

Winterbourne Earls CE (VC) Primary School

Equality Information

Date: September 2024

Review Date: September 2026

In our school community we nurture strong relationships forming a secure foundation from which our children can flourish. We promote positive mental health and emotional well-being for all, and grow as a family recognising our unique contributions so that we are stronger together than we are apart.

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

Winterbourne Earls CE 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.

Winterbourne Earls core values are:

Courage

Honesty

Respect

Inspiration

Stretching our learning

Thankfulness

Together with our Vision Statement this illustrates our commitment to ensuring that everyone is deserving of respect and having a sense of dignity. The school recognises that people have different needs and we understand that treating people equally does not always mean treating everyone the same. Winterbourne creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document highlights groups that are vulnerable to underachievement in Wiltshire schools and publishes supporting data. Winterbourne Earls CE Primary School 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. Our data applies to such a small number of children that we cannot publish it in this document. It shows our commitment to equality for our school population. We are working to ensure that Winterbourne Earls CE Primary School 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 Winterbourne Earls is doing to develop our pupils' ability to live in a pluralistic (diverse) society.

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. Winterbourne Earls CE Primary School is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.

Attainment: Wiltshire and National data

For most of the groups attainment is broadly in line or above 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

Winterbourne Earls has 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 Winterbourne Earls 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 Traveler 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}

The barriers that prevent Gypsy, Roma, Traveller pupils participating and achieving at school are varied and complex, but this school is committed to working with individual pupils and their families to ensure every child receives maximum benefit from their time at school. Winterbourne Earls CE Primary School is aware of being able to access support and information from the Wiltshire Traveller Education Service, which provides specialist advice so that this school can make the adjustments necessary to support individual pupils and families from this community.

In Wiltshire, White Eastern European pupils are a lower achieving group. 33 per cent achieved the expected standard in Reading, Writing and Mathematics. 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].

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.

This school 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 works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions.

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.

The past three years of data has shown that the gender gap varies with each cohort. For example, in 2017 data indicated that although Boys were performing in line with LA and National results there was an in school attainment gap in KS2. In 2018 there were no significant gender differences in either KS1 or KS2.

Winterbourne Earls Primary School also recognises the importance of speaking and listening, and drama, to engage and motivate all pupils and provide them with the skills to discuss and explain their reading and writing. A story teller and librarian is currently employed to work with both boys and girls to develop oral language skills.

Our PE curriculum and the opportunities afforded to children to participate in clubs, festivals and tournaments ensures equal opportunities given to both boys and girls.

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.

Winterbourne Earls 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.

Winterbourne Earls 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. Winterbourne Earls 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 Winterbourne Earls 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}

Winterbourne Earls CE Primary School has a new Equality Objective 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.

- 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.

- Class activities include learning about celebrations from different cultures for example, Chinese New Year, Diwali and Hanukkah.
- All children feel part of Winterbourne Earls School.
- There is a policy in place for dealing with racially motivated bullying.

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 (SEND))

SEND pupils are categorised as 'SEND with a statement or Education, health and care (EHC) plan' and 'SEND 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 SEND have the largest attainment gap when compared to those without any identified SEND.^{ix} In 2017, 19% of Wiltshire pupils with SEND reached the expected standard in all of reading, writing and mathematics, compared with 68% of Wiltshire pupils with no identified SEND, resulting in an attainment gap of 49 percentage points.^x

Winterbourne Earls is required to publish information on the attainment of SEND 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.

Winterbourne Earls has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Winterbourne Earls 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 Winterbourne Earls will continue to monitor the attendance of children with SEND and disadvantaged learners. If a problem begins to arise, Winterbourne Earls 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.

Winterbourne Earls equality objective for the past three 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:

- Establishment of a new post in school of a Pastoral and Well-Being Lead in school who is supporting vulnerable children and their families.
- A successful grant application along with committed school funds is enabling the building of a designated space for this provision.
- Outreach support for schools and other settings is being established.
- An established behaviour policy.
- Annual anti-bullying week.
- Promotes and teaches online safety.
- A welcome and settling in programme for all new pupils, including those from military families.
- Establishment of "Bourne Forces" – a group that celebrates the children whose parents are members of the armed forces, providing support at times of challenge, and promotes a group identity.
- Children are encouraged to join the extra curriculum clubs and activities e.g. choir, book club, gardening club, running club, 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.
- Positive verbal feedback from parents.

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.

Academic attainment is important, but pupils also need to progress through their education feeling happy and self-confident. Winterbourne Earls C E Primary School is committed to providing a nurturing

environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life. Winterbourne Earls C E Primary School has decided that one of our new Equality Objectives 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.



- 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>