



Christ Church CE VC Primary School

## **Equality Information**



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## Introduction

Christ Church School is committed to providing a safe and nurturing learning environment for its diverse population of pupils.

Our school recognises the link between poor educational attainment and reduced employment opportunities and lower earnings later in life, and is committed to promoting and developing equality of opportunity for all its pupils.

Our school appreciates that there are many groups of children and young people who may be vulnerable to underachievement, including looked-after children, young carers, bereaved children, children from service families and others.

This information sheet is about pupils who are vulnerable to underachieving at school because of inequalities in society, and refers largely to the areas that have been identified as 'Protected Characteristics' under the new Equality Act 2010. Other issues of vulnerability affecting children and young people's attainment at school will be addressed in the School Development Plan.

The next section sets out our equality objective. This is followed by a study of how the areas of equality identified as 'Protected Characteristics' are managed within the school. The final section summarises the school's core principles, explaining how these principles are aimed at giving every child the best opportunity to learn and gain the life skills that will make them strong individuals through to adulthood.



## Our Equality Objective

As part of our school's commitment to equalities we have set the following objective:

***To establish a more robust and accurate method of identification of those pupils with disabilities. To develop a system to monitor their progress and attendance.***

We recognise that early identification of children with disabilities allows us to ensure that support is in place to allow the children to make expected progress. This approach will compliment the existing use of the assessment data tracking system that identifies under-achievement once it has occurred – triggering the introduction of interventions.

### Our plans for the next 12 months

We plan to achieve this by the introduction of a Disability Form to be completed by parents and carers. This form will be distributed for completion for all children in FS on entry to the school and again in Term 3 Year 3. In addition it will be completed for any new pupil who starts school.

We intend to have this data collection in place for September 2012.

This information will allow more consistent identification of children with disabilities which may impact their ability to learn or make use of the standard learning resources to full effect. The output of the data collection will feed into our identification and tracking of children vulnerable to underachievement.



## Areas of Equality

### GENDER (SEX)

#### National Information

National data shows that both girls and boys are achieving similar results in Mathematics at primary school. However, it is in English (particularly in writing) where the percentage of boys achieving the expected standard is less than the percentage of girls. In 2011 there was an achievement gap of 9% (the proportion of boys achieving the expected standard in English was 77% compared to 86% for girls). The gap has closed by 1% since 2010.

#### Wiltshire Information

The data for Wiltshire is very similar to the national picture, and boys and girls are continuing to achieve similar averages in Mathematics. In line with the achievement data for England, it is in Key Stage 2 English (particularly writing) that the attainment gap persists, with boys who in 2011 were 7.7 percentage points behind the average results for girls. These results show the attainment gap is narrowing (this gap was 10 percentage points in 2010).

#### Our School

The data for Christ Church shows that boys and girls achieve similar averages in Mathematics. Unlike the national picture the school has no statistically significant difference between the achievement data for girls and boys in English. In 2011 there was an achievement difference of 2% in English (the proportion of boys achieving the expected standard in English was 84% compared to 86% for girls).

#### What we are doing

Although our school exhibits gender equality in its achievement results, we acknowledge that it is important to avoid complacency and we make use of pupil monitoring data to ensure that interventions are introduced to address any gender inequalities. The school tracking system scrolls down beyond the scope of RAISEonline and allows the school to monitor the progress of individuals and vulnerable groups. Each class has vulnerable groups identified within them and teachers are aware of who their target children are.

#### Our plans for the next 12 months

We will continue our current strategy, which is achieving equality of results between the genders, and continue to monitor all achievements, both on an individual and vulnerable-group basis to ensure that there are no gender related trends of under achievement.



## **DISABILITY AND SEN**

### National Information

The 2011 School Census allowed the optional collection of data on Disability; prior to this there was no facility to collect this data, therefore national statistics are not available. This facility is again optional in 2012.

Data is collected on whether or not pupils have Special Educational Needs (SEN) and whether pupils have a statement of special educational needs. ***The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or to access education, than most children of the same age.***

For those pupils with special education needs (SEN) (with or without a statement) attainment is lower than for those pupils with no SEN.

### Wiltshire Information

Wiltshire schools' data on the academic achievement of pupils with SEN show that attainment (with or without a statement) is lower than for those pupils with no SEN.

The proportion of pupils in Wiltshire with SEN (*without a statement*) who reached the expected level in both English and Mathematics has risen from 28 percent in 2009 to 37 percent in 2011. The proportion of pupils *with a statement* who achieved the expected level in English and Mathematics was 9 percent in 2011.

### Our School

In 2011 the proportion of pupils at our school with SEN (*without a statement*) who reached the expected level in both English and Mathematics was 27 percent. The number of children with SEN with a statement is too small for data to be statistically significant so the data is not presented here.

### What we are doing

Christ Church has a non-teaching SENCo (0.4FTE) who coordinates and monitors the provision of specialised intervention strategies for pupils with SEN. This dedicated role ensures that both staff and children are given a high level of support. Intervention strategies are implemented by trained LSAs. The facilities within the school for providing both individual and small group interventions were enhanced in 2011 by the construction of dedicated classroom space for SEN provision. Coupled with intervention strategies the school promotes the use of inclusive teaching techniques in the classroom (for example the use of presentation styles that are easier for those on the dyslexic spectrum to engage with).

Key to the provision of appropriate interventions is the assessment of each child's progress so that learning difficulties are identified and supported early. The school makes use of assessment data to track individual achievement and intervene effectively when a pupil is underachieving.



### Our plans for the next 12 months

Our plan for the next 12 months is to develop a more robust mechanism for the identification of children with disabilities. Our current intervention strategies are primarily based on academic achievement (via the analysis of data), which will only identify the need for intervention once a child has failed to make expected progress in their learning. Identification of children with disabilities is currently via the ad-hoc supply of information from parents and carers. By improving the identification of children with disabilities then support and interventions can be introduced earlier in the child's learning experiences.

By September 2012 the school plans to have in place a disability form which will be completed for each pupil in foundation stage, mid-way through their time at Christ Church in Term 3 Year 3 and for any pupil who is new to the school. This will allow more effective monitoring of children with disabilities who may be vulnerable to under-achievement.



## **ETHNICITY AND ECONOMIC DISADVANTAGE**

### National Information

Attainment data for England for Key Stage 2 (Year 6) shows that a higher percentage of pupils of Chinese, Indian, Mixed White/Asian and Irish heritage achieved the expected standard in both English and Mathematics, while a lower percentage of pupils of Mixed White/Black Caribbean, any Black background, Pakistani, and Gypsy/Roma, reached the standard.

The Key Stage 2 data (2011) also shows that a higher percentage of pupils who are *not* known to be eligible for free school meals (non-FSM) achieved the expected level at Key Stage 2, compared with pupils who are known to be eligible for free school meals (FSM). The data shows that the attainment gap between FSM pupils and non-FSM pupils is greatest for White British FSM pupils, White Irish FSM Pupils and Mixed White/Asian FSM pupils. However, it should be noted that there is an attainment gap for *all* FSM groups apart from Chinese pupils, Travellers of Irish heritage and Gypsy/Roma Traveller pupils.

### Wiltshire Information

Wiltshire data shows that the percentage of 'All Pupils' achieving the expected standard (level 4+) at Key Stage 2 in 2011 is 75%, which compares favourably with the national averages. The results for Wiltshire show that White Western European, White Irish, Mixed White/Asian, Asian Bangladeshi and Moroccan heritage pupils all achieved average results 5 percentage points or more above the results for 'All Pupils'.

However, our results do mirror national trends, and the attainment gap for Black pupil achievement and Gypsy Roma/Traveller achievement still exists. 56% of Black pupils and 25% of Gypsy/Roma Traveller pupils achieved the expected standard in English and Mathematics. (Please note that the numbers of children in these groups are very small).

There is also evidence of the impact of economic disadvantage in our Wiltshire data at Key Stage 2, as the percentage of FSM pupils achieving the expected standard was 53% (75% 'All pupils'). This illustrates that despite improvements in overall attainment (including the attainment of pupils with particular economic disadvantage), a gap still exists for FSM pupils.

### Our School

The children at Christ Church School are predominantly White British with less than 10 percent of pupils from minority ethnic groups. Similarly the school catchment is predominantly affluent with a few pockets of deprivation and less than 10 percent of pupils require FSM. Due to small representation in these groups and the need for confidentiality the school cannot present achievement results for ethnic minority or FSM groups.

### What we are doing

Although neither ethnic minority nor FSM groups is statistically significant, children in these groups are identified within our tracking system as vulnerable to underachievement and are monitored.





Christ Church School appreciates that the whole wellbeing of the child and their attitude (and that of their family) to learning and school attendance impacts the child's ability to learn. As such we provide support to families beyond the traditional remit of education via our Child and Family Support Worker (CFSW). Nationally absence rates are higher for children from economically disadvantaged backgrounds (7.2% for FSM, compared with 4.7% for Non-FSM). Our CFSW monitors absence data and works with both the child and family to improve attendance. This is borne out by absence rates across the whole school which are the same for FSM and non-FSM children (4.5%). The school is recognised by families as somewhere to turn for support and advice on a range of parenting issues via support groups and the provision of "Triple P" parenting classes.

As part of our commitment to our pupils' cultural development the school ensures that the children learn that there is a rich cultural diversity in the world comprising many different ethnicities. To support this learning the school immerses itself in an annual multi-cultural fortnight where each year group learns about a different world culture looking at the similarities and differences between these cultures and their own. This teaching helps the children, who come from a catchment which lacks significant diversity, that the world and this country are enriched by cultural diversity.

#### Our plans for the next 12 months

Over the next 12 months Christ Church School will continue to monitor children from ethnic minorities and those eligible for free school meals as children vulnerable to underachievement.

Our Child and Family Support Worker will continue to support children and their families to address issues of wellbeing, attendance and behaviour that may contribute to low attainment. Although this support is provided regardless of social background, nationally this type of support has significant benefit to children of economic disadvantage.



## **RELIGION AND BELIEF**

### Our School

At the moment schools are not required to collect data on Religion and Belief and therefore there is no monitoring information available.

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's policy for the Management of Bullying recognises prejudice-based bullying including bullying relating to religion and belief and defines a consistent approach to all instances of bullying.

We are a Church of England Controlled School and as a part of our Christian ethos we teach tolerance and respect of others and their beliefs. As a Christian School our religious education (RE) is primarily based around the Christian Calendar however it is the responsibility of the RE coordinator to ensure that

- RE is taught in a positive and balanced manner and is respectful to all faiths (including agnostics);
- Stereotypical views of faith groups are not perpetuated but discussed and explored in an objective and relevant manner throughout the school;
- These principles are also applied in the teaching of Christian belief.

Christ Church School has strong links with the local Church; the whole school attends a church service once a Term. The school also participates in the "Open the Book" initiative where children are encouraged to understand the Bible stories and the vicar also visits the school for collective worship on a regular basis. The school makes use of links with other local faith groups to support the understanding of other faiths and religions. At present the school is in the process of designing and building a place of reflection where children can go to be quiet.

The school promotes a number of positive values within the school community. These values are presented to the children as a set of "Golden Rules". Adoption of these rules is encouraged through positive discussion at circle time and through a house points rewards system which provides positive reinforcement of actions and behaviours that exhibit these positive values. The Golden rules are secular in nature but links can be made to the moral principles behind many religions and beliefs – presenting these values in a secular manner ensures that they include all members of the school community regardless of religion or belief.



## **LANGUAGES**

### National Information

16% of all Local Authority maintained primary school children in England have a first language known or believed to be a language other than English. These pupils are usually referred to as Learning English as an Additional Language (EAL). The top five languages (out of an estimated 240 languages) spoken across Britain by pupils learning EAL are: Panjabi, Urdu, Bengali, Gujarati and Somali.

National data shows that when compared to pupils learning EAL, a higher percentage of pupils whose first language is English achieved the expected level (L4+) at the end of Year 6 in English and Mathematics. In 2011 the achievement gap between pupils learning EAL and non-EAL learners was 5 percentage points.

### Wiltshire Information

Approximately 3% of Wiltshire pupils are learning EAL, and together they speak more than 100 languages. The top 5 languages spoken in Wiltshire schools by EAL learners are: Polish, Nepali, Bengali, Chinese and Tagalog.

Data from all Wiltshire primary schools shows that a higher percentage of pupils whose first language is English achieved the expected level (L4+) at the end of Year 6 in reading, writing, mathematics and science, when compared to pupils for whom English is an Additional Language. In 2011 the achievement gap was 13 percentage points.

### Our School

Our school has very few children learning English as an Additional Language (EAL), the numbers being below the Wiltshire percentage.

### What we are doing

At Christ Church School, we see having children and families from different cultures and speaking diverse languages as part of our community as something that benefits all. We recognise that being able to speak more than one language is a valuable skill, and we help our learners of EAL to feel proud of their abilities.

We support learners of EAL so they can both develop their English and learn the curriculum alongside our English first language learners. For example:

- Using bilingual books and other resources;
- Working closely with parents so learning at home and school reinforce each other;
- Tracking the progress of our EAL learners carefully, so we can celebrate their successes and target their needs;
- Using talk in our classrooms to create opportunities for EAL learners to learn from and practice with other pupils;
- Teaching the language of the curriculum alongside the content.



## **SEXUAL ORIENTATION**

### Our School

Christ Church School recognises that bullying, in whatever form it takes (including cyber-bullying), has no place in our school, and staff work to ensure that *all* pupils learn in an atmosphere free from harassment and antagonism. The school's Policy for the Management of Bullying defines a consistent approach to all instances of bullying. This policy is reviewed annually to ensure that its application is effective.

Our Golden rules, which capture our school's code of conduct and Christian values, require every individual to be treated with respect. Homophobic prejudice-related discrimination is treated as a lack of respect for the individual's sexual orientation and is not accepted in our school.

### What we are doing

This school takes incidents of prejudice-related bullying seriously. We are committed to working closely with parents/carers to create a school environment where overt homophobia has no place, and a culture of respect and understanding for all is paramount. We are working towards eliminating the use of all prejudice-related derogatory terms over the next 12 months. This includes inappropriate use of the term 'gay'.

The school has 3 anti-bullying weeks a year, when the anti-bullying message is delivered through assemblies and followed up in class. Higher profile is given to the anti-bullying week in Term 2 that coincides with National Anti-Bullying Week. The aim of these weeks is to raise the awareness of the issues surrounding bullying and ensure that children feel that they can safely report incidences of bullying.

The school logs all reported instances of playground bullying so that any patterns of bullying are identified and addressed. Children and staff are aware of the importance of reporting instances of bullying.

### Our Plans for the next 12 months

The school plans to enhance the logging of bullying incidents to record the category of bullying to allow monitoring of instances of homophobic prejudice.



## **GENDER IDENTITY**

### Our School

Gender identity is included in our school's written Equalities Policy and in our Policy for the Management of Bullying.

Our Child and Family Support Worker will, in total confidence, provide or obtain support and advice for any pupil (and/or their parents/carers) experiencing gender variance or related bullying.

Where appropriate, the school will work with *Mermaids*, a charitable organisation providing support and information for children and their families/carers who are coping with gender identity issues.

### Out Plans for the next 12 months

The school plans to enhance the logging of bullying incidents to record the category of bullying to allow monitoring of instances of prejudice-based bullying relating to gender identity.



## Our School Principles

Our school principles are captured in our mission statement:

**As a school we aim to provide a safe and enjoyable place for everyone to learn, where relationships, care and confidence come first and where these are based on Christian values. It is a place to discover things and be helped with new challenges so that we all become effective lifelong learners.**

This is realised through the following seven aims which are used to as a benchmark for all strategic choices in the development of the school:

1. To prioritise the teaching and learning of key attitudes and skills that enable children to access other learning opportunities.
2. To nurture and enable creativity.
3. To have high expectations of ourselves and each other.
4. To create opportunities for independent learning so that we respond to challenges to the best of our abilities.
5. To ensure equality of opportunity.
6. To develop a sense of community.
7. To develop skills and attitudes needed to be active and responsible citizens in order to make informed choices in the 21<sup>st</sup> century.

Not only is equality of opportunity a direct aim of the school but instilling a sense of community within the school is achieved through celebrating differences as well as identifying shared characteristics. Children learn that respect of others is a foundation of 21<sup>st</sup> century citizenship in a global multi-cultural world.

There are three fundamental threads that appear throughout a child's journey through Christ Church. The following sections demonstrate how these support the promotion of equality.

### The Golden Rules and Golden Time

Every child in the school learns the school's Golden Rules:

- We will always be honest
- We will always be kind to others
- We will always treat everyone with respect
- We will always aim to do our best
- We will always behave and act considerately
- We will always look after our surroundings and equipment.

By following these rules children learn to respect others, and their beliefs and differences. Through-out their time at Christ Church the children are rewarded for behaviours and attitudes that are consistent with these rules through a house points system, this promotes positive behaviour. Classes have Golden Time when children are able to pursue a number of chosen activities; this golden time is reduced as a sanction for behaviours that are



inconsistent with the golden rules. Through a combination of rewards and sanctions children are encouraged to live within the Golden Rules.

The Golden Rules are used from FS onwards to help instil a sense of community and belonging, they encourage a positive attitude towards others regardless of differences including many of those identified as protected characteristics.

### SEAL and Circle Time

Christ Church School has worked closely with Jenny Mosley, a National Consultant for SEAL and Circle Time.

The school makes use of the SEAL (Social and Emotional Aspects of Learning) resources both in PSHE and within the themes of assemblies to promote the celebration of differences. The school uses Circle Time within classes to encourage children to listen to others and develop a positive attitude toward others in their community – Circle time is used to discuss challenging topics such as bullying in a safe and listening environment.

### ELLI

Christ Church School subscribes to the Effective Life-long Learning Inventory (ELLI) principle of helping individuals to develop the individual skills and self-esteem they need to be effective learners. This approach looks at seven dimensions that affect a person's ability to learn and supports children in moving to a more positive learning outcome by addressing these fundamentals. The extremes of the seven dimensions can be characterised by the following pairs of phrases (the first being the positive extreme in each case): learnability/stuck; resilience/fragility; learning relationships/dependence; curiosity/passivity; creativity/rule bound; making connections/fragmentation; reflective/robotic. By using the principles of ELLI we are able to support each of our children to grow as confident learners, empowering them to reach their achievement potential and reducing their vulnerability to underachievement.