

## Horton Grange Primary School

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

This is our published data (Dec 2018) 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. From September 2018 the school has been designated to be 3 form entry in Reception. This will then track through school growing year in year.
- 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.
- The majority of children are from white British background but we have a small and growing number of children from different backgrounds. These include:
  - Any other White background - 12
  - Any other mixed background - 3
  - Indian - 2
  - White & Asian - 8
  - Chinese - 2
  - Any other Asian - 1
- 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 over time 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**. These are documented in the school SEND report on the school website.
- 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 behaviour 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.

**Comment [1]:** Could link here to the SEND report on the web site

### **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 (set April 2016 and last reviewed Dec 2018)

### 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.
- Metacognitive approaches developed from Sept 2018

### 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.

**Comment [2]:** If you are setting this objective again, we need to look at how we structure the reporting on progress against it the last time and then the re-setting of it again. One thing to do would be to report on the evidence available that tells you how well the school has made progress by responding to each of the evidence measures below, and then setting new strands to this objective:

Improve the progress of the pupils least likely to succeed in maths by introducing an approach with a very practical, kinaesthetic style

Continue to train staff and implement the Thrive Approach, based on attachment theory and brain science to assist pupils with developmental disruptions to be in a better place to enjoy and participate in learning

...and new expected evidence of impact

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.

## **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)

## **Annual Review of progress Dec 2018**

### **EYFS**

The percentage of disadvantaged children who have reached a good level of developments has significantly improved over a 4 year period from 36% in 2014 to 63% in 2017. In 2018 due to an overlap with SEND cohort specific needs this reduced to 53%.

### **Year 1 phonics**

The percentage of disadvantaged children who have passed the Year 1 phonic test have significantly improved over a 4 year period from 54% in 2014 to 88% in 2018. Gaps with others in school have diminished and disadvantaged children exceed others nationally.

### **KS1**

At the end of KS1 the percentage of disadvantaged children who reach the expected standard has increased in reading, writing and maths since 2016. Differences with others nationally have diminished in reading and maths but not at the same rate in writing.

### **KS2**

At the end of Key Stage 2 outcomes for the pupil premium group (2018) continue to improve over time. School improvements work resulting from pp writing focus at the end of 2017 has

significantly diminished differences. Overtime differences are diminishing in all subject areas. The writing differences at the end of KS2 is diminishing over time in school as a result of quality first teaching for all and targeted intervention.

#### PP attainment 2018

Subject	At expected standard 2016	2016 difference to others nationally	At expected standard 2017	2017 school outcomes compared to national 2017 others	At expected standard 2018	2018 school outcomes compared to others nationally 2017
Reading	52	-20	59	-8	71	+6
Writing	71	-8	65	-16	79	+2
Maths	62	-14	59	-11	85	+1

Subject	Y6 2018 disadvantaged outcomes at end of KS1	Y6 2018 outcomes for disadvantaged group. % at expected standard	Increase in % at expected standard
Reading	56	73	+ 15
Writing	50	79	+19
Maths	53	79	+ 19

### 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.

**Comment [3]:** You can comment on the way in which these equality objectives have been met and what evidence there is that they have worked.

Again, I would set the new objective beneath or alongside it and state something slightly different, which defines it as something new and responsive to an inequality that you have perceived:

For example: Challenge and develop pupil's understanding of being British through visits to multi-cultural parts of the UK, such as London to visit places of worship and to better understand the beliefs and values of the many communities and faiths that make up the British identity.

Or

Developing a responsive PSHE programme which recognises the cultural context of the school and aims to prepare our pupils for life in modern Britain. Our aspiration and commitment to providing high quality PSHE education for our pupils will be reflected by our adopting the School Charter for PSHE education, demonstrating our vision to the Association's commitment to high quality PSHE education for all

or you could describe the need to develop a shared sense of belonging and commitment to the values of justice and democracy, tolerance and mutual respect to help ensure that the values being taught in school are not at odds with what is articulated or embodied in the children's lives at home.

## 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 embodying the British values of tolerance and mutual respect.
- Children understand their own community and others.
- Children are aspirational for the future and have a strong sense of self efficacy.

**Comment [4]:** could add embodying the British values of tolerance and mutual respect

### Annual review of revised objective Dec 2018

School self evaluation evidence good progress towards this revised objective. Ofsted 2018 states

*... pupils' personal development and well-being are extremely well supported, and this is a cornerstone of the school's vision and its success. This is exemplified by pupils' excellent standards of behaviour and positive attitudes to learning. Pupils know the school's key values stemming from the acronym for HORTON and endeavour to live up to them. There are well-established systems to support any pupils who are upset, worried or distressed. The role played by the social and emotional base and its talented and respected staff is key, ensuring that pupils are ready to learn, with no issue blocking their path to success. No stone is left unturned in ensuring that all pupils are safe and have opportunities to thrive. The curriculum supports pupils well in maintaining their own safety.*

*Safeguarding is highly effective. The school's work to foster pupils' personal development and welfare at the very heart of all the school does. All staff work tirelessly to ensure that pupils are safe and well cared for. Pupils are polite, caring, considerate and friendly to each other and to visitors, demonstrating exemplary attitudes to learning and high standards of behaviour. The work of the staff in the social and emotional base is instrumental in attending to the wider personal development of pupils, addressing any issues that may prevent them from reaching their full potential.*

*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.*

