

Public Sector Equality Duty at Vicarage Primary School

(Reviewed November 2015)

Welcome to Equalities at Vicarage Primary School. You will find information here about how our school ensures and 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:

- 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
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

Specific Duties

You will find here information about our school community.

Section 1.

Who Comes to Our School?

BACKGROUND

- 1.1 Vicarage Primary School is committed to providing an education and environment, which offers equality of opportunity and is based on respect for all. We are firmly committed to equality and diversity and see it as our duty to promote equality of opportunity and good relations between all.
- 1.2 We do not discriminate against children seeking admission nor do we treat pupils differently on grounds of their sex, race, disability, religion or belief.
- 1.3 We do not discriminate in the employment or treatment of staff on grounds of gender, pregnancy/ maternity, transsexual status, race, disability, sexual orientation, religion or age.

AIMS & OBJECTIVES

- 1.4 **Our aim is:** To prepare all pupils to live in a multi-cultural and multi-ethnic society in which all are equal as modelled by the Vicarage Primary School ethos, practices and policies.
- 1.5 **Our objectives are:**
 1. To ensure that the school is a place where everyone feels welcomed and valued and that an inclusive ethos is established and maintained (**Fostering Good Relations Between People**)
 2. To ensure that all pupils are encouraged and given opportunities to achieve their full potential (**Advancing Equality of Opportunity Between People**)
 3. To ensure that all pupils are prepared for life in a diverse and multi-ethnic society where all are valued and have equal rights and responsibilities (**Eliminating Unlawful Discrimination, Harassment and Victimisation**)

SCHOOL POPULATION

- 1.6 This is our school population (data from RAISEonline 2015).

Number of pupils on roll	875
% of pupils with SEN Statement or on School Action Plus	13.5%
% of pupils with English not as their first language	49.7%
% of pupils eligible for free school meals	36.8%

- 1.7 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.

	RAISEonline 2015	Vicarage School	National Data
		%	%
Gender	Girls	47.9	49
	Boys	52.1	51
Ethnicity	White British	4.6	70.4
	Other White and European	11.5	5.1
	Gypsy Roma/ Irish Traveller/ Other	0	0.3
	Mixed Heritage	5.4	1.8
	Black - Caribbean Heritage	3.2	1.3
	Black- African Heritage	14.9	3.5
	Black - Other	6.8	0.7
	Asian - Indian	3.8	2.7
	Asian - Pakistani	14.2	4.1
	Asian - Bangladeshi	24.2	1.7
	Asian - Any Other Asian Background	4.5	1.7
	Chinese	0.3	0.4
	Any other minority ethnic group	5.3	1.6
Special Educational Need	No Special Educational Needs	86.5	
	School Action	13.5	
	School Action Plus / Statements		
	Main SEN	Pupils	
Profile of SEN Need	Autistic Spectrum Disorder (ASD)	11	The data on the primary needs of pupils with SEN met by SA+ or a statement are obtained from the school census.
	Behaviour, Emotional & Social Difficulties (BESD)	0	
	Hearing Impairment (HI)	1	
	Moderate Learning Difficulty(MLD)	2	
	Visual Impairment (VI)	1	
	Multisensory Impairment (MSI)	0	
	Physical impairment (PI)	6	
	Profound & Multiple Learning Difficulty (PMLD)	0	
	Speech Language & Communication Needs (SLCN)	7	
	Specific Learning Difficulty (SpLD)	4	
	Severe Learning Difficulty (SLD)	1	
Other Difficulty/Disability	1		
Percentage of school roll			13.5%

1.8 Analysis/comments of the school population:

- There are a higher number of boys to girls in the school, in line with National data. However, numbers in classes are not always comparative even though school admissions aim to achieve gender balance
- Currently, our largest ethnic group is Asian Bangladeshi, followed by Pakistani, Black African & Other White. These four groups account for 62.0% of the total school population, compared to National figure of 14.4% for the same ethnic groups.
- The % of children with SEND is slightly above the National statistics i.e 13.5% compared to national 13%. We do not have any Statemented pupils as Newham does not use Statementing in the same way as other local authorities; needs are addressed through other means, such as Higher Funding process for children at School Action Plus with high level of need. EHCP will be introduced as appropriate
- The four main areas of SEND for our pupils are Physical Disability, Specific Learning Difficulties, Speech Language & Communication Needs and Autistic Spectrum Disorder (ASD)

1.9 Attendance

2014-15*	School	National
	%	%
Overall Absence	4.6%	4.8%
Persistent Absence	2.3%	3.6%

*2015 data not available yet

Analysis/comments:

- The school attendance target is set each year at 97% in line with LA expectation. Strategies are in place in order to help us meet this. We have a percentage of our families who take extended leave abroad during the school year; these are recorded as unauthorised which affects our absence figures. A full-time Attendance Officer is employed to manage absence. A part-time Family Support Worker is also employed to support families.

What we do to address absences:

- Attendance for all children is monitored on a daily basis. Parents are informed by a text message that their child is absent if a reason has not been provided for that absence. If a child's attendance falls below an acceptable level a letter is sent to the parent/carer to highlight the school's concern and notifying them that medical evidence will be required for future absences. The class teacher and Attendance Officer lead work with the family supported by the Family Support Worker to improve the child's attendance. If the matter is not resolved the parents are invited to meet with a member of the school Leadership Group. Official warning letters and penalty notice may be issued if no improvement is made. Referrals to external agencies, such as the Attendance Management Service, school nurse may be made in order to support the family. For pupils who are absent long term due to ill health, Newham has a Home Tuition Service. A reward system is in

place for pupils with good attendance. The School has an Attendance Policy which is reviewed and updated regularly.

Section 2.

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

- 2.1 According to the school's Ofsted Report (2010) "Vicarage is a good and improving school where pupils are eager learners" and the Ofsted Report (2014) "Vicarage School is a good school with outstanding features".
- 2.2 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.
- 2.2 We aim to promote achievement and attainment so that all our pupils achieve their very best. We analyse our pupils' attainment to ensure that all pupils have equal access to the education we offer and have the same opportunities to achieve their potential.
- 2.3 **National Curriculum Results**
At the end of key-stage 2 all pupils in Year 6 are assessed by means of SATS (Standard Assessment Tests) in Reading, Grammar, Punctuation, Spelling and Maths. It is expected that year 6 pupils of average ability will achieve level 4. The 2015 SATS results are:

KS2 Results-July 2015

% of pupils reaching L4, L5+	2015		
	L4+	L5+	L6+
Reading	84%	39%	
Writing	84%	12%	
EGPS	83%	61%	2%
Maths	87%	47%	7%
Combined reading, writing & maths	78%		

- 2.4 Despite the majority of our pupils starting school well **below** age appropriate national expectations the majority of pupils **reach** age appropriate national expectations by the end of key-stage 2 and groups of pupils **surpass** national expectations due to the education they receive at Vicarage
- 2.5 Maths attainment is generally higher than Literacy. Data from in school tracking systems indicate that over the past three years there has been an increase in the number of children working at age expected levels in Reading across the whole school. There has also been an upward trend in writing, even though we are significantly below national average. Attainment at Key Stage 2 is good overall

and outstanding in certain areas; our pupils leave primary school well prepared for the challenges of secondary school. The achievement and progress of all pupils at Vicarage is **good**.

2.6 Key-Stage 1 attainment remains significantly below national averages due to the majority of our children starting / entering school below national expectations with little or no English; however due to a focused teaching programme that concentrates on the basic skills of Reading through RML, writing and numeracy the children start to acquire basic skills that are developed through the rest of the curriculum.

2.7 Our 2015 RaiseonLine shows that at Key-Stage 1:

- 95% of our Year 1 children passed the 2015 phonics test, 77% Nationally, achieved because of supportive small group teaching and outstanding RWI Leadership.
- In KS1 girls outperform boys in reading, writing and maths.
- FSM pupils attain higher than national in all subjects.
- The attainment of all groups of pupils is carefully monitored and tracked.

2.8 Attainment at Vicarage is good because:

- Pupils are tracked termly and their performance is reviewed in pupil progress meetings, where teachers and senior leaders discuss strategies to raise individual or group attainment or progress.
- Action plans are drawn up following pupil progress meetings in order to address learning needs and to provide additional support through:
 - 1-to-1: RML(phonetics teaching), maths, writing, reading, spelling, handwriting, dyslexia
 - Booster: Lexia, non-negotiables catch-up
 - Before / after school booster & curriculum clubs
- Mid-phase admissions are assessed on entry and interventions put into place to enable them to learn and make progress: e.g. RML, Kick-start, Lexia, ECAC, Dynamo Maths
- QCA end of year assessment data is analysed to reveal areas of weaknesses and to identify whole school termly targets in Maths.
- Targets are set to challenge children at end of key-stages, end of year, and through individual pupils' literacy targets.
- Quality next steps marking ensures pupils are aware of areas requiring improvement, children use lesson success criteria when self assessing and peer marking.
- A vast range of SEN interventions are in place to reduce the gap in attainment & raise achievement
- Home School Partnership
 - We work in partnership with our parents so that home and school support and encourage each child to achieve his / her very best.
 - We hold curriculum sessions for parents
 - We share end of year expectations with parents
 - We provide a home-study support guide
 - We send home home-learning ideas in our newsletters

- We act quickly to address behaviour concerns that may affect learning.
- Values/ aims of school are shared with parents at every opportunity.
- **Setting/Streaming arrangements**
 - RML from reception
 - Maths from year 3
 - Literacy in years 5 & 6

The school's Ofsted Report (2014) stated:

'Achievement is good because, from their starting points, most pupils make at least good progress in speaking, reading, writing and mathematics, and some make outstanding progress. From their different starting points, the proportions of pupils exceeding expected progress in mathematics are high compared with national figures. In reading and writing the proportions exceeding expected progress are low compared with national figures but are rapidly improving.'

'Disabled pupils and those with special educational needs are supported extremely well. As a result, they make outstanding progress in all areas of their learning from their starting points'

'Disabled pupils & those who have special educational needs achieve exceptionally well because of their positive experiences in the classroom and with outdoor learning opportunities'

Inclusion Quality Mark Report (July 2015) stated:

"As a result of high quality teaching and stimulating activities, SEND children make outstanding progress. This is due to the philosophy as quoted by Michael, "Find the key that will unlock the door for learning". The school seeks to find these keys in order for pupils to succeed, whatever it takes."

2.9 Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<ul style="list-style-type: none"> • SEND Information report (2015) • Centre of Excellence / Inclusion Quality Mark (2015) • Team Teaching with EAL & SEN • Outside inset providers and schools • Multi-Cultural diversity week • Water / Recycling Weeks • 1:1 support, differentiation, mentor & nurture groups, SEND specialist groups • Sex, puberty & Relationship Education
Admissions and Transfer:	<ul style="list-style-type: none"> • Home visits prior to admission for Nursery and Reception pupils • Pre-Nursery admissions-parents encouraged to attend parent & Toddler groups in area • Attendance Officer has meetings with parents/carers of all admissions

	<ul style="list-style-type: none"> • Nursery children from feeder Nurseries regularly visit the main school • Programme for mid-phase admissions • Tracking mid-phase pupils • Y6 children visit their local secondary school • Nursery & Yr 6 children with high level of SEND – additional visits and transition programme • SEND Manager meetings with Nursery & Secondary counterparts to transfer information
Participation :	<ul style="list-style-type: none"> • Breakfast club (vulnerable pupils targeted) • After-school clubs, visits • Residential visits – Fairplay House • Minibus / Taxi Service to aid accessibility for SEN pupils on visits • Asthma pumps / medication taken on visits • Regular class visits undertaken (all children expected to attend) • Swimming in Yr 4 • Weekly opportunities for swimming, horse riding, soft play & music interaction for high level SEN pupils • Regular Parent Support Workshops (eg SEND) • World Book Day • Parent volunteers • School Council • School’s Medical Conditions Policy
Student progress:	<ul style="list-style-type: none"> • Annual School Reports • Parents’ Evenings • Staff translating for parents • Pupil Progress Meetings • Booster classes • Staff training for SEND & Medical condition issues
Flexible curriculum arrangements	<ul style="list-style-type: none"> • Individualised curriculum plans for pupils with SEN / Behavioural / Emotional needs • Speech & language groups • Specific learning difficulties (dyslexia) groups • Specialist sessions to address processing, attention & memory issues through the Listening Programme & Turnabout programme • RML groups • Dynamo Maths for Dyscalculia • Use of multi-sensory sessions (eg sensory motor integration sessions) • Access to Social Communication & Sensory Maths Sessions • Access to a Learning Mentor on a daily / weekly basis and to social skills & emotional

	<p>skill sessions</p> <ul style="list-style-type: none"> • Special projects • Use of Sensory Room & Soft Play Room
--	--

2.91 Analysis/comments on Promoting Opportunities for Our School Community:

<p>3 areas school has developed this year:</p> <ul style="list-style-type: none"> • Developing the SEND Team to include a Learning Support Teacher, SEN Maths teacher, Speech Therapist & a Higher Level Teaching Assistant • Increasing the support to pupils with behavioural and emotional needs by developing the use of 3 Learning Mentors across the school • Developing a curriculum for high level SEN pupils with autism and those with physical / medical needs
<p>3 areas we would like to improve next year:</p> <ul style="list-style-type: none"> • Assessment of all Key Stage 1 pupils for visual dyslexia & implementing appropriate resources to support these learning • Support to pupils with dyscalculia and numeracy difficulties • Attainment of SEND Support pupils in Key Stage 1 & 2

Section 3.

Foster good relations between those who share a protected characteristic and those who do not

- 3.1 “Vicarage is an inclusive school and actively promotes equality of opportunity” (School Ofsted Report, 2010)
 “The strong promotion of pupils’ spiritual, moral, social and cultural development contributes to the appreciation of diversity and tolerance within the school and among the local community” (School Ofsted Report, 2014)
 “Parents work closely with the school and regularly take part in workshops and contribute their views. They are happy with pupils’ behaviour and the rate of progress their children make” (School Ofsted Report 2014)

Inclusion Quality Mark Report(July 2015) stated:

“This is a school that really knows its key people – their pupils and their families- extremely well. A school, which recognises that everyone has a story waiting to be told. The dedicated and enthusiastic staff at Vicarage, make the time to discover these stories. Personalisation is the key!”

“Children at Vicarage make very good progress emotionally, socially and academically – their happiness, enjoyment and participation is paramount. This is really apparent as you move around the school and are welcomed at every opportunity. Staff are proud to be part of the Vicarage story and are committed to shared ownership for all pupils including those with SEND”.

- 3.2 Vicarage School is a much larger than average school located in an area of significant social deprivation. Our pupils come from a wide range of ethnic backgrounds; the largest groups being:
- Bangladeshi- 24%
 - Pakistani -15%
 - Other Black African-9%
 - Whiter Eastern European-9%
 - Blacx Somali-5%
- 3.3 The pupils' attainment on entry is below national expectations as shown in our on-entry assessments, some of our pupils start Nursery / Reception, KS1 and /or KS2 without having previously attended any learning or social setting. 49.7% of pupils speak English as an additional language.
- 3.4 The percentage of pupils entitled to free school meal is 36.8% and is much higher than the national average of 26%.
- 3.5 All these factors contribute to a high level of deprivation 0.49% (national 0.24%) which adversely affects the children's attainment on entry to school. Furthermore these factors depict the challenge that we face at Vicarage in our expectation that all the children will achieve the very best that they can and that we can enable them to.
- 3.6 Despite the large majority of children starting school below national average the large majority of pupils leave the school at national average so making good / outstanding progress whilst at Vicarage.
- 3.7 The percentage of pupils with SEND (including statements) is 9.5%: the largest SEND groups of pupils within the school is Speech & Language Communication Needs (SLCN), Moderate Learning Difficulties (MLD) and Autistic Spectrum Disorder (ASD)
- 3.8 The school Ofsted Report (2010) stated "Pupils are well supported and cared for. Pupils say they are happy and feel safe".
The school Ofsted Report (2014) stated "Pupils' experience of school is very rich and inspiring because of the wide range of subjects pupils study. As a result, they have a deep understanding of the world they live in".

Inclusion Quality Mark Report (July 2015) stated:

"Parents comments show that Vicarage goes the extra mile. Organising this is no mean feat to achieve, however it runs like a well-oiled machine! Inclusion is seamless at Vicarage.

	Steps the school has taken
Social & Emotional Wellbeing:	<ul style="list-style-type: none"> • Weekly assemblies for each year group • Choir • After-School Clubs • Lunch Time Clubs • Peer mediators • Use of 3 Learning Mentors across all phases • Social & Emotional Aspects of Learning (SEAL) embedded in the curriculum • Provision of daily / weekly mentoring sessions, social skills groups and sessions to support pupils with self-esteem & anger management • Breakfast Club • Nurture groups • Art & Music Special Projects • Use of the Sensory Room & Soft Play Room • Community focus activities for SEN pupils • School Council Drop Boxes
Student Voice:	<ul style="list-style-type: none"> • School Council • Pupil questionnaires • Every Child a Musician (ECAM) – children evaluate (60 questions) and attitude to life in general Yr 5 & Yr 6 • Introduction of lunch / play time buddies • Introduction of the Triple V (Vicarage Vital Volunteers) in Key Stage 1 & Foundation at lunch time
Positive Imagery:	<ul style="list-style-type: none"> • Cultural diversity displays • Celebrating Success for SEN pupils displays • Posters • Displays highlighting high expectations • Rewarding good work and attitude
Community Links	<ul style="list-style-type: none"> • Football league • Links with Oliver Thomas, Nelson & Langdon Schools • Links with the Well Community Centre & Oliver Thomas Nursery & Children’s Centre. • Parent Partnership Network – Parent support group • Links with Richard House Hospice, Muscular Dystrophy Support Group & Guide Dogs Association • Summer School • Breakfast Club • Community use of sports hall
Cultural ideas, Religion & Belief	<ul style="list-style-type: none"> • Assemblies • Choir • Outside speakers • Music lessons • Programme of visits to places of worship • ‘Faith in Schools’

Removing Barriers & making reasonable adjustments:	<ul style="list-style-type: none"> • ECAM – 100% take up • Awareness & understanding of the needs of Looked After Children (LAC) • Use of Sensory Room & Soft Play Room • Hygiene room available • Lift available • 4 accessible toilets • 2 Evac Chairs in Upper Key Stage 2 building • Mobile hoists & hoist tracking to be fitted • Medical Care Plans in place – Displayed in staff room & located in class SEN folders • Individual & group interventions • Differentiation in all lessons • Signalong training (weekly) • Linked Governors (ie LAC / SEN)
Links with wider communities	<ul style="list-style-type: none"> • Choir – London Symphony Orchestra • Employee base & volunteers (Initial Teacher Training) • Fundraising (eg Children in Need, Guide Dogs, Water Aid, Comic relief) • National Quiz Club (Local, London, National event) • Debate Club • Brilliant Club
Partnership with parents	<ul style="list-style-type: none"> • Workshops • Website • Coffee mornings • Parent Support group for those with SEND children • Performances to parents • Breakfast club • Parent governors • Newsletters • Home-School Diaries • Family Support Worker in school • Support for foster parents

3.9 Analysis/comments on fostering good relations:

Areas school has developed this year:

- Provide increased specialist support within SEND team
- Establish a SEND Manager role and duties
- Develop Educational Assistant to develop their expertise in dyslexia, dyscalculia and speech & language
- For Learning Support Teacher to gain specialist qualified teaching status for ASD

Areas we would like to improve next year

- Develop status as a SCERTS Lead school
- Develop and maintain national status as a 'Centre of Excellence' School for inclusion
- SENCO to gain National SENCO status

- Senior Educational Assistant to gain qualified teacher status for dyslexia
- SEND Team to develop professional skills through research

Section 4.

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

- 4.1 Our aim is that all who come to Vicarage will find it to be a welcoming and comfortable environment where people are treated with dignity and respect.
- 4.2 We aim to be sensitive to the needs of our pupils and families and are committed to working in partnership with them and with local groups in order to further promote racial harmony.
- 4.3 We do not tolerate incidents of discrimination, harassment and victimisation and will deal with such incidents swiftly and decisively as and when they occur.
- 4.4 We review school policies and procedures annually to ensure that they are equitable to all.
- 4.5 We will draw up an annual action plan to address required actions with regard to:
- **Fostering Good Relations Between People**
 - **Advancing Equality of Opportunity Between People**
 - **Eliminating Unlawful Discrimination, Harassment and Victimisation**

(See Appendix 1)

	Steps the school has taken
Exclusion Data:	Shared with Governors & Head Teacher report <ul style="list-style-type: none"> • Behaviour policy – reviewed & adapted • Time out area in school – ‘The Space’ • Incidents of poor behaviour reviewed and addressed • Deployment of 2 Learning Mentors to reduce risk of poor behaviour & provide support to those at risk of exclusion
Victimisation and Discrimination:	<ul style="list-style-type: none"> • SEAL Curriculum and assemblies
Monitoring of incidents:	<ul style="list-style-type: none"> • Clear recording of incidents on separate recording sheets. SLT follow up • Parents informed and called into school
Anti-Bullying & Harassment:	<ul style="list-style-type: none"> • Awareness training in Assemblies • Incidents recorded
Training & awareness raising about discrimination and bullying issues:	<ul style="list-style-type: none"> • Pupil Progress Reviews • Review of Behaviour Policy • Staff training for behaviour & bullying

4.6 Analysis/comments on fostering good relations

Areas school has developed this year:

- Reviewed Behaviour Policy & Positive Holding Policy
- More workshops for parents
- Pupil tracking system tightened for learning & behaviour
- Deployment of a Family Support Worker in school on a weekly basis
- Development of Looked After Children provision
- Develop the role of the buy-in Speech & Language Therapist
- Development of Learning Mentoring provision
- Introduce the Triple V Programme (Vicarage Vital Volunteers)
- Closer working with parents whose children display negative behaviour
- Working in partnership with Triple P Parenting Programme

Areas we would like to improve next year

- Develop Circle of Friends & Peer Buddy System
- Develop Peer Mentoring
- Develop Parenting Mentoring across the school
- Development of a full-time Family Support Worker role in school

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).

5.1 The school Ofsted Report (2010) indicated that "The school is a caring and cohesive community. Relationships across the school are strong and pupils' behaviour is good. Governors know the school well".

The school Ofsted Report (2014) stated that the "Governors have a good understanding of the school's strengths. They use their expertise well to challenge and support senior leaders and to ensure pupils and staff feel safe and secure"

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

Examples	Steps the School has Taken (Case Studies)
School Council:	<ul style="list-style-type: none">• Regular meetings led by a teacher• Recent themes – Road safety, lunches, fund raising
Pupil Voice:	<ul style="list-style-type: none">• Questionnaires• Class council – each class has two representatives. The rep. attends school council meetings

	<ul style="list-style-type: none"> Concerns Drop Box
Parents/Carers /Guardians:	<ul style="list-style-type: none"> Questionnaires (Spring Term) Home-School Diary
Staff:	<ul style="list-style-type: none"> Weekly briefing meeting for each year group Weekly planning meetings for SMT /SLT Weekly Inset for teaching staff Half-termly Inset for support staff
Local community:	<ul style="list-style-type: none"> Discussion with local cluster schools in E6 Regular contact with Oliver Thomas Children's Centre & The Well Community Centre
Governors:	<ul style="list-style-type: none"> Head Teacher's Reports (3 times a year) New Equality Policy presented to Governors Link Governor meetings with school staff Regular meetings of Governor Sub-Groups
Satisfaction with our service:	<ul style="list-style-type: none"> Very few complaints Clear complaints procedure

5.3 Workforce – Staffing and Training

Vicarage Primary School has adapted the HR policies developed in Newham related to the Equality of Opportunity Policy 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	<ul style="list-style-type: none"> Depending upon finances, more staff employed from the Local Authority and area
Fostering good relations	<ul style="list-style-type: none"> Opportunity for training is open to all staff, regardless of position
Prohibiting discrimination	<ul style="list-style-type: none"> All staff has an equal opportunity for their own professional development.

This information was reviewed by SEND Manager & SENCO on 21st October 2015

This information was ratified by the Governors on 18th November 2015

Our school information will be reviewed in November 2016

Signed (Chair of Governors)