

Horton Grange Primary School

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

This is our published data (January 2022) 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 3 form entry 3 to 11 primary school. From September 2018 the school was designated to be 3 form entry in Reception. This is now tracking through school growing year by year. These numbers are not yet at full capacity but school has the largest cohort of 82 children in the current reception year group. We have a 2 year old provision which cater for 12 children.
- Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging harder to reach groups e.g. Thrive Approach and metacognitive approaches. There is a key focus on basic skills and our overall intent statement is 'learning to read and reading to learn'.
- 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 - 5
 - Any other mixed background - 6
 - Indian - 1
 - White & Asian - 6
 - Chinese - 0
 - Any other Asian - 1
 - Pakistani - 1
 - White and Black African - 1
 - Black - African - 2
 - Any other Ethnic Group - 3
- 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 62% and the average 43% in Reception to Year 6
- We have defined two Inclusion leader roles (1 x Pupil Premium (AHT) and 1 x SEND lead)

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).

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- Our school has developed and uses a provision map which enable us to demonstrate the interventions children receive.
- A range of strategies inform the school's behaviour management strategies and these include 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 historically hold the County Council's Anti-Bullying accreditation. Whilst this has ceased the good practice in obtaining it is retained in informs, procedure, policy and action.

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.

- The school has been awarded the Gender Equalities Mark
- 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
- School has implemented and is embedded the 'No outsiders here' resources'

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 (January 2021)

Diminishing differences and ambition for all

Ensure that there is ambition for all so the progress for all groups is not significantly different to each other.

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 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;

- Mixed ability teaching throughout the school in most year groups and subjects
- Whole staff training on feedback.
- Priority on reading from the onset
- Key focus on developing vocabulary.
- A member of SLT with responsibility for PPG,
- Metacognitive approaches embedded across the curriculum.

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

Jan 22 review

Whilst a large percentage of all children made above expected progress regardless of protected characteristic the disadvantaged groups and SEND were most negatively impacted by school closures and disruption due to covid. Despite being allocated places and encouragement to attend many children with these protective characteristics chose not to take up places in school during partial opening. Whilst all children had access to remote learning and lack of device was not a barrier the impact of remote learning was variable and cannot be a replacement for face to face teaching. The objective therefore remains unchanged for 2022.

Fostering Good Relations

Embed a responsive PSHE programme which recognises the cultural context of the school and aims to prepare our pupils for life in modern Britain, whilst supporting positive mental health for the school community informed by the impact of the COVID 19 pandemic.

Actions:

- Embed SRE programme through staff training, resources and parental involvement
- Implement and a whole school approach to the use of the 'No outsiders' here resources to promote culture diversity and tolerance
- Revisit and embed 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.
- Develop approaches to promoting positive mental well-being the trail blazers and use of the Government funding to train mental health leads in school.

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.
- Staff and children have positive mental attitudes and know how to promote this and seek help if needed

Annual review January 2022

Despite modifications to the curriculum due to COVID 19 to support the catch up agenda PSHE has remained a key focus and essential elements of the programme has been implemented. Monitoring through a recent deep dive indicates that SRE has been taught effectively. P4C has been less consistently used as an approach and needs to be revisited. The trail blazers projected

Commented [2]: 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.

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was impacted negatively due to school closures and the full programme for targeted children and family not completed. In September 2021, school applied for the funding through Dfe to train a mental lead lead teacher and senior lead. The PSHE has commencing mental health lead teacher training in Dec 2021 and headteacher will commence training to be a strategic mental health lead in March 2022. Learning from this training will be developed into a plan to implement in school. Objective remain unchanged.