



SHERSTON C OF E

PRIMARY SCHOOL



Equality Information

2025 - 2029



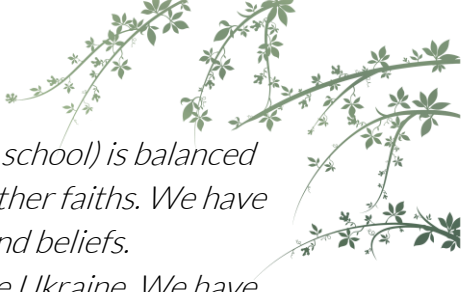
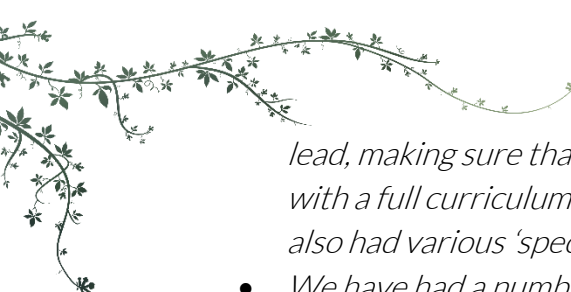
Introduction

At Sherston Primary we celebrate our vision Learning, Caring & Achieving Together. At our school, we believe in fostering an inclusive environment where every child, regardless of their background, abilities, or characteristics, feels valued, respected, and empowered to thrive. We are committed to promoting equality, embracing diversity, and nurturing a sense of belonging among our children, staff, and wider community. Through our collective efforts, we aim to cultivate a culture of understanding, acceptance, and collaboration, ensuring that every individual has the opportunity to reach their full potential. This school recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same. Sherston Primary School creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document explains how we show our commitment to equality¹ for our school population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes:

- *We have had no exclusions in the previous 6 years of school which has enabled children to achieve in a safe, caring environment. This was achieved through a clear program of steps before exclusion, which included calm down time and activities to support this. It also involved key communication with parents to avoid 'triggers' and to suggest strategies to support the children. Key staff also underwent de-escalation training and we also put in place parent courses to support. The behaviour policy was also updated in light of this. We are proud of the behaviour in our school which was commented upon in our recent Ofsted Inspection: "In lessons, pupils' behaviour is commendable. They listen to adults and are keen to please". (OFSTED June 2021)*
- *We address any imbalances with vulnerable groups during our 3x a year Pupil Progress meetings, and discuss strategies with both the Headteacher and INCO present at the meeting. See Pupil Premium & SEN Strategies for more information.*
- *We have increased the understanding of minority groups through focussed curriculum learning in highlighted weeks, for example our 'Black History Week' during which the children learnt about a number of black historical figures and their impact on equality and society as a whole. Also our World Religions week contributes to this by focussing on a number of different Religions and the cultures surrounding them. This has also linked closely with our learning on values and the children have linked certain key values with these historical figures (Kindness, Friendship and Courage to name a few).*
- *We have increased the children's understanding of other faiths through an RE curriculum that links key aspects of all faiths and reflects on the spiritual aspects of all faiths. This was achieved by a reworking of our RE curriculum by the RE subject*



lead, making sure that our learning of Christianity (as a church school) is balanced with a full curriculum linked to Islam, Hinduism, Judaism and other faiths. We have also had various 'special days' to celebrate different cultures and beliefs.

- *We have had a number of EAL children join the school from the Ukraine. We have put in lots of support for these children including careful placement in classes that will meet their needs, face to face translators as well as ipads with translation software, and 1 to 1 support to help with daily learning. These children have made lots of progress and their English has really improved. They also have the opportunity to discuss their country and culture, although this is obviously approached in a very sensitive manner.*

Priorities for the Year 2025 - 2026

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire. In Wiltshire, the attainment gap is marginally under 6 percentage points, with 60% of girls achieving the expected standard in all of reading, writing and mathematics compared to 54% of boys.

Two thirds of the gender gap in achieving the expected standard in Reading at age eleven is attributable to the fact that boys have lower levels of language and attention at age five.

This school knows that intervention targeting early language and attention have potential for improving outcomes for all children. Boys benefit from such interventions because they are more likely to have these problems to begin with.ⁱⁱ

At Sherston, this gender gap is higher. In 2025 At the end of Key Stage 2 the gap was 23% (83% of girls at expected across R/W/M and 60% of boys across R/W/M). In Wiltshire the gap was 6.3%.

This will be something we will continue to work on with a curriculum that is aimed at both boys and girls including enough flexibility to make it relevant and interesting to each child. There are male teachers in both KS1 and KS2 who will model enjoyment of reading & writing.



Minority Ethnic Pupils

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists.

Very small numbers of minority ethnic pupils in Sherston mean that individual pupil-targeted approaches must be used to identify both underachievement, and to celebrate successes. LA and national attainment data provides a valuable source of information to identify potential areas of concern.

Black Caribbean Pupils and Mixed White/Black Caribbean Boys

National and LA data has highlighted concerns about the attainment of Black Caribbean pupils and Mixed White/Black Caribbean boys. This national attainment gap has remained relatively constant for the last 30 years despite a range of initiatives.



Wiltshire Key Stage 2 data for 2024 shows attainment was lower for pupils in the All Black Pupil major ethnic monitoring category compared with the White British pupils minor ethnic monitoring category. Fewer boys (6.5 percentage points lower) in the All Black Pupil category achieved the expected standard in Reading, Writing and Maths compared with boys in the White British ethnic category.

At Sherston we had no Black pupils in that cohort

Gypsy/Roma/Traveller Pupils

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups. In Wiltshire, just under 18% of Gypsy/Roma pupils achieved the expected standard.ⁱⁱ Small numbers mean the attainment of Wiltshire Traveller pupils is not being published. While the overwhelming majority of Wiltshire Gypsy/Roma/Traveller pupils choose to attend primary school until the end of Year 6, it remains a concern that a majority of Wiltshire Gypsy and Traveller families choose to home educate their children during the secondary school years.ⁱⁱ

A House of Commons Briefing Paper (September 2017) reported that education issues for Gypsies and Travellers include prejudice, discrimination and discriminatory attitudes. The issues also include the schools' responses to discrimination, and high levels of self-exclusion from mainstream education because of discrimination.^{iv}

National research published in 2018 suggests there has been a significant increase in the number of Gypsy/Roma and Irish Traveller children who are being cared for by local councils. The data shows an increase of 900% for the numbers of Gypsy/Roma children and 400% for Irish Traveller children since 2009. One of the reasons suggested is that Gypsy/Roma and Traveller families are less likely to be offered or to access early help and support and this is important as it is an area in which schools are able to help.^v

When and as appropriate Sherston Primary school will work closely with the LA to implement proven strategies to raise attainment during the primary school years.

English as an Additional Language

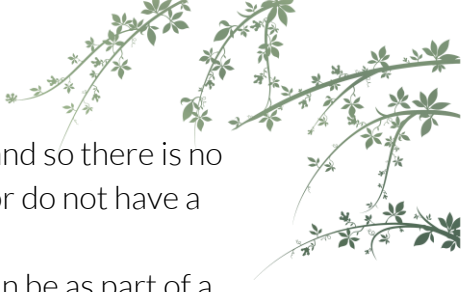
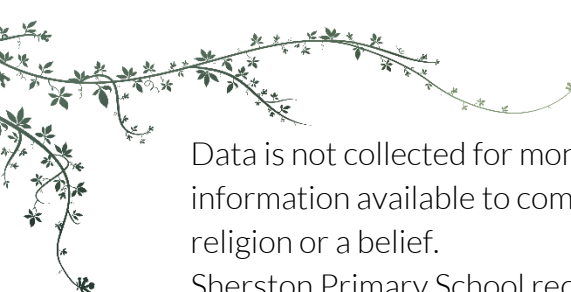
In Wiltshire schools, the same proportion, 57%, of pupils for whom English is known to be their first language and those for whom it is an additional language achieved the expected standard.ⁱⁱ

It should be noted that children with EAL have widely varying levels of English proficiency. Some children have no English and some are fluent multilingual English-speakers and may have lived in English-speaking countries or have been educated in English throughout their childhood. Attainment is also affected by first language; for example, there are significant differences between Tamil and Chinese speakers, who, on average, perform better than Pashto and Turkish speakers.

In addition, prior education and arrival time impacts on attainment.^{vi} The Wiltshire Ethnic Minority and Traveller Achievement Service advise on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential.

The number of children with an Additional Language at Sherston is low, and our data shows that they achieve well. However, no EAL children were in the 2025 SATs cohort. We will maintain a culture of support for all EAL children to ensure they meet their potential.

Religion and Belief



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

Sherston Primary 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, morals and ethics.

Sherston Primary school is committed to supporting all our young people as they develop a personal relationship with their own 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 related to religion and belief. Comments from young people about bullying include the following, "Encourage and celebrate difference – don't single us out if we are different, have difficulties, or have different beliefs and views", the Wiltshire Anti-Bullying Charter.

<https://www.wiltshirehealthyschools.org/core-themes/emotional-health-and-wellbeing/anti-bullying-practice/> This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. Sherston Primary School 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.

Sherston Primary School ensures that 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 celebrate different religious festivals and learn from religious representatives from various communities.


Sherston Primary School recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia and anti-Semitism (discrimination or prejudice against people because they are Muslim or Jewish) is increasing and that it displays many of the same traits as racism. This school will continue its work to inform and actively promote acceptance and respect. Nationally, between 2015/6 and 2016/7 there was an increase of 37 per cent in the numbers of faith or belief-based incidents reported to the Police either on school property or near to school property.ⁱⁱⁱ

At Sherston C of E Primary School we ensure that pupils are taught about religion and belief in a safe environment.

We have a curriculum that encourages exploration and discussion of other faiths and cultures and makes links between key shared values and beliefs.

Gender Identity and Sexual Orientation (LGBT)

Sherston Primary school has benefited from the work undertaken by the Church of England and published in the document "Valuing All God's Children".^{iv} This excellent document provides a framework that helps our school to address all issues of bullying



behaviour and discriminatory language, and includes homophobia, biphobia and transphobia.

At Sherston, all instances of bullying behaviour will be dealt with in accordance to our Behaviour Policy

We are an inclusive school that sees the value of every member of our school community regardless of gender identity.

Disability (Special Educational Needs and Disability)

SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. In Wiltshire in 2019, 16% of pupils at the end of key stage 2 have a special educational need and 4% have a statement or education, health and care plan. ⁱⁱ Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. ⁱⁱ In 2019, 25.6% of Wiltshire pupils with SEN support reached the expected standard in reading, writing and mathematics, compared with 75% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 49 percentage points. ⁱⁱ

Sherston Primary School is required to publish information on the attainment of SEN pupils. The focus of this section of this Equality Information document is disability. The disability areas being highlighted in this report have been adapted to reflect our current pupil profile. Please note that as schools must adhere to data protection protocols in order not to breach the confidentiality of individual or small groups of pupils, this may mean that our school is limited in the data it is able to publish in this section.

For additional details on how Sherston Primary School ensures equality for children with SEN, please refer to the SEND policy.

SEND Pupils and the link with Poverty

This school is aware that there is a strong link between poverty and disabilities that negatively impact on educational attainment.^v Children from low-income families are more likely than their peers to be born with inherited special educational needs and disabilities (SEND), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND while at school. Also, children with SEND are more likely than their peers to be born into poverty, and, in addition, more likely to experience poverty as they grow up.

Sherston Primary School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our Inclusion leader and SEND education specialists. Sherston Primary School also knows that a strong partnership with parents/carers is important, and will continue to work collaboratively to support parents/carers as they seek to provide their children with a stimulating home-learning environment.

Additional information on specific actions relating to SEND and low income families can be found in the SEND Policy and the Pupil premium Strategy, both available on our website.

Pupils with Mental Health Concerns

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.

Various initiatives have been introduced to the school to support this including training on children with specific mental health difficulties (for example attachment) and the classroom ethos is always expected to be positive, with staff expected to explore the 'root' issues for any poor behaviours.

Sherston School Equality Objectives

Equality Objective: Gender

Objective	Actions	Responsibility	Time frame	Outcome
This school is committed to addressing all issues of bullying behaviour and discriminatory language and this includes homophobia, biphobia and transphobia	1. Work with children on an individual basis to provide relevant support and to make appropriate adaptations to meet their needs. -establish key relationships with specific children -ensure all needs are met through SMART steps and careful monitoring. -ensure communication with parents is clear	All staff SLT to monitor	as and when necessary	
	2. Ensure all our children thrive and achieve to the best of their ability and that gender stereotypes are minimised e.g. in the case of activities, toys, musical instruments or subjects that may be considered more girl or boy appropriate (an example of this	All staff	ongoing	

	<p>might be that girls might be considered better at literacy and boys at maths)</p> <ul style="list-style-type: none"> - discuss as a staff in staff meetings - refer to key examples - monitor through school monitoring schedule 	<p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p>	
	<p>3. Educate our children about negative language that may isolate and demean vulnerable pupils e.g. transphobic language</p> <ul style="list-style-type: none"> - through PSHE lessons - being good role models 	<p>all staff</p> <p>PSHE Lead</p>	<p>ongoing</p> <p>ongoing</p>	

Equality Objective: English as an Additional Language

Objective	Actions	Responsibility	Time frame	Outcome
<p>This school is committed to ensuring that children with an Additional Language will be supported and have opportunities to thrive.</p>	<p>1. Work with children on an individual basis to provide relevant support and to make appropriate adaptations to meet their needs.</p>			
	<ul style="list-style-type: none"> - establish key relationships with specific children - ensure understanding by offering various support materials, inc. 	<p>All staff</p> <p>All staff</p>	<p>as necessary</p> <p>Ongoing</p>	

	<p>ipads and 1:1 support where appropriate</p> <ul style="list-style-type: none"> -immerse children in language to enable them to succeed in learning English. <p>2. Ensure clear communication with parents so that the child is supported at home and in school and communication is clear</p>	All staff	Ongoing	
	<ul style="list-style-type: none"> - establish times during the day to discuss progress with parents -continue to operate open door policy for day to day issues -Ensure translation for parents' meetings available 	All staff	As needed	
		Class teacher	Ongoing	
		Admin staff /Head	Ongoing but Specifically reports time in March and July	

ⁱ The Equality Act 2010 and Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

ⁱⁱ Understanding the Gender Gap in Literacy and Language Development: Professor Gemma Moss and Dr Liz Washbrook, University of Bristol 2016 <https://www.bristol.ac.uk/media-library/sites/education/documents/bristol-working-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf>

ⁱⁱⁱhttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf

^{iv} Valuing All God's Children, 2017, https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

