



# The Avenue Primary School & Children's Centre

## Equality Information 2019-20

### Introduction

The Avenue Primary School & Children's Centre 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. The Avenue Primary School & Children's Centre 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 equality<sup>1</sup> for our school population and how we plan to tackle inequalities that may impact at school.

### Celebrating our Successes

Examples of how we have promoted equality in different areas of the school include:

- Closed the gap between disadvantaged and non-disadvantaged (national) progress in maths – Avenue Disadvantaged Progress = +0.38, National Non-Disadvantaged Progress = +0.37
- Begun to close the gap between disadvantaged and non-disadvantaged (national) progress in Reading – Difference 2017/18 = 2.14, Difference 2018/19 = 1.73
- Begun to close the gap between disadvantaged and non-disadvantaged (national) progress in Writing – Difference 2017/18 = 4.03, Difference 2018/19 = 2.93
- Reduced Exclusions from a total of 13 to 10 through providing a greater range of SEND support.
- SEND RB fully included in school life
- Increasing involvement of disadvantaged children in extra-curricular activities
- Pupils knowledge and understanding of different faiths and beliefs in Britain today developed through assembly program that covers a range of religions and festivals
- PSHE and RE lessons which allow children to discuss difference eg faith, culture, family make up

## **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, with 69% of girls achieving the expected standard in all of reading, writing and mathematics compared to 61% of boys. The gap in Wiltshire is also 8 percentage points with 67% of girls and 59% of boys achieving the expected standard. <sup>ii</sup> 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. <sup>iii</sup>

At The Avenue Primary School & Children's Centre 65% of boys achieved the expected standard in all of reading, writing and maths and 57% of girls in 2018/19. This is also a difference of 8% but in reverse to the national picture.

The Avenue Primary School & Children's Centre has introduced 'golden words' which tackles language deficit and helps children become more successful readers and writers.

## **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 The Avenue Primary School & Children's Centre 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 and Mixed White/Black Caribbean Pupils**

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. <sup>ii</sup>

Wiltshire Key Stage 2 data for 2018 shows attainment was lower for Mixed White/Black Caribbean boys and girls with 52% achieving the expected standard. For Mixed White/Black Caribbean pupils eligible for FSM, 30% achieved the expected standard.

Wiltshire Key Stage 2 data for 2018 continues to show lower attainment for Black 'Other' pupils and 50% achieved the expected standard.

When and as appropriate The Avenue Primary School & Children's Centre works closely with the LA to implement proven strategies to raise the attainment of pupils from these groups during the primary school years.

### **Gypsy/Roma/Traveller Pupils**

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

Nationally, 18% of Gypsy/Roma pupils and 22% of Irish Traveller pupils achieved the expected standard. <sup>ii</sup> 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. <sup>ii</sup>

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. <sup>iv</sup>

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, which is important as it is an area in which schools are able to help. <sup>v</sup>

## **English as an Additional Language**

Nationally, the same proportion, 65%, 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. <sup>ii</sup> For Wiltshire pupils, the attainment of pupils whose first language is other than English exceeded that of First Language English pupils. 64% of pupils whose first language is English achieved the expected standard compared to 63% of First Language English pupils. <sup>ii</sup>

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. <sup>vi</sup> 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.

The Avenue Primary School & Children's Centre 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.

The Avenue Primary School & Children's Centre 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” (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. The Avenue Primary School & Children’s Centre 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.

The Avenue Primary School & Children’s Centre 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.

The Avenue Primary School & Children’s Centre 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% in the numbers of faith or belief-based incidents reported to the Police either on school property or near to school property.<sup>vii</sup>

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

This school is benefiting from 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 <sup>xii</sup>.

## **Gender Identity and Sexual Orientation (LGBT)**

Gender Identity remains a relatively new area for schools but this Protected Characteristic identifies a small section of society as vulnerable to discrimination and inequality. Gender Identity was included in equality legislation for the first time in 2010, and many schools, parents, as well as wider society, are learning about the issues for the first time.

Schools in Wiltshire access expert advice and support from the LA, as well as exchanging best practice with other schools. The Avenue Primary School & Children’s Centre recognises that Gender Identity is a complex area and that children, young people and their families are navigating an equality area where best practice is not fixed, and where the central advice is to be ‘led by the child’.

This school is committed to ensuring that all our children feel safe while at school and that each child is given the chance to develop their unique identity with support from teaching and support staff, and their peers.

Pupils are taught that families come in many different forms and include single-parent; grandparent-led; same-sex parents; step-families; foster families; families who have adopted children; etc.

Our pupils understand that although families can be very different, what matters is that everyone in a family loves and cares for each other.

This school recognises that negative views within wider society about LGBT+ <sup>xiv</sup> people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from CAMHS (serving Wiltshire children) show that increasing numbers of children in primary schools are raising issues relating to gender identity and sexual orientation. Gender Identity and sexual orientation are not mental health concerns but many of the referrals received by CAMHS for young people with issues related to their gender identity or sexual orientation are linked to bullying, isolation and internalised negative views about LGBT+ people, that in turn impacts on their emotional and mental health. This school recognises that pupils with these issues will need support from school-based counsellors/school support groups and national websites such as Young Minds. CAMHS is encouraging of primary schools who can provide such support to their pupils, as dealing effectively with these issues at a younger age appears to reduce the more serious mental health issues presented by some LGBT+ secondary school pupils.

There are many charitable organisations providing support on gender identity to young people, their families and to their schools. There are also organisations able to provide advice and support where a pupil has a parent who is transgender. The LA has up to date information about the different organisations, the services they provide and how to contact them.

## **Disability (Special Educational Needs and Disability)**

SEND pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. In Wiltshire in 2018, 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. <sup>ii</sup>

Of all reported characteristics, pupils with SEND have the largest attainment gap when compared to those without any identified SEND. <sup>ii</sup> In 2018, 20% of Wiltshire pupils with SEN support reached the expected standard in reading, writing and mathematics, compared with 74% of Wiltshire pupils with no identified SEND, resulting in an attainment gap of 54 percentage points. <sup>ii</sup>

The Avenue Primary School & Children's Centre 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. <sup>xvi</sup> 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.

The Avenue Primary School & Children’s Centre has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. The Avenue Primary School & Children’s Centre 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. <sup>i</sup>

# EQUALITY OBJECTIVES

Objective	Date Originally Set	Progress up to July 2019	Further Actions
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.	June 2017	<p>Assembly program put in place to include main religions and their festivals</p> <p>Children belonging to the faith being celebrated given the opportunity to share their experiences with their peers</p> <p>Tolerance and understanding promoted through positive relationships in school</p> <p>RE curriculum updated to ensure coverage of a variety of religions across the school</p>	<p>Develop assembly program to include a greater variety of content</p> <p>Develop RE curriculum/days to ensure children have the opportunity to discuss their views in an age-appropriate manner</p>
To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have	June 2017	<p>Staff aware of fact that children may be affected by mental health</p> <p>Children showing signs of</p>	<p>Invest in mental health training for ELSAs</p> <p>Develop PSHE curriculum to include mental health</p>

<p>a greater impact in adult life.</p>		<p>deteriorating mental health or well-being offered support through ELSA</p> <p>Referrals made to CAMHS where there is significant concern</p> <p>Pupil &amp; Parent Support Worker available to support parents who are concerned about their children</p> <p>Student Leadership Group and additional responsibilities in place for Y6 to raise self-esteem and prepare for secondary school</p>	<p>and well-being</p>
<p>To close the gap in attainment between disadvantaged pupils and non-disadvantaged pupils by the end of KS2</p>	<p>July 2018</p>	<p>Profiles set up to track progress of disadvantaged children</p> <p>Progress and attainment of disadvantaged children highlighted on planning and discussed in detail and PPM meetings</p> <p>Progress and attainment of disadvantaged children tracked termly</p> <p>Targeted intervention put in place for disadvantaged children who are not making progress</p> <p>Gap closed in maths between disadvantaged (school) and non-disadvantaged (national)</p> <p>Gap closing in reading and writing disadvantaged (school) and non-disadvantaged (national)</p>	<p>Early intervention in EYFS/KS1 with Speech &amp; Language</p> <p>Continue close tracking of disadvantaged children</p> <p>Ensure quality first teaching for all across the school</p>

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<sup>i</sup> 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

<sup>ii</sup> <https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2018-revised>

<sup>iii</sup> 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>

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

<sup>v</sup> 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>

<sup>vi</sup> 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/>

<sup>vii</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/652136/hate-crime-1617-hosb1717.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf)

<sup>viii</sup> Tell Mama, 2017

<sup>ix</sup> NSPCC, 2018

<sup>x</sup> British Youth Council, 2016

<sup>xi</sup> NSPCC, 2018

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

Funded by the Home Office Hate Crime Communities Project Fund

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

<sup>xiv</sup> 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>

<sup>xv</sup> Valuing All God's Children, 2017, [https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)

<sup>xvi</sup> 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>