



Equality Information

Introduction

Morgan's Vale and Woodfalls CE Primary 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 and our Accessibility Plan.

School Context

Morgan's Vale and Woodfalls CE Primary School is a small co-educational primary school with an integrated pre-school, serving the semi-rural communities of Redlynch, Morgan's Vale and Woodfalls, near Salisbury in Wiltshire. There are many siblings in the school, which encourages a familial ethos and atmosphere. At this time there are equal numbers of boys and girls (49/49, 2018/19) the national average shows slightly more boys than girls. The pupils come from a wide range of socio-economic backgrounds although the % of pupils entitled to Free School Meals is 12% and those that have been entitled to Free School Meals over the last 6 years (Ever6FSM) and therefore attract Pupil Premium funding is 17%. Both these measures are below national levels. The number of pupils from Minority Ethnic Groups is well below the national average with the Schools' largest minority ethnic group being Gypsy, Roma and Traveller at 8% of the school population. Other non White-British ethnic groups make up a further 8. The numbers of pupils who attend the school that have a Special Educational Need or Disability (SEND) are higher than the national average: 2% of children have an Education, Health and Care Plan (EHCP) and 18% receive SEND support (See Special Educational Needs Policy for further details in regard to these pupils' provision). There are at present no children needing wheelchair access, although provision is in place at the school and has been successfully used by pupils in the past.

The school has a zero tolerance attitude towards all forms of negative discrimination.

Our Equality Objective

As part of our school's commitment to equalities we are giving specific responsibility for equalities (and some other factors that can affect children and young people in school) to individual members of staff who will become Advocates or Champions.

The Advocates or Equality Champions will help us achieve our Objective to:-

- ensure we have the expertise to help every child/young person to thrive and to reach their full academic potential
- strengthen our equality links with parents/carers

Area of Specialism	Staff member with particular responsibility – Advocate
Sex (Gender)	Mr Graham Nagel-Smith
Ethnicity (including White British)	Mr Graham Nagel-Smith
SEN and Disability	Mrs Laura Holt
Faith and Belief	Mrs Laura Holt
Sexual Orientation	Mr Graham Nagel-Smith
Gender Reassignment	Mr Graham Nagel-Smith
EAL	Mrs Laura Holt

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 2018 there was an achievement gap of 14% (the proportion of boys achieving the expected standard in English was 63% compared to 89% for girls). The gap has widened by 5% since 2012.

Our School - What we are doing

Mr Graham Nagel-Smith is the member of staff who provides advice and support on this area of equalities.

Assemblies

The school has a 'Well Done' assembly every Friday morning where the achievements of children are celebrated. The school's motto is 'Faith in Learning, Achievement for All'. We try to avoid gender stereotypes. Other acts of collective worship are based on the school's community values and bible stories. Care is taken to ensure that the main characters in the stories used are evenly split across the genders where possible.

Curriculum

We challenge all children in their lessons and cater for a variety of learning styles. We endeavour to provide a variety of stimuli and themes that will engage and interest children in their learning, including learning outdoors and through a variety of practical activities including Forest Schools. We monitor the performance and progress of all children. At Morgan's Vale and Woodfalls CE Primary School, apart from English (particularly writing) there is generally little disparity in achievement. We have a focus this year to lessen the gap in girls and boys writing. Events We use sport to focus on parity of gender and frequently operate mixed sports teams (football, rugby, cricket, hockey, netball).

We will be celebrating the School's 150 Anniversary in 2019

In all events gender stereotyping of roles is avoided due to small numbers and equality of access to all activities.

Our plans for the next 12 months

- We will continue to analyse assessment data for gender groups and plan to address any imbalances. This data is analysed by numeracy and literacy leaders and reported to governors at Curriculum Committee meetings.

DISABILITY AND SEN

National Information

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.

Our School – *What we are doing.*

Mrs Laura Holt is the member of staff who provides advice and support on this area of equalities.
[see SEN Policy]

Assemblies

All collective worship topics relate back to the School's Community Values of which the most prominent are 'We accept everyone', 'We treat others, as we would like them to treat us' and 'We are patient, helpful and kind'. The school has a higher than average number of pupils on the SEN register, several pupils in the past have also had a physical disability, though not at present. The small family atmosphere of the school, together with the reinforcement of the school's values, ensure that the children are tolerant and accepting of all members of the school community.

Curriculum

At Morgan's Vale and Woodfalls Primary School, the vast majority of pupils with SEN make good progress and some make outstanding progress.

The school's SEN Policy ensures there is equality of access to the curriculum for all pupils regardless of ability or disability.

Our plans for the next 12 months

We will continue to analyse assessment data for SEND pupils and plan to consider appropriate interventions and/or reasonable adjustments that may be required.

ETHNICITY AND ECONOMIC DISADVANTAGE

National Information

Latest national attainment data for England for Key Stage 2 (2016/17) shows that:

- overall, in 2016/17, 61% of pupils met the expected standard in reading, writing and maths by the end of key stage 2 (when they are usually aged 10 or 11 years), and 9% met the higher standard
- pupils from the Chinese ethnic group were most likely to meet both the expected and higher standards out of all ethnic groups
- Gypsy/Roma children were least likely to meet the expected and higher standards
- across all ethnic groups, girls were more likely than boys to meet both the expected and higher standards
- across all ethnic groups, a lower percentage of pupils eligible for free school meals (FSM) met the expected standard

Latest School data for Key Stage 2 shows that:

- In 2017/18 79% of pupils met the expected standard (EXS) in reading, writing and maths, and 21% met the higher standard (GDS)
 - There were no pupils from a minority ethnic group
 - 73% boys were EXS, 88% girls were EXS

- 33% disadvantaged pupils were EXS, 88% non-disadvantaged pupils were EXS. However disadvantaged pupil's progress adjusted scores in Reading: +10.87 and Maths: +2.34 compared to non-disadvantaged scores in Reading: +2.32 and Maths: +3.10
- 33% pupils receiving SEND support were EXS, 100% non-SEND pupils were EXS. However SEND support pupil's progress adjusted scores in Reading: +5.43 and Maths: +4.04 compared to non-disadvantaged scores in Reading: +3.10 and Maths: +2.56
- There were 19 pupils in this cohort and significant overlap of pupils between the disadvantaged and SEND group.

Our School – *What we are doing.*

Mr Graham Nagel-Smith is the member of staff who provides advice and support on this area of equalities.

Assemblies

All collective worship topics relate back to the School's Community Values of which the most prominent are 'We accept everyone' and 'We treat others, as we would like them to treat us'. The small family atmosphere of the school, together with the reinforcement of the school's values, ensure that the children are tolerant and accepting of all members of the school community.

Curriculum

No child is excluded from any activity (including trips and visits) because of financial hardship.

Apart from specific areas within the national curriculum, the school encourages awareness of diversity with days of school wide involvement such as international days when children in small groups move to workshops that explore the culture, customs, geography and language of different countries from a continent or region from around the world (although in 2018 we chose cities with ports so children 'visited' America, Canada, Norway, Russia, Australia, Belgium and Bermuda. Our International School Status (Intermediate held since 2011) and our links with a school overseas (Ghana) demonstrate our commitment to this aspect of learning.

Events

- We will continue to monitor and encourage the inclusion of children eligible for free school meals and minority ethnic pupils in all school activities (curricular and extra-curricular).

Our plans for the next 12 months

1. Over the next 12 months Mrs Verity Jaffray and Miss Jasmine Allen will continue to work closely with the families of pupils known to be eligible for free school meals (FSM), as they enter the school in Reception, to develop partnership strategies to support these pupils to fulfil their academic potential.
2. Over the next 12 months class teachers will continue to work closely with the families of minority ethnic pupils who (national and LA data indicates) may be vulnerable to underachievement. The aim of this engagement is to develop partnership strategies to help these pupils to achieve their full academic potential.

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 has established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to religion and belief.

Mr Graham Nagel-Smith is the member of staff who provides advice and support on this area of equalities.

Assemblies

All collective worship topics relate back to the School's Community Values of which the most prominent are 'We accept everyone' and 'We treat others, as we would like them to treat us'. The small family atmosphere of the school, together with the reinforcement of the school's values, ensure that the children are tolerant and accepting of all members of the school community.

All major Christian festivals are celebrated as well as many significant festivals from other major religions. For example the school has had pupils whose nominated religion is Rastafarianism and so the school marked the Crowning of Emperor Haile Selassie I on the 2nd November each year to acknowledge this.

Curriculum

We believe that greater knowledge and understanding encourages tolerance. Our RE syllabus teaches predominantly about Christianity, but also Judaism, Islam, Hinduism and Buddhism.

We plan a number of themed multi-cultural days each year and these also celebrate religious diversity (Divali – Hinduism and Chinese New Year. Europe and South America days also touched on the impact of religion on culture).

Important Religious Festivals

See above

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, the same percentage of pupils whose first language is English achieved the Age Related Expectations at the end of Year 6 in English and Mathematics. In 2018 the achievement gap between pupils learning EAL and non-EAL learners was no different.

Our School

Mrs Laura Holt is the member of staff who works closely with pupils learning English as an Additional Language (EAL) and will offer appropriate support, advice and guidance to staff and parents/carers. In 2018 we had 2 children for whom English is an additional language.

What we are doing

Morgan's Vale and Woodfalls CE Primary School will continue to work closely with parents/carers to encourage pupils to use their first language as much as possible, as it is recognised that this is a vital factor in helping these pupils to achieve their full academic potential.

At Morgan's Vale and Woodfalls CE Primary 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;
- Allowing learners to use all their languages for learning;
- 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

Mr Graham Nagel-Smith is the member of staff who provides advice and support on this area of equalities.

This 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 antagonism. In particular, all prejudice-related discrimination is expressly forbidden within our school's code of conduct.

This school demonstrates and champions the Christian context of treating everyone with respect. Staff are encouraged to take a simple and consistent line of affirming their school's commitment to this ethos.

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 will be working towards eliminating the use of all prejudice-related derogatory terms over the next 12 months. This includes inappropriate use of the term 'gay'.

GENDER IDENTITY

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

Mr Graham Nagel-Smith is the member of staff who will, in total confidence, provide or obtain support and advice for any pupil (and/or their parents/carers) who is experiencing gender variance or related bullying.

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

Protected Characteristics – Morgan’s Vale and Woodfalls CE Primary School pupil data

Characteristic	September 2018
Free School Meals	12% (12)
English as an Additional Language	2% (2)
Ethnic minority groups	16% (16)
Special Educational Needs	22% (22)
Disability	0
Boys	50% (49)
Girls	50% (49)
Number on roll	98

We have not published end of KS2 performance data for most of these groups as numbers are so small in each cohort and therefore the data would be of a very sensitive nature.