



# WYVERN COLLEGE

## 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

Wyvern College 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. Wyvern College 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, 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.

## **ATTAINMENT: NATIONAL AND WILTSHIRE DATA**

In each section below, please contextualise and comment on (as relevant), the information given in relation to the needs and requirements of your school.

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.<sup>iii</sup>

**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.<sup>iv</sup>

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 Wyvern College 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).<sup>v</sup> 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. Small numbers means Wyvern College 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. Individual support and transition plans are 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.<sup>vi</sup> 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.<sup>vii</sup> Wyvern College is aware that pupils in these groups continue to be vulnerable to underachievement. Individual support plans are put in place to help these pupils to achieve their academic potential.

### **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.<sup>viii</sup> 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.<sup>ix</sup>

### **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.<sup>x</sup> 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.<sup>xi</sup> Wyvern College 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.

### **Boys/Girls**

Since 2010, the average attainment for Wiltshire All Pupils has exceeded the national average results (with the exception of 2014 when Wiltshire matched the national average). In 2015 the Wiltshire All Pupils average exceeded the national average by 3.2 per cent.<sup>xii</sup>

Nationally, girls continue to outperform boys with 61.8 per cent of girls achieving 5A\*-C GCSE incl. E&M compared with 52.5 per cent of boys (a 9.3 per cent gap). In Wiltshire 67.6 per cent of girls and 53.6 per cent of boys achieved 5A\*-C GCSE incl. E&M (a 14 per cent 4 gap). It should be noted that in 2015 Wiltshire boys and girls both exceeded the national GCSE averages. The reason the Wiltshire attainment gap between girls and boys widened in 2015 was because such a high proportion of Wiltshire girls achieved 5A\*-C incl. E&M.<sup>xiii</sup>

One of the most significant gender gaps in attainment is for boys eligible for Free School Meals (FSM) compared with the average for All Pupils, as the gap in 2015 was 24 per cent.<sup>xiv</sup> For Wyvern College as an all-boys' school, closing this attainment gap is a priority.

### **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.<sup>xv</sup>

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.

**Wyvern College 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 by Wyvern College for pupils with special education needs and for disabled pupils is detailed in the SEN section of 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.<sup>xvi</sup>

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.<sup>xvii</sup>

### ***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.

Wyvern College 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.

Wyvern College 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.

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. Wyvern College 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.

Wyvern College 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.

Wyvern College 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.

### ***Sexual Orientation***

This is one of the fastest changing areas of society, and one that is being addressed by Wyvern College.

Wyvern College is 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. Wyvern College works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. Wyvern College confidently tackles homophobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity.

Wyvern College has benefited from the information contained within the following resources which have informed and enhanced the work we are undertaking in this area:-

*'Valuing All God's Children'*

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

The organisation 'Stonewall' has a wide range of information, advice and resources and Wyvern College utilises the information to ensure the school creates a positive and inclusive environment for all its pupils.

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

Wyvern College knows that the LA run wellbeing/support groups for LGBT pupils and posters advertising these groups are clearly displayed and accessible to all pupils. [The poster has been included with this Equality Information Template for printing and display by Wiltshire secondary schools.]

### ***Gender Identity***

Wyvern College 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/>

Wyvern College is 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 ensure that the school is a more equal environment should there be 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.

Wyvern College works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. Wyvern College confidently tackles transphobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity.

Wyvern College is 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.

### **EQUALITY OBJECTIVES**

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. Schools are able to choose an equality objective that meets the needs of their particular school community.

### ***Objective: pupil mental health and wellbeing***

Academic attainment is important, but pupils need to move on from this stage of their education feeling happy and self-confident. Wyvern College 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. Wyvern College **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.**

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#### **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](mailto:britt.sawyerr@wiltshire.gov.uk) or [pamela.carroll@wiltshire.gov.uk](mailto:pamela.carroll@wiltshire.gov.uk)

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

iii SFR01\_2016\_LA\_Tables [LA8]

iv SFR01\_Characteristics\_National\_Tables [CH2A]

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 [LA2]

xiii SFR01\_2016\_LA\_Tables [LA9]

xiv SFR01\_2016\_LA\_Tables [LA8]

xv SFR01\_2016\_LA\_Tables [LA10]

xvi SFR01\_2016\_LA\_Tables [LA7]

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