

Equality Information 2020-21

Middle Woodford Salisbury
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Woodford Valley C.E Primary Academy



This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

*And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.”
John 13 34-35*

Introduction

Woodford Valley Primary Academy 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. Woodford Valley Primary Academy 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 equality¹ for our school population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes

No pupil exclusions

All pupils have access to quality sports provision

Increasing the understanding and confidence of pupils and staff in recognising signs of poor mental health and the contributing factors

Continuing to increase pupils' knowledge and understanding of the different faiths, cultures and beliefs in Britain today

Providing home learning for all pupils during an enforced period of closure

Priorities for the Year 2020/21

raising awareness, increasing understanding and making a difference to pupils' mental health, especially with a return to school following COVID -19 lockdown

increasing the understanding of religious diversity amongst pupils and to learn to promote tolerance and understanding

to close the gaps in pupils learning from being away from school during the COVID 19 lockdown

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire. In Wiltshire, the attainment gap is marginally under 8 percentage points, with 68% of girls achieving the expected standard in all of reading, writing and mathematics compared to 60% of boys. In Wiltshire, the sex (girls/boys) attainment gap for the broad 'major' ethnic category All Black Pupils is larger at 10 percentage points with 62.7% of girls and 52.6% of boys achieving the expected standard in Reading, Writing and Maths.

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. ⁱⁱⁱ

At Woodford Valley Primary, 64% of children achieved a combined reading, writing and mathematics. 77% of boys achieved the combined expected standard in reading, writing and mathematics compared to 33% of girls. This was out of a cohort of 13 boys and 9 girls.

Woodford Valley Primary has now adopted texts as the basis for class literacy so that pupils get a love a reading and produce work linked to quality texts. These texts have been chosen so that they appeal to all pupils.

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists. Underachievement for the groups highlighted in this report are a national as well as a Wiltshire concern and have been an ongoing issue since ethnic monitoring was introduced.

Very small numbers of minority ethnic pupils in Woodford Primary Academy 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.

All Black Pupils Major Ethnic Monitoring Category

LA data has highlighted concerns about the attainment of the All Black Pupils major ethnic monitoring category and for the Black Caribbean minor ethnic monitoring category. ⁱⁱ

Wiltshire Key Stage 2 data for 2019 shows attainment was lower for pupils in the All Black Pupil major ethnic monitoring category compared with the White British pupils minor ethnic monitoring category. Fewer boys (8 percentage points lower) in the All Black Pupil category achieved the expected standard in Reading, Writing and Maths compared with boys in the White British ethnic category. Attainment for Black Caribbean pupils was 14 percentage points lower than the attainment of White British pupils.

A lower proportion of Wiltshire pupils in the All Black Pupil major ethnic monitoring category achieved a Higher Standard in the Reading, Writing and Maths assessments compared with White British pupils. Pupils in the All Black Pupil were 3.7 less likely to have achieved the Higher Standard compared to White British Pupils.

When and as appropriate Woodford Valley Primary Academy works closely with the LA to implement proven strategies to raise attainment during the primary school years.

Our curriculum, teaching, policies and practices are regularly reviewed and updated. The Black Lives Matter movement has provided a new impetus to this important work. This school is also receiving regular guidance and information from the LA as well as sharing best practice with other Wiltshire schools.

Equality Objective: Black Lives Matter

This school will develop a separate action plan to tackle long standing inequalities highlighted by the recent Black Lives Matter movement.

Gypsy/Roma/Traveller Pupils

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

In Wiltshire, just under 18% of Gypsy/Roma pupils achieved the expected standard.ⁱⁱ Small numbers mean the attainment of Wiltshire Traveller pupils is not being published. 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 and Traveller families choose to home educate their children during the secondary school years.ⁱⁱⁱ

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.^{iv}

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.^v

English as an Additional Language

In Wiltshire schools, the same proportion, 64%, of pupils for whom English is known to be their first language and those for whom it is an additional language achieved the expected standard.ⁱⁱ

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.^{vi} 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.

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.

Woodford Valley Primary Academy 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.

Woodford Valley Primary Academy 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. Woodford Valley Primary Academy 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.

Woodford Valley Primary Academy 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.

Woodford Valley Primary Academy recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia and anti-Semitism (discrimination or prejudice against people because they are Muslim or Jewish) 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.^{vii}

11% of Islamophobic incidents happen in educational institutions ^{viii}, including name-calling, jibes about so-called Islamic State, violence, and victimisation when wearing a hijab ^{ix}. Many Muslim young people say abuse is so commonplace it is normalised ^x. Childline has recorded a spike in race- and faith-based bullying with victims reporting that they feel isolated, withdrawn and lack self-esteem ^{xi}.

This school is benefiting an education resource designed for work with primary school children to educate them about Islamophobia. The development of this resource was funded by the Home Office ^{xii}.

Woodford Valley Primary is having a focus on multi-cultural faiths this year and is seeking to provide pupils with different opportunities to experience different faiths and cultures.

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*". ^{xv} 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. We have revised our Relationships and Sex Education Policy (November 2020) and sort guidance from Salisbury Diocese with this.

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 2019, 16% of pupils at the end of key stage 2 have a special educational need and 4% have a statement or education, health and care plan. ⁱⁱ

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. ⁱⁱ In 2019, 25.6% of Wiltshire pupils with SEN support reached the expected standard in reading, writing and mathematics, compared with 75% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 49 percentage points. ⁱⁱ

Woodford Valley Primary is required to publish information on the attainment of SEN 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. ^{xvi} 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.

Woodford Valley Primary has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Woodford Valley Primary 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.

Woodford Valley Primary 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 refer to the SEND Information Policy, which is available to download from the school's website.

Please see the Pupil Premium Information on our school website for further details of our provision.

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. ⁱ

At Woodford valley we invest in a School Counsellor for both pupils and staff to work with to help with their mental health.

We are investing in training for a new school ELSA, this will be carried out during this year.

We use our outside environment as a resource to help with SEMH.

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. Below are some *suggested* Equality Objectives that you may wish to pursue. The suggested objectives have been developed to reflect current priorities, *however*, schools can choose an equality objective that meets the needs of their particular school community.

Woodford Valley Primary Academy

Equality Objective 2020-2024

Objective	To provide remote learning opportunities for all pupils within school, particularly the pupils in the protected characteristic groups
Specific	To ensure that our vulnerable pupils can access home learning in remote format
Measurable	Pupils to continue making progress in their learning even when at home
Attainable	School to provide laptops for those learners in the protected characteristic groups Staff to share with pupils how to access the remote learning Parents to be informed of how to access the remote learning Teams to provided as CPD for all staff Staff to make contact on a weekly basis with the children who are in our vulnerable groups if there were a lockdown
Relevant	We want all children to be able to feel confident in working from home if there is a requirement. For parents to be able to access remote learning with an increased confidence.

Time Bound	<p>School to purchase new laptops for September 2020</p> <p>Staff to start using Teams as a remote learning tool from Autumn 2020</p> <p>To review the use of remote learning through the next 4 years</p>
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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 <https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2019-revised>

ⁱⁱⁱ 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>

^{iv} Gypsies and Travellers, House of Commons Briefing Paper Number 08083, 28 September 2017 <http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf>

^v 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>

^{vi} 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/>

^{vii} https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf

^{viii} Tell Mama, 2017

^{ix} NSPCC, 2018

^x British Youth Council, 2016

^{xi} NSPCC, 2018

^{xii} <https://www.equaliteach.co.uk/wp-content/uploads/2018/04/FAITH-IN-US.pdf>

Funded by the Home Office Hate Crime Communities Project Fund

^{xiii} LGBT History Month, <https://www.stonewall.org.uk/lgbt-history-month-education> celebrated in February each year.

^{xiv} Stonewall School Report, 2017, The Experiences of Lesbian, Gay, Bi and Trans Pupils in Britain's Schools <https://www.stonewall.org.uk/school-report-2017>

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

