

New Town Primary School

Public Sector Equality Duty Statement and Equality Objectives: May 2024

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 2023-24

Objective One – The quality of education				
Targets	Actions	Outcomes	Evidence Base	Key focus periods & lead colleague
Ensure the FS – Y1 transition and Y1 curriculum is effective and robust so children make good progress	<ul style="list-style-type: none"> - To re plan the geography and history units to ensure they are age appropriate and lend themselves to planning continuous provision. -To adapt Jane Considine planning to ensure it meets the year one end of the year writing objectives. -To work closely with the year one teachers to support them to implement continuous provision and work with small groups. 	<ul style="list-style-type: none"> -Children will settle into Year One and learning again quickly. -Results in Autumn will improve and children will build on working independently. -Writing in Year One will improve and all children will master the basics. -Continuous provision will support learning and give children the opportunity to practise what they have learnt. 	<ul style="list-style-type: none"> - Data scrutiny - T&L observations - Learning Walk Feedback - Book Look 	Lauren Marcham Key focus from T1-4

Revisit expectations on non-negotiables and nuts and bolts basics: further improve handwriting, presentation and number formation	<ul style="list-style-type: none"> - explicit expectations set at beginning of term - follow up observations and scrutiny in first week (work on paper until issues have been rectified) - Books scrutinies weekly to give small steps of feedback and ensure consistency across and between phases - revisit best practice NT Feedback Principles and re-embed throughout school 	<ul style="list-style-type: none"> - Pupils handwriting improves - Teachers pick up on every instance of poor letter or number formation as a matter of course - Number and letter formation and joining technique is taught explicitly, especially where children arrive from other countries where this is done differently – this results in more legible and accurate work - Evidence of scaffolds to help pupils who require a point of reference to embed this in their work - Teachers are clear about how we feedback to children, and when. Books are consistent throughout. 	<ul style="list-style-type: none"> - Book scrutinies - Feedback from teachers - Lesson observations and learning walks 	Polly Cornish Key focus T1
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Objective Two – Behaviour and attitudes

Targets	Actions	Outcomes	Evidence Base	Key focus periods & lead colleague
Run a series of workshops to support and inform parents in commonly encountered areas of concerning issues such as E-safety, attendance, SEND, behaviour boundaries etc, and involve relevant external professionals in their delivery where possible	<ul style="list-style-type: none"> - Consult with parents about what they would value in terms of parents workshops - Consider 'hot topics' from the last 6 months in terms of safeguarding and welfare - Consider and approach external professionals to run and contribute to workshops or coffee mornings on appropriate topics 	<ul style="list-style-type: none"> - well attended parent workshops with valuable content, resulting in parents who feel they can support their children effectively - Parents understand the dangers and risks associated with the internet and social media use 	<ul style="list-style-type: none"> - Parent survey - Pupil survey 	Kate Hawkins & Kate Rex By end of T3

Continue to respond rapidly and robustly to online safety concerns, and adapt the curriculum as needed whilst continuing to extend our out-of-school impact	<ul style="list-style-type: none"> - Continue to maintain open communication with parents and report where inappropriate internet and social media is being used outside of school - Continue to monitor trends from the pupils, and respond effectively and rapidly to these so that they remain informed and safe 	<ul style="list-style-type: none"> - Parents understand the dangers and act appropriately where concerns are brought to their attention - Children demonstrate a good understanding of how to keep safe online and the risks involved in online activity - Staff remain up to date and confident in tackling new trends or changes in online activity 		Polly Cornish Throughout the year
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Objective Three – Personal development

Targets	Actions	Outcomes	Evidence Base	Key focus periods & lead colleague
Enrich the curriculum with meaningful opportunities and rich experiences	<ul style="list-style-type: none"> - Ensure the NT wider curriculum is delivered effectively to expose all children to new knowledge, interest, and skills. - Plan trips, residential, speakers and experiences in school to support the wider curriculum. This will also offer all children at New Town a rich life experience - Offer a broad range of clubs - 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 be excited by curriculum experiences which promote better outcomes - Life experiences will promote ambition and drive within our pupils - Supporting our pupils' individual talents for them to continue to excel 	<ul style="list-style-type: none"> -curriculum plans -Pupil voice -Trips planning -Clubs -Events calendar 	Hollie Appleton Key focus T1&2
Involve families in seeing and experiencing the learning at school, create more opportunities for involvement	<ul style="list-style-type: none"> - Invite parents in to see teaching in action – RWI, maths meeting - Review opportunities on curriculum overviews - Sessions are planned in advance and well-advertised 	<ul style="list-style-type: none"> - Families are knowledgeable about the school curriculum and feel informed about how to support their children’s learning at home 	<ul style="list-style-type: none"> - Events calendar - Parent surveys 	Kate Hawkins Key focus T3&4

	- Curriculum information sheet is created for parents and given to all new started			
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Objective Five – Quality of provision in the early years

Targets	Actions	Outcomes	Evidence Base	Key focus periods & lead colleague
Improve gross and fine motor control skills	<ul style="list-style-type: none"> - Ensure that fine motor activities are evident in all classrooms. - Dough disco and squiggle whilst you wiggle take place on a weekly rota. - Work with staff to teach them how to build on gross motor skills. - Give the adults games to play with the children whilst outside. - Use PE time to assess children's gross motor and work with lowest 20%. - Send home ideas for parents to improve fine and gross motor skills. 	<ul style="list-style-type: none"> - Children will enter reception with better fine and gross motor skills. - Children will have daily practise of using fine motor skills. - Staff will utilise outside time to build on gross motor skills. - Staff will have a bank of knowledge to work on children's fine and gross motor. - Physical development data will be higher. - Parents will understand the importance of good fine and gross motor skills. 	<ul style="list-style-type: none"> - Tapestry/phonics book look - Learning walks to observe all staff - TT data - Provision planning document 	Lauren Marcham By T4
Make further improvements to the outdoors area to ensure it is fit for purpose and helps children make progress	<ul style="list-style-type: none"> - Ensure outside cupboards are fully stocked with equipment for reading and writing and mathematical knowledge. - Children to have free access to equipment when outside. - Outside should be seen as an extension of the classroom and as result children should be using the time to learn. - Adults to engage with the children whilst outside and play 	<ul style="list-style-type: none"> - Outside will become calmer and children will be engaged whilst outside. - Children will have good quality resources to facilitate learning. - Children will understand how to use the equipment correctly and will learn how to play games. - Outside will look as inviting as inside and children will look after the space. 	<ul style="list-style-type: none"> - Learning walks - Observations 	Lauren Marcham Key focus T1&2

	games/teach the children how to use the equipment.			
Embed regular systematic retrieval to the FS curriculum	<ul style="list-style-type: none"> - Adults will plan in phonics booster sessions throughout the week to practice retrieval of sounds and words. - Adults will use flashcards during free flow time to practice with all children. - Maths meetings will be planned to include number facts, subitizing and shape facts - Children will be quizzed on the previous topics throughout the year to promote retrieval of facts. 	<ul style="list-style-type: none"> - Children will show better retrieval skills and will remember their phonics sounds. - Letter recognition will improve - Children will move through the phonics programme quicker. - Children will have better number recognition, recall shapes and have good knowledge of subitising. - Children will be able to retell facts they have learnt from across the year 	<ul style="list-style-type: none"> - Phonics results - Target Tracker data - Observations - Learning walks 	Lauren Marcham By T3

Safeguarding Objectives				
Targets	Actions	Outcomes	Evidence Base	Key focus periods & lead colleague
Complete ODST safeguarding review successfully	<ul style="list-style-type: none"> - New staff are trained in safeguarding and know the processes to ensure guidance is followed - Review HR files to ensure appropriate documentation is kept and processes followed Introduce leadership review meetings to monitor cases where there are concerns about pupils 	<ul style="list-style-type: none"> - All staff training is up-to-date - Safer recruitment guidance is followed - Safeguarding review actions are quickly addressed 	Review report	Polly Cornish & Kate Hawkins T2

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 2023-24
<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 - Further work to upskill teachers to feel confident in teaching about relationships and teaching about sexuality and gender is ongoing through training, purchasing of resources and texts and visits to other schools
<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 - PP children are fully funded for sports clubs - Clubs are accessible to those who are disabled or have complex needs and appropriate support is in place for this - 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 - HAF holiday club is hosted at NT to allow disadvantaged children to access holiday sports. Actively promoted and families supported to uptake this offer by Pastoral Team. - Disadvantaged pupils are given significant consideration as a group when needing to select children for roles within school or additional arts opportunities to gain cultural capital for example
<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 - Contracted freelance support in a number of areas such as SALT, EP, therapies etc meaning provision is improved - Highly specialised curriculum in place for many children across the school, including those who access the Nest provision and have complex needs - New LED lighting being installed throughout school to improve working environments - Upgraded Glastonbury Room equipment, using donations to the school, improving our ability to cater for a wider range of sensory needs - Planned upgrades to pastoral spaces - Any major works would seek to improve physical disability access further where appropriate