

Equality Information



Equality Information 2018/19

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St Andrew's Primary Schools

Introduction

St Andrew Primary School's core values are Love, Honesty and Respect and we are committed to ensuring that everyone is treated fairly and with respect. 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. St Andrew's creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document identifies potential vulnerable groups in Wiltshire and publishes the supporting data. St Andrew's data applies to such a small number of children that we cannot publish it in this document. It also shows our commitment to equalityⁱ for our school population by looking at the successes of our previous Equality Objectives and will also outline our two new objectives.

Identifying children that are potentially "at risk" of under achievement in Wiltshire.

Sex (Gender) - Boys and Girls

The underachievement of boys at primary level, 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

The past three years of data has shown that the gender gap varies with each cohort, for example in 2017 Girls out performed boys in RWM, whereas in 2015 boys out performed girls. However, when monitoring individual children's progress, it has emerged that middle ability boys tended to make less progress in reading than girls. With this in mind, one of our equality objectives is to:

In school year 2018/19, ensure that KS2 boys are supported to improve their reading skills and read more widely.

In order to achieve this objective, St Andrew's has already purchased more books to reflect boys' interests. In addition, individuals have been identified and teachers will focus on activities that will also promote interest. The boys' progress will be monitored, and their result evaluated. St Andrew's will continue to have a Patron of reading project and the reading leader board. Parents have been engaged to read with their children daily, any child that does not have the support at home will be listened to at school.

Minority Ethnic Pupils

St Andrew's is fortunate to have pupils from 10 of the 17 ethnic groups but it is still below the national average of pupils from all ethnic groups, this is because of the socio-demographics of the school's catchment area and of south Wiltshire. As there are very small numbers of minority ethnic pupils in St Andrew's mean that individual pupil-targeted approaches are being used to identify underachievement and to celebrate successes. However, in the wider community, the LA and national attainment data has identified 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.

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}

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. St Andrew's school 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.

St Andrew's school 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. St Andrew's school 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.

At St Andrew's we ensure 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.

We recognise 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) 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.^{vi}

For the past four years, St Andrew's equality objective was to **"to increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe, and to learn to promote tolerance and understanding."**

This was achieved by:

- In RE lessons, pupils learn about different religions including Christianity, Islam, Judaism, Sikhism and Hinduism.
- Topic work looks at ancient cultures and religions and how they relate to modern times. Learning is consolidated by preparing class assemblies on these topics.
- Class activities include learning about celebrations from different cultures for example, Chinese New Year, Diwali and Hanukkah.
- All children feel part of St Andrews school.
- There is a policy in place for dealing with racially motivated bullying.

These were the outcomes:

- There have been no cases of racially motivated bullying at the school.
- Displays and RE books demonstrate that the pupils have been learning about Hinduism, Christianity, Judaism and Islam.
- RE and Topic books showed that the pupils were learning about historic tensions i.e. Guy Fawkes, Romans and Christians.

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

St Andrew's 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.^{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.

St Andrews has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. St Andrews 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.

To improve attendance of disadvantaged learners and children with SEND.

In order to achieve this St Andrew's will continue to monitor the attendance of children with SEND and disadvantaged learners. If a problem begins to arise, St Andrew's will

provide support to the parents and child and a solution will always be sought. The school will continue to monitor progress of these children and ensure that no child is left to struggle or feel isolated from their peers. Interventions will be targeted at individuals to ensure that the child makes the best possible progress.

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.

St Andrew's equality objective for the past four years has been to 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. In that time the school has achieved the following:

- A dedicated Parent and Emotional Literacy Support Advisor who is supporting vulnerable children and their families.
- An established behaviour policy
- An established anti-bullying policy
- A twice yearly 'Bully Ballot'
- Worry boxes which are looked at on a weekly basis
- Annually hosts an anti-bullying week
- Promotes and teaches online safety
- The provision of one to one, or group, activities to help new children settle in to school
- The provision of a group to help children improve their social skills, e.g. to overcome shyness or to address low level behaviour problems.
- Children are encouraged to join the extra curriculum clubs and activities e.g. choir, art club, gardening club, running club, dance and music.
- A rigorous monitoring of pupil progress to identify children who need extra learning support, no child is left to struggle.
- Promotes Healthy Eating.
- Provides well balanced school meals.
- The development of an Anti-Bullying Charter.

The outcomes of these achievements were:

- 100% parents agree that their child feels safe at this school (Source: OFSTED Parent View, November 2017, 43 responses.)
- In the school year 2017/ 18, the Autumn bully ballot resulted in 19 children being named. Of these, 12 were due to friendship fall out issues. The remaining 7 children were spoken to by the Headteacher and given extra emotional support to improve their behaviour. In the March bully ballot, of those children, only 2 were still identified as 'bullies.'
- The worry box system is embedded into school life.
- Attendance for the whole school for 2017/ 18 is 96.7%
- Positive verbal feedback from parents.
- Approximately 50% of KS2 pupils attend at least one after school club.
- 72% parents agree that the school deals effectively with bullying (source: OFSTED Parent View, November 2017, 43 responses.)

Equality Objectives

The equality objectives identified by St Andrew's are:

- 1) In school year 2018/19, ensure that KS2 boys are supported to improve their reading skills and read more widely
- 2) In school year 2018/19, improve attendance of disadvantaged learner and children with SEND.

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>