



# **Christian Malford CE Primary School**

## **Equality Information**

**Noted by Local Board:**  
19<sup>th</sup> March 2015

## Introduction

Christian Malford CE Primary School is committed to providing a safe and nurturing learning environment for its diverse population of pupils.

Our school recognises the link between poor educational attainment and reduced employment opportunities and lower earnings later in life, and is committed to promoting and developing equality of opportunity for all its pupils.

Our school appreciates that there are many groups of children and young people who may be vulnerable to underachievement, including looked-after children, young carers, bereaved children, children from service families and others.

As a Christian school we aim to treat everyone with respect and value the differences between people. We promote good relations between different groups so children are prepared for life in a diverse society.

This information sheet is about pupils who are vulnerable to underachieving at school because of inequalities in society, and refers largely to the areas that have been identified as 'Protected Characteristics' under the new Equality Act 2010. Other issues of vulnerability affecting children and young people's attainment at school will be addressed elsewhere.

### Our Equality Objectives

As part of our school's commitment to equalities, we are giving specific responsibility for equalities (and some other factors that can affect children and young people in school) to individual members of staff who will become Advocates or Champions.

The Advocates or Equality Champions will help us achieve our Objectives:

- to improve the knowledge and understanding of Christian Malford C of E Primary School in relation to the Equality Act Protected Characteristics and, in particular, how they can contribute to differing educational outcomes for pupils.
- to improve our school's stakeholder engagement (most specifically with the parents/carers of current pupils), and particularly where national, local and school data indicates that educational outcomes are unequal.
- to identify areas where additional future Equality Objectives could be developed in order to reduce gaps in attainment, foster good relations and/or promote and enhance community cohesion.

<b>Area of Specialism</b>	<b>Staff member with particular responsibility – Advocate</b>
Sex (Gender)	Jill Rowe
Ethnicity (including White British)	Jill Rowe
SEN and Disability	Emily Edmondson (SPS)
Faith and Belief	Alison Candy (SWP)
Sexual Orientation	Jill Rowe
Gender Reassignment	Jill Rowe
EAL	Emily Edmondson (SPS)

## Areas of Equality:

### GENDER (SEX)

#### National Information

National data shows that both girls and boys are achieving similar results in Mathematics at primary school. However, it is in English (particularly in writing) where the percentage of boys achieving the expected standard is less than the percentage of girls. In 2011 there was an achievement gap of 9% (the proportion of boys achieving the expected standard in English was 77% compared to 86% for girls). The gap has closed by 1% since 2010.

#### Wiltshire Information

The data for Wiltshire is very similar to the national picture, and boys and girls are continuing to achieve similar averages in Mathematics. In line with the achievement data for England, it is in Key Stage 2 English (particularly writing) that the attainment gap persists, with boys who in 2011 were 7.7 percentage points behind the average results for girls. These results show the attainment gap is narrowing (this gap was 10 percentage points in 2010).

#### Our School - What we are doing

Jill Rowe is the member of staff who provides advice and support on this area of equalities.

#### *Assemblies*

Stories that provide good role models for girls and boys are shared. We also celebrate the achievements of all in our assemblies.

#### *Curriculum*

Writing has been a recent focus in school.

#### *Events*

There has been a range of activities and events in school to ensure both boys and girls feel included.

#### *Our plans for the next 12 months*

We will continue to develop the curriculum to inspire and motivate all children.

### Special Educational Needs

#### National Information

The 2011 School Census allowed the optional collection of data on Disability; prior to this there was no facility to collect this data, therefore national statistics are not available. This facility was again optional in 2012.

Data is collected on whether or not pupils have Special Educational Needs and Disabilities (SEN) and whether pupils have a statement of special educational needs.

***The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or to access education, than most children of the same age.***

For those pupils with special educational needs (SEN) (with or without a statement) attainment is lower than for those pupils with no SEN.

### Wiltshire Information

Wiltshire schools' data on the academic achievement of pupils with SEN show that attainment (with or without a statement – now a 'Wiltshire My Plan') is lower than for those pupils with no SEN.

The proportion of pupils in Wiltshire with SEN *without a statement* who reached the expected level in both English and Mathematics rose from 28 percent in 2009 to 37 percent in 2011. The proportion of pupils *with a statement* who achieved the expected level in English and Mathematics was 9 per cent in 2011.

### Our School – What we are doing.

Emily Edmondson is the member of staff who provides advice and support on this area of equalities. We continue to track the progress of all children and analyse attainment of groups. We adjust the provision to meet the needs of all children including our SEN children. Extra support is provided where needed.

### *Assemblies*

We celebrate the achievement of all in our assemblies.

### *Curriculum*

Learning is adapted to ensure all children can reach their potential.

### *Events*

All events that take place in school are fully inclusive.

### *Our plans for the next 12 months*

We will continue to raise greater awareness of those with a disability.

## **ETHNICITY AND ECONOMIC DISADVANTAGE**

### National Information

Attainment data for England for Key Stage 2 (Year 6) shows that a higher percentage of pupils of Chinese, Indian, Mixed White/Asian and Irish heritage achieved the expected standard in both English and Mathematics, while a lower percentage of pupils of Mixed White/Black Caribbean, any Black background, Pakistani, and Gypsy/Roma, reached the standard.

The Key Stage 2 data (2011) also shows that a higher percentage of pupils who are *not* known to be eligible for free school meals (non-FSM) achieved the expected level at Key Stage 2, compared with pupils who are known to be eligible for free school meals (FSM). The data shows that the attainment gap between FSM pupils and non-FSM pupils is greatest for White British FSM pupils, White Irish FSM Pupils and Mixed White/Asian FSM pupils. However, it should be noted that there is an attainment gap for *all* FSM groups apart from Chinese pupils, Travellers of Irish heritage and Gypsy/Roma Traveller pupils.

### Wiltshire Information

Wiltshire data shows that the percentage of 'All Pupils' achieving the expected standard (level 4+) at Key Stage 2 in 2011 is 75%, which compares favourably with the national averages. The results for Wiltshire show that White Western European, White Irish, Mixed White/Asian, Asian Bangladeshi and Moroccan heritage pupils all

achieved average results 5 percentage points or more above the results for 'All Pupils'.

However, our results do mirror national trends, and the attainment gap for Black pupil achievement and Gypsy Roma/Traveller achievement still exists. **56%** of Black pupils and **25%** of Gypsy/Roma Traveller pupils achieved the expected standard in English and Mathematics. (Please note that the numbers of children in these groups are very small.)

*There is also evidence of the impact of economic disadvantage in our Wiltshire data at Key Stage 2, as the percentage of FSM pupils achieving the expected standard was 53% (75% 'All pupils'). This illustrates that, despite improvements in overall attainment (including the attainment of pupils with particular economic disadvantage), a gap still exists for FSM pupils.*

### Our School – *What we are doing.*

Jill Rowe is the member of staff who provides advice and support on this area of equalities. We track the progress of groups including those receiving free school meals.

#### *Assemblies*

Assemblies are fully inclusive and all children attend.

#### *Curriculum*

Lessons are fully inclusive and learning is adapted to ensure all children can reach their potential. We ensure that all children can attend trips. The school funds various clubs so no one is disadvantaged.

#### *Events*

All events that take place in school are fully inclusive.

## **RELIGION AND BELIEF**

### National information

At the moment, schools are not required to collect data on Religion and Belief and therefore there is no monitoring information available.

### Our School– *What we are doing*

The 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.

Alison Candy.(SWP) is the member of staff who provides advice and support on this area of equalities.

#### *Assemblies*

In assemblies we recognise the important festivals from different faiths.

## *Curriculum*

Learning themes include the diversity of faith and culture in the UK and the world.

## **LANGUAGES**

### National Information

16% of all Local Authority maintained primary school children in England have a first language known or believed to be a language other than English. These pupils are usually referred to as Learning English as an Additional Language (EAL). The top five languages (out of an estimated 240 languages) spoken across Britain by pupils learning EAL are: Panjabi, Urdu, Bengali, Gujarati and Somali.

National data shows that when compared to pupils learning EAL, a higher percentage of pupils whose first language is English achieved the expected level (L4+) at the end of Year 6 in English and Mathematics. In 2011 the achievement gap between pupils learning EAL and non-EAL learners was 5 percentage points.

### Wiltshire Information

Approximately 3% of Wiltshire pupils are learning EAL, and together they speak more than 100 languages. The top 5 languages spoken in Wiltshire schools by EAL learners are: Polish, Nepali, Bengali, Chinese and Tagalog.

Data from all Wiltshire primary schools shows that a higher percentage of pupils whose first language is English achieved the expected level (L4+) at the end of Year 6 in reading, writing, mathematics and science, when compared to pupils for whom English is an Additional Language. In 2011 the achievement gap was 13 percentage points.

### Our School

Emily Edmondson (SPS) is the member of staff who would work closely with pupils learning English as an Additional Language (EAL) and will offer appropriate support, advice and guidance to staff and parents/carers.

The School currently has no children with English as an additional language..

### *What we are doing*

The School has a clear written strategy to ensure that pupils learning English as an Additional Language (EAL) are supported while they learn English. We will continue to work closely with parents/carers to encourage pupils to use their first language as much as possible, as it is recognized that this is a vital factor in helping these pupils to achieve their full academic potential.

The School sees having children and families from different cultures and speaking diverse languages as part of our community as something that benefits all. We recognise that being able to speak more than one language is a valuable skill, and we help our learners of EAL to feel proud of their abilities.

We support learners of EAL so they can both develop their English and learn the curriculum alongside our English first language learners. For example:

- using bilingual books and other resources;
- working closely with parents so learning at home and school reinforce each other;
- tracking the progress of our EAL learners carefully, so we can celebrate their successes and target their needs;
- allowing learners to use all their languages for learning;
- using talk in our classrooms to create opportunities for EAL learners to learn from and practise with other pupils;
- teaching the language of the curriculum alongside the content.

## **SEXUAL ORIENTATION**

### The School

Jill Rowe is the member of staff who provide advice and support on this area of equalities.

This school recognises that bullying, in whatever form it takes, has no place in our schools and staff work to ensure that *all* pupils learn in an atmosphere free from harassment and antagonism. In particular, all prejudice-related discrimination is expressly forbidden within our school's code of conduct.

The school demonstrates and champions the Christian context of treating everyone with respect. Staff are encouraged to take a simple and consistent line of affirming their school's commitment to this ethos.

### *What we are doing*

This School takes incidents of prejudice-related bullying seriously. We are committed to working closely with parents/carers to create a school environment where overt homophobia has no place, and a culture of respect and understanding for all is paramount. We will be working towards eliminating the use of all prejudice-related derogatory terms over the next 12 months. This includes inappropriate use of the term 'gay'.

## **GENDER IDENTITY**

Gender identity is included in our school's written equalities policy and is implicit in our anti-bullying policy.

Jill Rowe 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.

Where appropriate, the school will work with *Mermaids*, a charitable organisation providing support and information for children and their families/carers who are coping with gender identity issues.