Leigh Trust

Wyndcliffe Primary School Equality Information & Objectives

(To be read alongside the Leigh Trust Equality, Diversity and Inclusion Policy and Trust Equality Objectives)

Wyndcliffe Primary School serves a highly diverse inner-city community in Birmingham, characterised by significant linguistic, cultural and socio-economic diversity.

The school has a notably high proportion of pupils who speak English as an Additional Language (EAL), with 80.1% of pupils having a first language other than English. This reflects the multicultural nature of the area in which the school is based and contributes to a dynamic intake, including pupils who are new to English or new to the UK. As a result, language acquisition, communication development and successful integration are key priorities across the school.

There is also a substantial cohort of pupils with Special Educational Needs and Disabilities (SEND). Currently, 31.9% of pupils are identified as having SEND, including 9.8% with an Education, Health and Care Plan (EHCP) and 22.1% receiving SEN support. These needs commonly include speech and language difficulties, cognition and learning needs, and social, emotional and mental health needs. The school therefore places a strong emphasis on targeted interventions, adaptive teaching approaches and effective collaboration with external agencies. The school also has a 46-place Resource Base for children with a formal diagnosis of Autism Spectrum Condition (ASC).

The socio-economic context is a significant feature of the school community, with 66.7% of pupils eligible for free school meals, well above national averages. This indicates a high level of disadvantage, and the school prioritises inclusion, pastoral care and strategies to overcome barriers to learning and improve long-term outcomes for pupils.

The school also experiences high pupil mobility, with children joining throughout the year, including new arrivals to the country and families requiring additional transition support.

Overall, the community is vibrant and diverse, with significant levels of need alongside strong resilience. The school's work is shaped by its commitment to inclusion, language development, safeguarding and supporting disadvantaged pupils to achieve both academically and personally.

What Our Information Tells Us

Key strengths

- **Strong inclusive ethos within a highly diverse and high-need community:**
  The school successfully supports a highly diverse intake, with 80.1% of pupils identified as EAL and 31.9% identified as SEND, demonstrating effective provision for pupils with a wide range of additional needs, including those attending the Autism base.

- **Effective support for disadvantaged pupils:**
  With 66.7% of pupils eligible for free school meals, the school demonstrates a strong commitment to pastoral care, inclusion and removing barriers to learning through targeted support and early intervention.

- **Positive behaviour and low exclusion rates:**
  A relational and inclusive approach contributes to generally positive behaviour and typically low exclusion rates, particularly given the high proportion of pupils with SEND and SEMH needs.

- **Strong progress from low starting points:**
  Pupils, particularly those with EAL, often make good progress in language acquisition, communication and early learning despite starting below age-related expectations.

- **Broad and inclusive enrichment offer:**
  The school provides a range of opportunities through clubs, trips and pupil leadership roles, supporting personal development, confidence and cultural capital for a disadvantaged cohort.

- **Strong relationships with families and pupils:**
  Stakeholder feedback typically reflects that pupils feel safe, valued and well supported, while staff work closely with families, including those who are new to the country, through effective communication and multi-agency support.

Areas for development

- **Attendance and persistent absence:**
  Attendance is broadly in line with national averages but continues to be influenced by high mobility, in-year admissions and levels of disadvantage, with a need to further reduce persistent absence and strengthen punctuality for identified groups.

- **Consistency of progress across cohorts:**
  High pupil mobility and frequent new arrivals to the school and country can disrupt learning and contribute to variability in progress between year groups.

- **Attainment outcomes at the end of key stages:**
  Despite strong progress from starting points, attainment at KS2 remains below national averages due to the high proportion of pupils with EAL, SEND and in-year admissions.

- **Behaviour consistency for pupils with complex needs:**
  While overall behaviour is positive, there remains a need to ensure consistency in responding to more complex SEMH and SEND-related behaviours.

- **Participation in wider opportunities:**
  Although a broad range of provision is available, increasing participation in clubs, trips and leadership opportunities, particularly for disadvantaged pupils and mid-year arrivals, remains a priority.

- **Parental engagement and communication:**
  Engagement can sometimes be limited by language barriers and pupil mobility; therefore, continued development of accessible communication, including translation and family support remains important in strengthening partnerships with parents and carers.

3. School Equality Objectives (2026–2027)

Schools will normally identify 1–2 objectives aligned to the Trust Equality Objectives.

Trust Objective	**School Focus**	**Planned Actions**	**How Impact Will Be Measured**
Improve outcomes for all pupils including disadvantaged pupils.	Raise attainment and attendance for all pupils including disadvantaged pupils.	- Quality first teaching at all times -Targeted interventions in Reading, Writing and Maths. - Continue to monitor attendance closely, strengthen interventions and parental engagement - Pastoral and wellbeing support to remove barriers to learning.	- Improved attendance rates and reduced persistent absence for all pupils including disadvantaged pupils. - Narrowing attainment gap at KS2 (internal and statutory data). - Progress data shows improved outcomes from starting points.

		- working in partnership with parents	
Promote equality of access for pupils with EAL and SEND.	Improve language acquisition and curriculum access for 80.1**% EAL** and 31.9**% SEND** pupils.	- Enhanced EAL strategies (vocabulary-rich curriculum, targeted language support). - Staff CPD on adaptive teaching - Strengthened SEND provision and interventions (including speech and language support).	- Improved progress data for EAL and SEND pupils. - Increased proportion of pupils achieving age-related expectations. - Monitoring of intervention impact and provision maps. - Parent and pupil voice shows improved inclusion, engagement, participation and progress for EAL and SEND pupils alongside improved outcomes.
Ensure all pupils have equitable access to education through improved attendance.	Continue to improve overall attendance and reduce persistent absence, particularly for disadvantaged pupils and pupils with SEND/EAL.	- Strengthen early identification of pupils at risk of persistent absence through weekly attendance meetings - Enhance communication with families - Continue to provide targeted pastoral and family support, including referrals to external agencies where appropriate.	- Reduction in overall persistent absence rate. - Improved attendance for all groups including FSM, SEND, EAL, PP - Continue to narrow the gap between school and national data - Parent and pupil voice recognizes the importance of good attendance

		- Continue to promote the importance of attendance through assemblies, rewards and parental workshops. - Continue to work closely with the local authority and attendance services to address ongoing absence concerns.	

4. Monitoring and Review

Progress will be reviewed through existing school improvement processes, shared with governors, and updated annually on the school website.