

South Wilts Grammar School

Equality Information 2016ⁱ

Introduction

“Education plays a key role in determining how you spend your adult life – a higher level of education means higher earnings, better health, and a longer life. By the same token, the long-term social and financial costs of educational failure are high. Those without the skills to participate socially and economically generate higher costs for health, income support, child welfare and social security systems.”ⁱⁱ

South Wilts Grammar School recognises the importance of education in creating life opportunities and recognises that the influence of school on a child’s life is made more significant if they currently have, or have had in the past, a disadvantaged home life.

This document looks at the most recent attainment data and highlights the groups that are vulnerable to underachievement in Wiltshire schools. South Wilts Grammar School is using this data to support its work to maximise the attainment of every pupil and, in particular, pupils at risk of educational underachievement.

This school recognises that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and is able to put the following measures in place to raise attainment:

- The school ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- The school ensures that all teachers have high expectations of all pupils, and individual pupils’ progress and attainment is tracked, with a special focus on pupils who may be vulnerable to underachievement
- All teachers are aware that different factors can combine to exacerbate educational disadvantage, e.g. gender, being summer born, being eligible for free school meals, having special educational needs, being a young carer
- The school works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions.

ATTAINMENT: NATIONAL AND WILTSHIRE DATA

For most of the groups attainment is broadly in line with national results. In this document results are being highlighted where there is a county attainment gap compared with national results or where there is national and local concern about poor attainment for particular groups.ⁱⁱⁱ

Disadvantaged Pupils (The Ofsted definition refers to pupils eligible for Free School Meals, and those pupils who are Looked After and Adopted from Care)

There is concern nationally and in Wiltshire about the underachievement of boys and girls who are eligible for free school meals as well as the poor attainment of children who are looked-after by the Local Authority. The attainment gaps for pupils eligible for FSM (compared with average attainment for All Pupils) are substantial. In 2015 the gap in GCSE attainment for FSM-eligible pupils in Wiltshire was 33.5 per cent, and nationally was 24 per cent.^{iv}

In 2016-17 the allocation for pupils eligible and registered for FSM is set at £935 for each secondary-aged pupil. This funding is allocated to the school. In the case of Looked After Children (LAC), children adopted from care, and children with guardians, the Pupil Premium Plus is currently £1,900 per pupil. For LAC this funding is allocated directly to the LA's Virtual Head Teacher. In the case of children adopted from care, and children with guardians, the PPP is allocated to the school.

Information about how South Wilts Grammar School spends its pupil premium can be found in the Pupil Premium section of the school website.

Pupils whose ethnic background is recorded as Gypsy/Traveller

Wiltshire and national ethnic monitoring data shows that Gypsy Traveller pupils, as a group, have the lowest educational outcomes with attainment gaps of 48 per cent (compared with average results for All Pupils).^v This group is also of concern as they are likely to choose home education rather than opting to attend secondary school, and are more likely to receive fixed term exclusions from school. South Wilts Grammar School recognises that Gypsy/Traveller pupils are particularly vulnerable within the education system. Individual support and transition plans would be prepared on a needs-basis to assist these pupils.

Black Caribbean Pupils, Pupils ethnicity recorded as Any Other Black Background

The numbers of Wiltshire pupils in many of the ethnic groups (with the exception of the White British category) are too small for the annual data to be reliable. However, year on year, data on the attainment of Wiltshire Black Caribbean pupils and Wiltshire Any Other Black Background pupils, shows a pattern of significant underachievement when compared

with the attainment for All Pupils.^{vi} This mirrors the national picture as the Black Pupils' major ethnic category (which includes Black Caribbean, Black African, Any Other Black Background sub-categories), has the lowest attainment of the five broad ethnic groups.^{vii} South Wilts Grammar School is aware that pupils in these groups continue to be vulnerable to underachievement. Individual support plans would be put in place to help these pupils to achieve their academic potential if necessary.

Mixed White/Asian Pupils and Asian Indian Pupils

The ethnic categories where the attainment of Wiltshire pupils is significantly above that of All Pupils are: Mixed White/Asian pupils and Asian Indian pupils.^{viii} This differs from the national picture, as across England Chinese pupils have the highest attainment. Nationally Chinese pupils' average attainment is 19.5 per cent above that of All Pupils. In Wiltshire Asian Indian pupils' average attainment is 29 per cent above that of Wiltshire All Pupils.^{ix}

Mixed White/Black Caribbean Pupils

Nationally the attainment of Mixed White/Black Caribbean Pupils shows underachievement. In 2015 the national attainment gap (compared with the average for All Pupils) was 8.4 per cent.^x In Wiltshire small numbers means the attainment of Wiltshire Mixed White/Black Caribbean pupils fluctuates as a few pupils can significantly affect the Wiltshire overall data. In 2014 the attainment of this group was 25.4 per cent below the Wiltshire average for All Pupils. In 2015 results improved slightly but were still 17.6 per cent lower than the Wiltshire average for All Pupils.^{xi} South Wilts grammar School is aware that nationally and in Wiltshire these pupils remain vulnerable to underachievement and has a range of strategies in place to support individual pupils to achieve their academic potential whatever their background.

Pupils with Special Educational Needs

Nationally the attainment gap between pupils who have SEN Support and the average for All Pupils is 33.8 per cent while the Wiltshire attainment gap is 40.3 per cent. Just over 8.5 per cent of pupils with a Statement or EHC Plan achieved 5A*-C GCSE incl. Eng.& Maths.^{xii}

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.

South Wilts Grammar School has decided that one of our new Equality Objectives will address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Every school is required to identify and address the SEN needs of the pupils that they support. Information about the support provided for pupils with special education needs and for disabled pupils is detailed in the Local Offer: Our Special Educational Needs Information Report is available on the school website.

Pupils who speak English as an Additional Language

In 2015, following two years of above national average attainment, the performance of Wiltshire learners of English as an Additional Language (EAL) dipped. Nationally 56.6 per cent of EAL pupils achieved 5A*-C incl. English & Maths, while 50.6 per cent of Wiltshire EAL pupils achieved the same.^{xiii}

The Local Authority's Ethnic Minority Achievement Service (EMAS) continues to work with local schools to secure the achievement of EAL learners, and other learners. This includes work with individual children to assess, identify needs and recommend and support provision. It includes support from Bilingual Assistants both in the classroom and to help establish productive home-school partnerships.

In addition, the service works at a more strategic level. Recent work has included:

- planning and team teaching in the secondary phase to ensure talk in the classroom models the academic language students need to master in order to succeed;
- providing training to specific groups including Newly Qualified Teachers, Early Years Practitioners and other school staff to equip them with the skills and knowledge to meet learner's needs;
- hosting "bilingual conferences" for multilingual children to come together, learn how to develop their skills and gain in self-confidence and respect.

As always, EMAS believes that Wiltshire schools will also benefit more widely from strategies used with learners of EAL, as it is recognised that a focus on language and communication skills can benefit a broad range of students. This belief has recently been bolstered by the findings of Professor Steve Strand in *English as an Additional Language (EAL) and educational achievement in England*; he showed an increase in the number of EAL learners in a school is associated with improved attainment by English first language pupils.^{xiv} Where a learner has English as an additional language, support is put in place where necessary and the appropriate Access arrangements made for examinations including the 11+.

Faith and Belief

Data is not collected for monitoring purposes on Religion and Belief, so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

South Wilts Grammar 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. We are committed to supporting all our young people as they develop a personal relationship with their particular set of 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 relating to religion and belief.

Wiltshire LA Anti-bullying Guidance specifically states that Religious Bullying can be identified as '*a negative or unfriendly focusing on religious difference or how somebody expresses their faith*'. This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. South Wilts Grammar School 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.

South Wilts Grammar School ensures 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 have the opportunity to learn about a number of different religious festivals and from religious representatives from various communities. We recognise that discrimination on the grounds of religion or belief is a global concern, and our school actively promotes tolerance and respect. Students at this school study the Holocaust as a key part of its commitment to informing pupils about the consequences of intolerance.

South Wilts Grammar School has an Equality Objective 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.

Sexual Orientation

This is one of the fastest changing areas of society, and one that is being addressed by South Wilts Grammar School. We are aware that homophobic/biphobic language and bullying creates a negative and possibly hostile environment for pupils who may be lesbian,

gay, bisexual or unsure about their sexual orientation. We work with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. We confidently tackle homophobic language (and other discriminatory language) and support pupils to create a school environment that values diversity.

South Wilts Grammar School utilises a range of resources and information to ensure a positive and inclusive environment for all its pupils. Information about the LA run wellbeing/support groups for LGBT pupils is available and posters advertising these groups are clearly displayed and accessible to all pupils.

Gender Identity

South Wilts Grammar School is aware of the support that we can access in relation to this equality issue, including Local Authority support, and support from *Mermaids* (this charity supports families and schools where gender identity has been identified as a specific issue).

<http://www.mermaidsuk.org.uk/>

South Wilts Grammar School is able, with the additional help of the Local Authority if required, to appropriately support pupils and their parents/carers should the need arise.

We work with pupils to address any use of discriminatory and bullying language that would create an unequal school environment and confidently tackle transphobic language (and other discriminatory language) supporting pupils to create a school environment that values diversity. We are aware that the Local Authority facilitates support/youth groups for pupils who are questioning their assigned gender and pupils who identify as transgender. The school knows it is able to refer pupils to these groups as appropriate. Information about these groups is readily available via information posters on notice boards in areas accessible to all pupils.

The attainment and progress of all groups of students are carefully monitored in school and interventions put in place where appropriate. In this school the small numbers in each group mean that individual students could potentially be identified and so no in school data is being published within this report.

EQUALITY OBJECTIVES 2016

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

Objective 1: 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.

A focus for South Wilts Grammar School is to ensure that our pupils understand and appreciate the rich diversity of Britain and the important values that help people with differing perspectives and outlooks to live together harmoniously.

We will continue to focus assemblies and form assemblies on key issues and seek to invite local representatives of different faith communities into school to increase understanding.

Objective 2: address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. South Wilts grammar School is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.

We will continue to ensure key members of staff have sufficient training to support students with their mental health and wellbeing and will continue to build on and develop support for students such as the year 9 Wellbeing Day.

Objective 3: promote cultural development and understanding through a rich range of experiences both in and beyond the school.

South Wilts Grammar School recognises the important role culture (film, theatre, art, museums, galleries) plays in our society and in particular that not all pupils have equal access to our diverse cultural heritage.

We will continue to develop the curriculum to ensure all students have a rich cultural experience and that access to additional experiences is available and accessible to all.

Objective 4: to increase the number of girls attending the school of the required academic standard coming from the lowest socio-economic groups.

SWGS recognises the need to advertise and promote access to its education for able students irrespective of background and encourage potential students /parents to recognise its inclusive nature. We will continue to reach out to our local community and find ways to encourage students and parents to feel that this is a school which offers them opportunity and access to relevant and appropriate education.

References:

<https://www.churchofengland.org/media/1988293/valuing%20all%20god's%20children%20web%20final.pdf>

<http://www.stonewall.org.uk/get-involved/education/secondary-schools>

<http://www.mermaidsuk.org.uk/>

Data Sources:

ⁱ All data and sources have been verified to the best of our current information. If you have any specific queries, please contact either britt.sawyerr@wiltshire.gov.uk or pamela.carroll@wiltshire.gov.uk

ⁱⁱ ["Ten Steps to Equity in Education"](#) (PDF). *Oecd.org*. 19 November 2014

ⁱⁱⁱ SFR 01/2016, 21 January 2016

^{iv} SFR01_2016_LA_Tables [LA8]

^v SFR01_Characteristics_National_Tables [CH2A]

^{vi} School Census

^{vii} SFR01_Characteristics_National_Tables [CH2A]

^{viii} School Census

^{ix} SFR01_Characteristics_National_Tables [CH2A]

^x SFR01_Characteristics_National_Tables [CH2A]

^{xi} School Census

^{xii} SFR01_2016_LA_Tables [LA10]

^{xiii} SFR01_2016_LA_Tables [LA7]

^{xiv} Strand et al (2015), English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database (EEF)