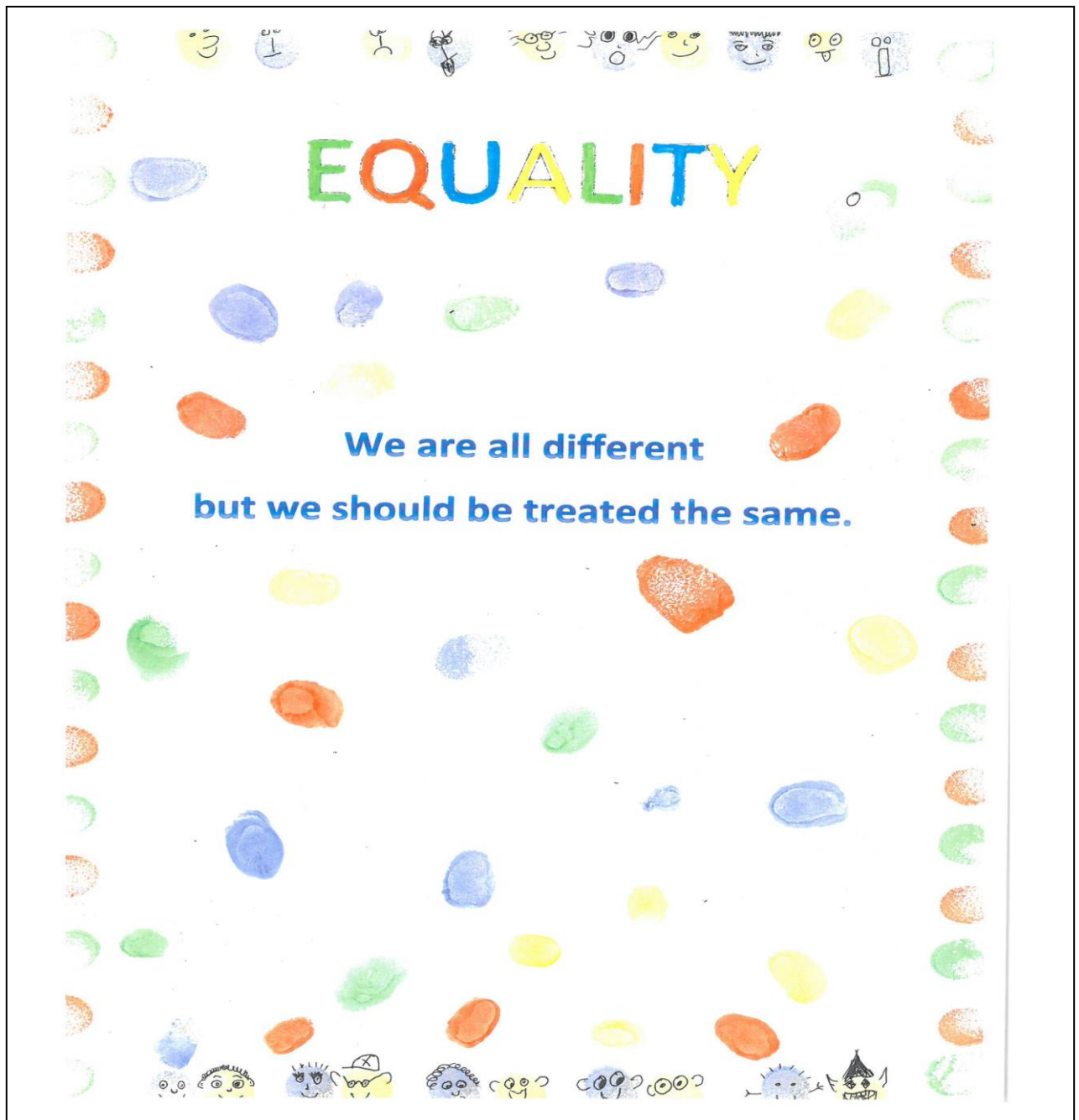


Hevingham and Marsham Primary School Partnership Equality Statement and Objectives



If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the contents to be explained to you in your language please contact:

Name:

Tel:

Email:

We welcome your feedback. If you have any comments please contact us (Include contact details).

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Foreword

“This plan sets out the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our plan includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

It is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people. It includes equality information about our school and our equality objectives which are reviewed as part of a four year cycle.

We will agree our objectives by looking at our schools equality data, policies and practice and consulting with our school community.

Karen Hutchison - Headteacher
Lindsay Peaston - Chair of Governors

“We are all different but we should be treated the same.”

School Council
May 2015

1 Introduction

Introductory Notes

Our school is a dual and Key Stage class entry school in Norfolk. We offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our schools very well and use our understanding and data to inform our planning and objectives.

Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender), maternity and pregnancy), religion and belief, and sexual orientation.

Our policy reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion.

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

The Equality Act 2010 protects people from discrimination, it replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

(Note: The responsible body is the governing body for maintained schools and the proprietor in the case of Academies or non-maintained special schools. In practice, any person acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.)

2 Our school ethos, values and visions

A copy of our current School Aims is attached in the Appendix. In addition, in meeting the duties described above will mean that all our actions will embody our schools key principles and values, which include:

- We respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation
- We celebrate diversity and use it to improve our outcomes
- We tackle difficulties for individuals as quickly as possible
- We strive to make the best possible provision for all pupils/students
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."
- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of our school and wider community and involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

3 Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 865,300 (2012).

Race

- 7.6% of the Norfolk population are from a minority ethnic group (ONS 2011)
- The latest school census indicates 6.96% of the school population speak English as an additional language.

Disability

- In Norfolk, 2.5% of Primary and 3.7 of Secondary pupils have a Statement of Special Educational Needs (2012)
- Based on national data, 6,500 boys and 4,100 girls aged 0-15 are experiencing some form of disability in Norfolk (Disability Rights Commission)

Age

- Norfolk has an ageing population – higher than the regional or national average (Norfolk Insight)

Gender Reassignment

- Estimates suggest 20 per 100,000 people in the UK although numbers are rising. This would suggest figure of 170 people in Norfolk and if spread across all age groups, there would be approximately 40 aged 0 – 19

Sexual Orientation

- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005). No information is available locally for children and young people but in 2006, Childline reported 2725 calls nationally from young people to talk about sexual orientation, homophobia or homophobic bullying.

Religion and belief

- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

Pregnancy and maternity

- In 2010, there were 487 conceptions to girls under 18. This is above the rate for the East of England but below the overall rate for England

Hevingham and Marsham schools are smaller than average village primary schools to the north of Norwich serving their villages and surrounding rural area. Numbers at Marsham fluctuate but remain low whilst pupil mobility is very high. Hevingham numbers are increasing. Almost all of the pupils are of White British heritage. Very few pupils come from minority ethnic families and none are at the early stages of learning English. The percentage of pupils eligible for free school meals is below average at Hevingham and significantly above at Marsham. Attainment on entry to the schools is broadly average at Hevingham, below at Marsham and the proportion of pupils who have learning difficulties or disabilities is slightly above national averages, particularly at Marsham.

4 Collecting and analysing equality information for pupils at “Good Norfolk School”

The partnership is renowned for being inclusive schools. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils/students:

- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in Student Council
- Attainment levels
- Progress levels
- Numbers or percentages of pupils by gender
- Numbers or percentages of pupils by race
- Numbers or percentages of pupils by nature of disability
- Numbers or percentages of pupils by religion or belief

Hevingham Primary School is a small village school with 115 children on roll, Situated approximately 6 miles out of Norwich. The vast majority of our children live within walking distance of the school although a few travel from nearby villages.

- 5% of our children are eligible for Free School Meals
- 50% of our pupils are male, 50% are female
- 96.5% of our pupils are White British and 3.5% are from Ethnic Minority Groups
- 99% speak English as their main language
- 18% of our children are on the SEND register
- Less than 5% of our children have a disability
- 26 families stated no religion, 45 are Christian and 15 refused to say
- Attendance to date is 96.2%
- School Council consists of 5 girls and 5 boys from Reception to Year 6

Marsham Primary School is a very small village school with 30 children on roll, situated within 2 miles of Aylsham. The vast majority of our children live within walking distance to the school although a few travel from nearby villages.

- 43% of our children are eligible for Free School Meals
- 56% of our pupils are male, 46% are female
- 93.4% of our pupils are White British and 6.6% are from Ethnic Minority Groups
- 100% speak English as their main language
- 30% of our children are on the SEND register

- Less than 5% of our children have a disability
- 18 families stated no religion, 12 are Christian
- Attendance to date is 95.57%
- School Council consists of 5 girls and 2 boys from Reception to Year 6

We have identified the following issues from this information-gathering exercise:

- Of the three fixed term exclusions for behavioural difficulties all were boys. All recorded racist incidents and majority of playground incidents are also boys
- Lower attainment of pupil's receiving the Pupil Premium Fund in Reading and Writing at the larger school
- All reported bullying incidences are for boys
- All reported racist incidents are for boys

We have used this information to develop our equality objectives which are included in our Action Plan

5 Collecting and analysing equality information for employment and governance at Hevingham and Marsham Primary School Partnership

We are committed to providing a working environment free from discrimination, victimisation, and harassment.

Hevingham and Marsham Primary School Partnership also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following profile information for our staff and governors:

- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

We currently employ 20 staff At Hevingham to undertake a range of duties. Currently we have:

- 17 females
- 3 males
- All staff are White British
- Several members of staff meet the definition of disability within the law
- Staff age profile:
 - 21-30 years – 4
 - 31-40 years – 3
 - 41-50 years – 9
 - 51-60 years – 4

We have identified the following issues from this information-gathering exercise:

- Governing body profile audit shows skills set does not cover the newly formed committee structures based on Trust membership and Ofsted areas of accountability

6 Consultation and involving people

We appreciate that the legislation states it is important that everyone is involved in the formulation and development of equality schemes and action plans, and we have endeavoured to involve as many people as possible in our community.

We involved pupils, staff, governors, parents and carers, and our wider school community in creating our policy and objectives to ensure their views were represented. This is how we did it:

Example:

- Discussions at School Council
- Pupil interviews at Governor Equality Monitoring meetings
- Contact with parent/carers via school website
- Staff surveys
- Discussions at governing bodies

During discussions, the following good practice was identified:

- Accessible toilets at Hevingham

- The schools Vision statement emphasises the commitment we all have to developing the individual and responsible citizens
- The Trust vision based on mutual values
- New builds or adaptations prioritise taking into account the needs of disabled users
- Staff recognise when they would need training to support individual children
- We have responded to the need for staff to access training for supporting individual children – SEND clinic/ Advisory Support Teacher
- Friendly and approachable staff – with male and female role models
- The schools ensure differences are celebrated in a sensitive and appropriate way to help children to develop tolerance and respect
- British Values Statement available on school website
- Procedures in place to meet any medical needs children may have
- Care plans in place as necessary with good support (and training if needed) from the School nursing team
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place – SEND, Behaviour for Learning, Anti-bullying.
- Small school ethos – family/community feel
- Learning Passports/ IEP's in place for pupils with specific needs
- Pastoral Support Plans to support individuals who have needs not clearly defined in other legislation i.e. Emotional Behaviour difficulties.
- Development of understanding of nurturing environment to identify/recognise and support individual needs
- Strong links with Trust schools – joint policies and practices
- Pupils respond positively to restorative justice strategies
- All correspondence sent home is available from the school office in different languages/larger type – should it be requested

Discussions also identified the following needs:

- Ensure easy access to the Equality Scheme when complete – for all in our school community. Share the findings equally and easily
- Ensure all in the school community understand the definition of 'disability' as stated by the 2010 Equalities Act
- Maximise opportunities to give positive messages about differences and tolerance – as part of the PSHE and SMSC curriculum and to wider community.
- Ensure partnership works to support any accessibility issues for staff/governors or children with particular regard to accessibility at Marsham
- Create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have.
- Ensure we continue to gather community views in a range of ways and we should not rely solely on questionnaires
- To invite representatives of various Charities and organisations relating to race, disability and gender to school to give advice/support and assist with curriculum development or be representatives on the governing body
- Ensure the school has a coherent plan for local, national and international education
- Ensure all staff have equalities information as part of their induction programme
- Ensure all staff and Governors receive annual Equalities training

7 What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

Annual summary statement against Equality objectives for April 2012-2013, 2013-2014 and 2014-2015 published on school website. See Appendix 2.

8 Equality impact assessments

Equality Impact Assessments (EIAs) were introduced with the Race Equality Duty and prior to the Equality Act 2010 had been extended to include race, disability and gender. Although you are no longer required to complete an EIA, you must still evidence how, in the development of policies and practice, you have considered equality issues and this is an effecting way of fulfilling this duty.

You may wish to include details of your EIA process in your Single Equalities Scheme or Plan; the process can also inform your equalities objectives.

You should also use the outcomes of the EIAs to inform your equality objectives.

The Equality and Human Rights Commission have issued guidance materials which are available on their [website](#). Norfolk have also provided guidance which can be found [here](#).

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions particularly taking into account protected characteristics. Where negative impacts are identified we will take steps to deal with this and make sure equity of service to all.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

9 Other School Policies

We have used our existing school policies to inform our Equality Scheme/Plan and these include:

List your other school policies here which link with, and have informed, this Scheme:

- School Improvement and Development plan
- Subject specific action plans
- Health and Safety
- Behaviour for Learning
- School SEND policy
- Follow County procedure for reporting racist incidents
- Anti - Bullying policy
- Whistle-blowing Policy
- Accessibility plan
- Pupil Premium

10 Roles and Responsibilities

Under this section identify who will be responsible for undertaking action in relation to the specific duties and your equality objectives.

- Our governing body is responsible for ensuring our school complies with legislation, and that this policy and its related procedures and objectives are implemented. Mrs Lindsay Peaston – Governor - oversees this work
- Our headteacher is responsible for the implementing the scheme/plan, for ensuring staff are aware of their responsibilities, that they are given appropriate training and support and report progress to the governing body.
- The head teacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- All staff will
 - Promote an inclusive and collaborative ethos in our school
 - Deal with any prejudice related incidents that may occur
 - Plan and deliver a curricula which reflects our principles.
 - Keep up to date with equalities legislation relevant to our work
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

- We will ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

11 Commissioning and Procurement

Hevingham and Marsham Primary School Partnership is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

12 Publicising our scheme

- School website
- Staff and parent newsletter
- Staff and pupil induction
- Class assemblies

13 Review of Progress

This scheme covers a four year period from April 2015 to April 2019, it will be reviewed annually. This will review the actions we have taken in meeting our general and specific duties under the Equalities Act and will include:

- The results of your information gathering activities for race, disability and gender and what you have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what you have achieved in relation to promoting community cohesion

14 Ongoing evolution of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Policy and objectives. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff and governor meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

Vision & Values

Our inclusive Values:






Our Vision Statement:

Our schools, adults and children, work in partnership with the communities, to develop:

Confident and healthy individuals

Successful learners

Responsible citizens

<p>Confident and healthy individuals</p> 	<p>Successful learners</p> 	<p>Responsible citizens</p> 
<ul style="list-style-type: none"> • High levels of self-esteem • Highly motivated children • High levels of Emotional Intelligence to be able to manage own and others' feelings • Integrity and good judgment • Honesty • Happy smiling children 	<ul style="list-style-type: none"> • An enquiring/ curious and discriminating mind and a desire to understand and reason • Resilience and perseverance • Proud of their learning • Celebration of success in ALL areas of school life 	<ul style="list-style-type: none"> • Respect and value of diversity in the local, national and global communities and the equal worth of others • Non-judgmental
<ul style="list-style-type: none"> • Children displaying Growth mind sets • An environment which builds 	<ul style="list-style-type: none"> • Celebration of Learning Strategies • Children drafting and re- 	<ul style="list-style-type: none"> • Equality throughout the school community and a curriculum that focusses on the notions of equity

<p>confidence and a willingness to try in a safe trusted environment where getting it wrong is seen as a positive learning experience</p>	<p>drafting work to ensure high standards based on high quality feedback</p> <ul style="list-style-type: none"> • Peer feedback and marking • Children teaching 	<p>fairness, justice and reflects on how to reduce inequalities</p>
<ul style="list-style-type: none"> • Participation for all 	<ul style="list-style-type: none"> • Independent learning and the establishment of dialogue where people are free to speak their minds with others listening and responding fairly in a trusting and safe environment • children taught How to Learn 	<ul style="list-style-type: none"> • A commitment to the well-being of future generations - building ecological literacy
<ul style="list-style-type: none"> • Disputes are resolved through dialogue • Children are taught the skills of negotiating, mediation and conflict-resolution 	<ul style="list-style-type: none"> • Creativity 	<ul style="list-style-type: none"> • Developing mutually sustaining relationships between the schools and our surrounding communities
<ul style="list-style-type: none"> • Children debating and publically performing 	<ul style="list-style-type: none"> • Collaboration with others but also having the courage to not participate 	<ul style="list-style-type: none"> • Social skills: polite, respect, open-mindedness, empathetic, thoughtful, caring, good manners
<ul style="list-style-type: none"> • Encourages and celebrates satisfaction and contentment in acquiring new interests, 	<ul style="list-style-type: none"> • Active, joyful engagement with learning, teaching and relationships 	<ul style="list-style-type: none"> • Children involved in decisions about their life to enable them to make informed decisions in the present and

knowledge and skills as the best way of sustaining them		the future
<ul style="list-style-type: none"> • Nurturing school where children are nurtured and valued as individuals 	<ul style="list-style-type: none"> • Children asking and learning through philosophical questions 	<ul style="list-style-type: none"> • A theme based curriculum that shares knowledge with children about local and global realities/ others cultures/religions

Adults that should feel:
They contribute, learn and are valued
There are opportunities to develop and innovate

APPENDIX:

ANNUAL PROGRESS AGAINST EQUALITIES ACTION PLAN

APRIL 2012-2013

ELIMINATE UNLAWFUL DISCRIMINATION:

- Two incidents successfully resolved using restorative practice. This resulted in parents, children, members of staff, local housing association, police and school council working collaboratively enabling children to accept responsibility for their actions and agree consequences over the action they took
- Teaching Assistant completed Nurture training
- PATHS programme embedded. Children and families involved with this whole school evidence based early intervention programme to enhance social and emotional confidence and facilitate educational processes in the classroom. response from parents and staff and children very positive
- New Buddy system in place. From a survey in Feb 2012, 63% of children didn't feel safe in the playground at lunch and break times and didn't know who to go to for support if they felt upset. A target group of Rec/Yr.1 children using the new system reported that 100% do now feel safe and could report who they would need to go to for help

PROMOTE EQUALITY OF OPPORTUNITY:

- Nurture classroom opened in March 2013. Nurture sessions available with a trained Nurture teacher who is now employed on a full-time basis
- School Council set up at both schools- initiatives include anti-bullying survey, road safety, interviewing prospective new members of staff
- Governor appointed as representative for equalities

FOSTER GOOD RELATIONSHIPS:

- Theme days/weeks: Careers, Money, Family Learning, Life in a British City, Eco, Reading Cafés, Phonics, Reading, Maths calculation evening with families
- Residential trips
- Art project with local community group
- Fortnightly assemblies from the vicar and members of the local community
- Weekly assemblies covering major religions
- Christmas carols and nativity held in local church
- Harvest and Easter celebrations held in local church
- All staff received annual equality update training
- All staff received diversity training
- School participates in Aylsham Cluster Trust activities

ANNUAL PROGRESS AGAINST EQUALITIES ACTION PLAN

APRIL 2013-2014

ELIMINATE UNLAWFUL DISCRIMINATION:

- Three incidents successfully resolved using restorative practice. This resulted in parents, children, members of staff, local housing association, police and school council working collaboratively enabling children to accept responsibility for their actions and agree consequences over the action they took
- One incident involving a number of children was successfully resolved by the Nurture teacher carrying out interviews with all children; identifying the 'victim', support from the Class teacher and parents following the Behaviour policy
- Teaching Assistant completed Nurture training and has subsequently trained all members of staff. This is updated regularly and the Teaching Assistant often provides outreach support for other schools
- PATHS programme embedded. Children and families involved with this whole school evidence based early intervention programme to enhance social and emotional confidence and facilitate educational processes in the classroom. October 2013 Family questionnaire highlighted the programme and the Nurture Teacher as being something the 'school does well'
- The recent Ofsted Parent View states that 100% of our families **strongly agree** and **agree** that their child feels safe in school. This is reinforced by termly interviews with children carried out by the Head teacher and Safeguarding governor

PROMOTE EQUALITY OF OPPORTUNITY:

- A full nurturing program available for children in small groups or on a one to one basis. The Nurture teacher works closely with families providing early intervention and support where necessary and runs our Family Support Meetings
- School Council embedded at both schools- actively engaged in promoting learning: What Makes a Good Learner? Research, Safe Tea party for Internet Safety day in Feb 2014 and recruitment and best value for money initiatives -working with PE co-coordinator and Healthy Schools co-ordinator to devise a joint action plan to promote outdoor adventurous activity for all using the new PE funding
- Head teacher, Governor for Equalities and representatives from Index for Inclusion, regularly meet to monitor the impact of action plans through walking the school, assessing messages and images that underpin the day to day functioning of the school

FOSTER GOOD RELATIONSHIPS:

April 2015

- Theme days/weeks: Careers, Money, Outdoor Learning, Family Learning, Safer Internet Day, Reading and Maths Cafés, Phonics, Reading, Maths calculation evening with families
- Residential trips
- Fortnightly assemblies from the vicar and members of the local community
- Weekly assemblies covering major religions
- Christmas carols and nativity held in local church
- Harvest and Easter celebrations held in local church
- All staff received annual equality update training
- Learning Conversations with families – twice a year
- Interim reports – twice a year
- School participates in Aylsham Cluster Trust activities
- Friends Facebook page – electronic communication
- Cluster Improvement Plan

ANNUAL PROGRESS AGAINST EQUALITIES ACTION PLAN

APRIL 2014-2015

ELIMINATE UNLAWFUL DISCRIMINATION:

- Two incidents successfully resolved using restorative practice. This resulted in parents, children, members of staff, local housing association, police and school council working collaboratively enabling children to accept responsibility for their actions and agree consequences over the action they took
- Nurture programme fully embedded across both schools. Numerous Family Support Meetings initiated by schools to ensure families are supported where necessary
- Regular Bully Busters meetings have taken place. The recent Ofsted reports quote: "Pupils have a good understanding of different kinds of bullying. They play an active role in helping to run the school and enjoy responsibilities given to them. The 'Bully Busters' help resolve friendship difficulties. For example, they have carried out a survey with pupils about their views on bullying and have presented their findings to parents. Both pupils and parents have every confidence that the school deals effectively with bullying."
- New Behaviour policy includes whole school and class rules based on rights and responsibilities
- Assemblies and British Values Statement on website ensures the school promotes pupils' spiritual, moral, social and cultural development and prepares them well for life in modern Britain

PROMOTE EQUALITY OF OPPORTUNITY:

- Equality of opportunity is given strong emphasis, the Chair of Governors is the Equalities Governor and she meets pupils and the Head teacher each half term to hear their views about aspects of school life and ensures the school, through its policies and procedures promotes equality
- The Nurture teacher works closely with the High School during transition in particular and has provided outreach support to cluster primary schools
- Solihull Parenting course successfully completed and open to families within the partnership as well as the wider cluster of schools
- School Council actively engaged in school development – led the new Behaviour Policy which was launched in January 2015; engaged in discussions with governors, parents and children to seek their views and designed the School Rules and a fair and equal policy

FOSTER GOOD RELATIONSHIPS:

- Theme days/weeks: Careers, Money, Outdoor Learning, Family Learning, Safer Internet Day, Reading and Maths Cafés
- Phonics, Maths calculation sessions run by Aylsham Cluster Trust
- Residential trips
- Fortnightly assemblies from the vicar and members of the local community
- Weekly assemblies covering major religions
- Christmas carols and nativity held in local church
- All staff received annual equality update training
- Learning Conversations with families – twice a year
- RE National Curriculum updated
- Hevingham and Marsham Primary Schools have joined the Aylsham Cluster Trust
- Friends Facebook page – electronic communication
- Cluster Improvement Development Plan
-

K.Hutchison

ANNUAL PROGRESS AGAINST WQUALITIES ACTION PLAN APRIL 2015-2016

ELIMINATING UNLAWFUL DISCRIMINATION:

- 2 incidences resolved successfully using restorative practice; involving collaboration between nurture teacher, parents, class teacher and children
- Nurture programme is fully embedded and the nurture teacher has actively works across the cluster in this role: supporting other Head teachers and as part of the leadership group of Aylsham High School Nurture unit
- Online Safety page on school website has been updated with guidance for families and includes an updated Online Safety policy. Year 6 children have held sessions across the schools on Internet Safety Day – February 2016 and throughout the year. They have designed and shared Online Safety posters that are present in all classrooms. Bully Busters follow a training programme throughout the year to develop children’s awareness of keeping safe
- Assemblies, Careers Family Learning Days and British Values Statement on website ensures the school promotes pupils spiritual, moral, social and cultural development and prepares them well for life in modern Britain
- KS1: Raise data over past three years shows an improvement in attainment and a closing of the gap between disadvantaged pupils and national disadvantaged pupils. From -1.6 to -1.3 overall
- The attainment gap between disadvantaged pupils compared with the national figure for non dis-advantaged pupils is reducing overall from -1.7 in 2013 to - 1.1 in 2015
- Staff, governors and families and children worked together to make a decision about the values of our school that underpin all our policies and practises. We have worked hard to enable children to understand what these values actually mean and these are celebrated in weekly assemblies; displayed in both schools and on the school website
- The School Council have worked with a range of stakeholders to revisit the Vision Statement for our schools and what this looks like in practice. School Council presented their child speak version of ‘Successful Learners’ to governors in July 2016
- The Immersive curriculum is planned with the children and enables children to apply their taught skills in a creative way through ‘real life’ contexts

PROMOTE EQUALITY OF OPPORTUNITY:

- Equality of opportunity is given strong emphasis, the Chair of Governors is the Equalities Governor and she meets pupils and the Head teacher each half term to hear their views about aspects of school life and ensures the school, through its policies and procedures, promotes equality
- The Nurture teacher works closely with the High School during transition in particular and has provided outreach support to cluster primary schools
- Solihull Parenting course successfully completed and open to families within the partnership as well as the wider cluster of schools

- The committee structure of the governing body has been re –organised to ensure the skills set matches Ofsted accountability through a process of self-evaluation
- Half termly themed curriculum overviews are published on school website
- Arts mark self-assessment completed in Sept 2015 awarded the school a Silver level. The action plan is working towards Gold. This is a two year programme. The school has run a school choir, weekly singing sessions and a singing club, they have performed at local venues such as the Larel Club and various care homes in the community. We have run an Artsmark club and an Art Family Learning Day. An art exhibition was held in the summer term to showcase children’s work
- The schools have taken part in two Family Learning National Trust events within the Trust. Two classes have taken part in the Sainsbury Centre arts and cultural educational programme

FOSTER GOOD RELATIONSHIPS:

- Careful monitoring of playground incidences ensure consequences are given to children resulting in fewer repeated incidences from the same children. School has liaised with specialist behavioural consultants such as Short Stay for Norfolk and Step training regarding this national issue. A full range of activities are available. The immersive curriculum provides an opportunity for boys to engage with the curriculum
- Themed days/weeks: Careers, Money, Outdoor Learning, Safer Internet day, Reading and Maths cafes
- Phonics, Math calculation sessions run by Aylsham cluster Trust
- Residential trips
- Termly visits on a local and national basis
- Link school with Spain
- Involvement in Science, Art and Writing project with sister school in Shanghai
- Fortnightly assembly from the vicar and members of the local community
- Weekly assemblies covering the major religions
- All staff receive annual equalities update training
- Learning Conversations with families- twice a year
- Friends Facebook page – electronic communication
- Aylsham Cluster Trust Friends page
- Cluster Improvement Development Plan

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