



Equality Information 2017

The John of Gaunt School

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. Similarly, 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.”

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

This school recognises that groups of students 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 students; that individual students' progress and attainment is tracked; and that there is a special focus on students 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.

Disadvantaged Students (The Ofsted definition refers to students eligible for Free School Meals, and those students 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 students are substantial. In 2016 the KS4 gap for Wiltshire disadvantaged students compared to non-disadvantaged students achieving A*-C in English and maths was 34%, whilst the gap for England was 27.8%. In addition - year on year, Wiltshire data shows that Mixed White/Black Caribbean FSM-eligible students are a group vulnerable to poor attainment.

Information about how The John of Gaunt School spends its pupil premium and the impact of our strategies to narrow the achievement gap for disadvantaged students can be found in the Pupil Premium section of the school website.

Students whose ethnic background is recorded as Gypsy Traveller

Wiltshire and national ethnic monitoring data looking at the proportion of students who achieved A*-C GCSE in English and mathematics shows that Gypsy Traveller students, as a group, have the lowest educational outcomes with national attainment gaps of 49% (compared with average results for All Students). 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 students in any of the Wiltshire secondary schools who sat GCSE (or equivalent) exams.

Small numbers mean The John of Gaunt School is not able to detail the steps it takes to raise attainment and support transfer to secondary school, but recognises that Gypsy/Traveller students 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 students.

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

Black Caribbean Students

The number of Wiltshire students in many of the ethnic groups (with the exception of the White British category) is too small for the annual data to be reliable. However, year on year, data on the attainment of Wiltshire Black Caribbean students shows a pattern of significant underachievement when compared with attainment for All Students. This mirrors

the national picture, as the aggregated 'Black Pupil' group's major ethnic category (this aggregate includes Black Caribbean, Black African, Any Other Black Background), has the lowest attainment of the five broad aggregated ethnic groups. The John of Gaunt School is aware that Black Caribbean students continue to be vulnerable to underachievement, and individual support plans are put in place to help these students to achieve their academic potential. This is particularly important as this school knows that educational inequality leads to other areas of inequality for black adults with Caribbean heritage. Education should be a lifeline for young people with Caribbean heritage and it is concerning that year on year this group are failing to achieve academically.

Girls/Boys

The narrowest attainment gaps are between girls and boys - compared with the larger attainment gaps which are between FSM-eligible students and All Other Students, and SEN-identified students and All Other Students.

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% of girls achieved these GCSEs compared with 70% of girls in Wiltshire. Nationally 55% of boys achieved both the English and mathematics GCSE's compared with 62% of Wiltshire boys. The attainment gap between girls and boys in Wiltshire was 8%.

Students with Special Educational Needs

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

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of students. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue.

Every school is required to identify and address the SEN needs of the students that they support. Information about the support provided by The John of Gaunt School for students with special education needs and for disabled students 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 students who have/or do not have a religion or a belief.

The John of Gaunt School 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.

The John of Gaunt School 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. The John of Gaunt School is aware that negative faith-based media attention can have an impact on all children, and recognises the importance of ensuring that students are provided with accurate and appropriate information. The John of Gaunt School ensures all students gain knowledge of and respect for the different faiths in Britain as part of our role to prepare students for modern life in a diverse Britain. Students develop understanding of different religious festivals and learn from religious representatives from various communities.

The John of Gaunt School recognises that discrimination on the grounds of religion or belief is a global concern, and our school actively promotes tolerance and respect.

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 students, including lesbian, gay, bisexual and transgender students (LGBT+) and those students uncertain about their gender identity/sexual orientation.

In order to support such an inclusive environment, The John of Gaunt School is aware that homophobic/biphobic/transphobic language and bullying creates a negative and possibly hostile environment for students who may be lesbian, gay, bisexual, transgender or unsure about their sexual orientation/gender identity. The John of Gaunt School works with students to address any use of discriminatory and bullying language that would create an

unequal school environment. The John of Gaunt School confidently tackles discriminatory language and supports students to create a school environment that values diversity.

The John of Gaunt School is working with LGBT+ students to:

- Reduce the isolation experienced by some LGBT+ students
- Identify changes to ensure the school is as welcoming as possible for LGBT+ students
- Raise self-esteem of LGBT+ students and help them to feel confident and comfortable with their identity
- Provide feedback to the school about the experiences of LGBT students both in-school and out of school.

The John of Gaunt School 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 students); 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 students who are uncertain about their gender identity. This school has flexibility within the school uniform, and endeavours not to divide students into groups solely based on their sex.

Students learning English as an Additional Language

As a group, students 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.

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 students.

EQUALITY OBJECTIVE

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. The John of Gaunt School's equality objective for 2017-2021 can be found on the school website via [Equality Objective 2017-2021](#)