



“Improving the life chances of young people”

Equality Information 2017-18

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.”ⁱ

Sarum Academy 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 particular document concentrates on the most recent equalities-related attainment data and highlights those groups that are vulnerable to underachievement in Wiltshire schools. Sarum Academy is using this data to support its work to maximise the attainment of every pupil, and in particular, pupils from groups who may be vulnerable to educational underachievement.

This school recognises that groups of pupils may be vulnerable to underachievement for complex reasons, and puts 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, and of those for whom lower attainment persists
- The school ensures that all teachers have high expectations of all pupils; that individual pupils’ progress and attainment is tracked; and that there is 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, etc.
- The school works closely with parents/carers to address any underachievement at an early stage, and can implement a wide variety of interventions.

ATTAINMENT: NATIONAL AND WILTSHIRE DATA

Wiltshire 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 specific groups.ⁱⁱ

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 disadvantaged pupils are substantial. In 2016 the KS4 gap for Wiltshire disadvantaged pupils compared to non-disadvantaged pupils achieving A*-C in English and maths was 34 per cent, whilst the gap for England was 27.8 per cent.²

Information about how Sarum Academy spends its pupil premium and the work being undertaken to narrow the attainment gap for pupils identified as disadvantaged 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 looking at the proportion of pupils who achieved A*-C GCSE in English and mathematics shows that Gypsy Traveller pupils, as a group, have the lowest educational outcomes with national attainment gaps of 49 per cent (compared with average results for All Pupils).ⁱⁱⁱ 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. In 2016 there were only three Gypsy Traveller pupils in any of the Wiltshire secondary schools who sat GCSE (or equivalent) exams.³

Small numbers mean Sarum Academy is not able to detail the steps it takes to raise attainment and support transfer to secondary school, but recognises that Gypsy/Traveller pupils are particularly vulnerable within the education system. This school works closely with the specialists in the Wiltshire Traveller Education Service and individual support, transition and attendance plans are prepared on a needs-basis to assist these pupils.

The school is aware of the huge progress that has been made in the number of Gypsy, Traveller pupils attending primary schools in Wiltshire. Sarum Academy is working closely with the LA as they work to replicate this achievement in our Wiltshire secondary schools.

Girls/Boys

The narrowest attainment gaps are between girls and boys - compared with the larger attainment gaps which are between FMS-eligible pupils and All Other Pupils, and SEN-identified pupils and All Other Pupils.ⁱ

In Wiltshire, the average results for both girls and boys achieving A*-C GCSE in English and mathematics significantly exceeded the national average results. Nationally 64 per cent of girls achieved these GCSEs compared with 70 per cent of girls in Wiltshire.ⁱⁱⁱ Nationally 55 per cent of boys achieved both the English and mathematics GCSE's compared with 62 per cent of Wiltshire boys. The attainment gap between girls and boys in Wiltshire was 8 per cent.ⁱⁱⁱ

Pupils with Special Educational Needs

Nationally the attainment gap between pupils who have SEN Support and the average for All Pupils is 34 per cent. Just over 5.8 per cent of Wiltshire pupils with a Statement or EHC Plan achieved A*-C GCSE in English and mathematics compared with 10.5 per cent nationally. Nationally, the percentage of All SEN Pupils who achieved any passes at GCSE or an equivalent exam was 89 per cent.ⁱⁱⁱ

SEN and Mental Health

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.

Sarum Academy has decided that our 2017 Equality Objective 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.

Information about the support provided by Sarum Academy for pupils with special education needs and for disabled pupils is detailed in the SEN section of the school website.

Faith and Belief

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

Sarum Academy 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, or morals and ethics.

Sarum Academy is committed to supporting all our young people as they develop a personal relationship with their own 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. Sarum Academy 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.

Sarum Academy 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 chance to celebrate different religious festivals and learn from religious representatives from various communities.

Sarum Academy recognises that discrimination on the grounds of religion or belief is a global concern, and our school actively promotes tolerance and respect. This school commemorates Holocaust Memorial Day as a key part of its commitment to informing pupils about the consequences of intolerance.

Gender Identity and Sexual Orientation

There is no attainment data available for this Protected Characteristic. This is one of the fastest changing areas of equality and this school is doing the following:

Seeking support and guidance from the LA and other appropriate bodies, on the best ways to create a resilient whole-school community that supports all pupils, including lesbian, gay, bisexual and transgender pupils (LGBT+) and those pupils uncertain about their gender identity/sexual orientation.

In order to support such an inclusive environment, Sarum Academy is aware that homophobic/biphobic/transphobic language and bullying creates a negative and possibly hostile environment for pupils who may be lesbian, gay, bisexual, transgender or unsure about their sexual orientation/gender identity. Sarum Academy works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. Sarum Academy confidently tackles discriminatory language and supports pupils to create a school environment that values diversity. Sarum Academy has also benefitted from information contained in the resource '*Valuing All God's Children*' which has informed and enhanced the work we are undertaking in this area.

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

Sarum Academy is aware of the support that we can access in relation to Gender Identity, including Local Authority support; support from *Mermaids* (this charity supports families and schools where gender identity has been identified as a specific issue for pupils); support from *Gendered Intelligence* (the remit of this charity includes supporting families where a parent is transgender, and will also advise schools where a pupil has a parent who is transgender); support and advice from *Stonewall*, an LGBT+ campaigning group which has a website containing a range of educational guidance and resources.

In addition, this school is aware of the changes we can make to help avoid unnecessary gender distinctions. Such changes ensure that the school is a more equal environment if there are pupils who are uncertain about their gender identity. This school has flexibility within the school uniform, and endeavours not to divide pupils into groups solely based on their sex.

Pupils learning English as an Additional Language

As a group, pupils learning English as an additional language (EAL) achieve good outcomes at Key Stage 4 in Wiltshire. In 2016 both their attainment and progress exceeded that of EAL learners nationally, regionally and in statistically similar local authorities. Similarly, by most

measures, their outcomes were better than those of speakers of English as a first language.ⁱⁱⁱ

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.

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.[ii]

¹ ***"Ten Steps to Equity in Education"*** (PDF). *Oecd.org*. 19 November 2014

² School Census

ⁱ. Main National Tables SFR 03/2017, 19 January 2017

ⁱⁱ. Characteristics National Tables: SFR03/2017, 19 January 2017

ⁱⁱⁱ. Main local authority tables: SFR03/2017, 19 January 2017

³. Strand et al (2015), *English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database (EEF)*