



AGATE MOMENTUM TRUST

Date of Review	January 2024
Date reviewed by Governors /trustees	31 January 2024
Cycle of review	4 Years

Public Sector Equality Duty at Hallsville Primary School

Compiled by HT- Kelly Jones

Agreed by Governors/ Trustees- January 2024

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. We want to make sure 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 sure 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 Kelly Jones (Head Teacher).

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 Kelly Jones 0207 4762355

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.

	2021	2022	2023
School number on roll	Well above average 449	Well above average 470	Well above average 458
School % FSM	Above average 35	Above average 36	Above average 36
School % SEND support	Well below average 8	Well below average 6	Well below average 6
School % EHC plan	Below average 1.1	Close to average 1.7	Below average 1.7
School % EAL	Well above average 76	Well above average 81	Well above average 81
School % stability	Below average 73	Well below average 71	Well below average 67
Pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Well above average	Well above average	Well above average

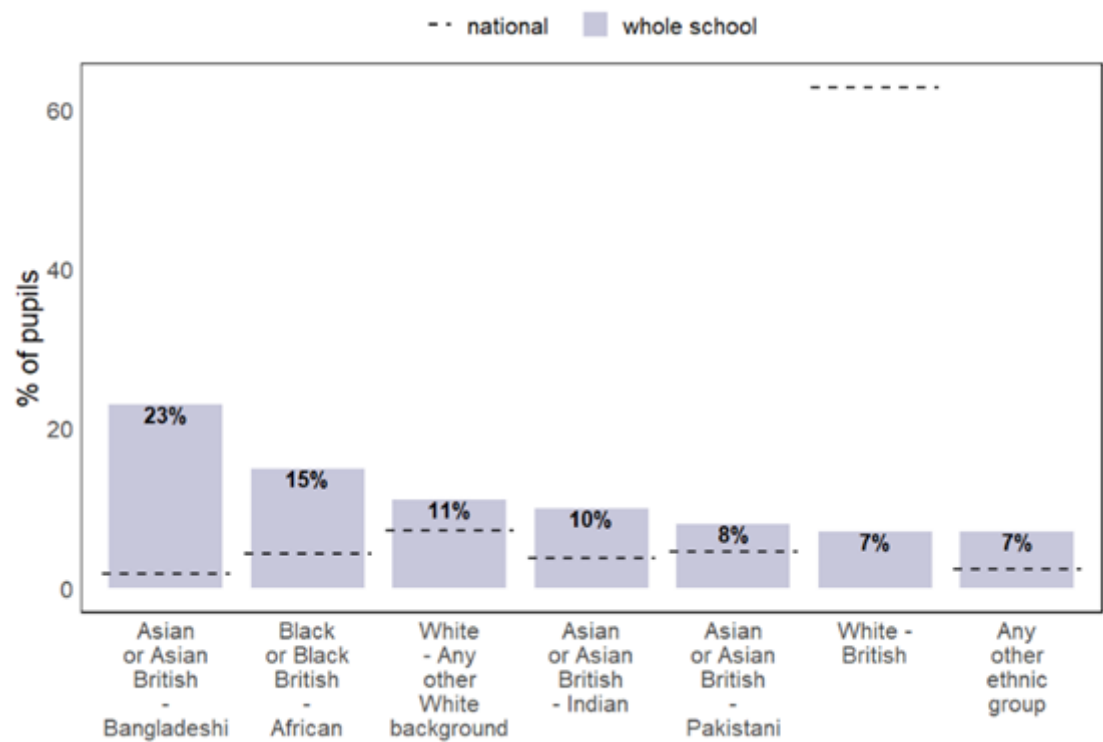
- The proportion of pupils eligible for FSM (27%) in year 1 is low compared to other year groups.
- The proportion of pupils eligible for FSM (48%) in year 5 is high compared to other year groups.

Basic characteristics by national curriculum year group

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
6	59	47	53	44	95	85	7	2	5
5	58	48	52	48	91	81	16	7	9
4	60	53	47	37	93	85	7	0	7
3	60	60	40	42	93	78	8	3	5
2	58	48	52	31	93	78	7	2	5
1	59	51	49	27	93	78	7	0	7
Pre-compulsory	104	45	55	24	93	83	7	0	7

Ethnicity whole school

This school has 14 out of 17 possible ethnic groups. Those with 5% or more are:



SEND support (27)								
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	1	1	0	2
Moderate Learning Difficulty	0	0	0	0	0	0	1	1
Social, Emotional and Mental Health	0	0	0	0	0	2	1	3
Speech, Language and Communication Needs	3	3	1	0	1	2	0	10
Hearing Impairment	0	0	0	1	0	0	0	1
Physical Disability	1	0	0	0	0	0	1	2
Autistic Spectrum Disorder	1	1	2	2	2	0	0	8
Year group totals	5	4	3	3	4	5	3	27

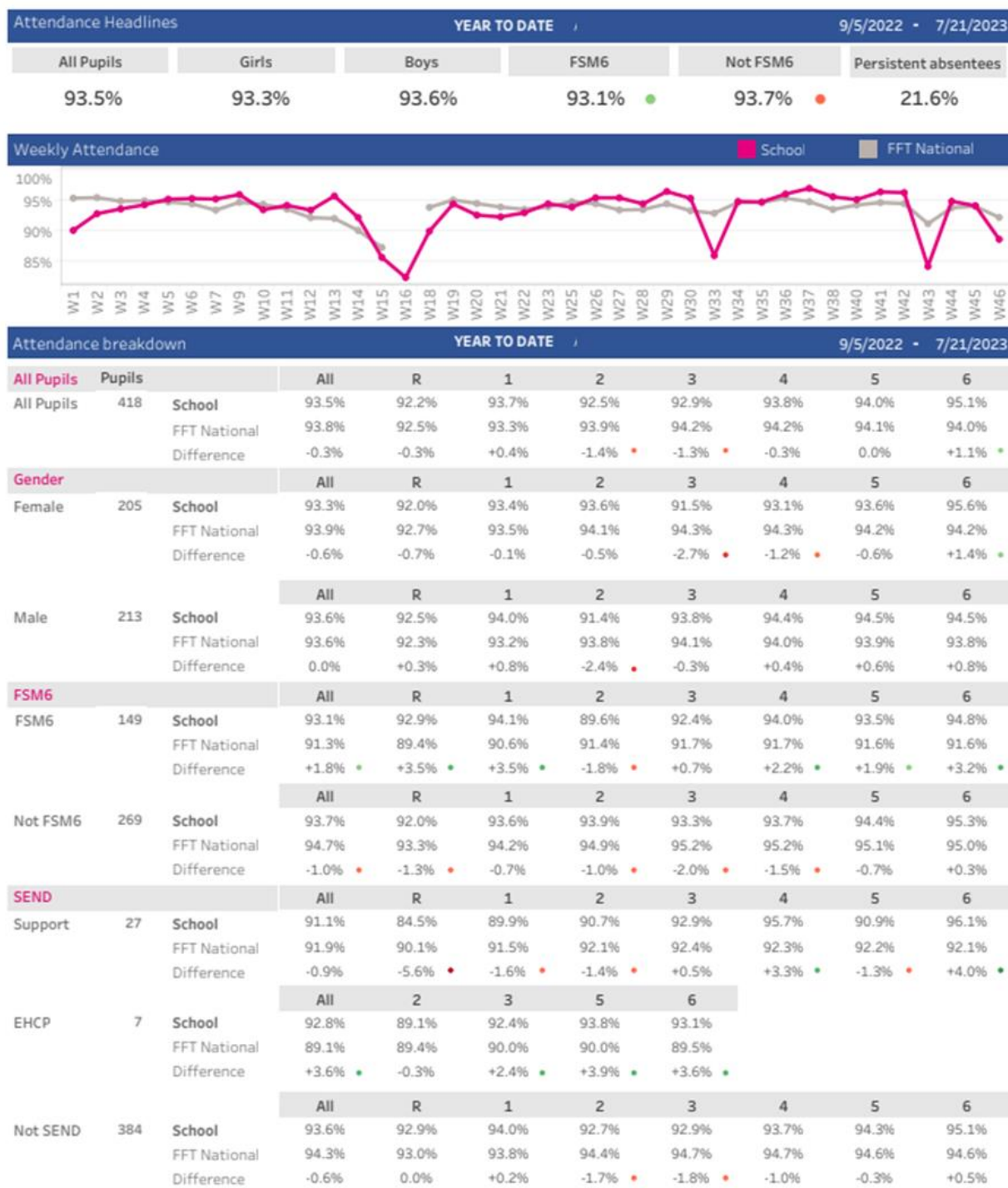
EHC plan (8)								
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	1	0	0	0	1
Social, Emotional and Mental Health	0	0	0	0	0	1	0	1
Speech, Language and Communication Needs	0	0	0	0	0	1	0	1
Autistic Spectrum Disorder	0	0	1	1	0	2	1	5
Year group totals	0	0	1	2	0	4	1	8

Hallsville SEND					
Year group	Social Mental and Emotional Health	Physical and Sensory	Communication and Interaction	Cognition and Learning	Total
N			7		7
R	1		7 (ASD)		8
1			6		6
2	1	1	4		6
3			3 (ASD)	1	4
4	1	1	3 (ASD)	1	6
5			2 ASD	2	4
6	3		3 ASD	1	7
Total	6	2	30	5	48

Religion/Belief	Our two main religions are Christianity and Islam.
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<p>Analysis of the school population:</p> <p>The main SEND group is communication and language - ASD and other</p> <p>Main ethnicity group is Bangladeshi</p> <p>Reception cohort high number of ASD</p>
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Attendance



Analysis

School overall attendance below school target of 95% in line with national average

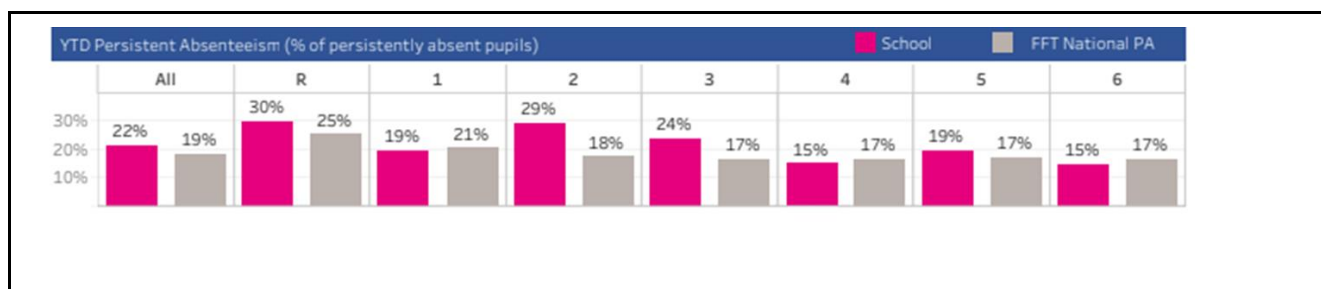
Areas to develop

Year 3 boys

Year 4 boys and girls

Persistent absence

Persistent Absence



Analysis

Persistent absence higher than school target
 Persistent absence - reception and year 2 and 3

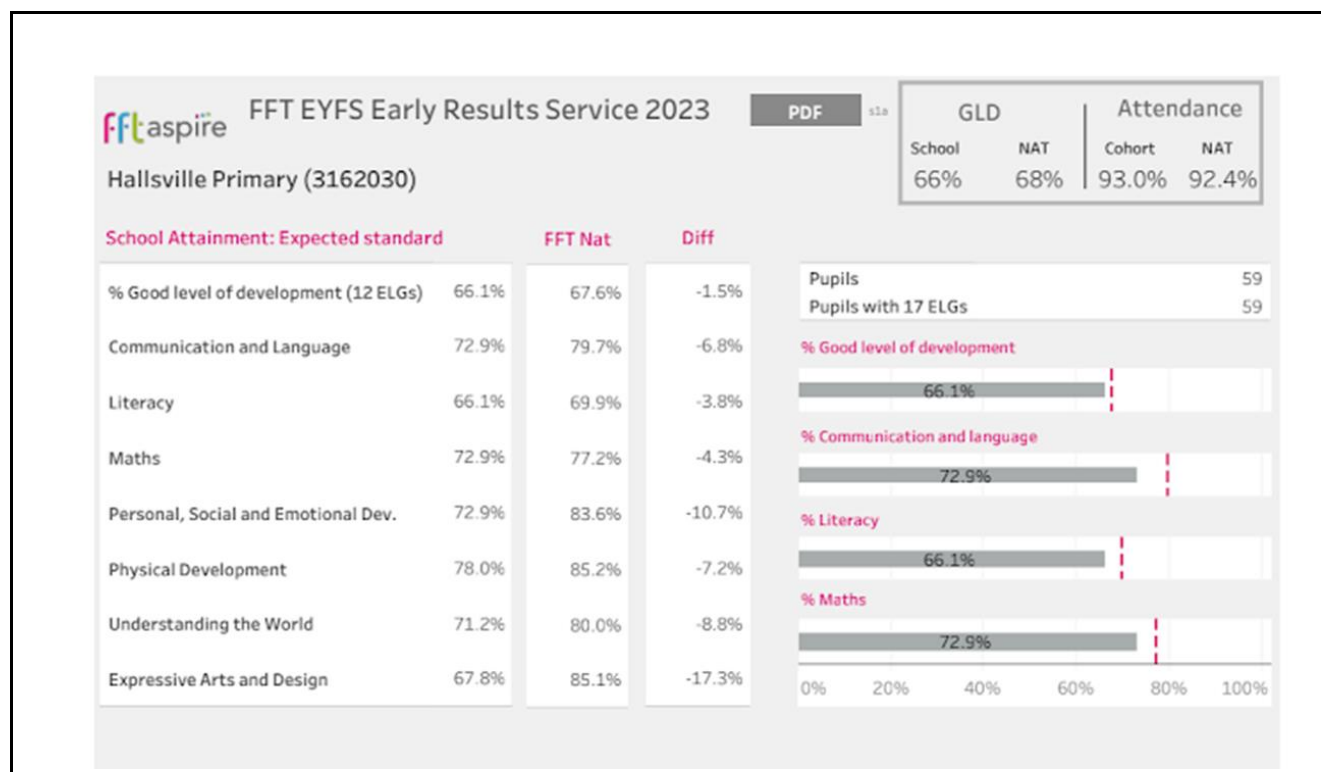
Areas to develop:

persistent absence - weekly meetings and track letters systematically
 Try to build relationships with parents and remove barriers
 Walking bus

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.

GLD- EYFS



Analysis

GLD low - boys significantly lower than girls

Communications and language

Literacy - boys lower

PSED

Areas to develop:

Pupil groups compared with 'Like-for-Like' FFT national average

	Pupils	GLD	Diff	LANG	Diff	LIT	Diff	MAT	Diff	Attendance
All Pupils	59	66.1%	-1.5%	72.9%	• -6.8%	66.1%	• -3.8%	72.9%	• -4.3%	• 93.0%
Female	33	72.7%	-1.7%	75.8%	• -9.5%	72.7%	• -3.6%	81.8%	+1.6%	• 92.6%
Male	26	57.7%	• -3.4%	69.2%	• -5.2%	57.7%	• -6.1%	61.5%	• -12.8%	• 93.5%
Support	5	0.0%	• -23.6%	0.0%	• -37.9%	0.0%	• -29.1%	20.0%	• -23.3%	• 85.8%
Not SEND	54	72.2%	• -2.4%	79.6%	• -7.0%	72.2%	• -4.3%	77.8%	• -5.1%	• 93.6%
FSM6	17	41.2%	• -11.9%	41.2%	• -28.9%	41.2%	• -14.1%	47.1%	• -17.2%	• 93.0%
Not FSM6	42	76.2%	• +4.8%	85.7%	• +3.5%	76.2%	• +2.5%	83.3%	• +2.8%	• 92.9%
Autumn	21	81.0%	• +5.0%	85.7%	+0.6%	81.0%	• +2.8%	85.7%	+1.5%	• 94.2%
Spring	18	61.1%	• -7.3%	66.7%	• -13.7%	61.1%	• -9.5%	66.7%	• -11.3%	• 91.7%
Summer	20	55.0%	• -3.0%	65.0%	• -8.3%	55.0%	• -5.6%	65.0%	• -3.9%	• 92.7%

Analysis

Attendance overall

send attendance low

Boys performing lower than girls in all areas

Areas to develop:

Attendance

Attainment at KS1

Phonics-Y1

	Pupils	Expected Standard	Y1 National	Nat. Diff	Average Score	Y1 National	Nat. Diff	Attendance
All Pupils	60	93.3%	80.5%	●+12.8%	36.7	33.2	●+3.5	●94.5%
Female	29	96.6%	83.8%	●+12.8%	36.7	34.0	●+2.7	●94.8%
Male	31	90.3%	77.4%	●+12.9%	36.7	32.4	●+4.3	●94.2%
Support	4	75.0%	48.8%	●+26.2%	35.5	24.6	●+10.9	●89.6%
Not SEND	56	94.6%	86.8%	●+7.8%	36.8	34.7	●+2.1	●94.9%
FSM6	16	87.5%	69.4%	●+18.1%	36.1	30.1	●+6.0	●95.1%
Not FSM6	44	95.5%	84.1%	●+11.3%	36.9	34.2	●+2.7	●94.3%
Autumn	17	100.0%	85.5%	●+14.5%	37.7	34.5	●+3.2	●94.4%
Spring	22	95.5%	80.7%	●+14.8%	36.2	33.2	●+3.0	●94.6%
Summer	21	85.7%	75.5%	●+10.2%	36.3	31.9	●+4.5	●94.6%

Analysis

-Very strong results across all groups

Areas to develop:

-If a new member of staff is coming, can we train them before they start the school?

Teacher Assessment Y2

fftaspire

FFT KS1 Early Results Service 2023

PDF

EXS RWM

Attendance

School

NAT

Cohort

Nat Y2

68%

57%

93.7%

93.9%

Hallsville Primary School (3162030)

FFT

School Attainment

Nat. 2023

Diff

Nat. 2022

% Expected standard + RWM (TA)

68%

57%

+11%

53%

Pupils with assessments

59

% Higher standard RWM (TA)

12%

6%

+6%

6%

Pupils with R, W & M TAs

59

Scaled Score Re/Ma

101.7

101

Pupils with R, M & G SS

0

% Expected standard + Reading (TA)

80%

69%

+11%

67%

% Expected standard + RWM

68%

% Higher standard Reading (TA)

24%

19%

+5%

18%

% Expected standard + Reading

Scaled Score: KS1 Reading

101.6

102

% Expected standard + Writing (TA)

68%

61%

+7%

58%

% Expected standard + Writing

80%

% Higher standard Writing (TA)

14%

8%

+5%

8%

% Expected standard + Writing

% Expected standard + Maths (TA)

80%

71%

+8%

68%

% Expected standard + Maths

68%

% Higher standard Maths (TA)

24%

17%

+7%

15%

% Expected standard + Maths

Scaled Score: KS1 Maths

102.3

102

Scaled Score: KS1 GPS

100.6

99

% Expected standard + Science

80%

79%

0%

77%

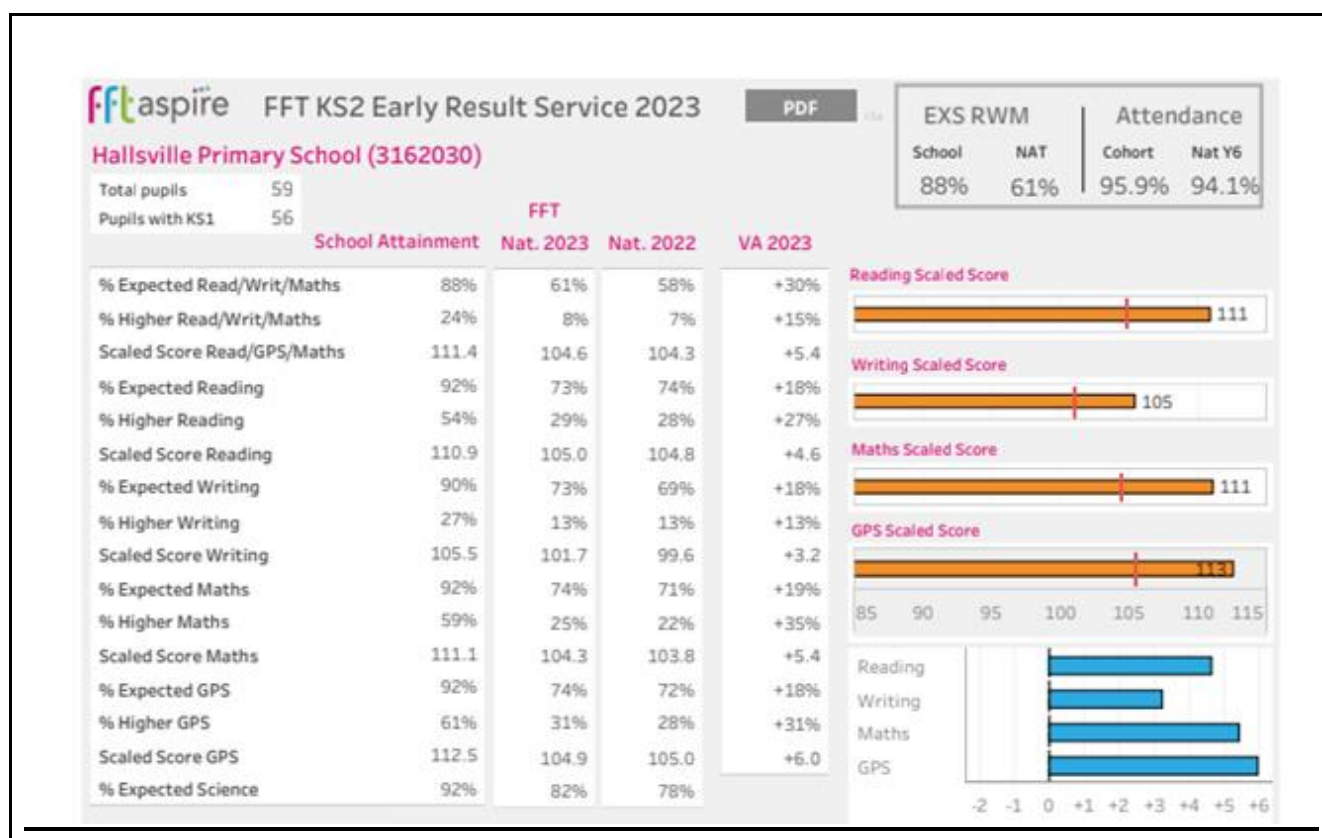
Analysis:

- Above national across the board.
- Strong combined
- Strong GD

Areas to develop:

- More rigorous assessment in Science. How can we assess skills as well as knowledge? (Use Rosenshine quizzes to inform teacher assessments, 'hot tasks' to assess skills e.g identify/conduct an experiment)
- Writing seems to be the smallest gap between Hallsville and National. How can we widen this gap to be more in line with Maths and Reading? (focus strongly on basic skills, e.g handwriting and spelling taught daily/explicitly, fill grammar gaps)
- Widen the combined gap. (focus on writing, more rigorous pupil progress to identify target children, Venn diagrams)
- Increased attainment for boys. (engage boys, pupil voice to inform texts and planning, strong hooks not just for the launch but threaded through lesson to lesson)
- Attendance.

KS2 Outcomes



Analysis

Sats reading/writing/math and SPAG is significantly higher than national
Combined 88% compared to national at 61%
MTCF in Year 4 significantly above national average

Areas to develop:

KS2 Outcomes by groups

Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
All Pupils	59	110.9	+4.6 ●	105.5	+3.2 ●	111.1	+5.4 ●	112.5	+6.0 ●	96% ●
Female	31	110.7	+4.9 ●	106.3	+3.5 ●	111.1	+6.8 ●	113.9	+7.6 ●	96% ●
Male	28	111.2	+4.3 ●	104.4	+3.0	111.2	+3.9 ●	110.9	+4.2 ●	96% ●
Higher	15	115.3	+4.1 ●	109.7	+3.1 ●	116.5	+6.2 ●	119.0	+7.0 ●	98% ●
Middle	29	109.6	+4.8 ●	104.7	+3.1 ●	109.5	+5.5 ●	111.8	+6.7 ●	95% ●
Lower	12	107.8	+4.8 ●	101.7	+3.9 ●	106.1	+4.1 ●	104.4	+2.8	95% ●
FSM6	25	109.3	+4.6 ●	105.4	+4.6 ●	109.6	+5.3 ●	111.0	+6.3 ●	96% ●
Not FSM6	34	112.2	+4.7 ●	105.5	+2.3	112.3	+5.4 ●	113.7	+5.7 ●	96% ●
EHCP	1		-14.6 ●		-9.9 ●		-17.7 ●		-11.5 ●	94% ●
Support	3	114.0	+4.3 ●	103.0	-0.6	110.0	+3.1 ●	114.0	+3.8 ●	96% ●
Not SEND	55	110.8	+5.0 ●	105.6	+3.7 ●	111.2	+6.0 ●	112.5	+6.4 ●	96% ●
Autumn	12	112.4	+6.1 ●	104.8	+2.3	110.1	+5.0 ●	113.5	+7.1 ●	97% ●
Spring	19	112.2	+3.2 ●	107.6	+2.9	113.1	+4.4 ●	115.5	+6.0 ●	96% ●
Summer	28	109.5	+4.9 ●	104.4	+3.9 ●	110.3	+6.3 ●	110.2	+5.4 ●	95% ●

Analysis

Females outperformed boys

FSMG made higher value added progress than non FSMG - by the time they leave school

FSMG are on par with the non FSMG

Areas to develop:

One child with the EHCP (Atif) was Autistic - made significant progress since joining the school in year 6.

	2023 cohort/ entries	Performance in 2023	2023 value	2023 nat value	1 year	4 year
Phonics Y1 expected standard %	60	Sig above national and 92nd percentile	93	79	—	—
Reading KS1 expected standard %	59	Sig above national and 86th percentile	81	68	—	—
Reading KS2 progress	56	Sig above national and 98th percentile	4.8	0.0	—	—
Writing KS2 progress	56	Sig above national and 95th percentile	3.5	0.0	—	—
Mathematics KS2 progress	56	Sig above national and 99th percentile	5.6	0.0	—	—
RWM KS2 expected standard %	59	Sig above national and 98th percentile	88	59	—	—
Reading KS2 expected standard %	59	Sig above national and 93rd percentile	92	73	—	—
Writing KS2 expected standard %	59	Sig above national and 94th percentile	90	71	—	—
Mathematics KS2 expected standard %	59	Sig above national and 92nd percentile	92	73	—	—

Reading KS2 high standard %	59	Sig above national and 96th percentile	54	29	—	↑
Writing KS2 greater depth %	59	Sig above national and 90th percentile	27	13	—	—
Mathematics KS2 high standard %	59	Sig above national and 99th percentile	59	24	—	—
EGPS KS2 expected standard %	59	Sig above national and 93rd percentile	92	72	—	—
EGPS KS2 high standard %	59	Sig above national and 98th percentile	61	30	—	—

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<p>All teachers receive support with teaching and learning</p> <p>Lesson study</p> <p>Instructional coaching</p> <p>Implementation of Maths No Problem</p> <p>RWI / Just Imagine</p> <p>Involvement of outside companies e.g. History off the page, French lessons</p> <p>Parent/carers workshop</p> <p>Quality SEND provision</p> <p>Assemblies promote Diversity/ British Values</p> <p>Targeted CPD for individual members of staff</p>
Admissions and Transfer:	<p>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</p> <p>Transitions days</p> <p>Handover meetings take place between teachers</p> <p>Programme for mid-phase admissions</p>
Participation :	<p>Breakfast club (vulnerable pupils targeted)</p> <p>After School clubs</p> <p>Rainbow week/black history month/cultural week</p> <p>Places of worship visits for all year groups</p> <p>Residential visits – Fairplay House/ camping</p> <p>Olympic/Paralympic activities (TOPS Festival)</p> <p>Educational visits undertaken - all children attend</p> <p>All children are encouraged to adopt healthy & active lifestyles, barriers to attending PE are identified and addressed to ensure full participation</p> <p>School council</p> <p>School Fete (summer)</p> <p>Music/ performing arts</p> <p>School assemblies and Christmas performances</p> <p>Parent/carers volunteers</p>

Student progress:	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 POLICY SEN Health Check	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 Cooking Turn taking Horse riding swimming Use of core boards/visuals Box Clever/attention autism Sensory stories Sensory circuit

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 Plans)

Examples	Steps the School has Taken
Social and Emotional Wellbeing:	Weekly singing assembly in each key stage Choir After School Clubs Jigsaw - PSHE programme embedded in the curriculum Philosophy for children School counsellor Head Start A range of visitors representing different sectors within the local community Gardening club, extended play, snacks at playtime
Student Voice:	Philosophy for Children A focus on oracy in lessons School council discuss issues raised by pupils

	<p>Subject interviews</p> <p>Pupil questionnaires</p> <p>Peer assessment</p> <p>Voting – head girl/boy</p> <p>Peer mediators, Y6 monitors, Y5 Play leaders, Y4 Sports equipment leaders, Class ambassadors, energy monitors, Table leaders</p> <p>Continue to interview and seek out the voice and needs of our SEND lowest 20% children</p>
Positive Imagery:	<p>Cultural diversity displays</p> <p>Positive and inspirational resources</p>
Community Links:	<p>Football league</p> <p>Mini Olympics</p> <p>Signposting</p> <p>Partnerships with other schools</p> <p>Sporting events</p>
Cultural ideas, Religion and Belief	<p>Assemblies</p> <p>Cultural Diversity Weeks</p> <p>Modern Foreign Languages (MFL)</p> <p>Music provision</p> <p>Programme of visits to places of worship</p> <p>'Faith in Schools' links with the local church</p> <p>Festivals and celebrations</p> <p>Charities e.g. Red Nose Day, Sport Relief</p> <p>RE Consultant support</p> <p>Places of Worship Week</p>
Removing Barriers and making Reasonable Adjustments:	<p>Awareness , understanding and providing for the needs of Vulnerable Children</p> <p>Hygiene room available</p> <p>Medical care plans</p> <p>List of children & risk assessments where this might be a barrier for children that have allergies</p> <p>Individual & group Interventions e.g. LEGS, ACI, Box clever, ELS,ECAT,1:1 RWI</p> <p>Implementation of teaching & learning strategies to ensure scaffolds are in place so that all children make good progress</p> <p>Safe guarding training throughout the year for all staff</p> <p>Robust Child Protection procedures</p> <p>Parent/carers Workshops</p> <p>Offering extended days and holiday school for our most vulnerable pupils.</p>
Links with wider communities	<p>Employee base and volunteers (Initial Teacher Training)</p> <p>Fundraising e.g. Children in Need, Comic Relief, Mac Millan</p> <p>Citizenship Week with local agencies and schools (linked to aspirations)</p>

Partnerships with Parents/carers:	Parent/carer workshops School ping Summer fete Coffee morning Regularly reviewed website with key information & news for parents Performances to parents/carers Assemblies Parent governors SEN Forum
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Analysis

Areas to develop:

parent workshops
communication with parents

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

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

Exclusions ?

This is data for the 2020/21 academic year.

 [Download to print or save](#)

Breakdown	Exclusions											
	Permanent exclusions			Suspensions			Pupils with 1 or more suspensions			Pupils with 2 or more suspensions		
	No of Permanent Exclusions	School %	National % ?	No of Suspensions	School %	National % ?	No. of pupils	School %	National % ?	No. of pupils	School %	National % ?
All pupils	0	0.00	0.01	0	0.00	0.99	0	0.00	0.52	0	0.00	0.21
Male ?	0	0.00	0.01	0	0.00	1.69	0	0.00	0.88	0	0.00	0.35
Female ?	0	0.00	0.00	0	0.00	0.27	0	0.00	0.15	0	0.00	0.05
Ever 6 FSM ?	0	0.00	0.02	0	0.00	2.46	0	0.00	1.27	0	0.00	0.53
Non-Ever 6 FSM ?	0	0.00	0.00	0	0.00	0.57	0	0.00	0.31	0	0.00	0.12
SEN EHCP ?	0	0.00	0.08	0	0.00	10.97	0	0.00	5.15	0	0.00	2.73
SEN support ?	0	0.00	0.04	0	0.00	4.37	0	0.00	2.20	0	0.00	0.95
No SEN ?	0	0.00	0.00	0	0.00	0.25	0	0.00	0.17	0	0.00	0.04
English first language ?	0	0.00	0.01	0	0.00	1.15	0	0.00	0.60	0	0.00	0.24
English additional language ?	0	0.00	0.00	0	0.00	0.38	0	0.00	0.25	0	0.00	0.06

Examples

Steps the School has Taken

Exclusions Data	<p>Suspensions & permanent exclusions</p> <p>Whole school</p> <ul style="list-style-type: none"> For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data. For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2020/21, therefore no conclusions can be drawn from this data. Across the whole school, there were no suspensions in 2020/21. There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.
Victimisation and Discrimination	<p>All forms of bullying are dealt with appropriately and reported to governors/ trustees at every meeting.</p> <p>PHSCE curriculum and assemblies are used to teach morals</p>
Monitoring of incidents	<p>All incidents are reported to trustees and dealt with appropriately.</p>
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

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

(Ref: teachers' planning, school prospectus, Self Evaluation Form, School Improvement Plan)

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"> Meets weekly & raises money for charities Promotes key community events throughout the academic year e.g. Remembrance Sunday
Pupil voice:	<ul style="list-style-type: none"> Questionnaires School council – each class has a lead and deputy representative who attend school council meetings Ambassadors Middle leader- pupil voice interviews to review & inform impact of curriculum development <p><u>Pupils</u></p> <ul style="list-style-type: none"> 191 surveys returned: Y2 - Y6 82.2% attend an additional club before or after school 96.9% reported they were happy at school 98% reported that they found their lessons interesting 98.9% reported that they are getting a good education 99% reported their teacher had high expectations of them. 97.4% reported they felt safe at school

	<ul style="list-style-type: none"> • 96.3% felt safe in their community <p>WWW</p> <ul style="list-style-type: none"> • Helping me with my education and pushing me to my best standards • Good education and long break times • Sorting problems • I think compared to other schools this school is quite decent in the education section • We are a rights respecting school • Fun trips • You look after us <p>EBI</p> <ul style="list-style-type: none"> • The food and the lunches • More clubs like drama and bike clubs • Make art lessons longer
Parents/Carers/Guardians:	<p><u>Parents</u></p> <ul style="list-style-type: none"> • 63 surveys returned • 95.3% said that their child is happy at school • 100% said that their child feels safe at this school • 96.8% said that they would recommend the school to another parent <p>WWW</p> <ul style="list-style-type: none"> • Discipline and teachers • Teachers and assistants are spectacular. Their commitment to helping my child learn and grow never ceases to amaze me. • High expectations • Strong leadership • Engaging curriculum and plenty of opportunities • They are committed to kids learning providing a wide range of activities during classes. It has a really good playground space if you compare with majority of schools in London. <p>EBI</p> <ul style="list-style-type: none"> • There should be an App where parents are shared details about their kids • More interaction with parents • Sending more homework • Regular updates for parents about what children are being taught • More after school club places

	<ul style="list-style-type: none"> • Better communication - sometimes notified about trips too late.
Staff:	<p><u>staff</u></p> <ul style="list-style-type: none"> • 38 surveys returned • 100% reported that day to day management of the school was good or better • 100% leadership/ CPD training • 100% feel children make good progress • 100% feel that expectations of behaviour are high • 97.4% feel that there is a good team ethos • 97.4% feel that their voice is heard and their contributions are valued <p>WWW</p> <ul style="list-style-type: none"> • Putting the children first • Teaching and learning, behaviour management and working together as a team • Always looking to improve • Our standard of education and how we strive to cater for everyone is strong • Professional development <p>EBI</p> <ul style="list-style-type: none"> • First aiders need to make the phone calls home • Cover when absent or on training and clearer expectations of marking books and lessons being completely finished to a certain standard. this is not always consistent. • Phones in the classroom can be disruptive • Finding time/cover to fulfil other roles like subject leadership • More first aiders • More adults available in the afternoon in KS1 to support interventions • There are sometimes too many visitors which puts pressure on staff • Bulletin needs out-of-date slides removing
Local community:	<p>Partnership with other schools Partnership with Hallsville T4W training school</p>
Governors:	Updated Headteacher's Report
Satisfaction with our service:	<p>Very few complaints Clear Complaints Procedure</p>

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