

South Wilts Grammar School



Equality Act Information 2011-12

Introduction

South Wilts Grammar School for Girls is committed to providing a safe and vibrant learning environment for its students.

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

South Wilts Grammar School for Girls appreciates that many children are vulnerable to underachieving, including looked-after young people, bereaved young people, young people from service families and others.

This Information is about students 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.

These 'Protected Characteristics' are:

1. Gender (Sex)
2. Disability and SEN (Special Educational Need)
3. Ethnicity and Economic Disadvantage
4. Religion and Belief
5. Sexual Orientation
6. Gender Identity
7. Pregnancy and Maternity

The following information shows the national, local (Wiltshire) and school information for each of the seven characteristics. National and local information has been provided by Wiltshire Council's EMASS team (Ethnic Minority Achievement Support Service.)

GENDER (SEX)

National Information for 2010/11

National data shows that there is still a difference in the academic attainment of boys and girls at Key Stage 4 (Year 11 GCSE's). Girls continue to outperform boys with 61.9 per cent achieving 5A*-C at GCSE including English & Maths, compared with 54.6 per cent of boys (an achievement gap of 7.3 per cent).

For all ethnic groups with significant numbers girls outperform boys - some having larger gaps as with the gender gap for Black Caribbean students, which is 12.5 percentage points in the girls' favour - when compared with the national gender gap of 7.3 percentage points detailed above. Irish students have the lowest variation in attainment by gender, with a gap of 2.2 percentage points in the girls' favour.

Wiltshire Information

Wiltshire GCSE results for 2010/11 compare favourably with the national results, with girls achieving 3.6 percentage points above the national results and boys 0.8 per cent above the national results.

Girls follow the national trend and continue to outperform boys at GCSE (and equivalent) examinations. In 2010/11, 65.5 per cent of girls achieved 5+A*-C grades (including English & Maths), compared to 55.4 per cent of boys, an achievement gap of just above 10 percentage points.

Wiltshire mirrors the national trend for some variation in the gender gap between different ethnic groups. The gender gaps for All Black students, Asian students and Chinese students are all above 20 percentage points (however, please note that the number of students in each of these ethnic groups is *very small*).

South Wilts Grammar School for Girls

As a selective girls' grammar school we are a recognised exception to this area. However, we endeavour to provide opportunities for our students to experience educational opportunities with boys where deemed appropriate. Our collaborative sixth form with Bishop Wordsworth's School allows students the choice to embark on A Level courses at the boys' school or as jointly taught courses across both schools.

In PSHE lessons in years 8 and 10 students are encouraged to challenge gender stereotypes, completing activities like the board game 'The Boss' and 'Take your daughter to work day'. Students at South Wilts buck the national trend with a huge number of students studying STEM related subjects and pursuing related courses at University. In 2011 63 students completed an A Level in Biology, 55 in Chemistry, 16 in Geology, 66 in Maths, 18 in Physics and 20 in a Technology subject.

DISABILITY AND SEN

National Information

Disability

Presently, schools are not required to collect data on whether students have a disability and therefore this information is not available for monitoring purposes. However, the School Census currently provides the option of recording whether or not students have a disability. To assist with the collection of this information, (name) school will be working closely with parents/carers and students to identify which students may be considered to be disabled under the Equality Act, and therefore benefit from this legal protection. Students who are young carers may in some circumstances have legal protection from discrimination, for example, because of their 'association' with a disabled parent. If your child is a young carer please let our school know.

Special Educational Needs (SEN)

Data is collected on whether or not students have Special Educational Needs (SEN) and whether students 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 students with special education needs (SEN) with or without a Statement, attainment is lower than for those students with no SEN. Nationally, 24.7 per cent of students with SEN *without a Statement* achieved 5+A*-C at GCSE, including English & Maths, compared to 8.5 per cent of students *with a Statement*, and 69.5 per cent of students with no identified SEN.

Wiltshire Information

Wiltshire schools' data on the academic attainment of students with SEN show that attainment (with or without a Statement) is lower than for those students with no SEN. The proportion of students with SEN *without a Statement* in Wiltshire who achieved 5+ A*-C at GCSE, including English & Maths, was 18 per cent, while the proportion of students *with a Statement* was 4.4 per cent, and the proportion with no identified SEN was 70.1 per cent.

South Wilts Grammar School for Girls

3.03% of students at South Wilts between years 7 and 13 have a special educational need. 0.3% of students at South Wilts between years 7 and 13 are registered with a disability. There is no significant attainment gap for students with SEN status or a disability at South Wilts.

South Wilts has an accessibility plan that is evaluated and updated annually and all new buildings are designed to be accessible to all. We regularly work with the physical impairment unit where necessary and make reasonable adjustments to student timetables and school events; we also have a hearing loop in our main hall. We have in-school dyslexia support and facilitate extensive access arrangements for student examinations. We have an SEN designated governor who annually reviews provision with the SENCO. Our SENCO regularly shares relevant information and strategies to staff working with SEN students.

ETHNICITY AND ECONOMIC DISADVANTAGE

National Information

Attainment data for England for Key Stage 4 (Year 11, GCSE) shows that students of Chinese, Mixed White/Asian, Indian and White Irish heritage attained a higher percentage of 5+A*-C at GCSE (including English & Maths) than did 'All Students'. A lower proportion of students of Black Caribbean, Mixed White/Black Caribbean, Any Other Black Background, Pakistani and Gypsy Roma heritage achieved the 5+A*-C at GCSE, including English & Maths benchmark.

The 2010/11 GCSE data also shows that a higher percentage of students who are *not known* to be eligible for free school meals (non-FSM) achieved the 5+A*-C benchmark, compared with students who are *known* to be eligible for free school meals (FSM). Nationally, 34.6 per cent of students *eligible* for FSM achieved 5+A*-C at GCSE, compared to 62 per cent of students *non-eligible* for FSM: an achievement gap of 27.4 per cent. The GCSE data shows that the lower attainment of students *eligible* for FSM applies most significantly to White British students, White Irish students and Mixed White/Asian students. However, it should be noted that there is an attainment gap for *all* ethnic groups where students are eligible for FSM.

Wiltshire Information

Wiltshire data shows that the percentage of 'All Students' achieving 5+A*-C at GCSE, including English & Maths in 2010/11 is 60.5%, which compares favourably with the national averages. The results for Wiltshire show that Asian students and Chinese students achieved average results that exceeded the results for 'All Students' in Wiltshire.

There is also evidence of the impact of economic disadvantage in Wiltshire, as the percentage of students *eligible* for FSM achieving 5+A*-C at GCSE, including English & Maths, was 30.4 per cent (compared to 62.1 per cent for students *non-eligible* for FSM). Therefore, despite improvements in overall attainment (including the attainment of students with particular economic disadvantage), there is still an attainment gap between students eligible for FSM, and those who are not.

South Wilts Grammar School for Girls

1.27% of students at South Wilts between years 7 and 13 claim free school meals (FSM). 4.89% students at South Wilts between years 7 and 13 have an ethnic origin other than white British. There is no significant achievement gap for students with FSM or any ethnic group at South Wilts.

We are an International school with links to schools in China, India, France and Germany and promote extensive cultural awareness. Our admissions over-subscription criteria includes FSM to promote access to socio-economically disadvantaged students. Our sixth form bursary fund is supplemented by school funds and provides financial support to sixth form students in need. We also offer remissions on trips to lower school children who are economically disadvantaged, as well as school meal tokens. We offer extended hours access to school facilities to students, allowing access to computers at the beginning and end of school.

RELIGION AND BELIEF

South Wilts Grammar School for Girls

Currently schools are not required to collect data on Religion and Belief and therefore there is no monitoring information available nationally or locally.

This school takes incidents of prejudice-related bullying especially seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our students. Our school has established a procedure for recording all incidents of prejudice-based bullying.

All students in years 7-11 are taught Religious Studies as part of their core curriculum. Students at KS4 are able to sit a full course GCSE. Students at KS3 follow the Wiltshire agreed syllabus, learning about the six main world faiths and considering a range of social, moral and cultural issues. Students in sixth form have the opportunity to study A Level Philosophy and Ethics or the New Testament.

Students have two assemblies a week that consider local, national and international cultural, spiritual, social and moral issues. There is a "Thought for the Week" on which the weekly Form Assembly is based which includes issues for tutor groups to consider.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

National Information

16% of all Local Authority maintained secondary schools in England have students on roll with a first language known or believed to be a language other than English. These students 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 students learning EAL are: Punjabi, Urdu, Bengali, Gujarati and Somali.

National data shows that the proportion of students learning EAL attaining 5+A*-C at GCSE is very similar to the proportion of English First Language students (respectively, 57.5% compared to 58.5%).

Wiltshire Information

Approximately 3 per cent of Wiltshire students are learning English as an Additional Language, and between them these students speak more than 102 languages. The top 5 languages spoken in Wiltshire schools by students learning EAL are: Polish, Nepali, Bengali, Tagalog and Chinese.

Wiltshire GCSE data for 2010/11 shows that the percentage of students learning EAL achieving 5+A*-C at GCSE was 57.3 percent, compared with 60.5 per cent for non-EAL learners (an attainment gap of 3.2 percentage points).

South Wilts Grammar School for Girls

0.98% of students at South Wilts between years 7 and 13 have English as an additional language (EAL). There is no significant achievement gap for students with English as an additional language at South Wilts.

Students in years 7-9 study both French and German as part of their core curriculum. Year 9 students have an annual Languages Day in which they experience a range of additional languages. At KS4 students have the option of studying GCSE French and/or German, and at A Level the opportunity to study French and/or German and/or Spanish. We facilitate EAL access arrangements for students sitting the admissions test and public examinations and our SENCO regularly shares relevant information and strategies with staff working with EAL students.

SEXUAL ORIENTATION

South Wilts Grammar School for Girls

This school recognises that bullying, whatever form it takes, has no place in our school, and staff work to enable all students to learn in an atmosphere free from harassment and antagonism. In particular, discrimination on grounds of race, colour, belief or sexual orientation is expressly forbidden within our school.

In PSHE lessons students are encouraged to explore the implications of the use of homophobic language (year 8) and to challenge homophobic bullying (year 9).

GENDER IDENTITY

South Wilts Grammar School for Girls

Mrs Stammers is the member of staff who will, in total confidence, provide or obtain support and advice for any pupil (and where appropriate, their family) who is experiencing gender variance, or related bullying. Where appropriate, the school will work with *Mermaids* - a charitable organisation providing support and information for young people (and their families/carers) who are trying to cope with gender identity issues.

PREGNANCY & MATERNITY

National

National government recognises that with the Raising of the Participation age to eighteen over the next few years, the number of students who have a child while in full-time education is likely to increase. Although research has shown that overall RPA will support a reduced likelihood of teenage pregnancy, the DfE have advised that RPA will greatly expand the number of young mothers in England required to participate in learning from about 2500 aged 16 and under, to about 9000 mothers aged under eighteen.

South Wilts Grammar School for Girls

South Wilts Grammar School for Girls believes that being pregnant or having a very young child should not, in itself, be a barrier to a student applying for, succeeding in, or completing a programme of study. The school is committed to being as flexible as possible, and does not exclude students solely on grounds of pregnancy or motherhood. The school can provide time off, and will do its utmost to facilitate education for pregnant students and mothers of school age.