

Equality Information

Malmesbury CE Primary School 2026

Introduction

Malmesbury CE Primary School 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. Malmesbury CE Primary School 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 equalityⁱ for our school population and how we plan to tackle inequalities that may have an impact at school.

School Values

Malmesbury Primary School is a Church of England Academy. Our Christian values underpin all that we do, and are particularly relevant to our actions in respect of equality.



Our core value is Love. Rooted in and growing from love are: Respect, Courage, Kindness, Creativity and Independence. Our values form the basis of school assemblies, which take place every day, and of our whole school reward system.

School Vision

The School's Vision Statement is:

Growing together in wisdom and love; discovering life in all its fullness.

This statement reiterates our core value – love. Our commitment to an equal and fair society is a crucial part of delivering our vision. So is the unity which is deliberately included in the word ‘together’.

Celebrating our Successes

We have a small but diverse group of children from different ethnic backgrounds – more than the average for Wiltshire and we often attract pupils from diverse backgrounds because of this. The number who have English as an additional language is below the national average, and a little below the norm for Wiltshire. There is however a wide range of different ethnicities in the school. Many of our minority and EAL families are drawn to the area by the local Dyson Research Facility, which attracts engineers from around the world.

Children from disadvantaged backgrounds form 12% of the school population. This is lower than the local and national averages. These children achieve well for their abilities, although a large proportion of them have identified special educational needs. However, their attainment has been lower than the school average, and closing this gap is a key focus for the school.

Attendance is significantly above the national average for primary schools.

The school received an excellent SIAMS report in May 2026. Extracts from the report praise the school’s work on equality:

“Leaders unswervingly go the extra mile to ensure that members of the school family feel equally valued.”

“The school is a celebration of diversity and harmony, where people are respected as unique individuals and come together in dignity. Consequently, behaviour is exemplary.”

“With growing together in love at the heart of their vision, leaders and staff equip pupils to understand justice, equality, and responsibility. The curriculum encourages pupils to think about issues such as racism through artwork, such as Banksy’s pigeon painting. Cross religious topics deepen thought and conversations. Discussion enables pupils to explore ethical dilemmas. As a result, pupils gain a deep understanding of justice and equality.”

“Pupils leave Malmesbury as well rounded, confident individuals, with a clear moral compass, ready for the next stage of their lives.”

The school also received an outstanding grade from Ofsted for children’s behaviour and attendance in May 2024.

Inequalities – the national picture and our school

Sex / Gender

The provisional **2026 Key Stage 2 (KS2) SATs results** released by the [Department for Education \(DfE\)](#) show a continuation of long-standing gender trends. Girls continue to outperform boys overall and across most subjects, while boys maintain their slight edge in mathematics.

Overall Attainment (Combined RWM)

- **Expected Standard:** Nationally 67% of girls achieved the expected standard in reading, writing, and maths combined, compared to 60% of boys.

Subject-Level Breakdown

Reading: Nationally girls outperform boys by 6%. This year at MPS this was reversed with boys doing 4% better than girls:

	Achieving the expected standard in reading at MPS %	Achieving the expected standard in reading nationally %
Cohort (62)	81	75
Male (29)	83	72
Female (33)	79	78

- **Writing:** The largest national gender gap remains here. Nationally, girls outperform boys by 11 percentage points (teacher assessment.) However, at MPS there was no gender gap:

	Achieving the expected standard in writing at MPS %	Achieving the expected standard in writing nationally %
Cohort (62)	76	72
Male (29)	76	68
Female (33)	76	79

- **Maths:** Boys perform slightly better nationally. Last year our gap was only 1% in favour of boys but this year it is 17%. The difference between the two years shows that it is substantially a cohort-related issue but still relevant and a focus for further analysis and discussion within school.

	Achieving the expected standard in maths at MPS %	Achieving the expected standard in maths nationally %
Cohort (62)	81	75
Male (29)	90	76
Female (33)	73	74

Overall, it can be seen that last year's cohort out-performed national averages. This was composed of boys significantly exceeding national averages in all subjects and girls achieving close to national averages throughout. It was a known feature of the cohort that there was a group of girls with special educational needs, so these outcomes are not a surprise. Data from previous years has demonstrated gender gaps which are lower than national averages. However, the significant difference in boys' attainment is clearly a feature of this year's data and further analysis will be conducted in school of teacher assessment in other year groups to identify any similar disparities.

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well in our school. Very small numbers of minority ethnic pupils in Malmesbury Primary School 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 shows lower attainment for these groups, and also for 'Black Other' and 'Black African' pupils.

Malmesbury Primary School has a number of minority ethnic children. However, their numbers are small and so data relating to them is not published in performance tables.

Gypsy/Roma/Traveller Pupils

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups.

Department for Education figures for 2024/25 show that 20% of Gypsy, Roma and Traveller pupils achieved the expected standard in reading, writing and maths combined, compared to 62% of all pupils nationally – one of the largest attainment gaps of any group. 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.

National research published in 2018 found that, over the preceding decade, there had been a significant increase in the number of Gypsy/Roma and Irish Traveller children being cared for by local councils. More recent figures on this specific trend were not readily available at time of writing. 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.

Very small numbers of Gypsy/Roma/Traveller children attend Malmesbury Primary School. Data on their attainment is not statistically significant. The school retains the capacity to address the needs of these families through our Parent Support Advisor.

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.

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.ⁱⁱ 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.

Malmesbury Primary School has a member of staff identified to lead and support on EAL. We liaise closely with the Local Authority to provide the best possible support for our EAL learners. Additional interventions are in place for those who need them, to support their learning of English. High quality parent support also facilitates learning at home and helps parents to integrate into society and access children's services. Numbers of EAL children are low (5 in last year's Year 6) so their data is not included in performance tables.

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.

Malmesbury Primary 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.

Malmesbury Primary School is committed to supporting all our young people as they develop their own values and beliefs, and to supporting 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. Malmesbury Primary 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.

Malmesbury Primary School 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 whole school activity, pupils celebrate different religious festivals.

Malmesbury Primary School recognises that discrimination on the grounds of religion or belief is a global concern and that discrimination and prejudice against people based on religion is increasing, particularly in relation to Islam, Judaism and Christianity, 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.

Through its Christian foundation, the school will continue to promote its values of Love, Respect and Kindness, to be demonstrated to all persons irrespective of differences between them. The quote from our SIAMS report above demonstrates that these outcomes are evident in the school's daily life.

Gender Identity and Sexual Orientation

This school has benefited from the work undertaken by the Church of England and published in the document "*Valuing All God's Children*".ⁱⁱⁱ This 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)

SEND pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and those registered as receiving 'SEN support'. Nationally, Department for Education figures for 2025/26 show that 14.8% of pupils have SEN support and 6.0% have an education, health and care plan, both continuing a rising trend since 2016. Malmesbury Primary School has a higher proportion of SEND pupils than most primary schools and continues to see growth in this area of need.

Of all reported characteristics, pupils with SEND have the largest attainment gap when compared to those without any identified need.

Our school has extensive provision for SEND, with a very experienced SENDCo and a wide range of support staff delivering interventions both within and outside the classroom.

Full disabled facilities include level access to all learning areas and a lift to the first floor.

The school liaises with the Local Authority and health services to ensure full access to all aspects of education for children with disabilities wherever this is possible.

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 have special educational needs and disabilities (SEND) from birth, 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.

Malmesbury Primary School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. We also know 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 this end we employ a parent support advisor whose help is widely accessed.

Pupils with Mental Health Concerns

There is an increasing understanding of the negative impact of social, emotional, and mental health (SEMH) difficulties on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue.

Children's difficulties in this area grew noticeably during the Covid-19 pandemic and we continue to see increased needs. Malmesbury Primary School employs a counsellor to work with children and has a member of staff trained as the Mental Health Lead. We have two Emotional Literacy Support Assistants and a room devoted to providing a safe space for children experiencing difficulties. We use a lunchtime club and outdoor activities to help children experiencing mental health difficulties. Mental health is also a focus of classroom activities. Mental health concerns are reported electronically to the school's senior leaders and are considered as part of the wider picture when assessing children's wellbeing and safeguarding.

EQUALITY OBJECTIVES

Equality Objective: Pupil attitudes towards equality

This school is committed to addressing all issues of bullying behaviour and discriminatory language. We will continue and extend our work with children in respect of social media, e-safety and appropriate actions online. We will monitor the implementation of the revised internet code of conduct for all pupils, which will hold children responsible in-school for their interactions on social media with other pupils. We will work with parents and carers, educating them on e-safety and the risks to their children, both in terms of the risks from bullying and the temptations to engage in cyber-bullying.

Equality Objective: Mental Health

We 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.

Our Mental Health Champion will implement an action plan to improve the provision of mental health support in all classrooms through Personal, Social and Health and Relationships Education. We will use the outcomes of the Wiltshire Pupil Wellbeing Survey in 2026 to direct future improvements.

We will continue to provide Emotional Literacy Support Assistant help to children, and to provide a school counsellor, in partnership with the School House Trust.

Equality Objective: Gender disparities in attitudes and attainment

We are about to enter the build phase of a project to enhance the profile of Science, Technology, Engineering, Arts and Mathematics education. The school has secured the support of the James Dyson Foundation to create purpose-built classrooms and the support of engineers in designing an integrated curriculum which will advance these subjects and enthuse all pupils, including girls who are significantly underrepresented in these areas at A-level and beyond. By enthusing and engaging girls at an early age we aim to enable them to fulfil their potential in STEAM subjects.

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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 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/>

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