

Equality Information

Malmesbury CE Primary School 2021

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.

School Vision

The School's Vision Statement is:

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

Our commitment to an equal and fair society is a crucial part of delivering our vision.

Celebrating our Successes

We have a small but growing number of children from different ethnic backgrounds. Some of this is due to the expansion of the local Dyson Research Facility, which attracts engineers from around the world. In 2018 our school had 13 different ethnic groupings represented, two more than the average for UK primary schools.

Children from disadvantaged backgrounds are small in number, but they have achieved well compared to national averages. Their attainment has been broadly in line with the school average, particularly when disadvantage does not overlap with learning difficulties. This contrasts with national and county-level data in which these groups attain significantly less well than other groups.

There were no exclusions in the academic year 2019-20 and attendance was good, averaging around 97%.

The school has reviewed and revised its anti-bullying policy and updated its pupil-written version of the policy.

The school has received an Outstanding judgment in its SIAMS report (March 2018). Extracts from the report praise the school's work:

"The warmth and care extended to everyone ensures that the minority of families from other cultures or faiths feel welcomed and valued. The spiritual, moral, social and cultural (SMSC) development of all children is supported and enhanced, regardless of their faith background. For instance, children from two different world faiths were delighted and eager to share their beliefs and customs with their classes."

Priorities for the Year 2020/21

Sex (Gender) – Boys and Girls

The underachievement of boys 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

Malmesbury Primary School has a full time Higher Level Teaching Assistant who specialises in speech and language interventions in the early Years and Key Stage 1. We have also prioritised the employment of a specialist teaching assistant to teach phonics in year 1 for 2 days a week. Our Parent Support Advisor provides early help in homes, supporting parents in developing their children's language skills.

The impact of these provisions will take time to feed through into Year 6 SAT data, and no SATs were conducted last year. However, over the previous 2 years the gap in attainment between girls' and boys' reading at year 6 has been 6 percentage points, compared to the 2018 national gap of 8 percentage points.

Reducing the gender gap through early intervention and support remains a priority for the coming year. Support staff are working hard with the significant numbers of boys with learning difficulties in our younger classes. This is a priority area, both for budgeting and for our SEN team.

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 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 for 2017 shows lower attainment for these groups, and also for 'Black Other' and 'Black African' pupils. When and as appropriate Malmesbury Primary School 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.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}

Currently there are not any Gypsy/Roma or Traveller families at Malmesbury Primary School, but the school retains the capacity to help 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 and 62% 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.

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.

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 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. 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 a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.

Malmesbury Primary School recognises that discrimination on the grounds of religion or belief is a global concern. 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} This school is aware 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 (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} Malmesbury Primary School has a higher proportion of SEN pupils than most primary schools and continues to see growth in this area of need.

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

Our school has extensive provision for SEN, with a very experienced SENCo 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.^{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.

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. Malmesbury Primary 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.

Malmesbury Primary School employs a counsellor and a play therapist to work with children. We have a whole school focus on good mental health in our School Improvement and Development Plan, with a focus group of staff and governors leading this area. Many members of staff will receive training in various aspects of mental health during the year 2020-21.

EQUALITY OBJECTIVES

Equality Objective: Gender

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

Periods of school closure due to Coronavirus have led to children spending more time online and heightened the importance of online safety for all children.

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: Disability/SEND

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.

There will be training for all staff using the Local Authority's Wellbeing for Education Resilience materials. We will increase our provisions of mental health services such as parent support, play therapy and counselling. We will prioritise children with mental health vulnerabilities for time in school during closure.

The school will also participate in a Mental Health training project called 'Five to Thrive', through which a member of staff will be trained and become a 'Mental Health Champion'.

We will also extend and develop our provision for dyslexia, participating in the Dyslexia Friendly Schools project. This will involve whole-staff training, the appointment of Dyslexia Champions and significant changes to the classroom environment. It will raise awareness of this disability at a time when reading skills are more important than ever due to the need for online learning.

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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 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>