

VICARAGE PRIMARY SCHOOL



Public Sector Equality Duty at Vicarage Primary School

Person responsible for the policy	SEND Manager – Michael Mednick
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Signed by Chair of Governors:	Signed by Head teacher:

Public Sector Equality Duty at Vicarage Primary School

Welcome to Public Sector Equalities Duty 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 seeks to do). The Public Sector Equality Duty requires our school to publish information about Equalities.

The policy outlines the commitment of the staff and governors of Vicarage Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school; celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

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 four aims of the Public Sector Equality Duty are:

- Foster good relations between people who share a protected characteristic and those who do not
- Advance equality of opportunity 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
- Advancing British Values to ensure that all pupils are encouraged and given opportunities to contribute to society as British citizens

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**
- **Advancing British Values**

Section 1.

BACKGROUND

- 1.1 At Vicarage Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.
- 1.2 When children leave Vicarage Primary School they will have: confidence in their abilities, and a belief in themselves; nurturing environment, talking about their learning, encouraged to think more deeply, question, given opportunities to succeed, high expectation; the ability to make positive choices; communication, citizenship, working with others; an enthusiastic and engaged attitude to learning, using children's own interests, assessment for learning, talking about their learning articulating strengths and weaknesses; the ability to apply the knowledge and skills learned; real life contexts, enquiry skills, ability to investigate a problem, teamwork, communication; respect for themselves and for others; emotional well-being, multi-cultural curriculum, cultures and beliefs, sense of responsibility for their actions.
- 1.3 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.
- 1.4 We do not discriminate against children seeking admission nor do we treat pupils differently on grounds of their sex, race, disability, religion or belief.
- 1.5 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.
- 1.6 We respect the religious and cultural traditions of every Child and in doing so, celebrate our British values and the diversity reflected within our school community.

VISION, AIMS & OBJECTIVES

- 1.7 The vision of Vicarage Primary School is to be a culturally diverse and fully inclusive school that is committed to our motto of ensuring that all children can be the best that they can be.
- 1.8 Our aims are:
 - 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.
 - To prepare our children to live responsibly & peacefully
 - To teach our children to understand the rights of other people
 - To provide a happy, healthy and safe environment where all children are valued and inspired to achieve and exceed their potential
 - To develop every child's self-confidence, resilience and passion for lifelong learning

- To foster positive working relationships with parents and carers in order to enable them to actively participate in their child's learning.

1.9 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**)
4. To ensure that all pupils are encouraged and given opportunities to contribute to society as British citizens(**Advancing British Values**)

Section 2

WHO COMES TO OUR SCHOOL?

SCHOOL POPULATION

2.1 This is our school population (data from RAISEonline 2016).

Number of pupils on roll	877
% of pupils with SEND Support	15.3%
% of pupils with SEND Support National	12.1%
% of pupils with an SEN statement or EHC plan	0%
% of pupils with an SEN statement or EHC plan National	1.3%
% of pupils with English not as their first language	49.7%
% of pupils with English not as their first language National	20.1%
% of pupils eligible for free school meals	34.3%
% of pupils eligible for free school meals National	25.2%

2.2 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 2016	Vicarage School	National Data
		%	%
Gender	Girls	49.5	49
	Boys	50.5	51
Ethnicity	White British	4.2	69.3
	Other White and European	11.8	5.6
	Gypsy Roma/ Irish Traveller/ Other	0.1	0.3
	Mixed Heritage	4.4	1.9
	Black - Caribbean Heritage	2.8	1.2

	Black- African Heritage	15.3	3.7
	Black - Other	4.8	0.7
	Asian - Indian	4.2	2.8
	Asian - Pakistani	15.2	4.2
	Asian - Bangladeshi	24.5	1.7
	Asian - Any Other Asian Background	4.5	1.7
	Chinese	0.3	0.4
	Any other minority ethnic group	6.2	1.7
Special Educational Need	No Special Educational Needs	84.7	
	SEND Support	15.3	
	Statements & EHC	0	
	Main SEND	Pupils	
Profile of SEN Need	Autistic Spectrum Disorder (ASD)	14	The data on the primary needs of pupils with SEND or a statement are obtained from the school census.
	Social, Emotional & Mental Health	16	
	Hearing Impairment (HI)	0	
	Moderate Learning Difficulty(MLD)	4	
	Visual Impairment (VI)	1	
	Multisensory Impairment (MSI)	0	
	Physical impairment (PI)	7	
	Profound & Multiple Learning Difficulty (PMLD)	1	
	Speech Language & Communication Needs (SLCN)	25	
	Specific Learning Difficulty (SpLD)	3	
	Severe Learning Difficulty (SLD)	0	
Other Difficulty/Disability	63		
Percentage of school roll		15.3%	12.1%

2.3 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 Black African, Pakistani & Other White. These four groups account for 66.8% of the total school population, compared to National figure of 15.2% for the same ethnic groups.
- The % of children with SEND is slightly above the National statistics i.e 13.5% compared to national 12.1%. We do not have any Educational Health Care Plan pupils instead we have pupils with higher level funding. The process of children with higher level funding are pupils with a high level of need, known at the school as Specialist Support. EHCP will be introduced as appropriate
- The four main areas of SEND for our pupils are Social, Emotional & Mental Health, Speech Language & Communication Needs, Autistic Spectrum Disorder (ASD) & Other

2.4 Attendance

2016*	School	National
	%	%
Overall Absence	4.3%	3.9%
Persistent Absence	11.2%	8.8%

* Absence indicators are based on 2 terms of data (autumn and spring)

Analysis/comments:

- The school attendance target is set each year at 97% in line with LA expectation. Overall absence and persistent absence for the school is higher than National expectation. As a result further strategies have now been put into place in order to help us to reduce absence and increase attendance. A full-time Attendance Officer is now employed to manage absence. Attendance for SEND pupils is high and this is being monitored regularly and more diligently and through Attendance Drop-in sessions

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 Attendance Officer and class teacher leads work with the family supported by the Pastoral Lead 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 3.

OUR SCHOOL

3.1 Curriculum

At Vicarage Primary School, we aim to ensure that our:

- planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- pupils will have opportunities to explore concepts and issues relating to identity and equality
- all steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered
- all pupils have access to qualifications which recognise attainment and achievement and promote progression

3.2 Learning Environment

At Vicarage Primary School there is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- the school should place a very high priority on the provision for special educational needs, children with medical needs and children with disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- the school must provide an environment in which all pupils have equal access to all facilities and resources
- all pupils are to be encouraged to be actively involved in their own learning
- a range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

3.3 Ethos and Atmosphere

At Vicarage Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be an 'openness' of atmosphere which welcomes everyone to the school. The children are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Although physical access to the school can be difficult under some circumstances, vehicular access to a school door can be easily arranged for disabled visitors. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

3.4 Resources and Materials

The provision of good quality resources and materials within Vicarage School is a high priority. These resources should:

- reflect "the reality of an ethnically, culturally and sexual diverse society."
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities
- reflect non-stereotypical images of all groups in a global context;
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

3.5 Language

We recognise that it is important at Vicarage Primary School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians
- use first language effectively for learning.

3.6 Extra-Curricular Provision

It is the policy of Vicarage Primary School to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We understand the responsibility for making contributors to extra –curricular activities aware of the school’s commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

3.7 Personal Development and Pastoral Guidance

Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.

All pupils are encouraged to consider the full range of career opportunities to them with no discriminatory boundaries placed on them due to their disability, gender or race. All pupils/staff/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Section 4.

OUR STAFF

4.1 Staff Responsibilities

All staff are responsible for dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping; not discriminating on grounds of race, disability, or other equality issues; keeping up-to-date with equalities legislation attending training events organised by the school or Local Authority or recognised training provider

4.2 Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil’s access to a balance of male and female staff at both key

stages. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

4.3 Staff Recruitment and Professional Development

All posts are advertised formally and open to the widest pool of applicants. All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process. Access to opportunities for professional development is monitored on equality grounds. Equalities policies and practices are covered in all staff inductions. All supply staff are made aware of equalities policies and practices. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Section 5.

RESPONSIBILITY FOR THE POLICY

5.1 In our school, all members of the school community have a responsibility towards supporting the equality agenda.

5.2 We all ensure that the commitments embodied in our Public Sector Equality Duty permeate the full range of our policies and practice:

- equal opportunities
- pupils' progress attainment and assessment
- behaviour discipline and exclusion
- pupils' personal development and pastoral care
- teaching and learning
- induction
- admissions and attendance
- the curriculum
- teaching and learning
- staff recruitment and retention
- governor/staff training and professional development
- partnerships with parents/carers and communities
- visits and visitors.

5.3 The Governing Body is responsible for ensuring that:

- the school complies with all equalities legislation relevant to the school community
- the school's Equality policy is maintained and updated regularly
- that procedures and strategies related to the policy are implemented
- the named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

5.4 The Head Teacher, SLT and Senior Management are responsible for:

- along with the Governing body, providing leadership and vision in respect of equality
- overseeing the implementation of the Equality Policy
- co-ordinating the activities related to equality and evaluating impact
- ensuring that all who enter the school are aware of, and comply with, the Equality Policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

5.5 Monitoring & Review

Equality is an area given careful and ongoing monitoring within the school. Due regard is given to the promotion of all aspects of equality within the school. The Chair of the Governing Body is the Link Governor responsible for this area.

The person on the staff responsible for co-ordinating the monitoring and evaluation is SEND Manager. They will be responsible for:

- leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss equalities within the school community
- working closely with the governor responsible for this area supporting positively the evaluation activities that moderate the impact and success of the policy

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- exclusions and truancy
- incidents of racism, disability, sexist incidents and all forms of bullying
- parental involvement
- participation in extra curricular activities
- attendance.

Our monitoring activities enable us to identify any differences in pupil performances. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

5.6 The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

5.7 Impact Assessment

The Public Sector Equality Duty will be updated annually. Accompanying this duty is an Action Plan which is also updated annually

Section 6.

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

- 6.1 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".
- 6.2 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.
- 6.3 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.

6.4 Outcomes of pupils

From Sept 2016, levels are no longer used. Key stage 2 national curriculum test outcomes are instead reported as scaled scores, where 100 represents the expected standard and, for 2016, 110 represents the high standard. At key stage 2, teacher assessment is reported for writing and science. At key stage 1, teacher assessment is reported for reading, writing, mathematics and science. Key stage 1 to key stage 2 progress is calculated differently from previously and the national average is zero.

- The 2015/16 cohort entered reception with attainment lower than expected. They made good progress through the EYFS with an average of 68% reaching a good level of development
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1. The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1. There is no difference in the attainment of boys and girls.

- For KS2 pupils who have special needs, progress in all subjects was significantly above average overall and not significantly below average for any prior attainment group.
- Disadvantaged pupils make consistently good progress. They catch up in KS2 and then make similar progress nationally at KS2 in reading, writing and maths.
- Internal tracking shows a similar picture for current pupils' progress across the school. Year 2 and 6 pupils are on track to meet the FFT '20' and '5' targets respectively.
- Our highest performing groups who achieved expected standard + (read, write and maths) at the end of KS2 are Female, middle attainers, Bangladeshi and pupils who joined Vicarage before Year 5.
- Our boys achieve less than our girls and this is being targeted
- White British & Roma pupils are under-performing and this is being targeted

KS2 Results-July 2016

KS2 % Expected standard+	2014	2015	2016 (Validated)		
			Newham	National	Vicarage Primary
Reading	85%	84%	66%	66%	78%(105.1)
Writing	78%	84%	82%	73%	90% (na)
Maths	89%	87%	78%	70%	91%(108.1)
% Exp standard+ (Re, Wr, Ma)	75%	78%	59%	53%	76%
GPS	79%	83%	79%	72%	87%(108.1)
KS2 % Higher standard	2014	2015	2016 (Validated)		
			Newham	National	Vicarage Primary
Reading	33%	39%	17%	19%	19%
Writing	22%	12%	21%	14%	11%
Maths	54%	47%	24%	17%	42%
% Higher standard (Re, Wr, Ma)	15%	9%	7%	5%	6%
GPS	51%	61%	31%	22%	45%

6.5 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: RWI (phonetics teaching), maths, writing, reading, spelling, handwriting, dyslexia
 - Booster: Lexia
- 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. RWI, Kick-start, Lexia, Dynamo Maths
- Rising Stars summative assessment data is analysed to reveal areas of weaknesses and to identify whole school termly targets in maths and reading.
- 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 SEND 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
 - RWI from reception
 - Maths from year 2
 - Literacy in years 2 and above

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."

6.6 Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken
Teaching and Learning:	<ul style="list-style-type: none"> • SEND Information Report (2016) • Centre of Excellence / Inclusion Quality Mark (2015 & 2016) • Team Teaching with EAL & SEND • Outside inset providers and schools • Multi-Cultural diversity week • Water / Recycling Weeks • 1:1 support, differentiation, mentor & nurture arrangements, 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/carer of all admissions • 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 / SENCO 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 SEND 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 SEND 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

	<ul style="list-style-type: none"> • Pupil Progress Meetings • Booster classes
Flexible curriculum arrangements	<ul style="list-style-type: none"> • Individualised curriculum plans for pupils with SEND / 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 • RWI 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 skill sessions • Special projects • Use of Sensory Room & Soft Play Room

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

<p>Areas school has developed this year:</p> <ul style="list-style-type: none"> • Introducing an Emotional Difficulties Curriculum • Providing a tailored classroom area to provide nurture arrangements for those pupils with emotional difficulties • Developing a curriculum for high level SEND pupils with autism through the SCERT Framework • Successful World Book & One World Event
<p>Areas we would like to improve next year:</p> <ul style="list-style-type: none"> • Increasing attainment for boys, White British & Roma pupils across the school, especially in regard to literacy • Developing the Emotional Difficulties provision • Improving attendance for SEND pupils • Increasing attainment of gifted and talented pupils • Development of staff training across the school

Section 7.

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

- 7.1 “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”.

- 7.2 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- 24.5%
 - Pakistani -15.2%
 - African-15.3%
 - Other White – 11.8%
- 7.3 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.
- 7.4 The percentage of pupils entitled to free school meal is 34.3% and is much higher than the national average of 25.2%.
- 7.5 All these factors contribute to a high level of deprivation 0.31% (national 0.21%) 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.
- 7.6 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.
- 7.7 The percentage of pupils with SEND (including statements) is 15.3%: the largest SEND groups of pupils within the school is Speech & Language Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD), Social, Emotional and Mental Health & Other
- 7.8 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.

7.9 The school aims to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- all parents/carers being encouraged to participate at all levels in the full life of the school
- setting up as part of the school’s commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parent/carers, local faith groups and local disability groups to support the school with matters related to its equalities duties
- encouraging members of the local community to regularly join in school activities e.g. school fair, black history month celebrations, Eid celebrations, harvest festival etc

	Steps the school has taken
Social & Emotional Wellbeing:	<ul style="list-style-type: none"> • Weekly assemblies for each year group • Celebration Assemblies every week • Choir • After-School Clubs • Lunch Time Clubs • Peer mediators • Use of a Learning Mentor 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 arrangements • Art & Music Special Projects • Use of the Sensory Room & Soft Play Room • Community focus activities for SENF pupils • School Council Drop Boxes • Introduction of a Behaviour Ladder in every classroom
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 • Use of lunch / play time buddies
Positive Imagery:	<ul style="list-style-type: none"> • Cultural diversity displays

	<ul style="list-style-type: none"> • 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' • Introduction of British Values Curriculum
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 / SEND)
Links with wider communities	<ul style="list-style-type: none"> • Choir – National Albert Hall • 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

	<ul style="list-style-type: none"> • SEND Parent Mentors • Performances to parents • Breakfast club • Parent governors • Newsletters • Home-School Diaries • Pastoral Lead in school • Parent Advice Sessions • Support for foster parents
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7.10 Analysis/comments on fostering good relations:

Areas school has developed this year:

- School has become a SCERTS Lead school
- It has maintained its status as 'Centre of Excellence' School for inclusion
- Higher Level Teaching Assistant has gained teaching status for Dyslexia
- Learning Support Teacher has gained specialist qualified teaching status for ASD
- SEND training for East London schools has been established
- Established a partnership with an area in Romania & ran a SEND Conference
- Reviewed Behaviour Policy & Positive Holding Policy
- More workshops for parents
- Pupil tracking system tightened for learning & behaviour
- Develop the role of the buy-in Speech & Language Therapist
- Development of Learning Mentoring provision
- Introduction of Emotional Difficulties provision
- Closer working with parents whose children display negative behaviour
- Development of SEND Parent Network & SEND Parent Mentors
- Establishment of the Behaviour Ladder System & further ways to celebrate pupil achievement and good behaviour (ie Celebration Assemblies, Star of the Week, Golden Ticket)

Areas we would like to improve next year

- Monitor and analyse pupil's behaviour by ethnicity
- Maintain our national status as a 'Centre of Excellence' School
- Develop partnership and with SEND Romanian schools especially in regard to training
- Develop our partnership and links with parents

Section 8.

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

8.1 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.

8.2 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.

- 8.3 We do not tolerate incidents of discrimination, harassment and victimisation and will deal with such incidents swiftly and decisively as and when they occur.
- 8.4 We review school policies and procedures annually to ensure that they are equitable to all.
- 8.5 To staff and pupils to follow the attitudes and values of the school's British Values Curriculum
- 8.6 It is the duty of Vicarage Primary School to challenge all types of discriminatory behaviour such as:
- unwanted attentions (verbal or physical)
 - unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender

	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 Sanction Room’ • Incidents of poor behaviour reviewed and addressed • Deployment of a 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 behaviour incidents on Behaviour Log. Class teacher & Learning Mentor to follow up • Parents informed and called into school
Anti-Bullying & Harassment:	<ul style="list-style-type: none"> • Awareness training in Assemblies • Incidents recorded on Behaviour Log
Training & awareness raising about discrimination and bullying issues:	<ul style="list-style-type: none"> • Review of Behaviour Policy • Staff training for behaviour & bullying

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

Areas school has developed this year: <ul style="list-style-type: none"> • Staff have received a range of Core Curriculum area training • All staff received Safeguarding training and a Safeguarding team and software in place • Behaviour policy reviewed and a Behaviour Ladder system has been implemented into the school (including all staff training) • School gained CPD Quality Mark • Staff received Team Teach Training
Areas we would like to improve next year: <ul style="list-style-type: none"> • Review of Behaviour Policy & Positive Handling Policy • Monitor & analyse racist incidents occurring within school • Monitor & analyse bullying incidents within school

- Planning and lessons promote equal opportunities

Section 9.

Participation, Engagement and Satisfaction with our Equalities Practices

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

9.1 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"

9.2 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 • Concerns Drop Box
Parents/Carers /Guardians:	<ul style="list-style-type: none"> • Questionnaires • 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
Local community:	<ul style="list-style-type: none"> • 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) • 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

9.3 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.
Advancing British Values	<ul style="list-style-type: none"> All staff model and promote British Values across the school

Section 10.

Advancing British Values

10.1 To ensure that all pupils are encouraged and given opportunities to contribute to society as British citizens at Vicarage School, the school has developed a core curriculum to address this area

10.2 There are 4 core areas to the British Values Curriculum and these areas are:

- Democracy
- The Rule of Law
- Individual liberty
- Mutual respect & tolerance of those with different faiths and beliefs

10.3 Democracy focuses on providing pupils with a broad general knowledge Regarding public institutions and services; teaching pupils how they can influence decision-making; how democracy works; helping pupils to express their views; teaching pupils how public services operate and helping pupils to perceive how injustice can be challenged peacefully

10.4 The Rule of Law focuses on ensuring school rules and expectations are clear and fair; helping pupils to distinguish right from wrong; helping pupils to respect the law and the basis on which it is made; helping pupils to understand that living under the rule of the law protects individuals; understand the importance of the Police and their role to maintain a safe and secure society; teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws; and develop restorative justice approaches to resolve conflicts

10.5 Individual liberty focuses on supporting children to develop their self knowledge, self esteem and self confidence; encouraging pupils to take responsibility for their behaviour, as well as knowing their rights; modelling freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence; challenge stereotypes; implementing a

strong anti-bullying culture; and following the UNICEF rights respecting schools agenda

10.6 Mutual respect and tolerance of those with different faiths and beliefs focuses on promoting respect for individual differences; helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life; challenging prejudicial or discriminatory behaviour; organising visits to places of worship; developing links with faith communities; developing critical personal thinking skills; discussing differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

10.7 Analysis/comments on fostering good relations

Areas school has developed this year:

- Developed & adopted a British Values Curriculum
- Produced displays across the schools promoting British Values
- Curriculum taught across the school

Areas we would like to improve next year

- Review British Values Curriculum
- Evaluate the effectiveness of the curriculum and impact on pupil's attitudes and behaviour
- Seek parental views and thoughts