

# King's Lodge School

## Equality Information 2015

### Introduction

It is now widely acknowledged that inequality linked to socio-economic factors (poverty) is one of the major issues affecting educational attainment in England today. This school is committed to tackling this aspect of disadvantage, and information about the measures being taken is published separately in a report about how we spend our Pupil Premium.

This school recognises that socio-economic factors (poverty) are not the only issue affecting how pupils achieve in school, as gender, ethnicity, disability/SEN, sexual orientation and gender identity may all affect whether children fulfil their academic potential.

This report highlights the measures this school is taking to address inequality that cannot solely be linked to socio-economic factors (poverty). The report gives an overview of King's Lodge's commitment to equality of opportunity, outlining the work it has undertaken in the previous twelve months, as well as the steps it is proposing to take in the year ahead.

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.

King's Lodge recognises that attainment data is an important tool in promoting equality of opportunity for all pupils. Data helps identify which pupils may be vulnerable to underachieving. Nationally, including Wiltshire schools, the groups identified (from attainment data) as being vulnerable to underachievement are: White British pupils eligible for free school meals (both boys and girls); Black pupils (both boys and girls); and, Gypsy/Traveller pupils (both boys and girls). This document provides information on the attainment of these groups in Wiltshire and the steps being taken to help all pupils to achieve their full academic potential.

Another current focus for KLS 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. This document provides information about what [Name of school] is doing to develop our pupils' ability to live in a pluralistic (diverse) society.

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. King's Lodge 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. King's Lodge 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.**

## **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.

	<b>Reading, Writing &amp; Mathematics</b>	
	<b>National Data</b>	<b>Wiltshire Data</b>
<b>Girls</b>	82%	<b>82%</b>
<b>Boys</b>	76%	<b>76%</b>
<b>All Pupils</b>	79%	<b>78%</b>

Primary Schools are now teaching the new English Programme of Study for KS1 and KS2. There is greater emphasis on the teaching of grammar, punctuation and spelling and pupils at the end of KS1 and KS2 will be tested on the expectations for these aspects of writing in May 2016. This is completely new ground for KS1.

Areas of writing which have been recognised as important for motivating all learners, and specifically boys, (The Research Evidence on 'Writing' DfE 2012) are acknowledged within this new Programme of Study.

- Teaching pupils the writing process
- Teaching pupils to write for a variety of purposes and audiences
- Providing daily time to write
- Creating an engaged community of writers through choice of topics, opportunities to write collaboratively and having work published

In reading, all pupils are expected to develop positive attitudes to reading and be able to show understanding of what they have read and be able to discuss and explain their reading. There is also an expectation that all pupils will be exposed to a wide variety of literature, particularly focusing on 'our' literary heritage with a specific emphasis on learning and reciting poetry.

This new Programme of Study is very specific in content and expectations for each year group within KS1 and KS2 but schools are completely free to decide on how they teach the requirements. Key strategies for learning such as teacher modelling, children working with partners and in groups, and participating in drama and ICT to enhance reading and writing are just as valid as ever. Schools are taking on board evidence from research into effective learning (John Hattie, Visible Learning 2011), such as developing assessment literate children to move their practice from good to outstanding. The use of effective strategies based on well-founded research will be significant in supporting equality of provision.

At King's Lodge School the data for end of Key Stage 2 is as follows.

	Reading Level 4+	Writing Level 4+	SPAG Level 4+	Maths Level 4+
Cohort	88%	86%	85%	86%
Boys	86%	79%	83%	93%
Girls	90%	93%	87%	80%

The data shows that in Reading and SPAG (Spelling, Punctuation and Grammar) the achievement of boys and girls is broadly in line. However, in writing, girls achieve significantly higher than boys and in maths boys achieve higher than girls.

We have been focussing on developing Quality First Teaching strategies in maths and this will continue to be a school priority on our School Development and Improvement plan in 2015/16.

Another key focus has been on purchasing books which will appeal to boys to increase boys reading for pleasure. When writing tasks are set, consideration is given to whether the subject will appeal to all.

## Ethnicity

Ethnic monitoring is one of the tools used by King's Lodge to identify groups of pupils, or sub-groups of pupils, who may be vulnerable to underachievement so that interventions can be made to reduce or eliminate achievement gaps.

The tables below detail the ethnic categories where the proportion of pupils achieving level 4+ in Reading, Writing & Mathematics is *significantly lower*\* than the proportion of All Pupils achieving level 4+ in Reading, Writing & Mathematics.

\*a gap of 20% or larger

	<b>National Data (England)</b> Percentage of Pupils achieving Level 4 or above in Reading, Writing & Mathematics ( <b>Lower Performing Groups</b> )	
	Percentage of pupils achieving level 4 or above	Achievement Gap (comparison is with data for England All Pupils)
<b>England data for All Pupils</b>	<b>79%</b>	-
White Irish pupils eligible for free school meals	59%	-20%
Mixed White/Black Caribbean boys eligible for free school meals	59%	-20%
White British boys eligible for free school meals	56%	-23%
Traveller of Irish Heritage	38%	- 41%
Gypsy/Roma Pupils	29%	- 50%

	<b>Wiltshire Data</b> Percentage of Pupils achieving level 4 or above in Reading, Writing & Mathematics ( <b>Lower Performing Groups</b> )	
	Percentage of pupils achieving level 4 or above	Achievement Gap (comparison is with data for Wiltshire All Pupils)
<b>Wiltshire data for All Pupils</b>	<b>78%</b>	-
White British pupils eligible for free school meals	56%	-22%
Pupils of any Black background	54%	- 24%
Gypsy/Roma Pupils Traveller of Irish Heritage	<i>Very small numbers so the data cannot be published, but it should be noted that the attainment of these two groups is low</i>	

The table below details the ethnic categories where the proportion of pupils achieving level 4+ in Reading, Writing & Mathematics is *significantly higher*\* than the proportion of All Pupils achieving level 4+ in Reading, Writing & Mathematics.

\* 'significantly higher' for the purposes of this document is 5%+ higher than the Wiltshire average for All Pupils.

	<b>National Data (England)</b> Percentage of Pupils achieving Level 4 or above in Reading, Writing & Mathematics ( <b>Higher Performing Groups</b> )	
	Percentage of pupils achieving Level 4 or above	Achievement Gap (comparison is with data for All Pupils)
<b>All Pupils</b>	<b>79%</b>	-
Chinese pupils	88%	+ 9%
Indian pupils	86%	+ 7%
White Irish pupils	84%	+ 5%

	<b>Wiltshire Data</b> Percentage of Pupils achieving level 4 or above in Reading, Writing & Mathematics ( <b>Higher Performing Groups</b> )	
	Percentage of pupils achieving level 4 or above	Achievement Gap (comparison is with data for Wiltshire All Pupils)
<b>Wiltshire data for All Pupils</b>	<b>78%</b>	-
Indian pupils	93%	+15%
Chinese pupils	88%	+10%
Mixed White/Asian pupils	85%	+ 7%

Similar groups are high performers both nationally and in Wiltshire. There are also similarities in the lower performing groups, with Gypsy/Roma Traveller pupils of considerable concern both nationally and in Wiltshire. In Wiltshire the LA EMAS team has identified Gypsy Roma Traveller pupils, White Irish Traveller pupils, pupils of any Black background and White British pupils eligible for free school meals<sup>1</sup> as the ethnic groups most vulnerable to underachievement. Wiltshire schools have made progress in raising the attainment of some vulnerable ethnic groups, and of EAL learners, and in particular the attainment of the Mixed White/Black Caribbean group continues to be in line with the results for All Pupils, which is a significant achievement for Wiltshire schools.

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, etc.
- 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.

At King's Lodge, we have promoted equality in ethnicity throughout the curriculum in a number of ways. In RE, children learn about the beliefs of people from different religions and children are encouraged to discuss their own beliefs. As part of our Learning Adventures classes learn about different cultures and hear stories from different places.

As a school we have focused on how Britain has changed over time – looking at the different nationalities and cultures that are now a part of our society. We have also begun a link with a school in Ethiopia.

### ***English as an Additional Language***

With regard to pupils who attained L4+ in Reading, Writing and Maths in 2014 - the national gap in attainment is 2 percent both for pupils whose first language is English, and for pupils learning English as an additional language. In Wiltshire, the results for pupils whose first language is English were in line with the national figure, whilst the results for pupils whose first language is not English were lower, with only 73% of pupils achieving level 4; a gap of 6 percentage points.

This attainment gap has reduced by 3 percentage points since 2013, with the individual gaps in Reading and Writing narrowing, and EAL learners attaining higher than their peers in Maths. The major factor behind the remaining gap is poor attainment in Writing by Wiltshire EAL learners.

Challenges in Wiltshire include:

- the small numbers of pupils whose first language is not English, making it harder for individual schools to build the capacity to meet their needs;

- their dispersal across the county, meaning many learners and families are isolated;
- making sure new arrivals from overseas who join school later than peers make accelerated progress and catch up.

The challenge over the next 18 months is to raise the attainment of this group, particularly in Writing. However, it is also important to note that Wiltshire schools will also benefit more widely from strategies used with learners of English as an additional language, as it is recognised that a focus on language and communication skills can benefit a broad range of students.

The Local Authority School Effectiveness Lead Professional for Literacy and English, and the Lead Professional for Ethnic Minority Achievement have been working together to address the achievement of EAL learners and others in Key Stage 2. This has included training for school subject leaders on the impact of the new curriculum on EAL learners, and a CPD offer of a day's input on "Inspiring Writing" – offering strategies based on research into EAL writing to promote and support successful, extended writing in the classroom.

The Lead Professional for Ethnic Minority Achievement has been working with a pilot school to promote a more academic register of talk in the classroom. This has involved using The Communication Trust's progression tools to conduct baseline assessments and to evaluate progress, alongside curriculum-based team teaching in class.

In 2014/15, our Communications leader worked closely with outside agencies to ensure that children with English as an additional language were supported. Class teachers displayed key signs in dual languages to help children access resources and understand routines. Children's language acquisition is tracked by the class teacher and communications lead learner.

### ***Disability/SEN (Special Educational Needs)***

#### **Improving outcomes: high aspirations and expectations for children and young people with SEN**

Our school recognises that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best

- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Every school is required to identify and address the SEN of the pupils that they support. In line with our statutory duty, our school:

- uses its best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people’s SEN
- ensures that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designates a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- informs parents when we are making special educational provision for a child
- prepares an SEN information report and our arrangements for the admission of disabled children, the steps we are taking to prevent disabled children from being treated less favourably than others, the facilities we provide to enable access to the school for disabled children, and our accessibility plan showing how we plan to improve access progressively over time

Our school designates a member of the governing body or a sub-committee with specific oversight of the school’s arrangements for SEN and disability. Our school leaders regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of our school’s performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEN is built into the overall approach our school takes to monitoring the progress and development of all pupils.

Our school's arrangements for assessing and identifying pupils as having SEN is agreed and set out as part of the Wiltshire Local Offer. Our school publishes its arrangements as part of the information it makes available on Special Educational Needs.

Our school ensures that our children, parents and young people are actively involved in decision-making throughout the approaches outlined above.

### **Equality and inclusion for disabled pupils and pupils with SEN**

Our school regularly reviews and evaluates the breadth and impact of the support they offer or can access. Our school co-operates with the local authority in reviewing the provision that is available locally and in developing the Local Offer. Our school also collaborates with other local education providers to explore how different needs can be met most effectively.

Our school recognises its duties under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Our school understands that these duties are anticipatory and require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. Our school also recognises our wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

### **Medical conditions**

Our school recognises that the Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

### **Curriculum**

Our school recognises that all pupils should have access to a broad and balanced curriculum. Our school champions The National Curriculum Inclusion Statement which states that teachers should set high expectations for every pupil, whatever their prior

attainment. Our school uses appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Wherever possible, such planning means that pupils with SEN and disabilities are able to study the full national curriculum.

*For further information please refer to the Special educational needs and disability code of practice: 0 to 25 years – which takes effect on 1<sup>st</sup> April, 2015*

### **Disabled Pupils and SEN Pupils - Wiltshire Data**

Combining the *current* specific SEN categories of School Action and School Action Plus into one group, in 2014, 41 per cent of pupils achieved level 4 or above, in Reading, Writing & Mathematics. For Wiltshire pupils with a statement of SEN; 11 per cent of pupils achieved level 4 or above in reading, writing and mathematics.

Equally important is that:

- Wiltshire primary school pupils identified as having SEND are supported to enable a smooth transition to the secondary schools/academies that are best able to support their individual learning needs
- Wiltshire schools, in conjunction with the LA, work extremely hard to ensure that individual pupils meet their potential and that pupils have gained all they can from their time at primary school.

Pupil attainment is monitored using the current SEN categories. National and Wiltshire data shows that the proportion of pupils with SEN achieving level 4 in all the tests and teacher assessments is significantly lower than for pupils who do not have SEN. There is a 38% gap between the attainment of Wiltshire pupils with SEN *without a statement* (including School Action and School Action Plus), and All Pupils.

### **SEN: Behaviour, Social and Emotional Difficulties**

There is an increasing understanding of the negative impact of behaviour, social and emotional difficulties on the educational attainment of those pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue. Pupils at King's Lodge School with SEN Behaviour, Social and Emotional Difficulties and their teachers now have access to a range of good practice interventions including:

- Access to the Local Authority Primary Behaviour Support Service who work with schools, teachers as well as individual pupils

- The Emotional Literacy Support Assistant scheme used for time limited one-to-one or small group interventions
- Individualised positive reinforcement i.e. sticker charts, marble jar, etc.
- Nurture groups so pupils can continue their learning in a supportive and calming environment away from their busy classroom
- A school behaviour management system that supports pupils with behaviour related SEN to make good behaviour choices
- Access to the services of a Parent Support Adviser to ensure robust parent/school communication
- Ensuring any underlying special education need that may be affecting behaviour at school is identified and addressed.

**Our School has decided that our new 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.**

### ***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.

King's Lodge 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.

King's Lodge 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, 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.

The new 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 ensuring we adopt a zero-tolerance approach with regard to upholding this definition.

King's Lodge 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 celebrate a number of different religious festivals and learn from religious representatives from various communities.

KLS recognises that discrimination on the grounds of religion or belief is a global concern and 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.

### ***Sexual Orientation/Different Families***

This is one of the fastest changing areas of society, and one that is being addressed by [Name of school]. Different families may include:

- families with adopted children
- families with foster children
- families headed by grandparents/uncles and aunts
- single-parent families
- children with more than one home
- step or blended families
- Families with two mums/dads.

Celebrating different families is one of the ways King's Lodge has been recognising the differences and similarities between pupils. Same-sex couples are now legally able to adopt children, and that this puts additional responsibility on schools to make sure that *all* families providing love and care for children feel welcome as part of the school community.

King's Lodge School works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. [Name of school] school confidently tackles homophobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity.

### ***Gender Identity***

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

King's Lodge has had access to LA training in this area, and we are able, with the additional help of the Local Authority if required, to appropriately support pupils and their parents/carers should the need arise.

In addition, this school is aware of the changes we can make to avoid unnecessary gender distinctions. Such changes introduced by the school not only ensure that the school is a more equal environment should there be pupils who are uncertain about their gender identity, but can also contribute to providing a clearer perspective with regard to reviewing our data on attainment gaps between girls and boys.

This school has flexibility within the school uniform, and does not make any distinction between the sports that girls and boys can play.

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<sup>i</sup> Please refer to the published information on how we as a school spend our pupil premium to raise the attainment of pupils eligible for free school meals.