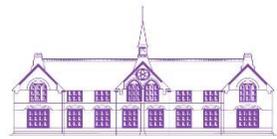# 2018 Annual Report on how the school complies with the Public Sector Equality Duty (PSED)

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We have complied with our Public Sector Equality Duty by implementing the following actions in our School Action Plan 2017-18

2018 Annual Report on how the school complies with the Public Sector Equality Duty (PSED)

Extracts from School Action Plan 2017-18

Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils by constantly reviewing practices, improving provision and implementing new strategies. They are uncompromising in their ambition.	- Governors continue to develop their ability to interrogate performance data through training and practice, and to triangulate it with first-hand evidence gained from learning walks and class visits - Dedicated governor appointed to make termly reports to governors on impact of activities funded by pupil premium - Dedicated governor appointed to make termly reports to governors on impact of support for SEN pupils **Success Criteria:** - All meetings are based around professional dialogue, discussion, accountability and how we are challenging ourselves and others - Governors are skilled at analysing data and identifying gaps and trends - School leaders are suitably challenged **Evidence Base** - Minutes from meetings - Governor reports form school visits - Training records - PP report - Whole school data reports	July 2018; All governors LGB meetings throughout the year; Pupil premium governor LGB meetings throughout the year; SEN governor	Chair of Governors; termly All governors; termly All governors; termly
Using assessment information and Target Tracker as a tool, to forensically analyse gaps in learning for individuals and across groups, and drill down into which groups of pupils are underachieving, particularly those that are assessed as being disadvantaged or vulnerable, and to provide appropriate and specific support to ensure that gaps are closing at an even faster rate	- Ensure every adult is deployed effectively to support target children and those who are underperforming. Review TA deployment frequently against gap analysis and impact - Team leaders to rigorously monitor planning to ensure Target Tracker statements are used to identify gaps in learning of these groups and these are being addressed through teaching and clear intervention and catch up programs - All leaders to frequently complete diagnostic learning walks and book scrutinies to collect evidence of how practice supports the gap closing	First week of every term; team leaders and Senco	Head of School and Executive Headteacher; termly

	- Through induction, senior and middle leaders show all new teachers how to gather and manage their own data and how to use data at all levels to effectively impact learning - Each teacher and leader to continually monitor and track the progress and attainment of Pupil Premium, White British, Pakistani, EAL , boys/girls SEND pupils, as well as any other significant groups - The Strategy in place for PP children clearly measures impact in relation to funding and best practice using known strategies where impact is most evident and proven - Leaders to be able to identify further training needs, through performance management, at an individual level, phase level and school level - Gaps between groups as well as gaps between attainment and ARE are clearly identified and analysed by all teachers and compared with school data, local data and National data. As a result, interventions and support is clearly identified as to how all gaps are closing. This is closely monitored by all leaders and impact is clearly shown with entry and exit data - Any difficulties in implementing group interventions to be discussed at weekly SLT, MLT and then team meetings to ensure they are specific, targeted and the impact is evident in the results **Success Criteria** - All leaders and teachers are confident in using the statements on target tracker for detailed data and gap analysis - PPMs are of a high quality and drill down into group and individual data - Middle leaders produce in depth and effective data reports which inform senior leaders for whole school data report - Middle leaders work collaboratively with staff to plan and track provision robustly for groups and individuals - Leaders to hold teachers to account and ensure that teachers are knowledgeable about their class data, and ensure effective provision is in place - Interventions are well matched to the pupils needs and put in place as a result of analysis and impact is measurable through the data		

	- The needs of individuals and groups are identifiable on the planning through differentiation, support and challenge - Gaps are closing between significant groups - Senior Leaders know explicitly what the data strengths and areas of development are across the whole school and what actions are in place to close the gaps for all groups in relation to attainment and ARE **Evidence Base** - Minutes from meetings - LA notes of visit - LGB meetings - Training records - Target Tracker - Team PPM Data Reports - Intervention timetables and tracking - Whole school data reports		
Raise Teachers' expectations to provide high standards of challenge for all pupils, particularly the most able, to enable them to develop their own thinking and become more curious and resilient to failure.	- Middle leaders to monitor planning to ensure that challenge is provided in medium term and weekly planning - Inclusion team to monitor interventions for the most able with as much priority as the least able - All leaders to carry out diagnostic learning walks, planning and book scrutinies to collect evidence of how practice supports the level of challenge. - Extra-curricular activities to focus on providing opportunities for the most able - Regular whole school or phase moderations focus on challenge and deepening of knowledge in books - Senior Leaders promote the language for learning across the school - Teachers are aware of what consists of mastery within English and Maths through the use of TT statements and Interim Framework - Open ended activities and lessons are used regularly to consolidate and deepen understanding - Teachers are using blooms taxonomy vocabulary within lessons, planning and marking.	- SLT Autumn 1 2017, then ongoing by Phase Leads - Teachers/Phase Leads - Phase Leads - Phase Leads - Phase Leads - Termly checks in class by phase and subject leaders - Termly book and data monitoring by phase and subject leaders	Deputy Headteachers

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- All pupils are exposed to mastery level content and activities within a learning sequence.
- Marking and responses are aimed at consolidating and deepening a child's understanding

Success Criteria
- Pupils meet their individual targets
- Lessons provide challenge and are matched to children's abilities
- Middle leaders to monitor planning to ensure that challenge is provided in medium term and weekly planning
- All leaders to carry out diagnostic learning walks, planning and book scrutinies to collect evidence of how practice supports the level of challenge

Evidence Base
- Lesson observations
- Drop in records
- Books
- Teaching and Learning Monitoring grid
- Data analysis
- Intervention plans, tracking and evaluations
- Planning scrutiny

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Improve quality of provision for children with SEN on a day to basis so that they can work independently through the use of scaffolded support in the classroom	- monitor planning to assess differentiation - encourage staff to work across key stages and year groups in order to support each other with resources and scaffolding ideas - triangulate book scrutiny against planning and TT data for SEN children **Success Criteria** - classroom observations will show all children accessing the curriculum at their level independently - some team meetings/ discussions will be cross phases - book scrutinies will show differentiated work for SEN pupils - TT will show SEN children making good or better progress **Evidence Base** - TT - BLINK reports - Monitoring documents	- termly- KS leaders - ongoing- All staff - termly- SENCo	- DHT - DHT - HoS

Improve the impact of interventions for SEN children and to ensure that more SEN pupils make good or accelerated progress.	- To redesign the use of TAs within the school to reflect the expertise on the staff and the needs of the children within a key stage - Monitor interventions and link to TA appraisal - Monitor the planning of interventions against progress and gaps on TT **Success Criteria** - TAs will be working with children across the classes and one intervention will run for the whole team- with no repetition - TAs will run good interventions and pupil progress will be evidenced on their IPPS and PPR forms - Children will not need to be targeted on the PPR for the same thing for more than 2 occasions **Evidence Base** - TT - IPPs - PPRs	- Autumn T1- SLT - 3 times a year linked to BLINK- SENCo/ SLT - SENCo	- HoS - HoS - DHT

Through the Equality Curriculum, focus specifically in lessons on promotion of opportunity and diversity, ensuring fundamental British values are at the heart of the school's work, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour and Pupils' spiritual, moral, social and cultural development are strengthened further.	- Team leaders theme assemblies to reflect British Values taking opportunities to celebrate cultural events such as Harvest in line with the collective worship scheme - Visitors present assemblies to reinforce school culture - Behaviour/racial incidents continue to be closely monitored - Teachers take responsibility to keep an ongoing class record of how children help in their community and celebrate this in class assemblies - Introduce peer support across the school, such as peer reading, buddies to new children, play rangers - Embed the duties of the school council **Success Criteria** - Assemblies will reflect the language of the framework and children will use the same language - Visitors will take assemblies to reflect the school ethos - Racial incident will remain low and behavior incidents will reduce for the majority	- Spring T4- SENCo and DHT - Spring T4- KS leaders - Spring T4- KS leaders - Autumn T1 DHT - To start in Autumn T2- all staff - Spring T4- All staff/KS leaders - School Council Leader	- HoS - DHT - DHT - HoS - KS leaders - DHT - DHT

	- There will be more engagement with the wider community and children will want to share their time outside of school - There will be more engagement between classes and children will recognise the support from others **Evidence Base** - Behaviour and racial incident log - The number of visitors leading assemblies - Established buddy systems - Pupil voice		
Embed a system of assessment for EAL which is used rigorously by teachers and leaders to track progress, and quickly assess and provide effective support for new arrivals to English.	- Baseline assess every child who comes in with EAL on TT and on the EAL baseline assessment - Track EAL children's progress using TT termly - Revise EAL support timetable every term and redistribute support according to need - All teachers to use the EAL referral forms to request further support - EAL support to be tracked on the interventions timetable - EAL teacher to communicate level of support with teachers and highlight additional work that can be done in class to support the learning within the week **Success Criteria** - EAL children will make progress from their baseline - Teachers will take responsibility for EAL additional support in between EAL sessions with the support teacher - EAL children's progress will be measured on TT and in smaller steps through the baseline assessment **Evidence Base** - TT - Baseline assessments - EAL support timetable - Classroom intervention timetables	- EAL leader to support teachers and TAs in how to complete programmes - SENco to support EAL leader in tracking on TT - EAL leader to show TAs how to complete baseline assessments	- EAL teacher, every child on entry to school - SENCo termly - SENCo and EAL teacher termly - All staff as needed - All staff termly - EAL teacher and teachers termly
To ensure disadvantaged, vulnerable, Pupil Premium and	- Team leaders and Inclusion Lead to monitor provision/differentiation for disadvantaged, vulnerable, Pupil		

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White British pupils are exceptionally well cared for and provided for and raise attainment of these groups so it is comparable	Premium and White British pupils when scrutinising planning for their team - PP Lead will track PP data and highlight children not making expected progress - SLT will monitor group data and highlight children not making expected progress - PP targets will reflect the need for accelerated progress in order that PP children strive to meet ARE in line with their peers - Team Leaders/Inclusion Lead will scrutinise Pupil Progress meeting forms to highlight children for discussion - Inclusion Lead/Team Leaders will hold conferences with teachers to discuss vulnerable pupils' needs as a result of the Pupil Progress meetings reports - PP targets will reflect the statements on TT - Pupil conferences to determine how the children feel supported in their learning **Success Criteria** - Disadvantaged, vulnerable, Pupil Premium and White British pupils children will make at least expected progress - Teachers will differentiate their lessons and offer support for vulnerable children to access the learning independently and will include challenge - Vulnerable children will report success and challenge in equal measures **Evidence Base** - Pupil progress meeting documents - IPPs - PPs - Teachers weekly planning - Minutes from SEN/teacher conferences - Pupil voice	- Planning for provision/ differentiation - Writing SMART targets that reflect TT statements - Termly data analysis – PPMs - PP lead and PSW. Teachers - Team Leaders/ Inclusion Lead termly - - - Children need to learn how to be reflective about their learning	- Team leaders fortnightly - PP Lead termly - Teachers on reviewing TT - PP Lead overview - Inclusion Lead and teachers termly

British Values

2017-18

- British Values displays evident through school
- Information on the school website outlining how we promote British Values at New Town (see extract below).
- Learning walk has taken place, and staff are aware of next steps to promote British Values.

British Values Statement

New Town Primary School is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role our schools play in promoting these values. We believe it is very important for our children to develop a strong set of values and Principles, and that they question and understand what it means to grow up in British Society.

Within the school we have celebrated and learnt about our British Values in many ways, such as:	
- Respect for other religious festivals –for staff and children - RE curriculum - EYFS curriculum - School values - Displays to celebrate nationalities in the school - Celebrating festivals	- Class assemblies - RE - Tolerance pervading throughout school - Fairness re classroom activities - Listening to each other's cultural experiences - Spirituality area in every classroom

We support our children's understanding of British Values by giving roles and responsibilities to our children throughout the school:

Democracy

- Children are involved in Democratic processes e.g. voting for school councillors and shared rewards
- The school councils are led by a member of staff who adheres to the democratic processes.
- We have links with the local PCSOs who visit the school regularly and offer links to local business and advice and who can support us with education our children about upholding British law and the prosecution service.
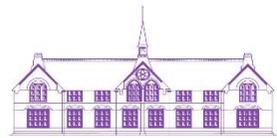
Individual Liberty

- Children have key roles and responsibilities in school, such as children in Key Stage 2 who take on roles such as Register Monitors.
- Within school, children are actively encouraged to make choices, knowing that they are in a safe supportive and environment
- As a school we educate and provide boundaries for children to make choices safely.
- Through our curricular clubs and opportunities, children are given the freedom to make choices.
- The aims and the ethos statement are embodied in all that we do in school.

Mutual Respect

- Our PSHE curriculum embodies values of mutual respect through units of learning such as relationships and being a responsible citizen.
- Respect is embedded through our Behaviour Policy.
- We discuss what it means to be British enabling children to engage critically with stereotypes and prejudices and develop an understanding of how we can celebrate our heritage and home cultures whilst also embracing the ties that bind us together.

Tolerance of those of different faiths and beliefs

- Our R.E curriculum provides a broad and balanced education on a range of faiths, religions and cultures. At New Town there is a broad focus on the Christian values as we are broadly Christian in character, however, we promote the key common values of love, respect, honesty and tolerance and frequently explore how these are similar across a broad range of faiths
- We have a very high number of E.A.L children and actively use school resources to promote their learning and integration into our school society.
- We have staff from other countries and visitors from other faiths who share their language and culture with our pupils.
- We visit other places of worship and encourage our children to learn about a wide range of faiths, including the similarity of the common core values

The Rule of Law

- We have links with the local police through the PCSOs
- We have a clearly structured behaviour policy (Respect for All) which all stakeholders understand and follow.
- We regularly review behaviour incidents in school and share these with key stakeholders.
- Assemblies are delivered with a focus on the law e.g. Safety Awareness and E-Safety Awareness.