



# EQUALITY INFORMATION POLICY 2017

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## **Introduction**

"Education plays a key role in determining how you spend your adult life - a higher level of education means higher earnings, better health, and a longer life. By the same token, the long-term social and financial costs of educational failure are high. Those without the skills to participate socially and economically generate higher costs for health, income support, child welfare and social security systems."

Ashton Keynes C. Of E. Primary School recognises the importance of education in creating life opportunities and recognises that the influence of school on a child's life is made more significant if they currently have, or have had in the past, a disadvantaged home life.

This document looks at the most recent attainment data and highlights the groups that are vulnerable to underachievement in Wiltshire schools. AK is using this data to support its work to maximise the attainment of every pupil and, in particular, pupils at risk of educational underachievement.

## **ATTAINMENT: NATIONAL AND WILTSHIRE DATA**

For most of the groups attainment is broadly in line with national results. In this document results are being highlighted where there is a county attainment gap compared with national results or where there is national and local concern about poor attainment for particular groups.

### **Pupils Eligible for Free School Meals**

There is concern nationally and in Wiltshire about the underachievement of boys and girls who are eligible for free school meals as well as the comparatively low attainment of children who are looked-after by the Local Authority. The attainment gaps for pupils eligible for FSM (compared with average attainment for All Pupils) are substantial although the gaps are beginning to narrow. In 2015 the gap in attainment of Reading, Writing and maths at KS2 Level 4+ in Wiltshire was 20 per cent and nationally was 15 per cent.

In 2016-17 the allocation for pupils eligible and registered for FSM is set at £1320 for each primary-aged pupil. This funding is allocated to the school. In the case of Looked After Children (LAC), children adopted from care, and children with guardians, the Pupil Premium Plus is currently £1,900 per pupil. For LAC this funding is allocated directly to the LA's Virtual Head Teacher. In the case of children adopted from care,

and children with guardians, the PPP is allocated to the school. Information about how AK spends its pupil premium can be found in the Pupil Premium section of the school website.

### **Pupils whose ethnic background is recorded as Gypsy/Traveller**

Wiltshire and national ethnic monitoring data shows that Gypsy Traveller pupils, as a group, have the lowest educational outcomes with attainment gaps of 50 per cent. This group is also of concern as they are likely to choose home education rather than opting to attend secondary school and are more likely to receive fixed term exclusions from school. A low pupil population at AK means it is not able to detail the steps it takes to raise attainment and support transfer to secondary school in but recognises that Gypsy/Traveller pupils are particularly vulnerable within the education system. Individual support and transition plans will be prepared on a needs-basis to assist these pupils.

### **Black Caribbean Pupils, Pupils ethnicity recorded as Any Other Black Background**

The numbers of Wiltshire pupils in many of the ethnic groups (with the exception of the White British category) are too small for the annual data to be reliable. However, year on year, the data on the attainment of Black Caribbean pupils and pupils in the Any Other Black Background groups show a pattern of significant underachievement when compared with the attainment for All Pupils. AK is aware that pupils in these groups continue to be vulnerable to underachievement. This mirrors the national picture as the 'Any Other Black Background' broad ethnic category (which includes Black Caribbean, Black African, Any Other Black Background sub-categories), has had the lowest attainment of the five broad ethnic categories.

### **Mixed White/Asian Pupils and Asian Indian Pupils**

The ethnic categories where the attainment of Wiltshire pupils is significantly above that of All Pupils are: Mixed White/Asian pupils and Asian Indian pupils. This differs from the national picture as across England it is Chinese pupils who have the highest attainment.

### **Boys/Girls**

Nationally, attainment in reading, writing and mathematics combined has slightly improved for both boys and girls. However, girls continue to outperform boys. The gender gap at Level 4+ has remained at 6 percentage points. In Wiltshire the attainment gap between boys and girls has also remained at 6 percentage points. The largest gap between the girls and boys (in both the national and Wiltshire results) continues to be in the Writing Teacher Assessment where there is a gap of 8 percentage points.

The most significant gap in attainment continues to be between pupils (both girls and boys) eligible for free school meals and pupils not eligible for free school meals. Compared to the results for pupils' not claiming free school meals, the gap at KS2 level 4+ for Wiltshire boys eligible for Free School Meals is 23 percentage points and for girls it is 18 percentage points (nationally the gap is 16 percentage points for girls and 19 percentage points for boys).

AK recognises that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and is able to put the following measures in place to raise attainment:

- The school ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- The school ensures that all teachers have high expectations of all pupils, and individual pupils' progress and attainment is tracked, with a special focus on pupils who may be vulnerable to underachievement
- All teachers are aware that different factors can combine to exacerbate educational disadvantage, e.g. gender, being summer born, being eligible for free school meals, having special educational needs, being a young carer, etc.
- The school works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions AK seeks to narrow the attainment and achievement gap between boys and girls through rigorous tracking and assessment of data.

#### Assemblies/Worship

- Gender balance of themes
- Gender balance of visitors

#### Curriculum

- Engage boys in 'writing for pleasure' activities using quality books as a key focus and stimuli in Reception classes and beyond
- Focus to improve English skills of both lower and higher attainers across the school
- Buddy partners across the school
- Year 6 role models across the school providing a wide range of opportunities for all children to express themselves
- Teachers evaluate provision in the curriculum to ensure engagement with both genders

- Gender balance of reading books

## Events

- Gender balance of school visitors
- Family learning for both genders via class voluntary support

## **English as an Additional Language (EAL)**

Improved performance in Writing helped Wiltshire EAL learners narrow the gap with English first language pupils to 2 percentage points in Reading, Writing and Mathematics. This matches the national figure.

The local authority's Ethnic Minority Achievement Service (EMAS) continues to work with local schools to secure the achievement of EAL learners, and other learners. This includes work with individual children to assess, identify needs and recommend and support provision. It includes support from Bilingual Assistants both in the classroom and to help establish productive home-school partnerships. AK currently has two pupils who are bilingual and two pupils who require sign language.

In addition, the service works at a more strategic level. Recent work has included:

- providing training to specific groups including Newly Qualified Teachers, Early Years Practitioners and other school staff to equip them with the skills and knowledge to meet learner's needs.

As always, EMAS believes that Wiltshire schools will also benefit more widely from strategies used with learners of EAL, as it is recognised that a focus on language and communication skills can benefit a broad range of students. This belief has recently been bolstered by the findings of Professor Steve Strand in English as an Additional Language (EAL) and educational achievement in England, he showed an increase in the number of EAL learners in a school is associated with improved attainment by English first language children.

AK supports all children including those in ethnic minority groups and economically disadvantaged to achieve and attain to their potential.

- EMAS and EAL support (Wiltshire) for children and families
- EMAS and EAL training for teachers and teaching assistants
- Access to Parental Support Advisor (via Chippenham Partnership of Schools)
- Primary School cluster links
- Monitor balance of children accessing after school clubs (Pupil Premium/Free School Meal entitlement etc.)

## **SEND (Special Educational Needs)**

Every school is required to identify and address the SEN needs of the pupils that they support.

Information about the support provided by AK for pupils with special education needs and for disabled pupils is detailed in the SEN section of the school website.

## **SEND Pupils - Attainment Data**

45 per cent of Wiltshire pupils who receive SEN support (the old SEN categories of School Action and School Action Plus combined) achieved level 4+ in Reading, Writing & Mathematics. For Wiltshire pupils with a statement of SEN or an EHC Plan; 15 per cent of pupils achieved level 4 or above in Reading, Writing & Mathematics.

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.

AK supports all children including those in with disability or SEN to achieve and attain to their potential.

- Reasonable adjustments for inclusion and to ensure equal opportunities for all
- Specific training for teachers and teaching assistants - Inclusion Development Programmes e.g. supporting children on the Autistic Spectrum
- Workshop groups for teaching assistants at where appropriate to enhance their scope for support

The school SENDCo Lisa Kingston provides advice and support on this area of equalities.

## Assemblies/Worship SIAMS Church of England inspection May 2017 recognises:

*The inclusive, welcoming atmosphere is apparent from the moment you enter the school. This is a school where every child is valued as an individual, created in God's image, and nurtured for their unique talents.*

- Daily worship brings everybody together, fully inclusive of all both in accessing the worship and taking part in leading the worship
- We provide every opportunity for positive role models, often lead from worship
- The Christian values which shape the children's lives are lived out by all
- SIAMS 2017 Outstanding

## Curriculum

- Audit of resources and books to ensure they represent all groups in society
- Pupil tracking identifies children with disability and SEN, and tracks their progress
- Interventions in place, monitored (Whole School Provision Map)
- Boosting Reading at Primary Intervention including SEN/children with a Disability

- Outside support agencies e.g. Occupational therapist, Physical Impairment service, Physiotherapist
- Common Assessment Framework (CAF) for multi-agency support
- Multi Agency Forum (MAF) for multi-agency FOR MULTI AGENCY SUPPORT AND ADVICE
- Single Agency Referral Form (SARF) for single agency support

## Events

- Additional transition arrangements and activities with secondary school for children with SEN

**Faith and Belief** We are a Church of England school and we are fully inclusive of all beliefs and faiths. We explore a range of faiths through our festivals and RE learning across the year including during our World Awareness week where we explore different faith from across the school.

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

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

AK is committed to supporting all our young people as they develop a personal relationship with their particular set of 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/carers 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 relating to religion and belief.

Wiltshire LA Anti-bullying Guidance specifically states that Religious Bullying can be identified as 'a negative or unfriendly focusing on religious difference or how somebody expresses their faith'. This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. AK 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.

AK ensures 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 have the opportunity to celebrate a number of different religious festivals and learn from religious representatives from various communities.

Miss Katy Thomas and Mrs. Samantha Saville are the member of staff who provide advice and support on this area of equalities

### Assemblies/Worship

- Following Wiltshire new RE scheme of work and themes prepared throughout the year from the Jigsaw PSHE scheme of work.

### Curriculum

- Visits to religious places of worship of different faiths
- Role play scenarios
- Topics to celebrate similarities and differences in faiths

### Important Religious Festivals

- Follow the calendar of festivals throughout the year following the Wiltshire RE scheme e.g. Diwali, Eid, Hanukkah

### **Sexual Orientation/Different Families**

This is one of the fastest changing areas of society, and one that is being addressed by AK. Different families may include:

- families with adopted children (including those headed by same-sex couples)
- families with foster children (including those headed by same-sex couples)
- families headed by grandparents/uncles and aunts
- single-parent families
- children with more than one home
- step or blended families
- Families with two mums/dads.

Celebrating different families is one of the ways AK has been recognising the differences and similarities between pupils. Same-sex couples are legally able to adopt children, and that this puts additional



responsibility on schools to make sure that all families providing love and care for children feel welcome as part of the school community. Same-sex couples are being welcomed as foster carers and adopters for Wiltshire Looked-After children and the numbers of families headed by same-sex couples will continue to rise.

AK works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. The school confidently tackles homophobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity.

AK has benefited from the information contained within the following resources which have informed and enhanced the work we are undertaking in this area:-

'Valuing All God's Children'

<https://www.churchofengland.org/media/1988293/valuing%20all%20god's%20children%20web%20final.pdf>

The organisation 'Stonewall' has a wide range of information, advice and resources and [name of school] utilises the information to ensure the school creates a positive and inclusive environment for all its pupils.

<http://www.stonewall.org.uk/our-work/education-resources>

### **Gender Identity**

AK is aware of the support that we can access in relation to this equality issue, including that from the Local Authority, and from Mermaids (this charity supports families and schools where gender identity has been recognised as a specific issue).

AK is able, with the help of the Local Authority if required, to appropriately support pupils and their parents/carers should the need arise.

<http://www.mermaidsuk.org.uk/>

In addition, this school is aware of the changes we can make to avoid unnecessary gender distinctions. Such changes introduced by the school not only ensure a more equal environment should there be pupils who are uncertain about their gender identity, but can also contribute to providing a clearer perspective with regard to reviewing our data on attainment gaps between girls and boys.

This school has flexibility within the school uniform, does not make any distinction between the sports that girls and boys can play, and endeavours not to divide pupils into groups solely based on their sex.

Gender identity is included in our anti-bullying policy.

The SENDco is the member of staff who will, in total confidence, provide or obtain support and advice for any pupil (and/or their parents/carers) who is experiencing gender variance or related bullying.

Our school has established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to gender identity.