

Horton Grange Primary School

Published Equality Information about the context of our school relating to the nine protected characteristics

This is our published data (April 2016) about our **school population** and differences of outcome for groups with protected characteristics.

The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.

- We are a 2 form entry 3 to 11 primary school.
- Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging harder to reach groups e.g. practical approaches including Forest School, and the Thrive Approach.
- Fewer than 10 children are from BME backgrounds and the majority of children who speak English as their second language.
- Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps. We have a higher than average proportion of children in receipt of this grant across the school with some year groups ranging up to 70% and the average 46%.
- We have defined two Inclusion leader roles (1 x Pupil Premium and 1 x SEND)

The school has data on its composition broken down by types of impairment and special educational need.

- Our school has clear protocols and targeted provision to support these pupils who are on the SEND register.
- Our SENCO role is one of two inclusion lead roles within school (see above).
- Our school has developed and uses progress grids which enable us to demonstrate the interventions children receive.
- A range of strategies inform the school's behavior management strategies and these include Assertive Mentoring and the Thrive Approach
- The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes.

The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

- The school uses data to set objectives.
- These are set within the school's development plan.
- Objectives relating to children eligible for Free School Meals are given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority.
- We record and report instances of discriminatory language or bullying, and we tackle these.
- We are aware of the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and prioritise a range of learning including visits and residential to address this.

Documentation and record-keeping

- Our school has a statement of overarching policy which is published to the web site.

Responsibilities

- A senior member of staff has special responsibility for equalities matters.

Staffing

- There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

- There are clear procedures for dealing with prejudice-related bullying and incidents.
- The school annually returns a report on the number of racist incidents to the Local Authority. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.
- Regular staff CPD covers topics of Prevent, extremism and radicalisation
- We hold the County Council's Anti-Bullying accreditation.

Curriculum

- Focused attention is paid to the needs of specific groups of pupils. There is extra or special provision for certain groups, which changes as appropriate.
- There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.
- There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development. In addition to having an intensive week of deep learning about equalities issues, we build character and resilience in pupils by developing PSHE provision to be embedded across the whole school and to use the opportunities to be flexible to respond to current issues and to challenge misconceptions or stereotypes which may be compounded by the media or by issues current in the local community

Consultation and involvement

- The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations. We use this to inform our strategy with regard to equality
- The school has procedures for finding out how pupils think and feel about the school, and uses this information when planning provision and strategies to give every pupil equal opportunities to succeed and thrive in an environment free from discrimination.
- We aim to ensure that every member of our community respects others and is respected, is supported to achieve his or her full potential and feels welcomed and valued.

Part Two: objectives

Narrowing gaps

1.Action: We have year groups with a number of pupils who have a combination of protected characteristics and vulnerabilities which contribute to a significant gap in attainment and progress between them and other children (boys, eligible for the Pupil Premium Grant, on the SEND register). We have used the EEF/Sutton Trust toolkit to help us define ways to use the Pupil Premium allocation to initiate a range of evidence-based interventions and targeted support which will be rigorously evaluated. These include;

- No setting; mixed ability teaching throughout the school.
- Whole staff training on feedback.
- Pie Corbett approach to writing; Talk for writing.
- A member of SLT with responsibility for PPG,
- Collaborative Learning based on Kagan structures.

Expected evidence of impact:

- The school will annually review and define which packages are our most effective in terms of cohort, characteristic and identified need.
- This information will be shared among the whole staff and governing body and published on the school web site
- The gap will narrow in line with national expectations for all of our disadvantaged pupils,

relative to their starting points

Actual impact (April 2016)

The gap for the % of children pupil premium children who pass the Year 1 phonic tests narrowed in 2015 from 31% in 2014 to 7% in 2015. The % of pupil premium children who pass the phonic test is above national pp measures.

At the end of KS1 the overall APS for PP children in Year 2 is increasing over time. The gap between pp children and other pupils nationally has narrowed. However, whilst the gap in APS decreased the percentage of pp children who achieved Level 2 + has not increased at the same rate.

At Key Stage 2 whilst the percentage of pp children who reach age related expectations has increased from KS1 – see below, the in school and gap with national has increased. This will remain a focus.

Current actions are impacting well on writing but are less effective in reading and maths.

PP Reaching ARE	Reading	Writing	Maths
End of KS1	38%	21%	31%
End of KS2	72%	76%	62%

Revised objectives (April 2016)

Narrowing gaps

1.Action: Maintain the above as well as further actions below to accelerate the progress of the key groups particularly boys who are in receipt of PPG and SEND.

- Use a mastery approach in maths
- Use practical equipment in maths to ensure conceptual development is sound
- Investigate and use specific reading interventions e.g. Lexia for pp children in KS2.
- Further develop the school's 2 Year Old provision.

Expected evidence of impact:

- The school will annually review and define which packages are our most effective in terms of cohort, characteristic and identified need.
- This information will be shared among the whole staff and governing body and published on the school web site
- Children who attend the 2 year old provision (all disadvantaged group) will 'school ready' by Year 1.

The gap will narrow in line with national expectations for all of our disadvantaged pupils (focus EYFS and KS2)

Fostering Good Relations

2. Action: To continuously develop and improve the range of spiritual, moral, social and cultural learning opportunities available to children in the school with particular reference to equality and diversity, we will continue to incorporate and capture the impact of the work and resources of organisations such as Stonewall, Lawnmowers, The Red Cross, Vision and Show Racism the Red Card, and to consult annually with our pupils about the impact of Equalities Week on their learning and their ability to challenge discriminatory practice and promote equality in school and the wider community.

Expected evidence of impact:

- Increased awareness of equality articulated by staff and pupils
- Willingness to challenge discriminatory practice
- Increased understanding of the broader, more diverse context of the UK articulated by staff and pupils.
- Children applying the equality principles they have learned in their day to day interactions.

Actual impact

- Feedback from Equalities Week is positive and number of racist incidents are minimal.
- Observations of lunch times / teaching show children striving for a sense of 'fairness' /
- Children continue to increase understanding of multicultural Britain through visits.

Revised objective 2**Fostering good relations**

Developing a responsive PSHE programme which recognises the cultural context of the school and aims to prepare our pupils for life in modern Britain.

Actions:

- Develop SRE programme through staff training, resources and parental involvement
- Improve the drug education programme through staff training, resources and parental involvement
- Hold a health and well-being week
- Raise aspirations for the future through holding a 'world at work day'.
- Develop P4C across school to promote tolerance of view points, democracy and mutual respect
- Continue educational visits programme to continue to develop an understanding of the beliefs and practices of different communities.

Expected impact

- Children make healthy and well informed choices which will protect them from harm now and in the future as a result of improved education and provision.
- Children demonstrate tolerance of other views.
- Children can express views of their own effectively but with a sense of equality.
- Children understand their own community and others.
- Children are aspirational for the future and have a strong sense of self efficacy.

These objectives replace the previous equality objectives set in April 2012.

Progress against the objectives will be reviewed annually, and they will remain our objectives until April 2020, when they are due to be refreshed.

