic year, our particular successes were:

- *increasing the involvement of girls in extracurricular sport, through a special lunch time club, run by Premier Sports*
- *following our Ofsted Report (December 2017) we took rapid action to raise the attainment of boys. Boys are now progressing at the same rate as girls in literacy and have overtaken them in mathematics. At Key Stage 2, our boys outperformed the girls in the SATs*
- *increasing the understanding and confidence of pupils to recognise, address and report all forms of bullying – through supporting anti-bullying week and our new behaviour policy*
- *increasing pupils' knowledge and understanding of the different faiths and beliefs in Britain today, and supporting individual pupils in the development of their sense of identity and belonging, through our values assemblies and reflective worship times*

Priorities for the Year 2018/9

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire. Nationally the gap is 8 percentage points, which has remained the same as 2016 with 65% of girls achieving the expected standard in all of reading, writing and mathematics compared to 57% of boys.

Two thirds of the gender gap in achieving the expected standard in Reading at age eleven is attributable to the fact that boys have lower levels of language and attention at age five.

This school knows that intervention targeting early language and attention have potential for improving outcomes for all children. Boys benefit from such interventions because they are more likely to have these problems to begin with.ⁱⁱ

In 2018, our results showed:

Girls outperformed boys in EYFS / Phonics / KS 1, but at KS 2, boys outperformed girls.

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists.

Very small numbers of minority ethnic pupils in AWGS mean that individual pupil-targeted approaches must be used to identify both underachievement, and to celebrate successes. LA and national attainment data provides a valuable source of information to identify potential areas of concern.

Black Caribbean Pupils and Mixed White/Black Caribbean Boys

National and LA data has highlighted concerns about the attainment of Black Caribbean pupils and Mixed White/Black Caribbean boys. This national attainment gap has remained relatively constant for the last 30 years despite a range of initiatives.

Wiltshire Key Stage 2 data for 2017 shows lower attainment for these groups, and also for 'Black Other' and 'Black African' pupils. When and as appropriate AWGS will work closely with the LA to implement proven strategies to raise attainment during the primary school years.

Gypsy/Roma/Traveller Pupils

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups.

Nationally, 16% of Gypsy/Roma pupils and 20% of Irish Traveller pupils achieved the expected standard. While the overwhelming majority of Wiltshire Gypsy/Roma/Traveller pupils choose to attend primary school until the end of Year 6, it remains a concern that a majority of Wiltshire Gypsy/Roma and Traveller families choose to home educate their children during the secondary school years.

A House of Commons Briefing Paper (September 2017) reported that education issues for Gypsies and Travellers include prejudice, discrimination and discriminatory attitudes. The issues also include the schools' responses to discrimination, and high levels of self-exclusion from mainstream education because of discrimination.ⁱⁱⁱ

National research published in 2018 suggests there has been a significant increase in the number of Gypsy/Roma and Irish Traveller children who are being cared for by local councils. The data shows an increase of 900% for the numbers of Gypsy/Roma children and 400% for Irish Traveller children since 2009. One of the reasons suggested is that Gypsy/Roma and Traveller families are less likely to be offered or to access early help and support and this is important as it is an area in which schools are able to help.^{iv}

At AWGS we work closely with the Traveller Support Service, who visit the school weekly to support the children and young people with their learning. TSS also liaises with families directly. Where appropriate, AWGS also arrange alternative curriculum provision for some pupils, such as a life skills programme.

English as an Additional Language

Nationally, 62% of pupils for whom English is known to be their first language achieved the expected standard in the Key Stage 2 assessments. This compares with 61% of pupils for whom English is an Additional Language and 62 per cent for All Pupils.

For Wiltshire pupils, the attainment of pupils whose first language is other than English matched the national results with 61 per cent of pupils achieving the expected standard. There was an attainment gap of 3 percentage points between Wiltshire First Language English pupils and England First Language English pupils as only 59 per cent achieved the expected standard.

It should be noted that children with EAL have widely varying levels of English proficiency. Some children have no English and some are fluent multilingual English-speakers and may have lived in English-speaking countries or have been educated in English throughout their childhood. Attainment is also affected by first language; for example,

there are significant differences between Tamil and Chinese speakers, who, on average, perform better than Pashto and Turkish speakers.

In addition, prior education and arrival time impacts on attainment.^v The Wiltshire Ethnic Minority and Traveller Achievement Service advise on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential.

Religion and Belief

Data is not collected for monitoring purposes on Religion and Belief, and so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

AWGS recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, morals and ethics.

AWGS is committed to supporting all our young people as they develop a personal relationship with their own values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

This school takes incidents of prejudice-related bullying seriously and is committed to working closely with parents to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying, and this includes bullying related to religion and belief. This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. AWGS is aware that negative faith-based media attention can have an impact on all children, and recognises the importance of ensuring that pupils are provided with accurate and appropriate information.

AWGS ensures that all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.

AWGS recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia (discrimination or prejudice against people because they are Muslim or Jewish) is increasing and that it displays many of the same traits as racism. This school will continue its work to inform and actively promote acceptance and respect. All staff have undertaken training under the national "Prevent" strategy. Nationally, between 2015/6 and 2016/7 there was an increase of 37 per cent in the numbers of faith or belief based incidents reported to the Police either on school property or near to school property.^{vi}

Gender Identity and Sexual Orientation (LGBT)

This school has benefited from the work undertaken by the Church of England and published in the document "*Valuing All God's Children*".^{vii} This excellent document provides a framework that helps our school to address all issues of bullying behaviour and discriminatory language, and includes homophobia, biphobia and transphobia.

Disability (Special Educational Needs and Disability)

SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. In Wiltshire in 2017, 16% of pupils at the end of key stage 2 have a special educational need and 3% with a statement or education, health and care plan.^{viii}

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.^{ix} In 2017, 19% of Wiltshire pupils with SEN reached the expected standard in all of reading, writing and mathematics, compared with 68% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 49 percentage points.^x

AWGS is required to publish information on the attainment of SEN pupils. The focus of this section of this Equality Information document is disability. The disability areas being highlighted in this report have been adapted to reflect our current pupil profile.

Data suppressed due to small cohort size.

Please note that as schools must adhere to data protection protocols in order not to breach the confidentiality of individual or small groups of pupils, this means that our school is limited in the data it is able to publish in this section.

SEND Pupils and the link with Poverty

This school is aware that there is a strong link between poverty and disabilities that negatively impact on educational attainment.^{xi} Children from low-income families are more likely than their peers to be born with inherited special educational needs and disabilities (SEND), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND while at school. Also, children with SEND are more likely than their peers to be born into poverty, and, in addition, more likely to experience poverty as they grow up.

AWGS has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. AWGS also knows that a strong partnership with parents is important, and will continue to work collaboratively to support parents as they seek to provide their children with a stimulating home-learning environment.

Pupils with Mental Health Concerns

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue.

AWGS provides ELSA to pupils who would benefit from having someone to talk through issues with and we have a member of staff trained in Mental Health First Aid.

EQUALITY OBJECTIVES

Schools are required to update their published Equality Information each year, and in addition, must have **at least one Equality Objective** that the school can focus and work on for a period of up to four years.

An objective is about change. It should be specific, measurable, achievable, relevant (realistic) and time-bound (SMART), expressed in terms of people and outcomes, and set towards achieving a long-term goal. This means objectives focus on outcomes - real, practical change that can be expressed in terms of improvements.

Equality Objective: Gender

This school is committed to helping every child develop into self-confident young people able to access all opportunities available to them. This school is committed to addressing all issues of bullying behaviour and discriminatory language and this includes homophobia, biphobia and transphobia.

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Staff training on equalities issues</p> <p>Whole school equalities awareness week in January 2019, focussing on the plight of the suffragettes</p> <p>We want to address the gender imbalance in attainment – Boys writing & girls Maths</p>	<p>We want to ensure that all pupils benefit from equality of opportunity during their time at AWGS and beyond.</p>  <p>1 Support for Maths / Literacy + 5 months</p> <p>We have a boys writing action plan being monitored by a Senior Teacher and governors. We have teachers providing additional targeted support.</p>	<p>Monitoring and feedback from the equalities week</p> <p>Evidence from the school behaviour log book, showing that all forms of discriminatory behaviour are tackled robustly and are decreasing</p> <p>End of Key Stage data shows the gender gap is narrowing, compared to national averages and school past performance</p>	Headteacher	<p>Dec 2018 – Staff have had training from a school governor to raise awareness of equality issues and are planning for Equality Week in January 2019. There have been no discriminatory behavioural incidents this term. Interim data drops show that boys are 0.1 Tracking points behind girls in Reading Progress, are 0.1 TP ahead of girls in Writing Progress and Maths Progress. Teaching staff have attended INSET from Gary Wilson on raising boy's attainment</p> <p>&</p> <p>March 2019</p> <p>&</p> <p>July 2019</p>

Equality Objective: Disability/SEND

This school has decided that one of our new Equality Objectives will address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood, but have a greater impact in adult life.

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Staff training on emotional and mental health</p> <p>Staff training on SEND and inclusion</p> <p>ELSA provision</p>	<p>We want to ensure that all pupils benefit from equality of opportunity during their time at AWGS and beyond.</p> <p>We have seen positive impact from ELSA and will continue this approach</p> <p>We have been</p>	<p>Monitoring and feedback from lesson observations</p> <p>Impact of ELSA sessions & play therapy</p>	Inclusion Leader	<p>Dec 2018 – Staff have attended training on the use of ICT to promote inclusion. 2 staff have attended Clicker Training (dyslexia support software). Some pupils have had weekly play therapy sessions and this has shown a positive impact (details suppressed due to small cohort) 30 children have had ELSA either in 1-2-1 or small group settings. Feedback from parents and pupils shows the positive impact this has had on self-confidence, self-expression and conflict resolution.</p> <p>&</p>

Play therapy	recommended a play therapist from a neighbouring "outstanding" school, and are trailing this approach in 2018-2019			March 2019 & July 2019
--------------	--------------------------------------------------------------------------------------------------------------------	--	--	------------------------------

ⁱ The Equality Act 2010 and Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

ⁱⁱ Understanding the Gender Gap in Literacy and Language Development: Professor Gemma Moss and Dr Liz Washbrook, University of Bristol 2016 <https://www.bristol.ac.uk/media-library/sites/education/documents/bristol-working-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf>

ⁱⁱⁱ Gypsies and Travellers, House of Commons Briefing Paper Number 08083, 28 September 2017 <http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf>

^{iv} The Fragility of Professional Competence, A Preliminary Account of Child Protection Practice with Romani and Traveller Children in England, January 2018, University of Salford, Manchester <http://usir.salford.ac.uk/46146/1/the-fragility-of-professional-competence-january-2018.pdf>

^v Educational Outcomes for Pupils who have English as an Additional Language: The Education Policy Institute, The Bell Foundation, Unbound Philanthropy by Jo Hutchinson, Director for Social Mobility and Vulnerable Learners (February 2018) <https://www.bell-foundation.org.uk/research-report/educational-outcomes-of-children-with-english-as-an-additional-language/>

^{vi} https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf

^{vii} Valuing All God's Children, 2017, https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

^{viii} SFR69_KS2_2017_LA_Table_L9a

^{ix} National Curriculum Assessments at Key Stage 2, 2017 (revised) SFR 69/2017

^x SFR69_KS2_2017_LA_Table_L9a

^{xi} Joseph Rowntree Foundation, Special Education Needs and their Links to Poverty, 26 February 2016 <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>