ASH HILL
PRIMARY SCHOOL

Equalities Objectives Progress Review 2017-2018

1) **To ensure learning opportunities for spiritual, moral, social and cultural development threads through all appropriate curricular opportunities. Paying particular reference to issues of equality and diversity and celebration of the diversity of our own school community.**

A key strength of our school is the focus on pupils' moral, social and cultural development:

- Values lessons delivered across the school by the Assistant Headteachers during teachers' PPA time are a significant strength and have been key in developing pupils' positive attitudes towards learning and school life. Within these lessons, key and current areas such as gender equality and digital literacy are also taught along with the six school values. As well as discrete lessons, values continue to permeate all aspects of the curriculum and daily school life.
- Staff model the school values consistently and pupils are given frequent and meaningful opportunities to practice them, such as through attendance at sports competitions and opportunities to become responsible members of the community (e.g. learning champions, school council). Reflection and discussion around our own and others' values has become a common shared approach across the school.
- Children are awarded green tokens for demonstrating the school values. Token analysis demonstrates that the numbers of these tokens awarded is increasing term on term while numbers of visits to 'Ready to Learn' or 'Ready to Play' are reducing.
- Assemblies have been used as a driving force in promoting our values through shared learning and discussion as well as certificates and praise for those who have demonstrated the value of the half term. Other themes within assemblies have included 'Community Cohesion', 'British Values' and 'Child Mental Health Awareness'.
- Values lessons and MESSC afternoons, which are an opportunity to dedicate time to over-coming whole school targets based on pupils' needs, are highly effective in developing pupils' emotional intelligence and their social, spiritual and cultural understanding. This term, MESSC afternoons have enabled pupils to deepen their metacognitive understanding, as aligned with our school vision and values. These workshops have also taught pupils effectively about the different types of bullying, and what to do if they see it happening. Pupils also have a strong knowledge of how to keep themselves safe online. This was noted by Ofsted in their most recent inspection.
- Ash Hill is a multicultural community, which is celebrated by the whole school. Pupils are accepting of each other's' differences and are supportive and caring as a result of the work that the school has done to promote emotional intelligence.

2) **For our pupils to develop as critical thinkers; enhancing their understanding of British Values and ensuring that all pupils have the skills and positive mindset to become knowledgeable and understanding citizens of modern Britain.**

- The school is committed to its vision; growing minds for learning, crafting skills for life. A focus on growth mindset and metacognition ensures children are well equipped to become life-long learners. The culture of learning ensures that the whole school community, including staff and parents, continue to reflect, learn and improve.
- Values lessons and assemblies also place a strong emphasis on understanding and developing British Values and community cohesion ensuring that pupils become equipped to live successfully in the rapidly evolving culture of modern Britain.
- The Assistant Headteachers have taught two discrete Digital Literacy lessons each term across years 1-6 and MESSC afternoons have included E-Safety. As a result, pupils' critical thinking skills and digital awareness have significantly developed ensuring that pupils are able to stay safe online and become responsible citizens. Our most recent Ofsted inspection highlighted this as an area of strength. Our school entrance display showcases learning around this area from pupils across the school, highlighting to all members of the school community its importance from the moment they enter school. The number of Ready to Learn visits involving online incidents has also reduced this year.

3) **To continue to monitor and analyse pupil progress by race, gender and disability, acting upon any trends or patterns in this data that require additional support for pupils and ensuring that both equity and equality of opportunity are paramount throughout their education.**

- A summative judgement of pupil attainment and performance is measured and reported on at four points across the academic year. This includes close scrutiny and comparison of all pupil groups. This intelligence is then used to ensure teaching and learning and intensive support are focused on any areas of concern.
- As well as analysis of pupil groups, each child's attainment and performance across the academic year as well as their prior attainment is closely monitored. Monitoring grids have been developed to effectively focus attention on pupils for whom we have any concerns in order to swiftly address their specific needs. Ongoing monitoring of this has also been developed. Across the year, the number of children on monitoring grids has reduced in all classes.
- The attainment of disadvantaged pupils has significantly improved over the last two academic years. In 2017, the school was also above Buckinghamshire averages in all areas.
- In school data demonstrates that any gaps in attainment and performance across the different pupil groups are cohort specific rather than school wide. Gaps in pupil groups are highlighted on pupil monitoring grids to ensure teachers prioritise support where most needed.
- Ash Hill recognises that pupil attendance has a direct impact on overall pupil performance and outcomes. This academic year, we have refined our attendance monitoring systems further, including a three weekly review circulated to staff, mentoring of persistent absentees, a distributed responsibility across the whole staff team with

clear timescales, further incentives for high attendance and the promotion of good attendance across daily school life. As a result, attendance has increased from 95.4% (2016-2017) to 95.9% (July 2018) and attendance of 15/15 pupils on personal support plans has improved.

4) **To review and continually seek to build upon levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.**

- This academic year, we have continued to invite all groups of parents in to school for a range of different celebrations and occasions including: coffee mornings, Early Years 'Stay and Play' mornings, class assemblies and Sports Day.
- A highlight of this academic year was the Community Food Exhibition in the summer term where we had more parents than ever attending the event. There was also parent representation from all groups. Many staff commented that the level of engagement and interaction between pupils and parents were excellent during the event. Many parents also gave very positive feedback.
- The leadership of EYFS is highly effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers right from the start of the children's school lives. As a result, parents' attendance at events such as 'Stay and Play' sessions and learning workshops has improved dramatically, enabling parents to more ably support their child with learning. This success will support with securing a high level of pupil and parental engagement as the children move up through the school.
- Wherever possible, we provide parents with an opportunity to give feedback and engage with whole school priorities e.g. a feedback form was included on our letter outlining our expectations for reading. Evaluation and feedback forms are given at each parent information workshop.
- All pupils have access to a range of extra-curricular afterschool clubs which are highly attended by all groups of pupils. Pupils also have access to a breakfast club for which there is no charge for our disadvantaged pupils ensuring that children from all financial backgrounds are able to attend.
- Pupils and parents also have the opportunity to provide feedback regarding our extra-curricular opportunities to ensure that we provide clubs for a vast range of interests. For example, at the end of last academic year, we received feedback that many clubs were centered around sport. Clubs this academic year have included computer coding, chess, gardening, craft and singing. Clubs are reviewed each half term to ensure that a good range are provided across each academic year.

<u>Annual update on the Public Sector Equality Duty</u>

The school takes various steps to comply with each of the three limbs of the Public Sector Equality Duty:

- An Accessibility Plan is published on our school website (http://www.ashhill.org.uk/docs/New_Policies/Ash_Hill_Accessibility_Plan.pdf)

- Our Inclusion Leader continues to foster an atmosphere of inclusion for all by making sure all children are in receipt of the right support and monitoring this closely. We also have a member of the governing body assigned to equalities.
- Under the school's Behaviour Policy, the school keeps records in respect of any "prejudice-related incident". A prejudice related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of disability, religion/belief, gender identity, race, sex or sexual orientation.
- Our equalities policy and information is shared and discussed during staff induction.