

West Ashton Church of England Primary School



Equality Information

'You will shine among them like stars in the sky.'

Philippians 2:15

Introduction

West Ashton 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. West Ashton 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 equality for our school population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes

We are moving towards reducing exclusions, by changing our behaviour policy and having a 'no tolerance' policy for low level disruption. All children are rewarded for good behaviour and exhibiting good learning behaviours. This has had a good impact on the progress the children are making in lessons.

This academic year we are continuing our provision of PE provided by Acorn education trust. All children have access to completions in a variety of sports and can compete in inter schools competitions. This has had a good impact on the confidence of the girls. Traveller children who historically not been able to access some these sports are access the sports in school but do not take part in after school activities.

TA's have had training in intervention delivery from the SENCO and will undertake daily interventions across the school for now onwards, to raise attainment of the SEND children.

As a school we have had understanding Christianity training. This gives the staff a solid grounding in the Christian faith and a good place to start a fully inclusive teaching of RE. This will have an impact on all the children and how they react to one another. We have noticed a reduction of unkind behaviour especially in the playground.

Priorities for the Year 2019/20

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire. Nationally the gap in 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.

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 West Ashton 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 West Ashton 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.

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.

As a school we offer support for the mothers of Traveller children to help them fill in forms and access tax credits, pupil premium and such. This is now building a good relationship with the parents.

We have organised taxi transport for the Traveller children to increase their attendance which has a good impact so far , the average attendance percentage has risen from 34% to 70% since this was implemented.

We now offer 1-1 support from a TA to counteract bad behaviour and encourage them to access the right level of learning.

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. 3

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. 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.

We offer extra interventions for speaking and listening for EAL children and TA support within the class.

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.

West Ashton 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.

West Ashton 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/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 related to religion and belief.

Comments from young people about bullying include the following,

“Encourage and celebrate difference – don't single us out if we are different, have difficulties, or have different beliefs and views”, the Wiltshire Anti-Bullying Charter. <https://www.wiltshirehealthyschools.org/core-themes/emotional-health-and-wellbeing/anti-bullying-practice/>

This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. West Ashton 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.

West Ashton 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.

West Ashton 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. 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.

At west Ashton we have revisited our Christian vision including with the whole school including parents, children, staff and governors. Our vision is pictorial with a narrative to accompany it and is relevant to every person in the school and understood by the youngest of our children.

Gender identity and sexual Orientation (LGBT)

For church schools:

This school has benefited from the work undertaken by the Church of England and published in the document “*Valuing All God’s Children*” 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.^x

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.^{xi} 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.^{xii}

[Name of school] 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. *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 may mean 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. 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.

[Name of school] has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. {Name of school} also knows that a strong partnership with parents/carers is important, and will continue to work collaboratively to support parents/carers 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. 6

(Any additional detail on what the school is doing/proposes to do here).

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. Below are some *suggested* Equality Objectives that you may wish to pursue. The suggested objectives have been developed to reflect current priorities, *however*, schools can choose an equality objective that meets the needs of their particular school community.

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:

Equality Objective: Ethnicity/GRT

This school will ensure that Gypsy/Roma and Traveller families have access to the same level of early help support as other families and, in partnership with the Ethnic Minority and Traveller Achievement Service, will work to develop trusting relationships with families in the best interest of our pupils.

Equality Objective: Gender (non-church schools)

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 LGBT History Month, <https://www.stonewall.org.uk/lgbt-history-month-education> celebrated in February each year.

viii Stonewall School Report, 2017, The Experiences of Lesbian, Gay, Bi and Trans Pupils in Britain's Schools <https://www.stonewall.org.uk/school-report-2017>

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

x SFR69_KS2_2017_LA_Table_L9a

xi National Curriculum Assessments at Key Stage 2, 2017 (revised) SFR 69/2017

xii SFR69_KS2_2017_LA_Table_L9a

xiii 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>

☐ Educate our children about negative language that may isolate and demean vulnerable pupils e.g. transphobic language

☐ Continue to ensure that our pupils feel able to wear a school uniform that best reflects them i.e. the choice of a skirt, trousers or shorts

Equality Objective: Gender (church schools)

This school is committed to addressing all issues of bullying behaviour and discriminatory language and this includes homophobia, biphobia and transphobia.

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.