

New Town Primary School

Public Sector Equality Duty Statement and Equality Objectives: May 2023

Equality at New Town

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and well-being outcomes.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act introduced requires all schools to comply with the Public Sector Equality Duty and two specific duties.

Public Sector Equality Duty requires us a school to:

- Eliminate unlawful discrimination, harassment and victimisation Advance equality of opportunity between different groups
- Foster good relations between different groups

The Two "specific duties" requires us to:

- Publish information to show compliance with the Equality Duty
- Publish Equality Objectives at least every 4 years which are specific and measurable

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Equality Statement

Our Equality Statement is based on the principles above and aims to ensure that:

‘All pupils and members of staff at our School are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.’

The School stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability.

Responding to our Equality Statement: Extracts from New Town Primary School Improvement Plan 2022-23

Objective One – The quality of education			
Targets	Actions	Outcomes	Evidence Base
Further develop the reading curriculum to include explicit opportunities to develop fluency, vocabulary, background knowledge and deepen author and text knowledge	<ul style="list-style-type: none"> - consider how to deepen pupil knowledge of authors and text types through displays and teaching and our culture of reading - Consider T&L opportunities in the context of fluency of mechanics, and pupils being able to focus on the content - Consider how to further widen pupil vocabulary, and ensure the school is correctly resourced with reference books - consider the teaching of reading through the 5 day sequence, and deliver training to highlight the importance of ensuring background knowledge of a topic or text is strong, and teaching is effective - Review curriculum opportunities for developing reading fluency - Audit book levels throughout the school and ensure there are good quality attractive books available to all children 	<ul style="list-style-type: none"> - Pupils develop a deeper knowledge of key authors and book choice - Mechanical barriers are addressed before focussing on content, and the rapid acquisition of basic mechanical skills mean children can progress faster - Pupils are able to access and learn more through reading lessons because they have previous background knowledge - Pupils regularly take part in activities to further develop reading fluency 	<ul style="list-style-type: none"> - Learning walks - Pupil voice - Book looks - T&L observations - Drop ins
Further develop EAL and new starter provision so that every	<ul style="list-style-type: none"> - Consider WHY and what we need through a Project Workgroup 	<ul style="list-style-type: none"> - EAL pupils have parity of provision 	<ul style="list-style-type: none"> - EAL pupils data progression - Pupil voice

pupil makes rapid progress from their starting points	<ul style="list-style-type: none"> - Research opportunities to improve this, and share as a team with other staff for feedback - Decide on best plan, whilst bearing in mind teacher workload and the practical aspects of embedding a new approach to EAL - Monitor and feedback to make further improvements 	<ul style="list-style-type: none"> - New to country pupils experience a comprehensive and planned package of support to help them rapidly learn English - Interventions are planned throughout the school to be able to address the gaps in learning - Teachers are clear about their crucial role as leaders of learning within the classrooms, in helping all learners acquire and develop language rapidly from their starting points - Teacher workload is not unduly increased as a result of improvements - EAL pupils with underlying SEND needs are more quickly identified 	<ul style="list-style-type: none"> - T&L observations - Book looks
T&L focus on differentiation, pitch, pace and accessibility (lower level SEN focus, lowest 20%)	<ul style="list-style-type: none"> - Audit current provision by conducting learning walks, planning scrutiny and book looks - Senco to deliver training on differentiation and learning strategies for SEND - Gather pupil voice and analyse - Consider deployment of existing resources and whether this is efficient and effective - Plan improvements and deliver training to develop teacher understanding of these concepts and give them tools to be able to easily adapt existing planning and tasks to better suit lowest 20% 	<ul style="list-style-type: none"> - Pupils make good progress from their starting points in each lesson - Teachers develop a deep understanding of how they can best plan and support the lowest 20% - Teachers develop a range of efficient ways to differentiate and adjust their pace and pitch in each lesson, and have the confidence to make in-lesson decisions about these elements based on their formative assessments 	<ul style="list-style-type: none"> - Learning walks - Pupil voice - Book looks - T&L observations - Drop ins

Objective Two – Behaviour and attitudes

Targets	Actions	Outcomes	Evidence Base
Develop a strong focus on children staying safe and knowing ways to keep themselves safe in all aspects of life	<ul style="list-style-type: none"> - Review Life Skills curriculum and ensure over-learning opportunities are built in for keeping children safe - Remain up to date about the most recent trends online and react appropriately to 	<ul style="list-style-type: none"> - pupils exercise caution and demonstrate awareness about online safety risks - children can talk about how to keep themselves safe in different situations 	<ul style="list-style-type: none"> - pupil voice - safeguarding records - Anspear pupil perceptions analysis

	<p>ensure children are well prepared to keep themselves safe</p> <ul style="list-style-type: none"> - Disseminate appropriate information to families to help them support their child to be safe throughout the year - Take part in Anspear whole school pupil perceptions survey and decide on appropriate actions for individuals and whole school changes needed 	<ul style="list-style-type: none"> - staff know the best ways to help children, including those who are more vulnerable, and can match their input directly to need 	
<p>Strengthen our delivery of the Life Skills curriculum by empowering teachers to talk about different types of relationships</p>	<ul style="list-style-type: none"> - arrange training for staff to support their delivery of our Life skills curriculum and use of correct terminology and language - Monitor and evaluate the curriculum based on the training received 	<ul style="list-style-type: none"> - Teachers feel more confident talking about different types of relationships as part of the curriculum - pupils understand and are accepting of a wide range of different relationships and families 	<ul style="list-style-type: none"> - T&L observations - pupil voice

Objective Three – Personal development

Targets	Actions	Outcomes	Evidence Base
<p>Encourage and develop wider interests within our pupils, provide rich life experiences and encourage talents to be nurtured</p>	<ul style="list-style-type: none"> -Ensure NT wider curriculum is delivered effectively to expose all children to new knowledge, interest and skills - Plan trips, residentials, speakers, and experiences in school to support the delivery of the wider curriculum. This will also offer all children at New Town a rich life experience. -Offer a broad range of clubs annually -Make links with local community clubs and promote within school 	<ul style="list-style-type: none"> -pupils will be aware of wider experiences, clubs, and career options -pupils will excited by curriculum and experiences which will promote better outcomes -life experiences will promote ambition and drive within our pupils -supporting our people's individual talents for them to continue to excel 	<ul style="list-style-type: none"> - Curriculum plans - Pupil voice - Trips planning - Clubs provided - Pupil voice

Make time to reflect and celebrate the wider achievements and interests of our pupils	-Celebration assemblies in school once term. Any child who has received an award, grade, medal, trophy etc. is able to showcase this to the school. Published in newsletter	-pupils celebrated will feel supported and recognised for personal achievement and feel motivated to continue -other pupils inspired by others to try new experiences	- Celebration assemblies - Newsletter - Pupil voice
---	---	--	---

Objective Four – Leadership & management			
Targets	Actions	Outcomes	Evidence Base
Further improve the way we work with families and outside agencies to secure the best outcomes for children	<ul style="list-style-type: none"> - Ensure relevant staff take advantage, as far as possible, of opportunities to work more closely with external professionals, or training to upskill the school to know more about how other providers can be used - Continue to maintain our tenacious approach to working with social care, to ensure vulnerable children’s lived experiences are listened to and concerns are acted upon 	<ul style="list-style-type: none"> - Children’s needs are listened to, and concerns acted upon promptly - School are seen as a valuable partner in safeguarding families - Parents are willing to work cohesively with school staff where concerns are raised - Children with a wide range of needs have these met through school staff securing a wide variety of internal and external support 	<ul style="list-style-type: none"> - Safeguarding records - Possible case studies - Anecdotal reports from external professionals - Pupil voice - training logs

Objective Five – Quality of provision in the early years			
Targets	Actions	Outcomes	Evidence Base
Build language and communication skills cohesively and progressively across the FS phase in order to address the barriers many children face on entry to NT	<p>All FS Staff will understand the importance of good communication and language throughout nursery and reception</p> <ul style="list-style-type: none"> – All children are encouraged to say good morning and answer welfare questions such as how are you? Are you ok? – In nursery, children will be split into key groups for input sessions so each child is given the opportunity to contribute to their learning. 	<ul style="list-style-type: none"> – All children will have improved communication and language skills. – Children will be able to say hello and goodbye to adults within the first few weeks of joining. – Children will contribute during key group time and given the opportunity to talk. – Children will be able to explain their thinking to their partner and then voice their learning to the class. 	<ul style="list-style-type: none"> – Tapestry observations – Lesson observations – FS data and progress measures – Records of interventions such as Nuffield scheme – Class timetables and organisation documents

	<ul style="list-style-type: none"> – In reception, children are introduced to talk partners so children are given the opportunity to voice their learning – Children will be language screened and those who need will take part in the NELI communication scheme in Spring. 	<ul style="list-style-type: none"> – Children will take part in NELI to make rapid progress in communication skills to bridge the gap. 	
<p>Improve fine motor skills in nursery and start of reception to enable children to become better writers</p>	<ul style="list-style-type: none"> – In nursery, children will take part in ‘squiggle while you wiggle’ pre writing programme four times a week and targeted fine motor sessions three times a week such as threading, dough disco and jigsaw puzzles. – Busy Bags are introduced to reception within first weeks of reception for the children to practice name writing. Nursery to introduce them in summer term. – All classes to have fine motor activities and playdough at all times. – Dough disco interventions to be put in place for children in reception. 	<ul style="list-style-type: none"> – All children will join reception having good fine motor skills. – Children will be able to hold a pencil using a strong tripod grip. – All children will be able to form recognisable letters of their name within the first few weeks of school. – Children who are struggling with fine motor skills will have interventions to bridge the gap. 	<ul style="list-style-type: none"> – Tapestry observations – Lesson observations – Book scrutinies – Records of interventions – Class timetables and organisation documents – Long term and medium-term plans

Equality Objectives 2022- 2026

Equality objectives are updated every 4 years and progress will be monitored during that time.

Equality objective	Progress towards this target 2022-23
<p>1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community</p>	<ul style="list-style-type: none"> - Strong focus on Life Skills curriculum, including recognising and celebrating diversity and differences - Whole staff training to upskill staff to feel confident in discussing and teaching about different types of relationships and sexuality alongside religious beliefs - Strong and purpose-built RE curriculum for the school in place, addressing a wide variety of religious discussion points and encouraging tolerance and understanding diversity - Supported in delivering RE curriculum by visits to local places of worship, and local community groups
<p>2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, especially students with special educational needs and disabilities</p>	<ul style="list-style-type: none"> - Clubs offered to vulnerable children ahead of whole school offer - Consideration given to ensure clubs are accessible to those who are disabled or have complex needs - Monitoring in progress to ensure those groups less likely to take up the offer of a club are targeted - Pastoral team working with individual families to help children access clubs outside of school which support children who are young carers, to promote good mental health and building social skills - Personal development and widening pupil's horizons through making more connections to other groups outside of school is a SIP priority
<p>3. Continue to improve accessibility and provision across the school for students, staff and visitors with disabilities, including access to specialist teaching areas and staff with specialist skills</p>	<ul style="list-style-type: none"> - Further support garnered from specialist services across Reading, through trust contacts and by working more closely with special schools in order to upskill staff and provide enhanced provision for children with complex needs - Highly specialised curriculum in place for many children across the school, including those who access the Nest provision and have complex needs - Consideration being given to site management issues, to ensure neuro-diverse children are catered for, for example through noise reduction, a variety of furniture for working at, the creation of varied areas for play and eating, and lighting in classroom spaces - Upgraded Glastonbury Room equipment, using donations to the school, improving our ability to cater for a wider range of sensory needs - New access points for pupil drop off and collection allow those with limited mobility to use the site more freely to suit their needs - Any major works would seek to improve physical disability access further where appropriate