



Christ Church CE VC Primary School

Equality Information 2017 – 2021 (Updated 2020-2021)

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.”ⁱ

Christ Church CE (VC) 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. Christ Church CE (VC) Primary School is using this data to support its work to maximise the attainment of every pupil and, in particular, pupils at risk of educational underachievement.

This particular document concentrates on the most recent equalities-related attainment data and highlights those groups that are vulnerable to underachievement in Wiltshire schools. Christ Church CE (VC) is using this data to support its work to maximise the attainment of every pupil, and in particular, pupils from groups who may be vulnerable to educational underachievement.

This document also details new national equality priorities and provides details about how Christ Church is responding to these.

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.ⁱⁱ

Race/Ethnicity

Lower Achieving Ethnic Groups

Nationally, the aggregated Black ethnic category remains the broad group with the lowest attainment both at Key Stage 2 and at Key Stage 4 (GCSE).^{ii iii} This aggregated group includes the ethnic categories of Black African, Black Caribbean and Any Other Black Background.

Both nationally and in Wiltshire, Black Caribbean pupils continue to be one of the lower performing groups.^{ii iii} Nationally 43 per cent of Black Caribbean pupils achieved the expected standard, while in Wiltshire, 36 per cent of Black Caribbean pupils achieved the same standard.^{ii iii} The attainment gap between Wiltshire Black Caribbean pupils and National/Wiltshire All Pupils is 14 percentage points.ⁱⁱⁱ ,

A small black population in Wiltshire means that this school only infrequently has black pupils on its school roll. However, this school is aware that across the county, the attainment of Black Caribbean pupils persistently falls behind the average achievement of their peers. This school understands the complex reasons for this and the steps we take to raise the attainment of these pupils will include: working closely with their parents/carers; ensuring expectations of their attainment remain high; understanding the impact of negative stereotyping (both in-school and out of school); helping the pupils to confidently navigate the stress that comes from being a visible minority in a mainly white school; closely monitoring pupil progress - as well as working with the pupil and their family to accelerate progress where appropriate.

In Wiltshire, White Eastern European pupils are a lower achieving group. 33 per cent achieved the expected standard in Reading, Writing and Mathematics.ⁱⁱⁱ These results are because a significant number of pupils are more recent migrants, and the majority have therefore not been in school in the UK from the Reception School Year. [Please refer to more detailed EAL section below].

Nationally and in Wiltshire the lowest performing ethnic group are Gypsy, Roma, Traveller pupils. In Wiltshire, Gypsy, Roma, Traveller pupils significantly underperformed compared with the national statistics. Nationally only 13 per cent of pupils achieved the expected standard in Reading, Writing and Mathematics.^{ii iii}

Higher Achieving Ethnic Groups

Nationally and in Wiltshire, Chinese pupils are the highest achieving group in 2016.^{ii iii}

Nationally 71 per cent achieved the expected standard in Reading, Writing and Mathematics, while in Wiltshire, 75 per cent of pupils achieved the same.^{ii iii}

Ethnicity and Eligibility for Free School Meals (FSM)

There were 423 Wiltshire pupils eligible for free school meals (FSM) in year 6 in May 2016.ⁱⁱⁱ In Wiltshire, the largest group of pupils eligible for free school meals are White British pupils (379).ⁱⁱⁱ In 2016, overall, 32.9 per cent of Wiltshire Disadvantaged pupils (FSM/Ever 6 & LAC) achieved the expected standard at KS2, compared to 38.5 per cent for England.^{ii iii} The small number of pupils eligible for FSM in the other ethnic categories means the data is not statistically reliable.ⁱⁱⁱ

In 2017, children who were eligible for Free School Meals and/or in receipt of PP at Christ Church is 4 children, this means this small number of data is not statistically reliable.

Christ Church 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's inclusion team works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions.

In 2017-18 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 Christ Church Primary School spends its pupil premium can be found in the Pupil Premium section of the school website.

English as an Additional Language (EAL)

"The attainment of children with a first language other than English (EAL) in Wiltshire continues to compare unfavourably both to figures for similar children elsewhere and to children whose first language is English (FLE). Furthermore, the gap between FLE and EAL attainment in Wiltshire is unusually large. iii

In 2016, 46% of Wiltshire's EAL learners achieved the expected standard in Reading, Writing and Maths. The equivalent figure for FLE learners was 54%.iii

Nationally, 52% of EAL learners achieved the expected standard, and the figure for the South-West region was 47%.ii iii

The gap between FLE learners and EAL learners in Wiltshire was eight percentage points.ii iii This compares to a gap of six percentage points in the South-West, four percentage points overall for statistical neighbours, and two percentage points in national data.iii

The relatively poor attainment of Wiltshire's EAL learners in overall KS2 data is very largely a product of poor attainment in Reading.iii This group has been doing badly in this area for several years, and evidence seems to suggest that the problem is deepening. In contrast, attainment in Writing is comparable to similar groups elsewhere, and attainment in Maths is good.

Wiltshire primary schools are working hard to address this issue in partnership with the local authority's Ethnic Minority Achievement Service (EMAS) and its School Effectiveness team. These two teams have provided joint training to school Literacy leaders in this area in recent years, and the EMAS team have produced resources for teachers designed to highlight the issue and provide ideas and inspiration for teaching Reading comprehension to EAL learners in the classroom. Both teams provide advisory support to schools, and EMAS also provide bilingual staff who can help facilitate access for children in the early stages of learning English.

It is worth noting that the patterns reflected above in Wiltshire's EAL attainment at KS2 are not reflected in KS4 data, where performance in Wiltshire tends to be strong."

Christ Church accesses the EMAS services when necessary for advice and professional development. The school has a EAL coordinator who is responsible for ensuring staff have adequate resources.

Gender (Protected Characteristic Sex)

The attainment gap between girls and boys is 8 percentage points.ii Girls outperform boys on all the primary subjects except for Mathematics.ii This is not the case at Christ Church in 2017 the end of KS2 results showed boys outperformed girls.

Girls	Reading at expected or above 78% (National average 75%)
Boys	Reading at expected or above: 88% (National average 68%) Writing at expected or above: 72% (National average 76%)
Girls	Writing at expected or above: 74% (National average 83%)
Boys	Writing at expected or above: 71% (National average 70%) Maths at expected or above: 82% (National average 75%)
Girls	Maths at expected or above: 74% (National average 75%)
Boys	Maths at expected or above: 88% (National average 75%) Reading, writing and maths combined: 69% (national average 61%)

Disability/SEN (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 Christ Church for pupils with special education needs and for disabled pupils is detailed in the SEN section of the school website.

Disabled Pupils and SEN Pupils – Attainment Data

14 per cent of Wiltshire pupils who receive SEN support (the old SEN categories of School Action and School Action Plus combined) achieved the expected standard in Reading, Writing & Mathematics. For Wiltshire pupils with a statement of SEN or an EHC Plan; 7 per cent of pupils achieved the expected standard in Reading, Writing & Mathematics.iii 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.

Religion and Belief

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.

Christ Church 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.

Christ Church 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 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. Christ Church 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.

Christ Church 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 celebrate different religious festivals and learn from religious representatives from various communities.

Christ Church recognises that discrimination on the grounds of religion or belief is a global concern, and our school actively promotes tolerance and respect. This school commemorates Holocaust Memorial Day as a key part of its commitment to informing pupils about the consequences of intolerance.

Gender Identity and Sexual Orientation

Gender Identity is a relatively new area for schools but this Protected Characteristic identifies a small section of society as vulnerable to discrimination and inequality. Gender Identity was included in equality legislation for the first time in 2010, and many schools, parents, as well as wider society, are learning about the issues for the first time.

Schools in Wiltshire access expert advice and support from the LA; the charity Mermaids; as well as from other schools. Christ Church recognises that Gender Identity is a complex area and that children, young people and their families are navigating an equality area where best practice is not fixed, and where the central advice is to be 'led by the child'.

This school is committed to ensuring that all our children feel safe while at school and that each child is given the chance to develop their unique identity with support from teaching and support staff, and their peers.

Pupils are taught that families come in many different forms and include single-parent; grandparent-led; same-sex parents; step-families; foster families; families who have adopted children; etc.

Our pupils understand that although families can be very different, what matters is that everyone in a family loves and cares for each other.

This school recognises that negative views within wider society about LGBT+1 people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from CAMHS (serving Wiltshire children) show that increasing numbers of children in primary schools are raising issues relating to gender identity and sexual orientation.

Gender Identity and sexual orientation are not mental health concerns but many of the referrals received by CAMHS for young people with issues related to their gender identity or sexual orientation are linked to bullying, isolation and internalised negative views about LGBT+1 people, that in turn impacts on their emotional and mental health. This school recognises that pupils with these issues are better signposted to school-based counsellors or school support groups and national websites such as Young Minds. CAMHS is encouraging of primary schools who can provide such support to their pupils, as dealing effectively with these issues at a younger age appears to reduce the more serious mental health issues presented by some LGBT+1 secondary school pupils.

This school is aware of the organisation *Gendered Intelligence* and will involve this organisation where the school feels individual pupils and the school would benefit from their support. This organisation provides advice and guidance to schools and families where a pupil has a parent who is transgender.

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.

One Equality Objective is to ensure that our pupils understand and appreciate the rich diversity of Britain and the important values that help people with differing perspectives and outlooks to live together harmoniously. This document provides information about what Christ Church is doing to develop our pupils' ability to live in a pluralistic (diverse) society. This will also incorporate the promotion of tolerance and understanding.

Equality principles:

- *All learners are of equal value*
- *We recognize and respect difference*
- *We foster positive attitudes and a shared sense of an inclusive community*
- *We observe good equalities practice in staff recruitment, retention and professional development*
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Equality objectives for 2017- 2021

Objective 1: (reviewed September 2020)

To improve access to the school for wheelchair users.

-create a new reception area which will make the Berryfield building, main office and Berryfield hall accessible.

-create a new ramp entrance to the Christ Church Hall building near the year 3 entrance to create further access to the Christ Church hall and classrooms in this building.

- *A ramp was completed over the summer holiday and is awaiting formal handover and certification of DDA compliance).*

Objective 2: (to be reviewed July 2018 and July 2019 and September 2020)

The school has identified that attendance of some vulnerable groups is an area which could be improved. An improvement in the engagement of parents' attendance would support the improvement in the attendance of some of these groups of pupils. The school will do this through

- Child and family support worker holding regular drop in sessions
- parent workshops for curriculum areas
- Attendance meetings with parents
- Letters of communication on attendance

The school will monitor the provision of such services on the attendance and attainment of the children it identifies and continually adapt, modify and review its services to ensure the best possible outcomes.

- *Attendance is regularly monitored by the Inclusion Team. The team comprises of the CFSW and the SENCo and SLT which means that the intelligence around families can be shared and the appropriate person assigned to any case. The Inclusion Team also oversee safeguarding*

Objective 3: (to be reviewed January 2019 and March 2021)

To create a school community which enables all children with gender identity issues to feel included.

This will be achieved by:

- Developing staff awareness of gender identity issues.
- Minimising the use of gender stereotypical learning environments e.g. non gender specific toilets.

- Minimising the use of gender stereotypical language such as lining up in boy/girl lines.
- Staff attending CPD on gender identity
- One uniform list rather than separate for boys and girls
- Minimising the use of gender stereotypical games
- Use of positive role models
 - *National COVID lockdown has forced the need for pupils to share facilities have highlighted the importance and requirement for non-gender specific toilets. During lockdown the facilities have worked really well. The school is awaiting final quotation to convert all the KS2 toilets in this way.*

Objective 4 (added September 2020 in response to COVID restrictions)

To continue to raise attainment and accelerate progress in core subjects for vulnerable learners by:

- *Monitoring and analyzing pupil achievements by race, gender and disability*
- *Introducing NCETM mathematics curriculum*
- *Monitor engagement and participation during national lockdown and intervene where necessary using classteachers and the Inclusion Team*

¹ acronym for: Lesbian, Gay, Bisexual, Transgender

¹ "Ten Steps to Equity in Education" (PDF) Oecd.org.

¹ SFR 62/2016, 12 January 2017

¹ SFR62/2016_LA_Table_L1-L10