

AGATE MOMENTUM TRUST

Public Sector Equality Duty at Hallsville Primary School

Compiled by K Edge

Agreed by Governors- January 2020

Welcome to Equalities at Hallsville Primary School. You will find here information about how our school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve)

General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

You will find here **information** about our school community.

Equality Objective – Action Plan

- **Equality Objectives – Actions we will take after careful thought (analysis)**

All the information and analysis will be from school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. While our monitoring data such as pupil attendance and achievement is monitored by boys/girls at Hallsville we recognise all gender identities. We want to make we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making we are doing well for all our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find also published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact Ivie Okwuegbuna (SENCO).

You will find all the information on the school website. It is called Equalities.

The person you need to contact if you are interested in helping us with our equalities or you can see something that can be improved is Hannah

We would like to hear from you.



Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.






Pupil characteristics - January 2019*

		School Roll	Newham %age	Eng'd* %age	Compare
Roll	All pupils	447	100	100	
Gender	Girls	218	49	51	49
	Boys	229	51	49	51
FSM	Non-FSM	348	78	88	86
	FSM	99	22	12	14
EAL	EAL	343	77	73	21
	Non-EAL	104	23	27	79
SEN	No SEN	402	90	88	87
	SEN Support	40	9	12	12
	EHC Plan	5	1	0	1
Ethnicity	White British	52	12	5	67
	Irish	0	0	0	0
	Gypsy roma	0	0	0	0
	Irish traveller	0	0	0	0
	Other white (incl. European)	53	12	13	7
	White and Black Caribbean	8	2	1	2
	White and Black African	15	3	1	1
	White and Asian	6	1	1	1
	Other mixed background	27	6	3	2
	Black Caribbean	18	4	3	1
	Black African	92	21	14	4
	Other Black background	10	2	5	1
	Indian	26	6	9	3
	Pakistani	18	4	13	4
	Bangladeshi	79	18	20	2
	Other Asian background	11	2	4	2
	Chinese	11	2	0	0
	Any other ethnic group	14	3	6	2
	Unclassified	7	2	1	1

*NOTE: England data is for January 2018

Proportion at school high compared to Newham or England 
 Proportion at school low compared to Newham or England 

National comparisons

		2017	2018	2019	← Lowest - Highest →
					Q5 Q4 Q3 Q2 Q1
Roll	School	453	452	447	
	National	275	279	N/A	
% girls	School	51	49	49	
	National	49	49	N/A	
% FSM6	School	52	47	42	
	National	25	24	N/A	
% SEN	School	10	10	10	
	National	13	14	N/A	
Mobility	School	22	21	23	
	National	14	14	14	

Religion/Belief	Our two main religions are Christianity and Islam.
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Hallsville					
Year group	Social Mental and Emotional Health	Physical and Sensory	Communication and Interaction	Cognition and Learning	Total
N			3		3
R		2	5		7
1			5		5
2	2		6	2	10
3	1	1		1	3
4	1	1		3	5
5	1		3	4	8
6		2	1	4	7

Analysis/Comments:

Analysis of the school population:

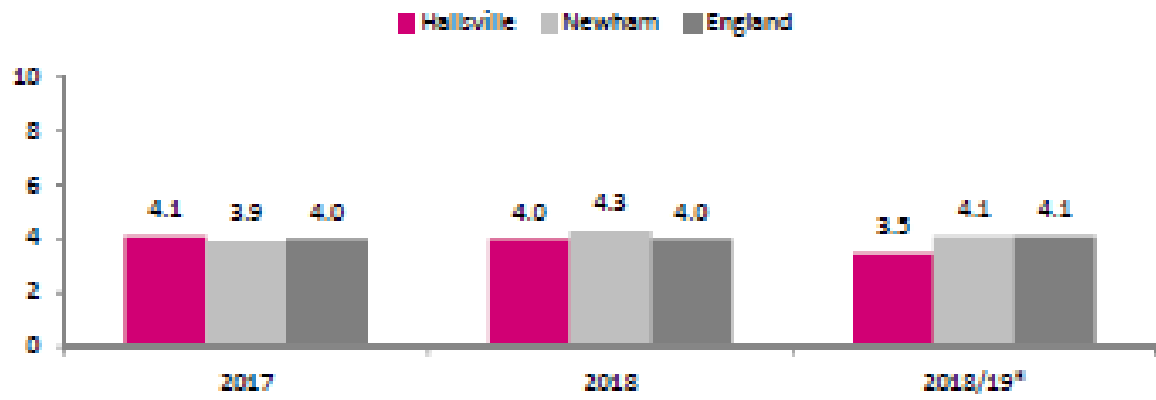
Our School is mainly made up of Other White 12%, White British 12% Black- African Heritage 21% and Bangladesh 18%

Our deprivation is high 42% FSM6

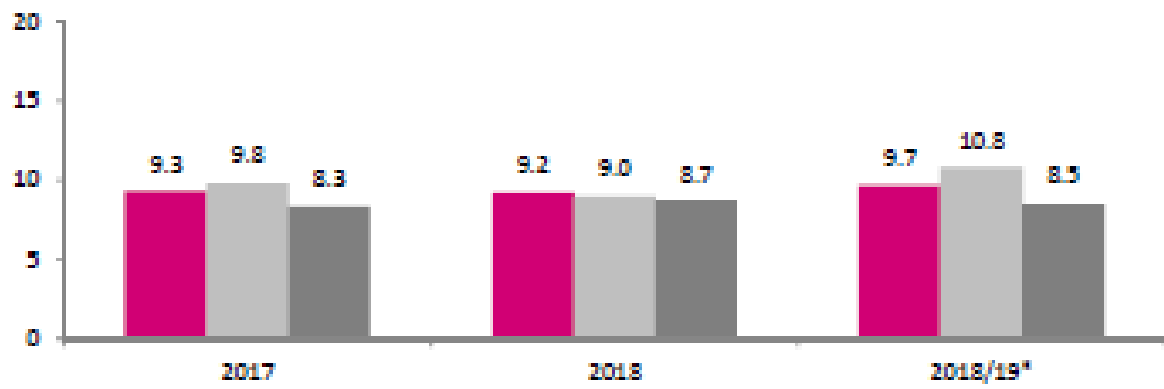
Our school mobility is high=23%

Attendance

Total absence



Persistent absence



Absence by pupil characteristics, autumn term, 2018/19

	Cohort	Total absence		Persistent absence	
		School	Newham	School	Newham
All pupils	352	3.5	4.1	9.7	10.8
Gender					
Girls	182	2.8	3.9	7.7	10.1
Boys	170	4.1	4.3	11.8	11.4
FSM					
Non-FSM	265	3.3	3.8	8.7	9.8
FSM	87	4.0	5.3	12.6	15.0
EAL					
EAL	267	2.9	3.8	7.5	9.7
Non-EAL	85	5.3	4.8	16.5	13.3
SEN					
No SEN	306	3.1	3.5	7.8	8.3
SEN Support	27	6.6	5.9	18.5	17.1
Ethnicity					
EHC Plan	5	7.1	9.5	20.0	28.6
White British	42	5.9	6.8	19.0	20.3
Irish	0		8.2		21.1
Gypsy Roma	0		13.2		35.2
Irish traveller	0		11.1		50.0
Other white (incl. European)	45	3.4	5.0	8.9	14.1
White and Black Caribbean	8	6.3	6.1	25.0	17.4
White and Black African	15	3.1	4.2	0.0	12.6
White and Asian	4	0.2	3.9	0.0	11.7
Other mixed background	8	3.1	4.6	0.0	11.3
Black Caribbean	16	4.8	4.9	12.5	13.9
Black African	79	2.0	2.7	5.1	5.8
Other Black background	9	3.4	3.4	22.2	9.2
Indian	16	4.1	3.6	18.8	9.0
Pakistani	14	4.4	4.4	7.1	11.3
Bangladeshi	58	3.3	3.9	5.2	9.9
Other Asian background	8	3.3	3.0	25.0	7.3
Chinese	5	2.6	1.5	0.0	3.3
Any other ethnic group	25	2.8	3.8	12.0	9.4
Unclassified	0		4.9		15.0

Permanent and fixed-period exclusions 2016-17

	Count	School	Newham	England	Compare
		%	%	%	
Permanent	0	0.0	0.0	0.0	
Fixed-period	3	0.7	0.5	1.2	
1+ fixed-period	2	0.4	0.3	0.6	

Analysis/Comments:

Comment:

Overall attendance has improved over the last three years.

The variation in annual persistence absence is no more than the variation nationally and significantly less than for Newham.

Attendance for all children, including Nursery pupils, is monitored on a daily basis. We operate a policy of first day phone calls. This involves the attendance officer phoning home to ascertain why the child is off school (see Attendance Policy). The Attendance officer investigates if a child's attendance falls below 90% and a letter is sent to the parent/carer to highlight the school's concern. If a child is persistently absent then we will carry out a home visit. Parent/carer is asked to provide medical evidence for absences. If the matter is not resolved, then the parent is invited into school so that we can work with the parent to address the issue. If necessary, the parent may require support in order to ensure that their child attends school. Referrals to external agencies may need to be made in order to support the family, such as Families First.

Development:

- To continue to tackle persistent absence
- To carry out first day home visits on pupils who are persistently absent
- To complete early help and tap into external agencies around hard to reach families.

Section 2. Advance Equality of Opportunity Between those who share a protected characteristic and those who do not

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Good level of development (%)		Cohort	School	Newham	Eng'd*	Compare
	All pupils	59	71	76	72	
Gender	Girls	26	77	82	78	
	Boys	33	67	70	65	
Disad	Non-disadvantaged	49	82	77	73	
	Disadvantaged	10	20	71	57	
EAL	EAL	52	75	75	66	
	Non-EAL	7	43	78	73	
Term of birth	Autumn	23	78	83	81	
	Spring	14	79	78	72	
	Summer	22	59	68	61	
SEN	No SEN	50	78	83	77	
	SEN Support	6	17	30	28	
	EHC Plan	0		0	5	
Ethnicity	White British	3	0	80	73	
	Irish	0		67	75	
	Gypsy Roma	0		46	34	
	Irish traveller	0		0	31	
	Other white (incl. European)	8	88	74	66	
	White and Black Caribbean	0		82	70	
	White and Black African	0		81	73	
	White and Asian	2	50	75	76	
	Other mixed background	0		81	74	
	Black Caribbean	1	100	78	69	
	Black African	12	75	73	71	
	Other Black background	0		74	68	
	Indian	7	100	82	79	
	Pakistani	3	0	78	65	
	Bangladeshi	10	70	76	68	
	Other Asian background	1	100	77	71	
	Chinese	2	100	85	79	
	Any other ethnic group	3	67	71	64	
	Unclassified	7	71	67	57	

* NOTE: England results for pupil characteristics and AOL's are for 2018

Analysis/comments:

Comment

Gender gap in Reception is 10% national gap = 13%
 33 children in the setting were boys.
 If the SEN pupils were removed 78% achieved GLD.

78% of non SEN children and 17% of SEN support children achieved GLD
 82% (73% nationally) of non disadvantaged pupils and 20% (57% nationally) of disadvantaged achieved GLD

Areas to develop:

- Identify & investigate disadvantaged pupils in EYFS & explore strategies/interventions which might better close the gap in attainment

Attainment at KS1





Performance by pupil characteristics, 2019

% exp+ in reading, writing and maths	Cohort	Reading		Writing		Maths	
		School	Newham	School	Newham	School	Newham
All pupils	60	78	79	72	75	77	80
Gender							
Girls	29	86	82	83	80	83	82
Boys	31	71	75	61	71	71	79
Disad							
Non-disadvantaged	42	76	80	69	77	69	82
Disadvantaged	18	83	74	78	70	94	77
EAL							
EAL	46	83	79	80	76	80	81
Non-EAL	10	80	82	60	77	80	83
Prior attmnt*							
Emerging	12	40	38	27	34	30	40
Expected	37	92	91	97	89	95	92
Exceeding	4	100	99	100	100	100	99
SEN							
No SEN	52	87	86	81	82	83	87
SEN Support	4	25	38	25	32	50	42
EHC Plan	0		6		6		6
Mobility							
Non mobile	51	82	83	77	79	80	84
Mobile	5	80	64	80	61	80	70
Ethnicity							
White British	4	100	75	100	67	100	75
Irish	0		75		50		100
Gypsy Roma	0		56		56		63
Irish traveller	0		0		0		0
Other white (incl. European)	8	88	72	75	68	88	77
White and Black Caribbean	1	100	86	0	71	100	84
White and Black African	1	100	84	100	83	100	87
White and Asian	2	100	80	100	83	100	91
Other mixed background	1	100	83	100	79	100	83
Black Caribbean	4	75	79	75	70	75	74
Black African	15	73	81	67	78	67	81
Other Black background	2	50	78	50	76	100	79
Indian	3	100	87	100	85	67	89
Pakistani	2	100	78	100	74	100	78
Bangladeshi	11	82	80	82	78	82	84
Other Asian background	0		86		85		87
Chinese	1	100	92	100	92	100	96
Any other ethnic group	1	0	79	0	75	0	80
Unclassified	4	25	42	0	41	25	49




* Cohort sizes for EYFSP prior attainment are averages for reading, writing and mathematics

Summary of key stage 1 attainment in 2019

% Expected standard +

	School	Newham	England	Compare
Reading	78	79	76	
Writing	72	76	70	
Maths	77	80	76	
Science	78	83	83	

% Greater depth

	School	Newham	England	Compare
Reading	23	28	26	
Writing	15	21	16	
Maths	18	27	22	

Comments:

The proportion of children achieving the expected standard at the end of KS1 is in line with national results.

KS1 mobility show pupils achieve in line with non-mobile pupils

Girls outperform boys in reading, writing & maths & the gap in achievement is greater than the gap for Newham

Disadvantaged pupils outperform non disadvantaged pupils, most significantly in mathematics

Black, Bangladeshi and Other White pupils perform less well than for other ethnicities

Outcomes for EAL pupils are comparable with outcomes for EAL pupils in Newham in reading, writing and maths

Areas to Develop:

- To be continued from here

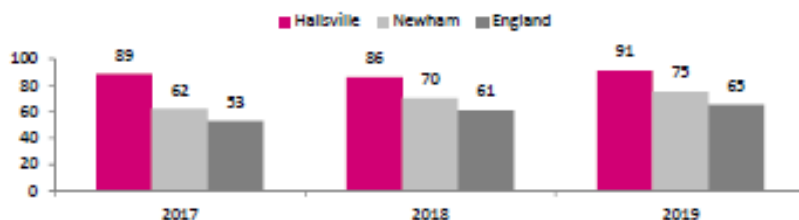
KS2 Attainment

Attainment by pupil characteristics, 2019

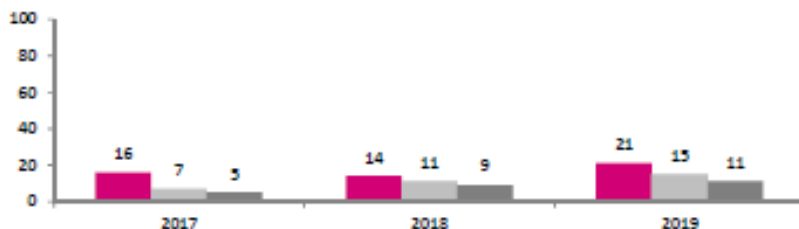
% expected in reading, writing and maths		Cohort	School	Newham	Eng'd**	Compare
	All pupils	53	91	75	64	
Gender	Girls	34	85	79	69	
	Boys	19	100	70	61	
Disad	Non-disadvantaged	19	100	77	70	
	Disadvantaged	34	85	72	51	
EAL	EAL	36	89	75	63	
	Non-EAL	17	94	74	65	
Prior attainment	Low	3	67	18	7	
	Middle	34	88	76	59	
	High	14	100	98	95	
SEN	No SEN	51	90	82	74	
	SEN Support	2	100	32	24	
	EHC Plan	0		3	9	
Mobility	Non mobile	47	89	76	66	
	Mobile	6	100	63	51	
Ethnicity	White British	8	88	68	65	
	Irish	0		60	70	
	Gypsy Roma	0		35	18	
	Irish traveller	0		0	22	
	Other white (incl. European)	3	100	71	61	
	White and Black Caribbean	1	100	73	57	
	White and Black African	3	100	81	65	
	White and Asian	0		90	72	
	Other mixed background	2	100	74	68	
	Black Caribbean	2	50	65	55	
	Black African	14	86	77	66	
	Other Black background	2	100	69	61	
	Indian	0		82	76	
	Pakistani	1	100	73	61	
	Bangladeshi	11	91	79	69	
	Other Asian background	1	100	80	72	
	Chinese	0		72	81	
Any other ethnic group	5	100	52	61		
	Unclassified	0		75	52	

**NOTE: England pupil group results are for 2018

Pupils working at the expected standard in all of reading, writing and maths (%)



Pupils working at the higher standard in reading, writing and maths (%)



Summary of key stage 2 attainment in 2019

% Expected standard +

	School	Newham	England	Compare
Reading	92	80	73	█ █ █
Writing	98	84	78	█ █ █
Maths	100	86	79	█ █ █
GPS	98	86	78	█ █ █
RWM	91	75	65	█ █ █

% Higher standard

	School	Newham	England	Compare
Reading	38	31	27	█ █ █
Writing	25	26	20	█ █ █
Maths	55	38	27	█ █ █
GPS	75	52	36	█ █ █
RWM	21	15	11	█ █ █

Analysis/Comments:

Comments:

All groups performed well in attainment relative to outcomes nationally
 By the end of KS2 boys outperform girls
 Non disadvantaged pupils outperform disadvantaged pupils but the gap is significantly less than for England
 Mobile pupils performance exceeds that of non-mobile pupils
 Mastery approach to teaching is having positive impact on greater depth
 White British, Black African, Black Caribbean and Bangladeshi pupils perform less well than for other ethnicities. All significantly sized groups, by ethnicity outperform the same groups in England

Action:

To ensure White British, Black African, Black Caribbean & Bangladeshi reach expected standards.
 To ensure all pupils at risk of not becoming fluent readers are heard read by a competent adult every day.

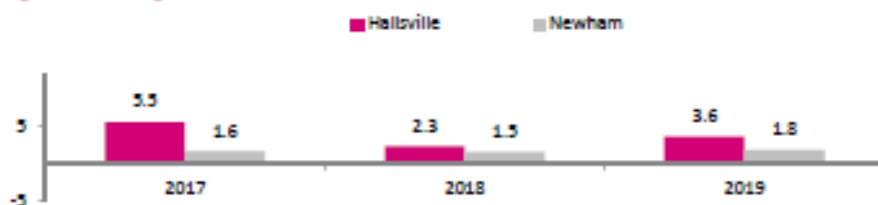
KS2 Progress

Progress by pupil characteristics, 2019

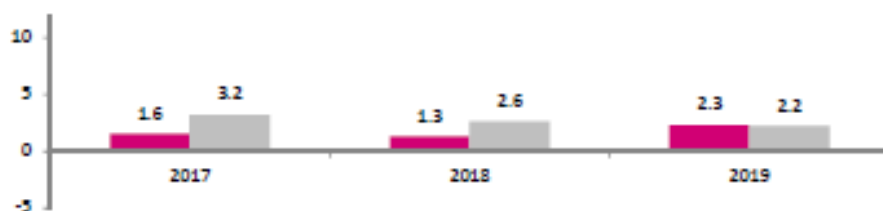
Progress in reading, writing and maths		Progress Cohort*	Reading		Writing		Maths	
			School	Newham	School	Newham	School	Newham
All pupils		51	3.6	1.9	2.3	2.0	5.3	2.7
Gender	Girls	33	3.7	2.2	2.6	2.5	4.6	1.9
	Boys	18	3.5	1.6	1.8	1.4	6.6	3.4
Disad	Non-disadvantaged	17	3.8	2.3	1.7	2.5	4.8	3.3
	Disadvantaged	34	3.5	1.5	2.6	1.4	5.6	2.0
EAL	EAL	34	3.8	1.9	2.6	2.1	5.5	3.1
	Non-EAL	17	3.3	1.9	1.7	1.6	5.0	1.7
Prior attainment	Low	3	14.8	3.7	8.3	2.9	9.9	4.4
	Middle	34	3.4	2.2	1.8	1.9	5.3	2.7
	High	14	1.8	1.0	2.2	1.7	4.3	2.3
SEN	No SEN	50	3.3	2.2	2.1	2.3	5.2	3.0
	SEN Support	1	20.6	0.1	14.8	-0.2	11.4	0.8
	EHC Plan	0		-3.3	.	-2.9	.	-4.7
Mobility	Non mobile	47	3.5	1.8	2.3	1.9	5.4	2.7
	Mobile	4	4.5	3.0	2.8	2.6	4.7	2.8
Ethnicity	White British	8	0.3	1.8	0.1	0.7	3.4	1.1
	Irish	0		4.1	.	1.2	.	4.4
	Gypsy Roma	0		4.1	.	3.9	.	6.1
	Irish traveller	0		-	.	-	.	-
	Other white (incl. European)	3	4.4	2.2	2.5	2.8	3.5	3.9
	White and Black Caribbean	1	0.7	1.8	-0.1	0.8	-0.1	0.3
	White and Black African	3	12.0	3.8	8.3	4.4	8.6	3.2
	White and Asian	0		3.6	.	4.1	.	2.7
	Other mixed background	2	1.3	1.3	4.6	1.3	3.0	0.7
	Black Caribbean	2	7.9	1.0	-1.2	1.2	2.9	0.5
	Black African	14	1.4	2.1	2.7	2.0	6.0	2.8
	Other Black background	2	-0.5	1.3	0.5	1.3	5.2	1.3
	Indian	0		2.0	.	2.3	.	3.1
	Pakistani	0		1.3	.	1.3	.	1.9
	Bangladeshi	11	4.6	2.4	1.5	2.7	4.9	3.6
	Other Asian background	0		0.9	.	1.1	.	3.7
	Chinese	0		1.9	.	2.6	.	6.7
	Any other ethnic group	5	8.8	2.1	4.4	2.0	9.6	3.0
	Unclassified	0		1.7	.	1.4	.	1.4

* Progress cohort sizes are averages across reading, writing and mathematics

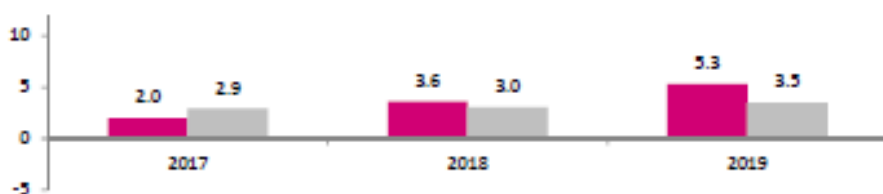
Progress in reading



Progress in writing



Progress in maths



Progress coverage and percentage of pupils with positive progress scores

	Reading		Writing		Mathematics	
	% cover.	% prog>0	% cover.	% prog>0	% cover.	% prog>0
Hallsville	93	77	93	67	93	86
Newham	85	64	86	66	85	70
England	93	52	94	52	93	52

Progress 2019 score bandings (provisional)

Reading	Writing	Mathematics
Well above average 3.6	Above average 2.3	Well above average 5.3

Analysis/Comments:

Comments:

All groups, aside from the exceptions noted below, made similar or significantly better progress than pupils in Newham

The exceptions are:

- Non disadvantaged pupils in writing (Hallsville progress 1.7 Newham progress 2.5)
- White British in reading (Hallsville progress 0.3 Newham progress 1.8)
- White British in writing (Hallsville progress 0.1 Newham progress 0.7)
- Black African in reading (Hallsville progress 1.4 Newham progress 2.1)

Action:

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<ul style="list-style-type: none"> • All teachers receive support with teaching and learning • Lesson study • Implementation of Maths Mastery/Maths No Problem • RWI / Just Imagine • Involvement of outside companies e.g. History off the page, French lessons • Challenge Weeks • Parent/carer workshop • 1:1 support, differentiation • Assemblies promote Diversity/ British Values • Consultants to enhance provision for DT/Art/ICT • Targeted CPD for individual members of staff • Feedback from monitoring to inform consistently good teaching and learning practises • Conditions for learning
Admissions and Transfer:	<ul style="list-style-type: none"> • Pre-Nursery admissions – parents/carers encouraged to attend, Parent and toddler group supports children and parents due to join the school, home visits, meetings with parents/carers of all new admissions • Transitions from year to year - Nursery children regularly visit the main school in the term leading up to Reception class, Reception visit Year 1. Handover meetings take place between teachers • Programme for mid-phase admissions • SENCo meetings with secondary counterparts to transfer information
Participation :	<ul style="list-style-type: none"> • Breakfast club (vulnerable pupils targeted) • Afterschool clubs • Rainbow week • Residential visits – Fairplay House/ camping • Olympic/Paralympic activities(TOPS Festival) • Asthma pumps/medication taken on visits • Regular class visits undertaken (all children expected to attend) • PE, swimming in Year 5 and Year6 • Year 3 attend Gym classes on a Wednesday • Sports Day • Cycle training • School council • School Fair (winter/summer) • Music/ performing arts

	<ul style="list-style-type: none"> • Places of Worship • School assemblies and Christmas performances • Parent/carer volunteers
Student progress:	<ul style="list-style-type: none"> • Annual school reports with pupils voice • Parent/carer meetings/evenings • SEN review meetings with parents/carers • Termly Pupil Progress meetings identify pupils who are not making progress. • Booster classes • Robust tracking • Analysis of data to inform planning • SLT members present at planning sessions • Effective provision for vulnerable groups • Targeted support in class
Flexible curriculum arrangements SEN POLI CY SEN Health Check	<ul style="list-style-type: none"> • Team teaching in Literacy and Numeracy • Individualised curriculum plans for pupils with high level of SEN • Speech and language groups • RWI 1:1 tutoring • Use of additional, multi-sensory resources • Outdoor curriculum focus • Music SEN • Horse riding

Analysis/comments:

(Ref: teachers' planning, school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans)

<p>Area the school has developed this year: Improved curriculum design. Offer extended school provision Implemented lesson study 'Maths No Problem' accredited School Science Gilt Quality Mark</p>
<p>Area we are continuing to improve To train staff on planning and catering for the needs of their SEND children</p>

Section 3. Foster Good Relations Between those who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

(Ref: school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans)

Examples	Steps the School has Taken
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> • Weekly singing assembly and each year group • Choir • Clubs • Social & emotional Aspects of Learning (SEAL) embedded in the curriculum • School counsellor • Resilience project
Student Voice:	<ul style="list-style-type: none"> • School council discuss issues raised by pupils • TLR interviews • Pupil questionnaires • Peer assessment • Challenge Weeks • Voting – head girl/boy • Choice of school house names • Pupil response in marking • Peer mediators • To interview and seek out the voice and needs of our SEND lowest 20% children
Positive Imagery:	<ul style="list-style-type: none"> • Challenge Week displays • Cultural diversity displays • Child centred displays (all work valued) • Positive and inspirational resources
Community Links:	<ul style="list-style-type: none"> • Football league • Mini Olympics • Signposting • Partnerships with other schools • Sporting events
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> • Assemblies • Cultural Diversity Challenge Weeks • Modern Foreign Languages (MFL) • Music provision • Programme of visits to places of worship • ‘Faith in Schools’ links with the local church • Festivals and celebrations • Charities e.g. Red Nose Day, Sport Relief • The Olympics and Paralympics Legacy • RE Consultant support • Places of Worship Week
Removing Barriers and making Reasonable Adjustments:	<ul style="list-style-type: none"> • Awareness , understanding and providing for the needs of Vulnerable Children • Hygiene room available

	<ul style="list-style-type: none"> • Medical care plans • List of children that have allergies • Individual & group Interventions e.g. LEGS, ACI, Box clever, ELS, ECAT, 1:1 RWI • Differentiation in all lessons • Autism training/Hoist training/Safe guarding training • First Aid Training • Robust Child Protection procedures • Parent/carers Workshops • Offering extended days and holiday school for our most vulnerable pupils.
Links with wider communities	<ul style="list-style-type: none"> • Employee base and volunteers (Initial Teacher Training) • Fundraising e.g. Children in Need, Comic Relief, Mac Millan • Citizenship Week with local agencies and schools (linked to aspirations) • To take part in global classroom project.
Partnerships with Parents/carers:	<ul style="list-style-type: none"> • Parent/carer workshops • Website • Summer/winter fair • Coffee morning • Curriculum information leaflets • Performances to parents/carers • Assemblies • Parent governors • PTA • SEN Forum

Analysis/comments:

(Ref: School improvement Plans for Music & Outdoor Education)

Areas the school has developed this year:

Identifying and embedding school values/ British values
 Thank you cards to feedback on workshops.
 Holiday school offered to vulnerable pupils
 Increased use of volunteers



Areas we would like to improve next year:

To create links with a school in Kenya?
 To create a SEN forum so we receive feedback on what is working and how we can further improve
 To create and gather views of SEN parent- perhaps through a questionnaire
 To increase the voice of the school council and head boy and girl

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

(Ref: school prospectus, Self Evaluation Form, School Improvement Partner report)

Permanent and fixed-period exclusions 2016-17

	Count	School %	Newham %	England %	Compare
Permanent	0	0.0	0.0	0.0	
Fixed-period	3	0.7	0.5	1.2	
1+ fixed-period	2	0.4	0.3	0.6	

Examples	Steps the School has Taken
Exclusions Data:	5 pupil have been excluded on a fixed term and two of those pupils on more than one occasion
Victimisation and Discrimination	All forms of bullying are dealt with appropriately and reported to governors at every meeting. PHSCE curriculum and assemblies are used to teach morals
Monitoring of incidents	All incidents are reported to trustees and dealt with appropriately.
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> • Review of Behaviour Policy • E-safety INSETS • E-safety Charter in ICT curriculum • Pupil Progress Reviews • Awareness raising of issues re: LAC children

Analysis/comments:

The school has done a great job on tacking homophobic language and bullying. Incidents continue to decrease.
To ensure all staff take responsibility for pupil behaviour and follow the behaviour policy consistently.
To train staff on mediation training
To continue to ensure LGBT values incorporated in school policy

Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

(Ref: teachers' planning, school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans)

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken
School Council:	<ul style="list-style-type: none"> • Meet at least twice per half term. • Organised a questionnaire for parents/carers and children. • The school council prioritised the following areas for development: safety & transport. • Multi agency meetings
Pupil voice:	<ul style="list-style-type: none"> • Questionnaires • School council – each class has a lead and deputy representative who attend school council meetings which meet twice a half term
Parents/Carers/Guardians:	<p>Questionnaires (summer term) <u>Feedback from parents 2018-19</u> What do you feel are the main strengths of Hallsville? 'Diversity of the children' 'Great teachers and facilities' 'Support for parents/carers, eg walking bus' 'Great workshops'</p>
Staff:	<p>Staff questionnaire What do you feel are the main strengths of Hallsville? 'High expectations for all children' 'Focus on children and their wellbeing' 'Consistency in expectations' 'Ongoing focus on improvements' 'Professional development' What do you think we could improve at Hallsville? 'Time to develop teamwork' 'Staff wellbeing' 'Communication, especially when things change' 'Recycle more' 'Support for teachers (eg TA provided) when children from higher year groups go to a younger year group for reading/maths'</p>
Local community:	<p>Partnership with other schools Partnership with Hallsville</p>
Governors:	<p>Updated Headteacher's Report New Equality policy presented to Governors</p>

Satisfaction with our service:	Very few complaints Clear Complaints Procedure
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Workforce – staffing and training

Hallsville Primary School has adapted the HR policies developed in Newham related to the Equality of Opportunity regarding Recruitment and Retention, Continuing Professional Development and the day to day management as Direct employer.

Area of focus	Significant information that we can address for following year
Promoting opportunity	To continue to increase volunteers from local community.
Fostering good relations	To open up training to all staff. To ensure all staff have a voice and they feel and know it is valued
Prohibiting harassment	To continue to promote British values

This information was ratified by the governors on

Our school information will be reviewed on

Signed