

Equality Information 2015

Introduction

Kennet Valley C of E VA Primary School is committed to providing a safe and nurturing learning environment for its pupils.

Our school recognises the link between poor educational attainment and reduced employment opportunities and lower earning 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 living within economically deprived households, children from service families and others.

This information 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 Equality Act 2010'. Other issues of vulnerability affecting children and young people's attainment at school will be addressed as part of our commitment to effectively using the Pupil Premium to raise the attainment of all our vulnerable pupils.

Attainment

Sex (Gender)

Wiltshire's results for the attainment of All pupils (girls and boys) at the end of the last year of primary school are broadly in-line with the national result (England). Both nationally and in Wiltshire there is a significant gender gap in most *individual* subjects, the largest of which is for writing (8 percentage points). In Wiltshire this gender gap in writing has closed by 2 percentage points since the 2013 results. Unusually, in Wiltshire in 2014, this gender gap also included maths where the attainment of girls exceeded that of boys by 2 percentage points. However, the most significant gap in attainment continues to be between All Pupils (both girls and boys) eligible for free school meals and other pupils. Compared to the results for All Pupils, the gap for Wiltshire boys eligible for Free School Meals is 24 per cent and for girls it is 20 per cent.

Reading, Writing & Mathematics			
Achieving Level 4 or above			
	National Data	Wiltshire Data	Kennet Valley C of E VA Primary School
Girls	82%	82%	100%
Boys	76%	76%	100%
All Pupils	79%	78%	100%

Please note due to a small cohort, percentages can be misleading

Ethnicity – National Information

Nationally the percentage of pupil in state-funded schools achieving the expected level (level 4 or above) in the 2012 Key Stage 2 tests continues to vary between different ethnic groups.

- Chinese pupils remain the highest achieving group. The percentage of Chinese pupils achieving the expected level in both English and Maths is 8% points above the national average (79%)
- Pupils from a Black background remain the lowest performing group. 76% of pupils of any Black background achieved the expected level in both English and Maths, 3% points below the national average of 79%

Nationally the lowest achieving category of pupils is Gypsy/Roma with only 29% of pupils achieving the expected level including English and Maths.

Ethnicity – Wiltshire Information

In Wiltshire the proportion of pupils achieving the expected level (4 or above) varies between different ethnic groups and differs slightly from the national picture.

- Mixed pupils are the highest achieving group. The percentage of Mixed pupils achieving the expected level in both English and Maths is 85% (7% points above the Wiltshire average)
- In line with the national data, pupils from a Black background remain the lowest performing group with 75% of pupils achieving the expected level including English and Maths (3% points below the Wiltshire average). It should be noted however that the attainment of this group in Wiltshire has improved dramatically since 2011 with an improvement in attainment of 15% points.

In Wiltshire the lowest achieving category of pupils was Gypsy/Roma where 40% achieved the expected standard including English and Maths however it should be noted that this exceeds the national average by 11%.

Ethnicity – Kennet Valley C of E VA Primary School Information

The number of minority ethnic pupils in Kennet Valley C of E VA Primary School is small and it is not possible to publish attainment data without compromising pupil confidentiality.

However, Kennet Valley School recognises that the National and Wiltshire data shows that although numbers are small some minority ethnic pupils are still vulnerable to underachievement. Kennet Valley School tracks every pupil to ensure appropriate progress is made and, where appropriate, uses intervention strategies to help support and boost academic progress.

Disability/SEN (Special Educational Needs) – National Information

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

With regards to specific disability questions in the School Census – for the past two years schools have responded to these questions on a voluntary basis. The DfE have now decided that the return level has been too small to make the exercise worthwhile, and they have dropped disability completely from the January 2013 School Census. There is to be a review as to whether disabilities questions will be reintroduce on a compulsory basis in the future censuses. 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’ has a legal definition

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

Nationally in 2012, 17% of pupils with a statement of SEN achieved level 4 or above in both English and Maths.

Visually Impaired/Hearing Impaired Pupils – National Information

The Department for Education has commented specifically on the attainment date for pupils whose main disability is a visual or hearing impairment and who are School Action or have a statement.

55% of pupils whose primary need was visual impairment achieved the expected level in both English and Maths, 24% points below the national average.

For hearing impairment, 50% of pupils achieved the expected level, 29% percentage points below the national average.

Disability/SEN (Special Educational Needs) – Wiltshire Information

Combining the SEN categories into one group, 43% of pupils achieved the expected level, level 4 or above in both English & Maths. For Wiltshire pupils who have a statement of SEN, 18% of pupils achieved level 4 or above in both English & Maths.

Visually Impaired/Hearing Impaired Pupils – Wiltshire Information

Small numbers and confidentiality mean it is not possible to publish attainment information for Wiltshire pupils whose primary need is a visual impairment. This information is of course available to the parents/carers of pupils with a visual impairment.

65% of Wiltshire pupils whose primary need is hearing impairment achieved the expected level in both English & maths. These results are significantly higher than the national data for pupils whose primary need is hearing impairment, where 50% of pupils achieved the expected levels.

Disability/SEN (Special Educational Needs) – Kennet Valley C of E VA Primary School Information

The number of SEN pupils in Kennet Valley C of E VA Primary School is small and it is not possible to publish attainment data without compromising pupil confidentiality.

However, Kennet Valley School recognises that the National and Wiltshire data shows that although numbers are small some SEN pupils are still vulnerable to underachievement. Kennet Valley School tracks every pupil to ensure appropriate progress is made and, where appropriate, uses intervention strategies to help support and boost academic progress.

Religion and Belief

Schools do not collect data on Religion and Belief and so there is no monitoring information on attainment available.

Kennet Valley C of E VA Primary School recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a particular faith or belief, or whether this relates to wider belief systems and moral ethics.

Kennet Valley C of E Primary School is committed to supporting all our young people as they develop a personal relationship with their particular set of values and beliefs, and to supporting 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 relating to religion and belief.

Although we are a C of E school, we welcome children of all faiths and beliefs into our school. Our curriculum covers a range of faiths. As part of our enrichments work we visit different places of worship.

English as an Additional Language – National Information

Nearly 20% of primary school children are recorded as learning English as an additional language (EAL). There are more than 360 languages (other than English) spoken by pupils in English schools. The top five languages spoken by pupils in schools who are learning English as an Additional Language are: Panjabi, Urdu, Bengali, Polish 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 4+ at the end of year 6 in English and Maths. 80% of non-EAL learners achieved the expected level compared to 78% of EAL learners. The achievement gap between pupils learning EAL and non-EAL learners was 2% points.

English as an Additional Language – Wiltshire Information

Approximately 4% of Wiltshire pupils are learning English as an Additional Language (EAL) and together they speak just under 100 languages. The 5 most common languages spoken in Wiltshire schools by EAL learners are: Polish, Nepali, Bengali, Chinese and Fijian.

Data from all Wiltshire primary schools shows that higher percentages of pupils whose first language is English achieved the expected level L4+ at the end of year 6 in English and Maths is 79%, when compared to pupils for whom English is an additional Language 75%. However, the achievement gap has narrowed to 4%

English as an Additional Language – Kennet Valley C of E Primary School Information

The number of EAL pupils in Kennet Valley C of E VA Primary School is small and it is not possible to publish attainment data without compromising pupil confidentiality.

However, Kennet Valley School recognises that the National and Wiltshire data shows that although numbers are small some EAL pupils are still vulnerable to underachievement. Kennet Valley School tracks every pupil to ensure appropriate progress is made and, where appropriate, uses intervention strategies to help support and boost academic progress.

Sexual Orientation – Kennet Valley C of E Primary School Information

Our school recognises that bullying, in whatever form it takes, has no place in our school and staff work to ensure that all pupils learn in an atmosphere free from harassment and discord. Our school demonstrates and champions the Christian context of treating everyone with respect. Staff are encouraged to take simple and consistent line of affirming their school's commitment to this ethos.

Our school takes incidents of prejudice-related bullying seriously. We committed to working closely with parents/carers to create a school environment where homophobia has no place, and culture of respect and understanding for all is paramount.

Gender Identity – Kennet Valley C of E Primary School Information

Gender identity is included in our school written Equalities Policy and in our anti-bullying policy.

Our school has established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to gender identity,.

Where appropriate, the school will work with Mermaids* (or other appropriate support agencies working in line with Equality Act requirements)

*Mermaids is a charitable organisation providing support and information for children and their families/carers who are coping with gender identity issues.