



Equality Duty

Reviewed and updated February 2020

The Public Sector Equality Duty (PSED) requires our school to publish information about our school and how we plan to act in relation to the different characteristics of stakeholders within our school. This is called Equalities and here you will find information about how we ensure that Nelson Primary School ensures that it meets its specific equality duties.

The Equality Act 2010 clearly states that there are a number of groups whose needs must be taken into account when considering equality of access and opportunity. People identified in these groups are considered to have a protected characteristic.

At Nelson Primary School, we must ensure that groups that have a protected characteristic are taken into account when publishing information.

Protected Characteristics:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy & Maternity
- Religion and Belief
- Sexual Orientation
- Transgender (Gender re-assignment)

There are also two other protected characteristics - Age & Marriage and Civil partnership, but schools do not have a duty to publish this information.

The information that we publish and analyse must be clearly linked to the three aims (General Duties) of our PSED. The general duties are the things our school is aiming to achieve:

General Duties:

The three aims of the Public Sector Equalities Duty are as follows:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- To advance equality of opportunity between people who share a protected characteristic and those who do not.
- To foster good relations between people who share a protected characteristic and those who do not.

Specific Duties:

- To publish information.

You will find here information about our school community (see specific duties section).

Action Plan- Equality Objectives:

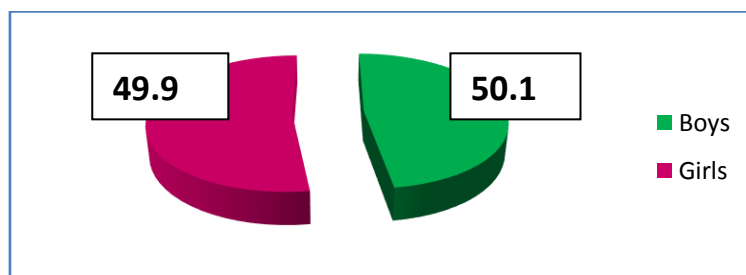
Equality objectives are the clearly defined actions that we have identified after careful thought and analysis of our school improvement and development plans, evaluations and student data; we use this information to improve the education for all groups in the school. We want to make sure we know which pupils are doing well in our school and which ones are doing less well, so we can plan to improve. The information published tells us where we could be doing better, so we can plan for the future and include these actions in the Equalities Objectives we publish here. We hope this information is clear and easy to understand, but if there are any questions about anything in this Duty please contact our Head Teacher, Fiona Cullen who will be able to help.

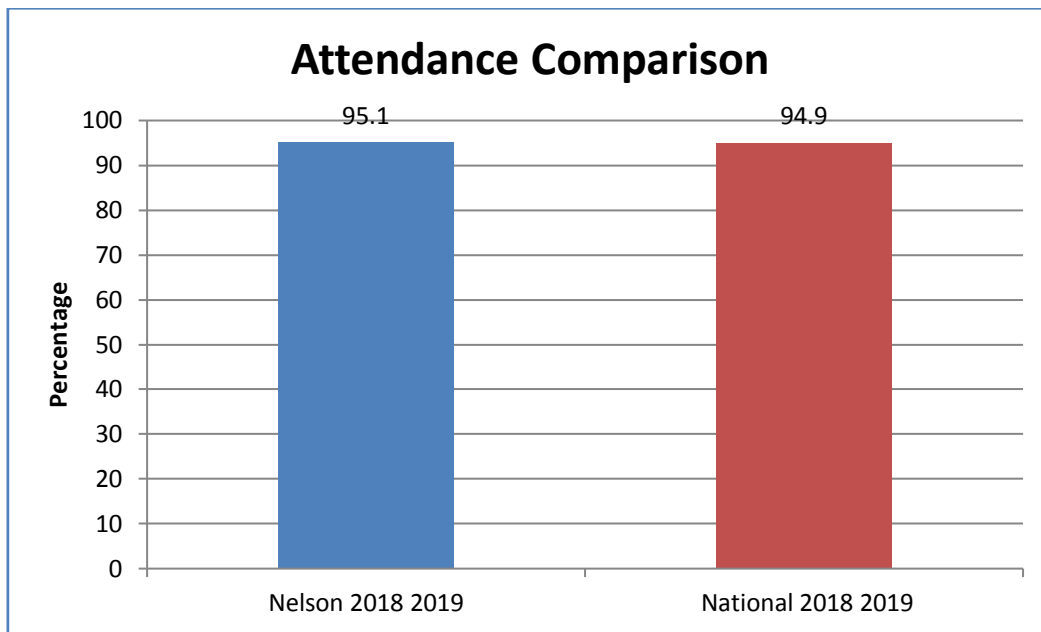
Equalities Information and Analysis January 2020

Section 1. Who Comes to Our School?

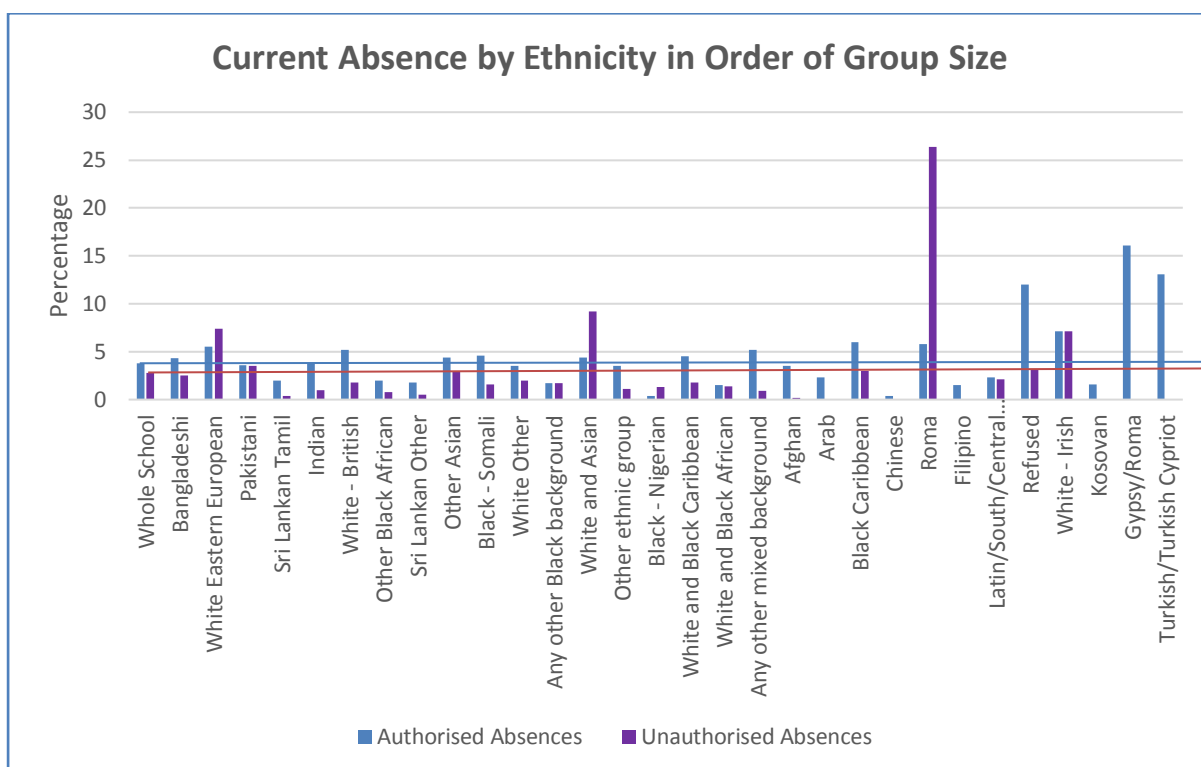
This is our school population and the groups of people for whom we plan services. As a school, our main function is to provide access to educational opportunities and support our pupils to achieve their potential. We must ensure we do not disadvantage anyone in our school and we will use the following information to help us. We also welcome your views.

Gender		Number	%
	Cohort	831	100
	Girls	415	49.9
	Boys	416	50.1

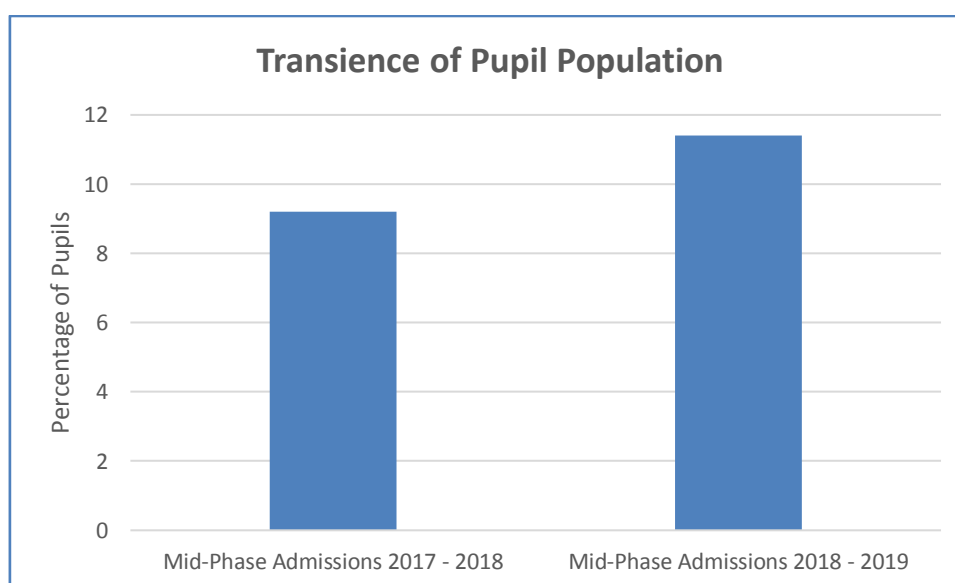




	%Authorised Absences	%Unauthorised Absences		%Authorised Absences	%Unauthorised Absences
Whole School	3.8	2.8	White and Black Caribbean	4.5	1.8
Bangladeshi	4.3	2.5	White and Black African	1.5	1.4
White Eastern European	5.5	7.4	Any other mixed background	5.2	0.9
Pakistani	3.6	3.5	Afghan	3.5	0.2
Sri Lankan Tamil	2	0.4	Arab	2.3	0
Indian	3.7	1	Black Caribbean	6	3
White - British	5.2	1.8	Chinese	0.4	0
Other Black African	2	0.8	Roma	5.8	26.4
Sri Lankan Other	1.8	0.5	Filipino	1.5	0
Other Asian	4.4	2.9	Latin/South/Central American	2.3	2.1
Black - Somali	4.6	1.6	Refused	12	3.1
White Other	3.5	2	White - Irish	7.1	7.1
Any other Black background	1.7	1.7	Kosovan	1.6	0
White and Asian	4.4	9.2	Gypsy/Roma	16.1	0
Other ethnic group	3.5	1.1	Turkish/Turkish Cypriot	13.1	0
Black - Nigerian	0.4	1.3			

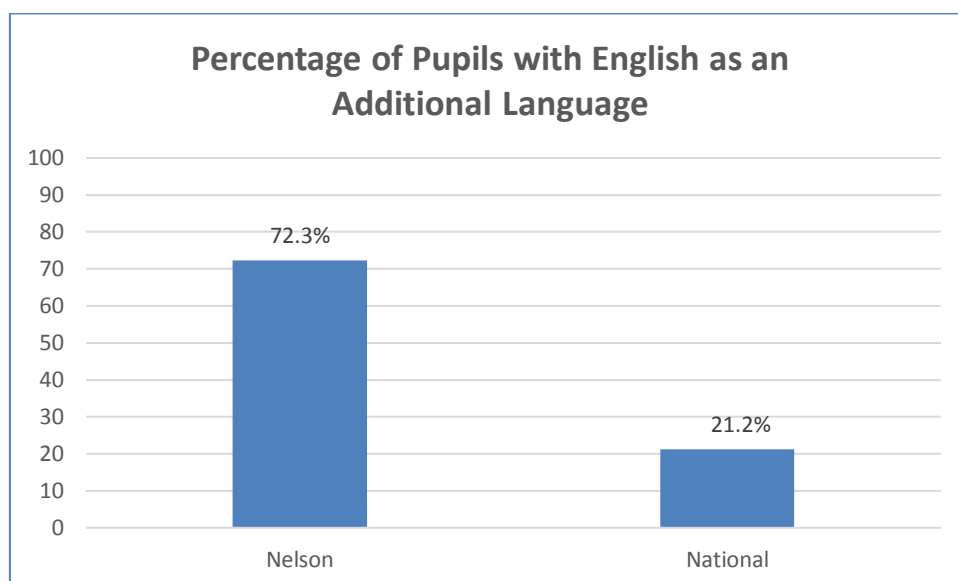
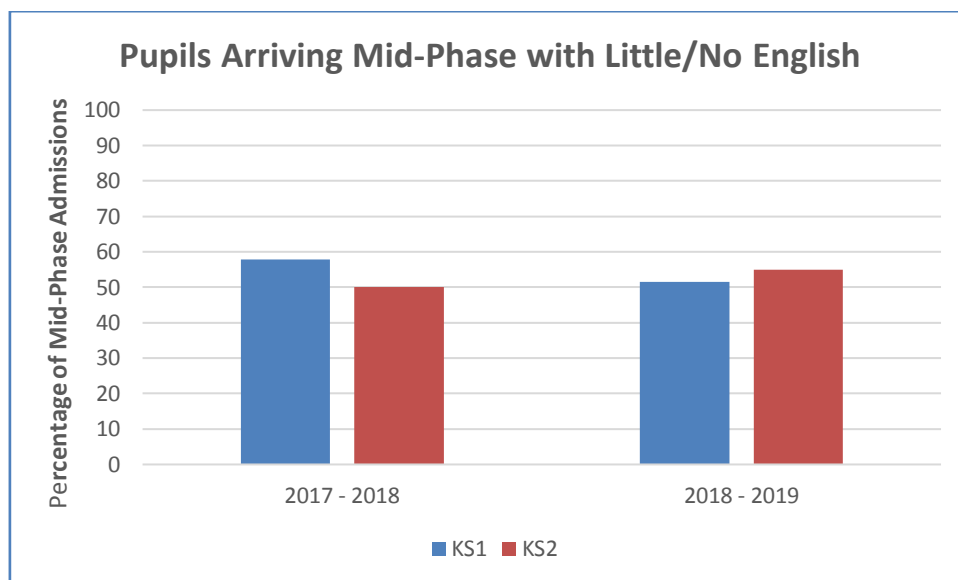


Transience of Pupil Population		
	Number	Percentage
Mid-Phase Admissions 2017 - 2018	80	9.2
Mid-Phase Admissions 2018 - 2019	95	11.4



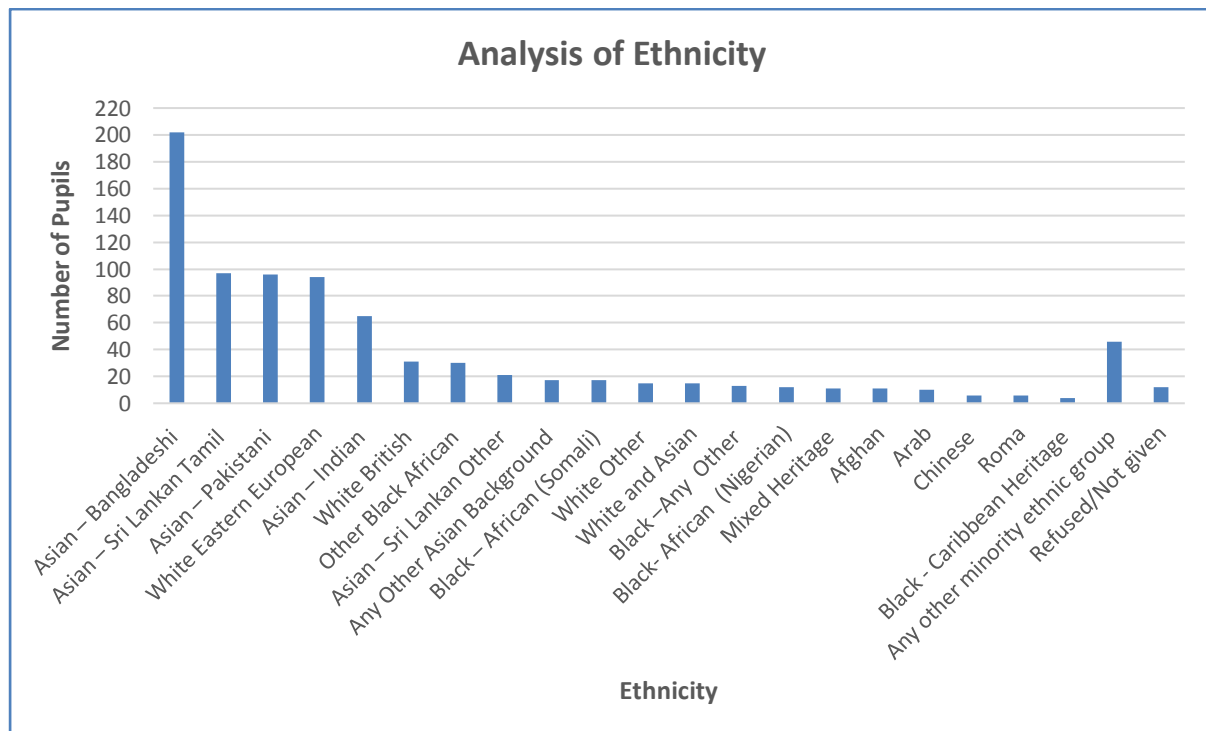
Pupils with Early Stage of English Arriving Mid-Phase

	KS1	KS2
2017 - 2018	57.9%	50%
2018 - 2019	51.5%	55%



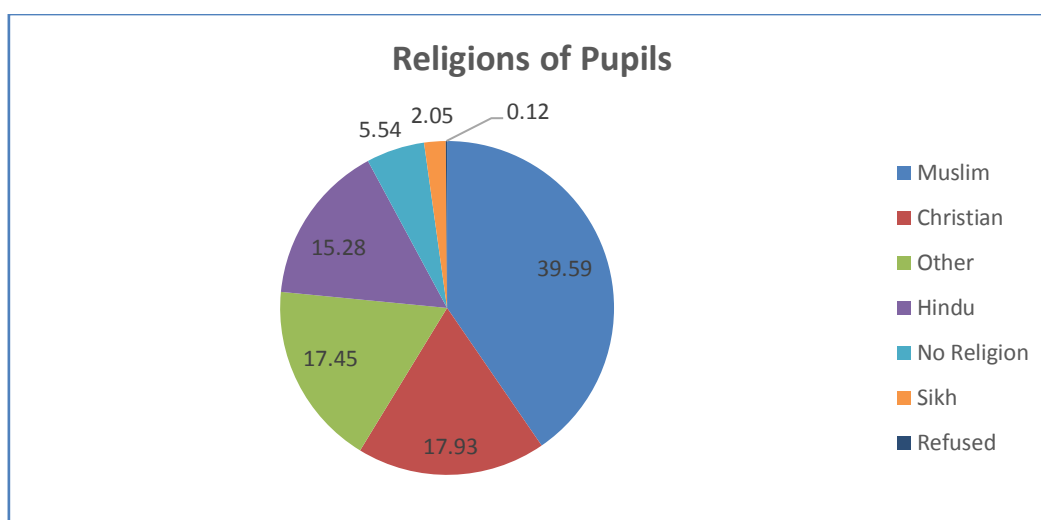
Analysis of Ethnicity

Ethnicity	Number	Percentage
Asian – Bangladeshi	202	24.31
Asian – Sri Lankan Tamil	97	11.67
Asian – Pakistani	96	11.55
White Eastern European	94	11.31
Asian – Indian	65	7.82
White British	31	3.73
Other Black African	30	3.61
Asian – Sri Lankan Other	21	2.53
Any Other Asian Background	17	2.05
Black – African (Somali)	17	2.05
White Other	15	1.81
Black –Any Other	13	1.56
Black- African (Nigerian)	12	1.44
Mixed Heritage	11	1.32
Chinese	6	0.72
Roma	6	0.72
Black - Caribbean Heritage	4	0.48
Any other minority ethnic group	82	9.87
Refused/Not given	12	1.44



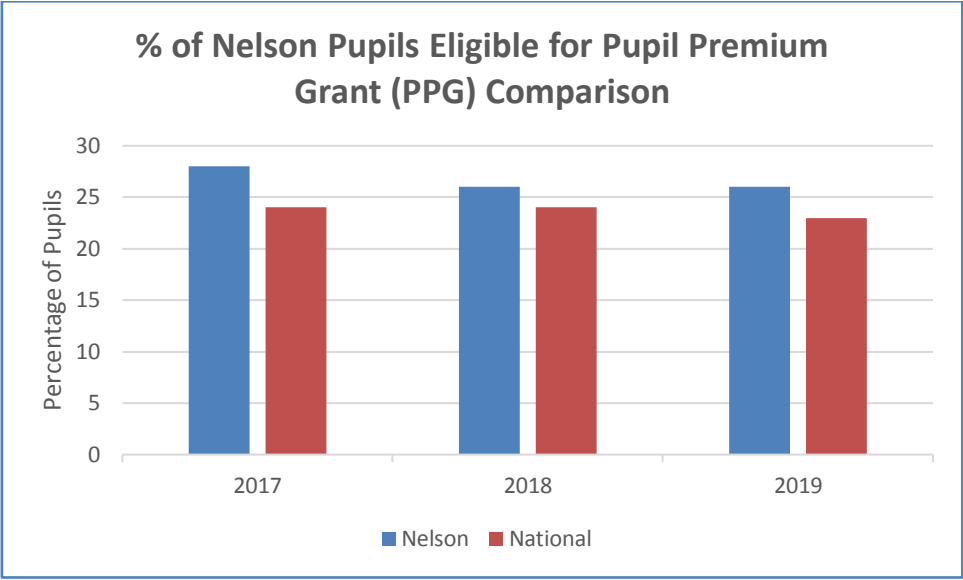
Analysis of Religion/Belief

Religion/Belief	Percentage
Muslim	39.59
Christian	17.93
Other	17.45
Hindu	15.28
No Religion	5.54
Sikh	2.05
Refused	0.12
Buddhist/Taoist	0
Jewish	0



Pupil Premium Grant

% of Nelson Pupils Eligible for Pupil Premium Grant (PPG)			
	2017	2018	2019
Nelson	28	26	26
National	24	24	23



Section 2 – Advance Equality of Opportunity between those who share a protected characteristic and those who do not.

Our aim is to provide an outstanding quality of education for all our pupils. We promote equality of access in order for our pupils to achieve successful outcomes, whatever their starting point. We analyse information about our school in order to identify our strengths and needs.

Analysis of the school population:

Nelson Primary School is a four-form entry school located in East Ham in East London with Resourced Provision for children with Developmental Language Disorder. There are two spaces allocated in each year group for pupils who have this profile, although we do sometimes take three children. These children are usually admitted in Reception, but places may be filled at a later time, if children from the resource leave the school or if a place has not been filled. The current pupil population is 831, with almost exactly equal numbers of boys and girls. 72.3% of our pupils have English as an Additional Language compared to 22.2% nationally. 26% of our pupils are indicated as Pupil Premium, whilst Pupil Premium nationally was 23% for the period 2018 - 2019. However, included in Newham's local offer is the provision of Free School Meals (FSM) for all primary school children and, as a result, many parents do not see the need to register for FSM. In addition, many of our mid-phase admissions have immigration status that does not entitle them to FSM. We have a number of approaches to ensure all families with entitlement are registered but we feel this 'official' figure is still below the actual number.

Attendance for the academic year 2018 – 2019 was 95.1% which was marginally above the national percentage. Ethnic groups over-represented in terms of authorised absence are White Eastern European, White British, Black Caribbean and Roma, while groups over-represented in terms of unauthorised absence are White Eastern European, White and Asian and Roma. It has become clear over the past few years that poor attendance is of particular significance in our White Eastern European and Roma children.

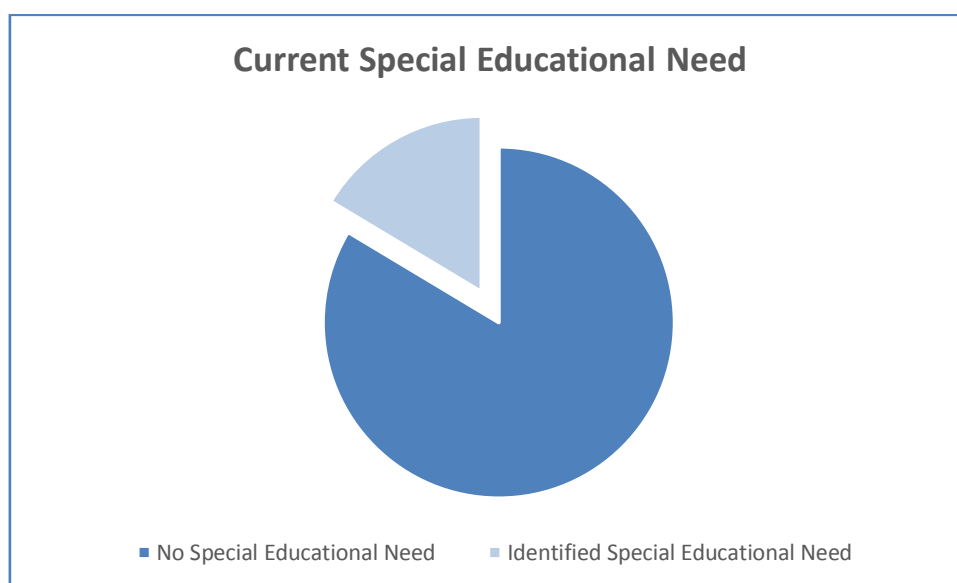
The largest ethnic group is Bangladeshi at 24.31%. Other significant ethnic groups are Sri Lankan Tamil (11.67%), Pakistani (11.55%), White Eastern European (11.31%), Indian (7.82%) White British (3.73%) and Other Black African (3.61%). The fastest growing group is those coming from Eastern Europe, in particular Romania.

Almost 40% of the children in the school follow Islam, 17.93% are Christians and 17.45% are recorded as 'other religion', ie not of a religion specified in data collected by the school. However, as some of our Eastern European children fall into the 'other religion' group, it may be that Orthodox religions are not being recorded as Christian.

Special Educational Needs

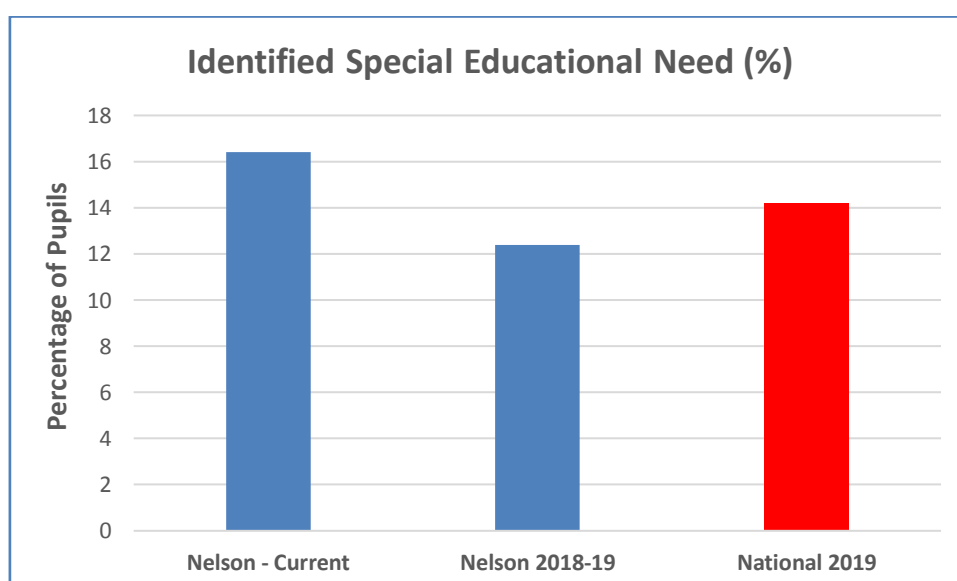
Current Special Educational Needs

	Number	Percentage
No Special Educational Need	695	83.6
Identified Special Educational Need	136	16.4



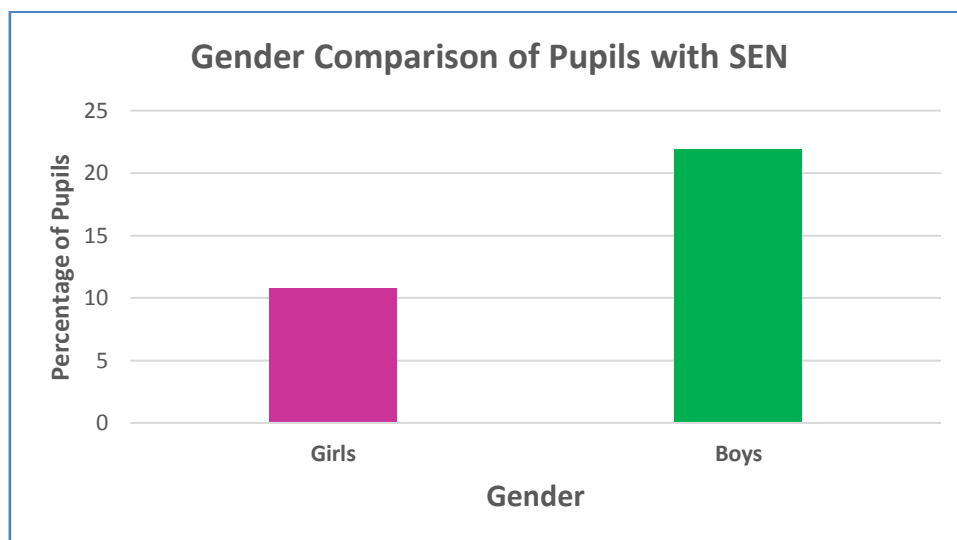
Trends and Comparison in Special Educational Needs

	Nelson Current	Nelson 2018-19	National 2018-19
No Special Educational Need (%)	83.6	87.6	85.8
Identified Special Educational Need (%)	16.4	12.4	14.2

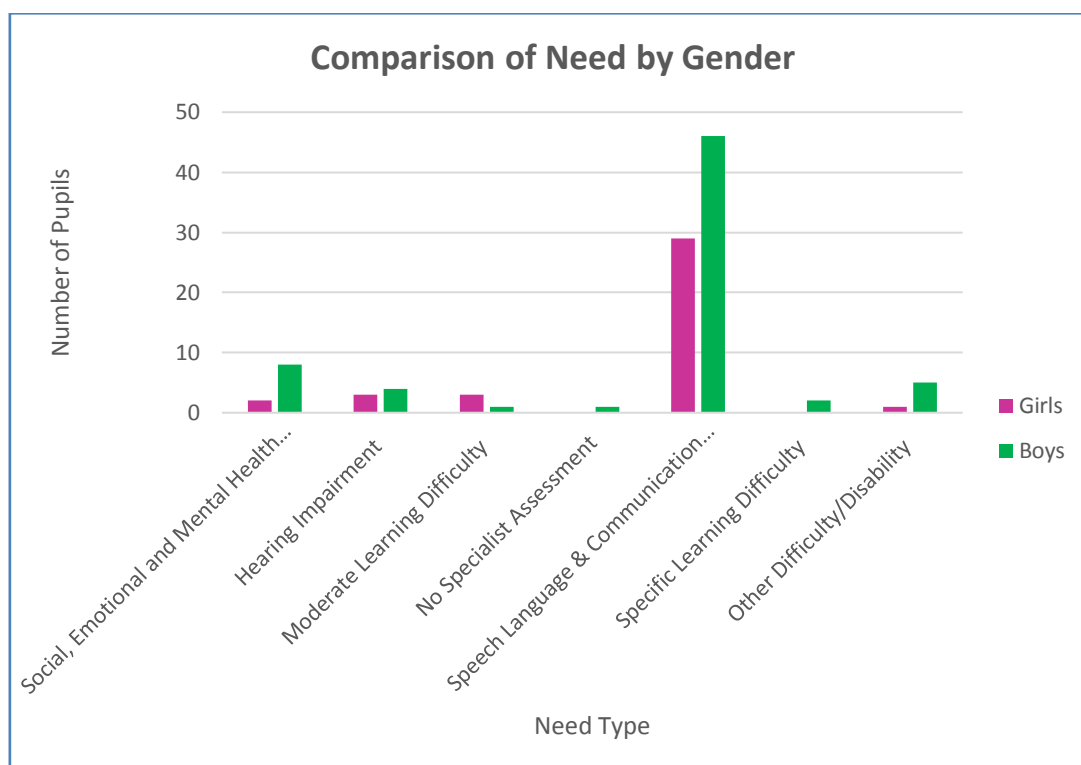


Gender Comparison of Pupils with SEN

	Number	Percentage
Identified Special Educational Need - Female	45	10.8
Identified Special Educational Need - Male	91	21.9

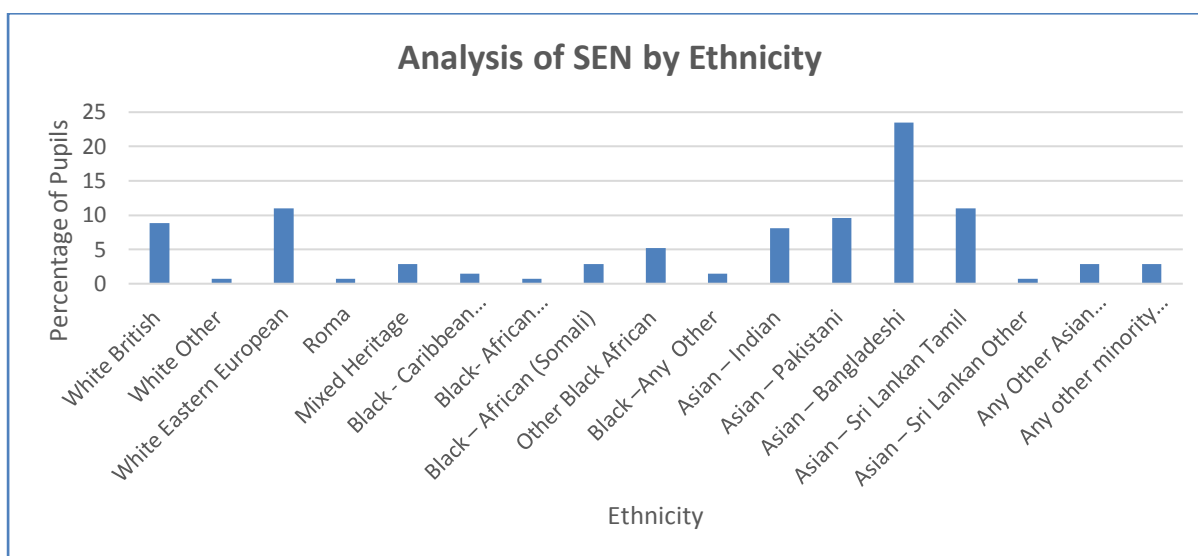


Gender Analysis of SEN		
Need Type	Number of Girls	Number of Boys
Autistic Spectrum Disorder	8	26
Social, Emotional and Mental Health Difficulties	2	8
Hearing Impairment	3	4
Moderate Learning Difficulty	3	1
No Specialist Assessment	0	1
Speech Language & Communication Need	29	46
Specific Learning Difficulty	0	2
Other Difficulty/Disability	1	5



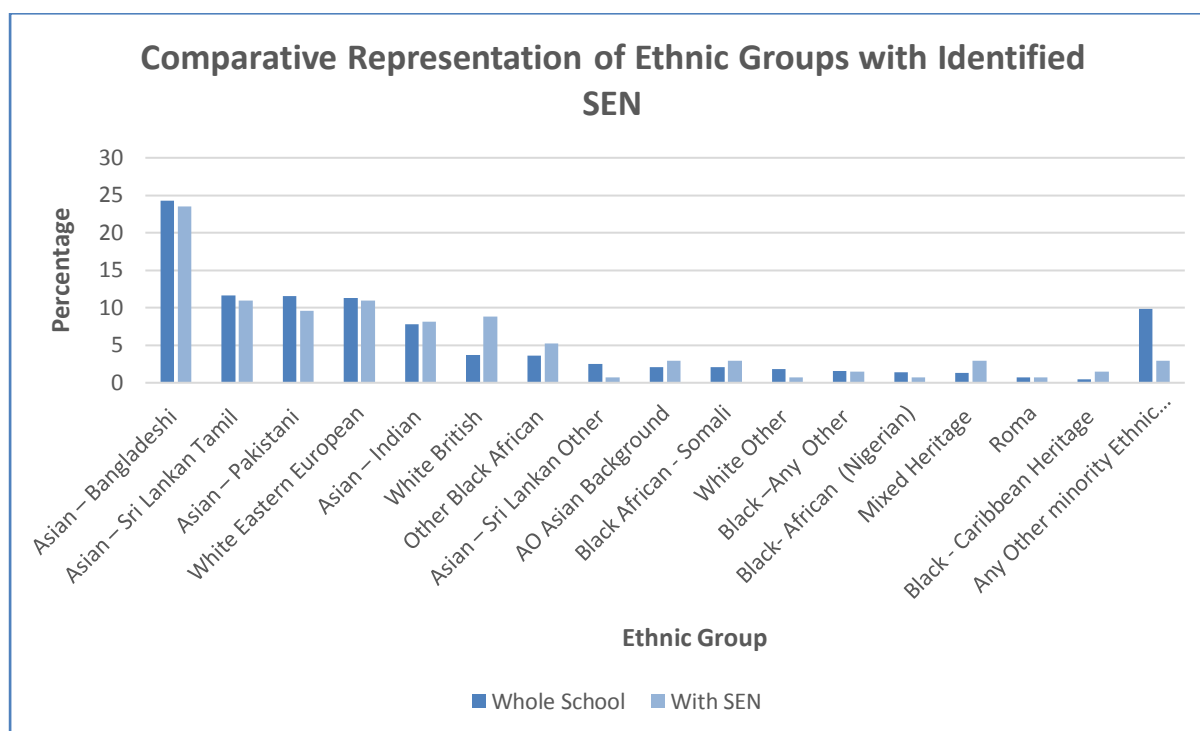
Analysis of SEN by Ethnicity

SEN by Ethnicity		
Ethnicity	Number	%
White British	12	8.8
White Other	1	0.7
White Eastern European	15	11
Roma	1	0.7
Mixed Heritage	4	2.9
Black - Caribbean Heritage	2	1.5
Black- African (Nigerian)	1	0.7
Black – African (Somali)	4	2.9
Other Black African	7	5.2
Black –Any Other	2	1.5
Asian – Indian	11	8.1
Asian – Pakistani	13	9.6
Asian – Bangladeshi	32	23.5
Asian – Sri Lankan Tamil	15	11
Asian – Sri Lankan Other	1	0.7
Any Other Asian Background	4	2.9
Any other minority ethnic group	4	2.9

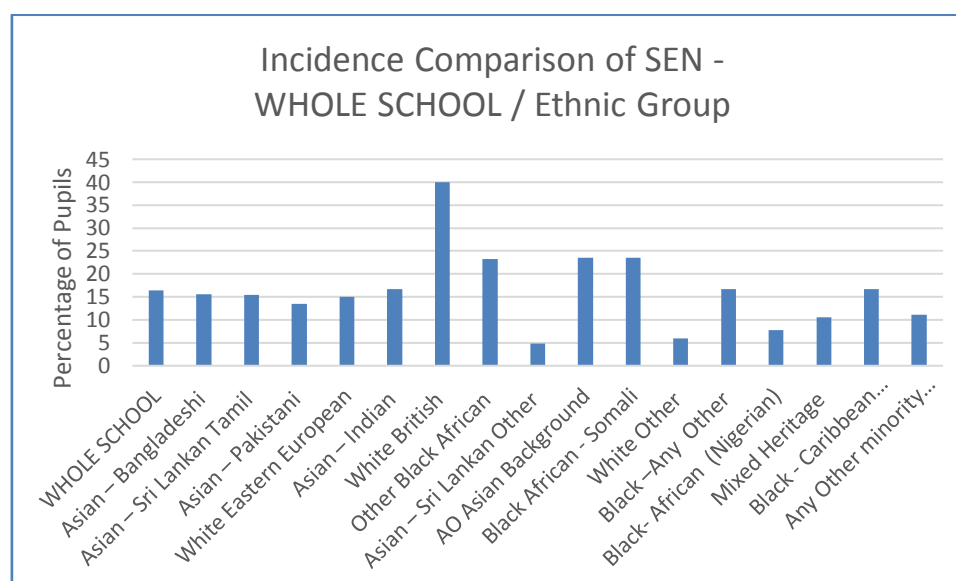


Comparison of Representation of Ethnic Groups with SEN

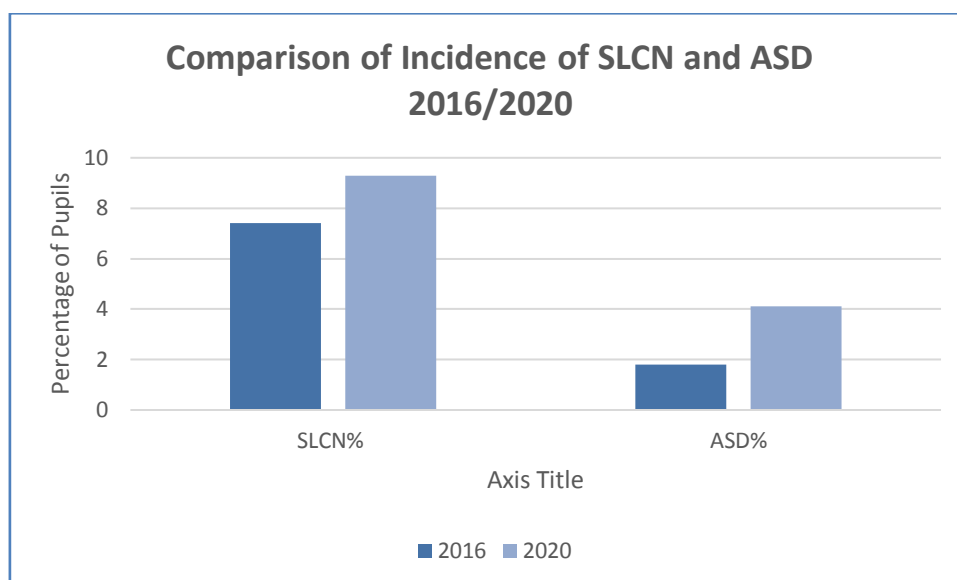
Ethnicity	%of school population	% of pupils with SEN
Asian – Bangladeshi	24.31	23.5
Asian – Sri Lankan Tamil	11.67	11
Asian – Pakistani	11.55	9.6
White Eastern European	11.31	11
Asian – Indian	7.82	8.1
White British	3.73	8.8
Other Black African	3.61	5.2
Asian – Sri Lankan Other	2.53	0.7
Any Other Asian Background	2.05	2.9
Black – African (Somali)	2.05	2.9
White Other	1.81	0.7
Black –Any Other	1.56	1.5
Black- African (Nigerian)	1.44	0.7
Mixed Heritage	1.32	2.9
Chinese	0.72	
Roma	0.72	0.7
Black - Caribbean Heritage	0.48	1.5
Any other minority ethnic group	9.87	2.9



Comparison of Representation of SEN within Ethnic Groups

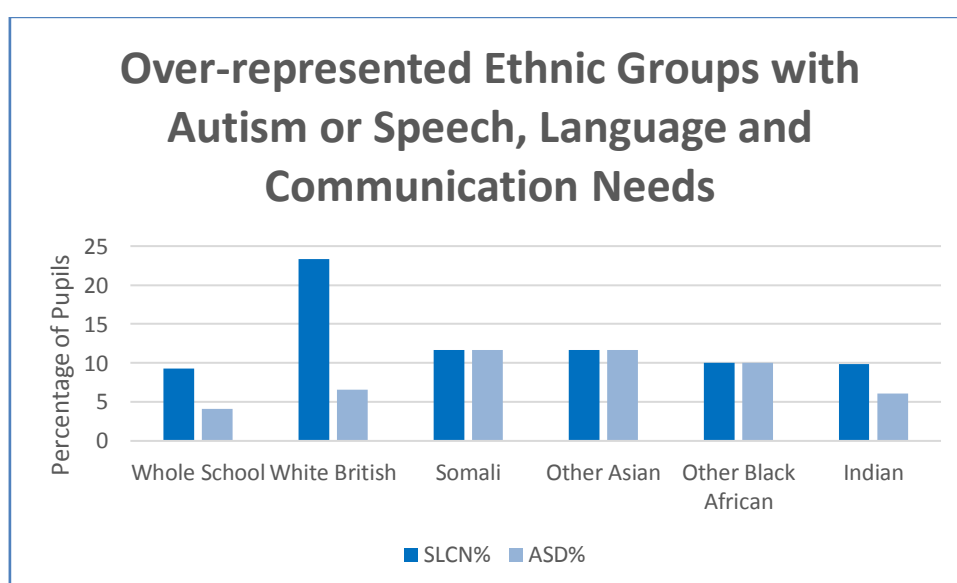


Comparison of Incidence of SLCN and ASD 2016 and 2020		
	SLCN%	ASD%
2016	7.4	1.8
2020	9.3	4.1



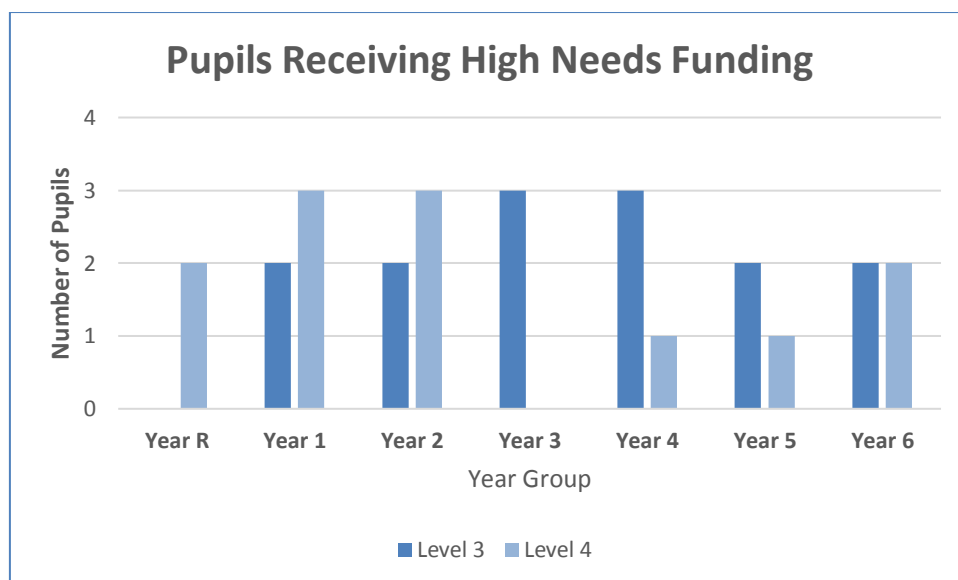
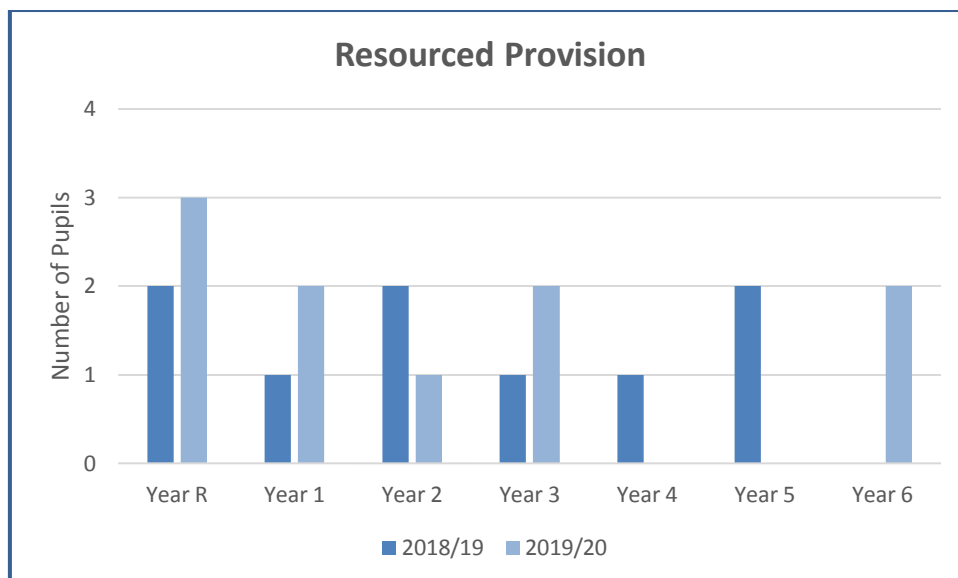
Representation of Ethnic Groups with a Profile of ASD or SLCN

Over-represented Ethnic Groups with Autism or Speech, Language and Communication Needs		
	SLCN%	ASD%
Whole School	9.3	4.1
White British	23.3	6.6
Somali	11.7	11.7
Other Asian	11.7	11.7
Other Black African	10	10
Indian	9.9	6.1

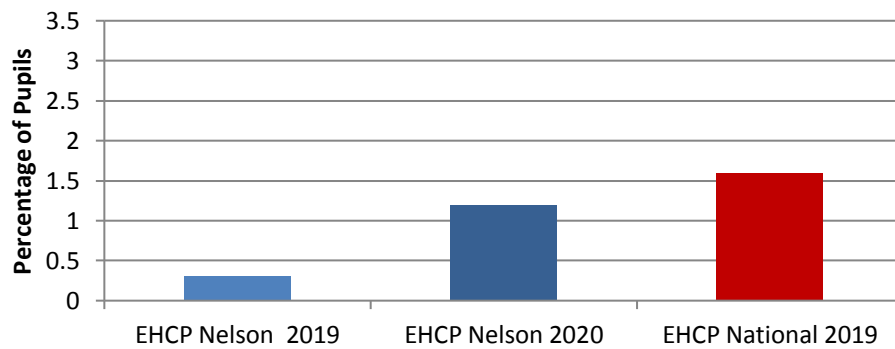


Resourced Provision

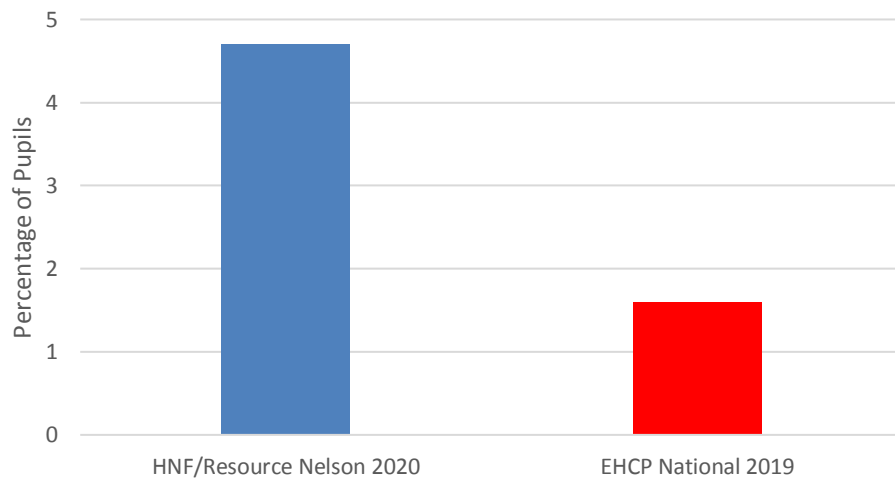
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018/19	2	1	2	1	1	2	0
2019/20	3	2	1	2	0	0	2



Comparison of School Education, Health and Care Plans with National 2019/2020



High Needs Comparison



Analysis of SEN

The total percentage of pupils currently identified as having Special Educational Needs is 16.4% compared to 14.2% nationally in 2019. Pupils currently identified with SEND demonstrates an increase of 4% since the period 2018/19, with 21.9% of Nelson boys having been identified with a Special Educational Need. This is more than double that of girls, where the identification is 10.8%. In analysis of need type, children with SLCN and ASD form the larger profile groups, although we acknowledge that there may be on overlap. Boys are significantly over-represented in pupils identified with Autistic Spectrum Disorder – more than 3 times as many boys as girls have this profile of need. For Social, Emotional and Mental Health Needs there are 4 times as many boys as girls and for Speech Language and Communication Needs there are also significantly more boys than girls. The only SEND profile where girls outnumber boys is Moderate Learning Difficulty. However, the numbers for this group are small.

Ethnic groups which appear over-represented on our Special Needs Register are:

- Bangladeshi
- White Eastern European
- White British
- Indian
- Pakistani
- Sri Lankan Tamil

However, these, with the exception of White British, are our largest ethnic groups. Within the White British group, in contrast to other ethnic groups, 40% have identified SEND, with almost 60% of this group being girls. Of our White British children with SLCN 71% are girls, which is untypical of gender trends in our SEND.

We have seen a steady increase of children with very high needs joining the school both in EYFS and mid-phase over the last few years. Although we have slightly fewer EHCPs than nationally, there has been a sharp rise in the proportion of children with EHCPs recently due a change in Newham policy and funding that will gradually be implemented over the next two years to align with National policy. Children with High Needs Funding or in our Resource Provision should receive EHCPs when implementation is complete and projected data shows it could be 3 times higher than national.

Development of SEN

Whole staff and individual training on strategies for supporting children with SEN, including children with language and social communication needs.

Use of 'B Squared Connecting Steps' database to assess and record attainment of children who are working at P Scales.

LCIS (Language, Communication and Interaction Service) Speech Therapist to provide support staff training on SCERTS strategies including use of Core Boards.

To develop and increase the bank of SEN resources.

To implement a Life Skills and Independence programme for children with SEND in Upper Key Stage 2.

To empower parents of children with Higher Level Needs through meetings with other parents and professionals including Coffee Mornings, Community Visits and other events.

To buy-in an additional speech and language therapist to ensure early identification of communication difficulties in order to provide early intervention to address communication needs.

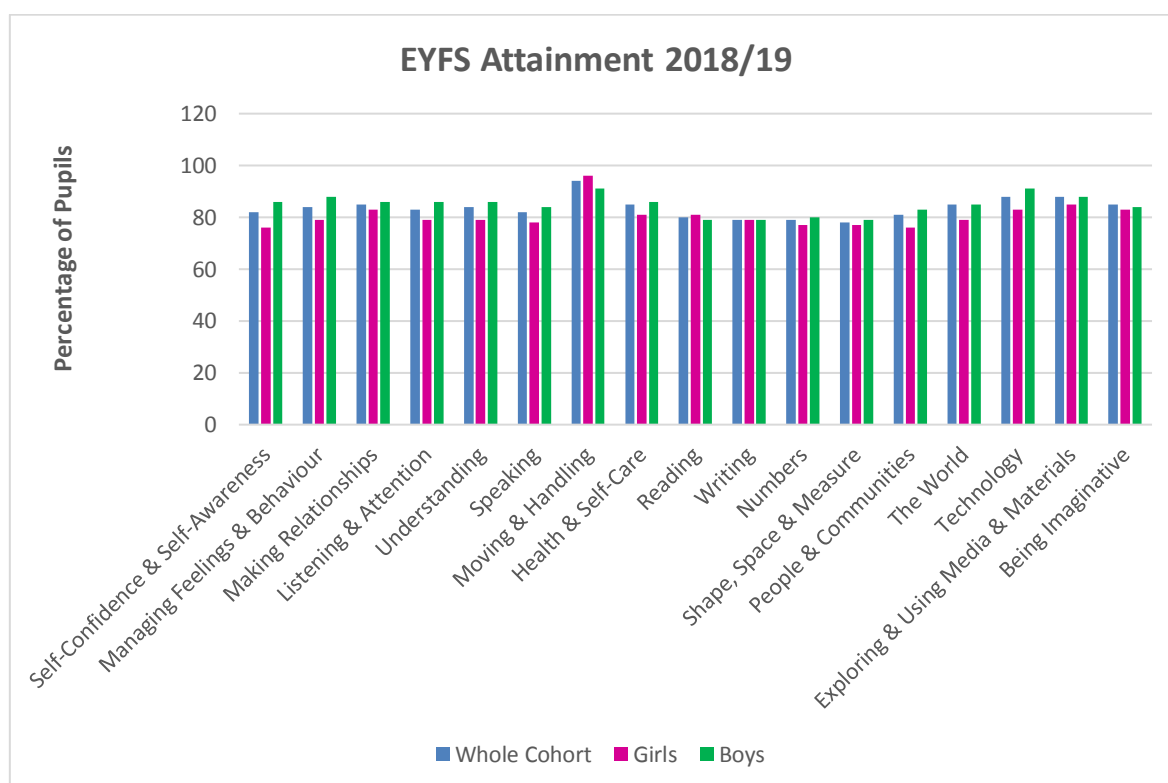
To buy-in Educational Psychologist Service to in order to identify cognitive and emotional needs and suggest strategies.

To work with the Local Authority and parents during the transition from High Needs Funding to EHCP by identifying individual support needs and provision.

Attainment

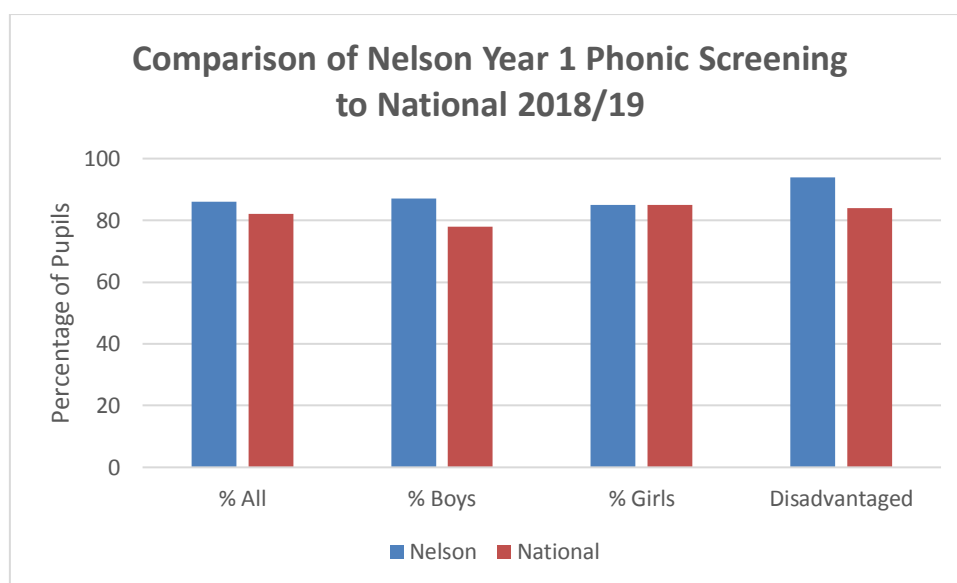
EYFS 2018/2019

	Whole Cohort	Girls	Boys
Self-Confidence & Self-Awareness	82	76	86
Managing Feelings & Behaviour	84	79	88
Making Relationships	85	83	86
Listening & Attention	83	79	86
Understanding	84	79	86
Speaking	82	78	84
Moving & Handling	94	96	91
Health & Self-Care	85	81	86
Reading	80	81	79
Writing	79	79	79
Numbers	79	77	80
Shape, Space & Measure	78	77	79
People & Communities	81	76	83
The World	85	79	85
Technology	88	83	91
Exploring & Using Media & Materials	88	85	88
Being Imaginative	85	83	84



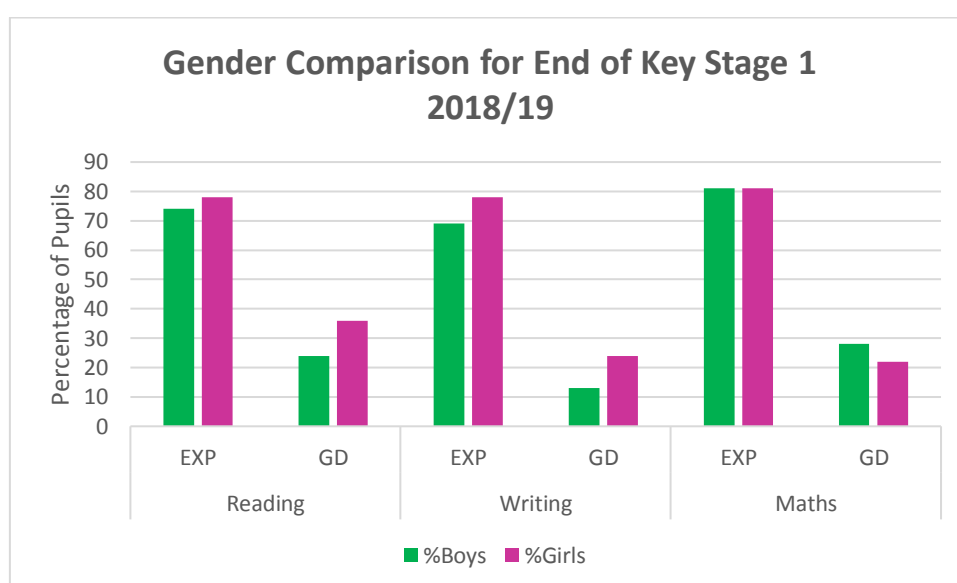
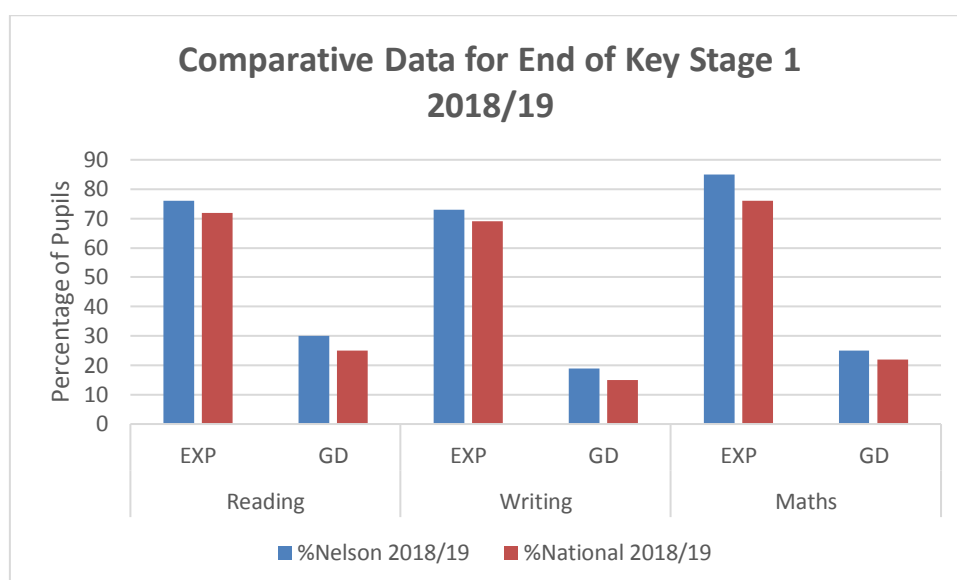
Year 1 Phonics Screening Data

	Nelson	National
% All	86	82
% Boys	87	78
% Girls	85	85
Disadvantaged	94	84



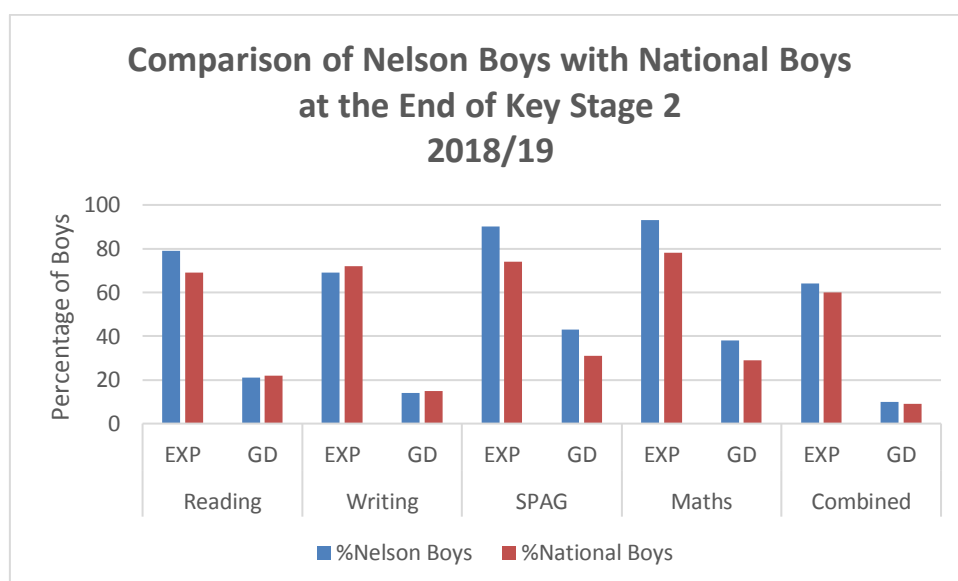
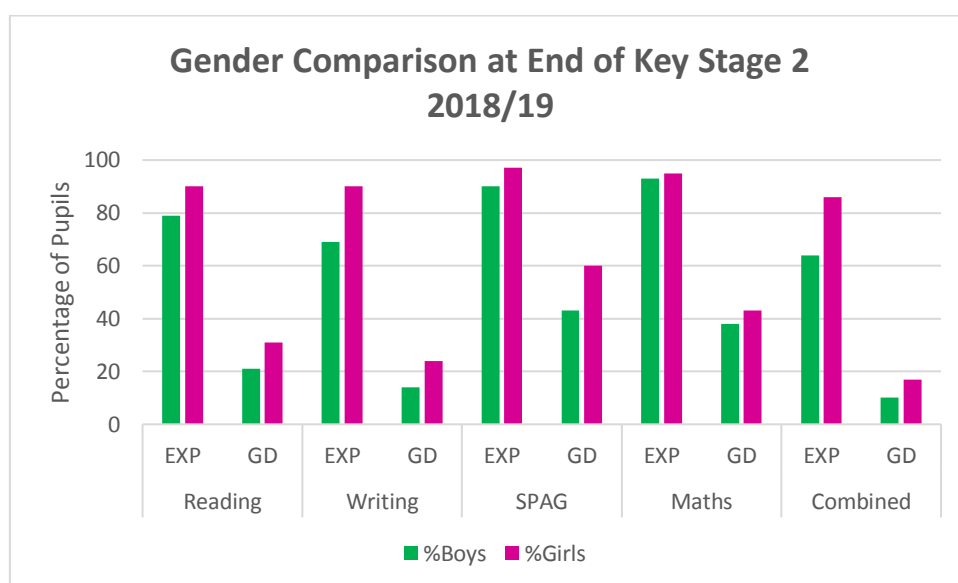
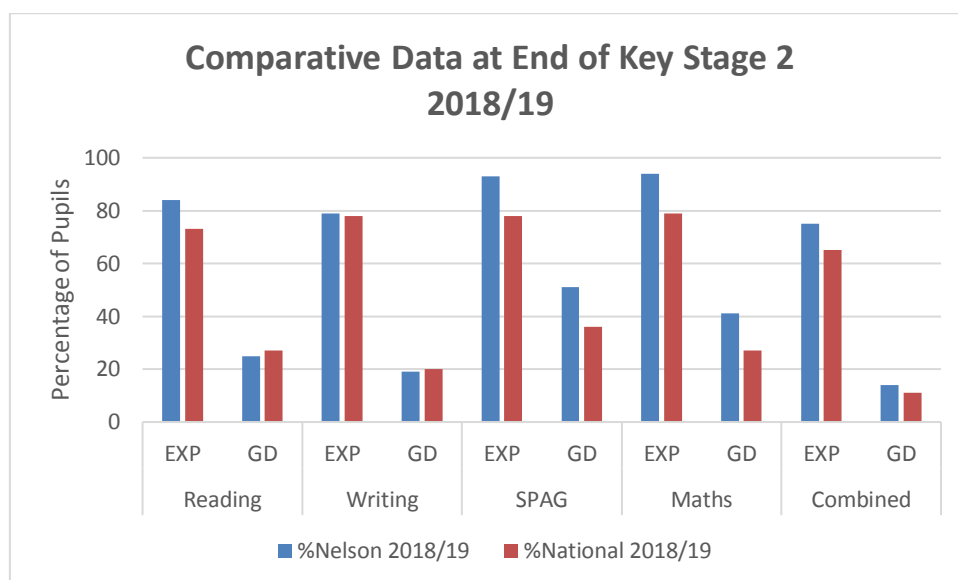
Comparative Data for End of Key Stage 1

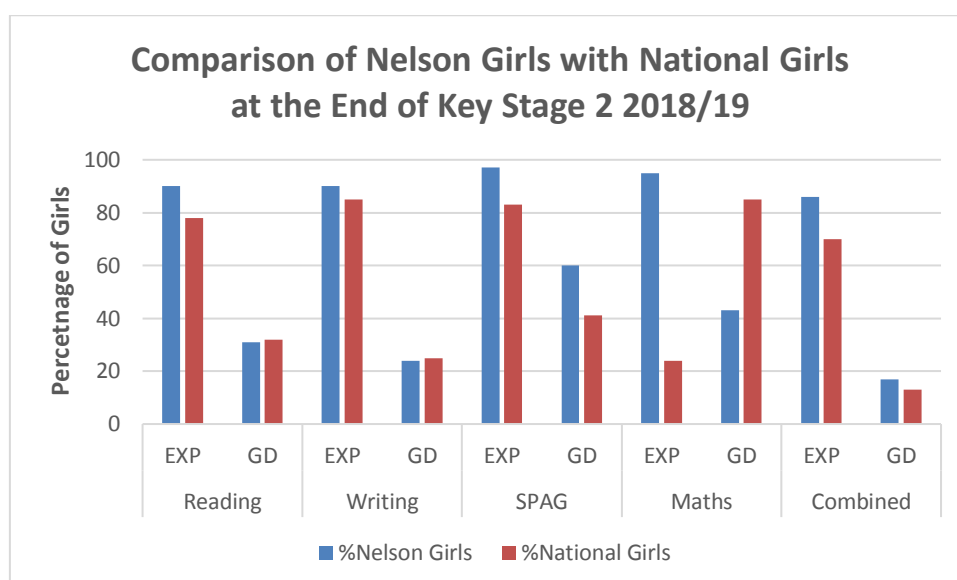
		%Nelson 2018/19	%National 2018/19	%Boys	%Girls
Reading	EXP	76	72	74	78
	GD	30	25	24	36
Writing	EXP	73	69	69	78
	GD	19	15	13	24
Maths	EXP	85	76	81	81
	GD	25	22	28	22



Comparative Data for End of Key Stage 2 2018/19

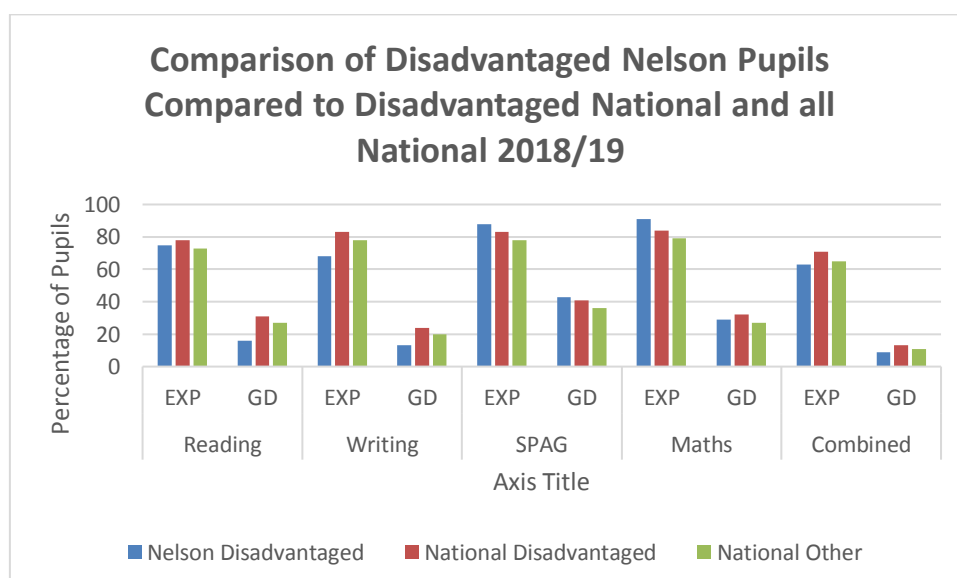
		%Nelson 2018/19	%National 2018/19	%Nelson Boys	%National Boys	%Nelson Girls	%National Girls
Reading	EXP	84	73	79	69	90	78
	GD	25	27	21	22	31	32
Writing	EXP	79	78	69	72	90	85
	GD	19	20	14	15	24	25
SPAG	EXP	93	78	90	74	97	83
	GD	51	36	43	31	60	41
Maths	EXP	94	79	93	78	95	74
	GD	41	27	38	29	43	25
Combined	EXP	75	65	64	60	86	70
	GD	14	11	10	9	17	13





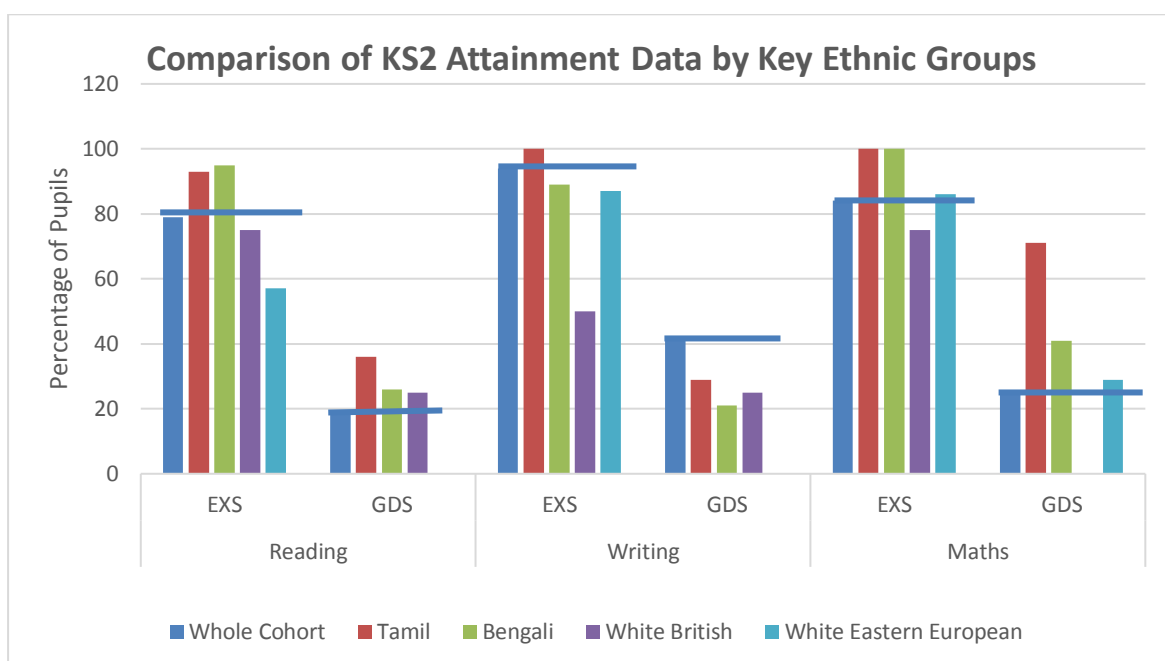
Comparison of Disadvantaged Pupils at End of Key Stage 2 2018/19

		Nelson Disadvantaged	Nelson Other	National Disadvantaged	%National Other
Reading	EXP	75	93	78	73
	GD	16	34	31	27
Writing	EXP	68	90	83	78
	GD	13	25	24	20
SPAG	EXP	88	98	83	78
	GD	43	61	41	36
Maths	EXP	91	97	84	79
	GD	29	52	32	27
Combined	EXP	63	87	71	65
	GD	9	18	13	11



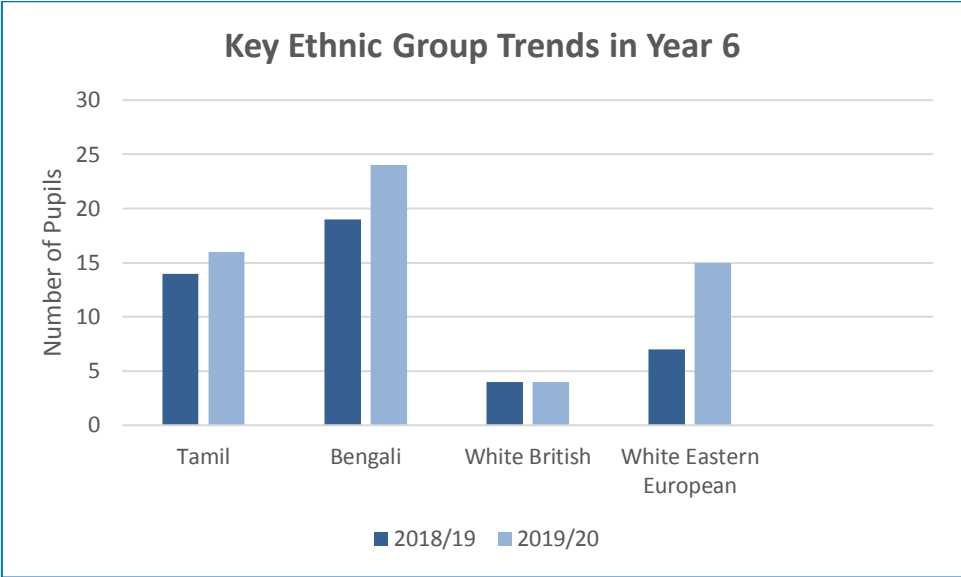
KS2 Attainment by Key Ethnic Group

		Whole Cohort	Tamil	Bengali	White British	White Eastern European
Reading	EXS	79	93	95	75	57
	GDS	19	36	26	25	0
Writing	EXS	94	100	89	50	87
	GDS	41	29	21	25	0
Maths	EXS	84	100	100	75	86
	GDS	25	71	41	0	29



Key Ethnic Group Trends in Year 6

	2018/19	2019/20
Tamil	14	16
Bengali	19	24
White British	4	4
White Eastern European	7	15



EYFS:

Overall, boys at Nelson in EYFS outperform girls in all areas except Reading and Moving and Handling. Differences in the groups are not great but could be indicative of either parental expectation, including subconscious gender stereotyping or the child-initiated nature of the EYFS framework and setting. By the end of Key Stage 1 and Key Stage 2 girls are largely outperforming boys in all areas.

Reading:

Girls in EYFS perform better in Reading than boys. By the end of Year 1, Phonic Screening Data shows little gender difference. However, by the end of Key Stage 1, 4% more girls are working at the expected standard than boys and, more significantly, 12% more girls than boys are working at greater depth. This would seem to suggest that girls' reading skills, in particular their comprehension, is more developed. By the end of Key stage 2 the differences are even more pronounced with 11% more girls working at the expected standard and 10% more girls working at greater depth in reading.

Writing:

While there is little gender difference in writing performance at the end of EYFS, by the end of Key Stage 1, 11% more girls than boys are working at the expected standard and 9% more girls are working at greater depth. By the end of Key Stage 2, girls performance seems to have accelerated in writing, with 21% more girls than boys achieving at expected standards and 10% more working at greater depth.

Maths:

Gender difference in performance in maths is less obvious. Girls and boys perform similarly at the expected standard in KS1 with boys outperforming girls by 6% at greater depth. However, by the end of Key Stage 2, although the girls and boys achieving the expected standard remain similar, gender differences are reversed with 5% more girls achieving greater depth.

Ethnicity:

Our increased mid-phase admissions of Eastern European origin has impacted on attainment in Key Stage 2, largely due to lack of English and previous schooling as well as poor attendance. This is likely to be even more evident in 2020 as numbers of pupils of Eastern European origin in Year 6 are already double those of the previous year. In addition, our White British pupils, although a relatively small group, underachieve which is a pattern we see year on year.

Development

To provide daily, time-limited and specific intervention for children with gaps in their learning.

To continue to provide ESOL classes for parents/carers.

To continue to provide 'Triple P' and 'Triple P Teen' parenting classes and 'Triple P' Primary Care one-to-one sessions.

To continue to provide interpreters for meetings with individual parents/carers and Open Days.

To continue to gather and analyse data on the transience of the school population and its effect on pupil performance.

To provide Induction Programmes for pupils arriving mid-phase with an early stage of English acquisition.

To provide an EAL Intervention Programme for pupils arriving mid-phase in Key Stage 2 with little or no English and/or no previous schooling.

To provide a range of extended schools opportunities and enrichment activities including instrumental lessons, Debate Mate, After-School Clubs, school funded Educational Visits.

To ensure that children who are not in school at the start of the academic year, including those joining the school mid-phase, are included in after-school activities, particularly children from ethnic groups with poor attendance.

To support parents of children in EYFS in engaging with community activities.

To improve parental engagement through whole school events, workshops and EAL coffee mornings with community speakers.

To improve school attendance through attendance meetings with parents and Family Support Worker intervention.

To ensure that children joining the school mid-phase receive emotional support from the Pastoral Support Worker.

Section 2. Advance Equality of Opportunity between those who share a protected characteristic and those who do not

Our primary function as a school is to provide access to educational opportunities that are equal for all.

Analysis/comments:

Previous Objectives	Evaluation
To improve the attainment of higher achieving disadvantaged pupils.	Tutoring provided to 'Looked After' children. Booster classes for more able pupils, including those who are disadvantaged. Interventions aimed at disadvantaged pupils. Our numbers of disadvantaged pupils working at Greater Depth continues to lag behind our non-disadvantaged pupils in all areas, although our Pupil Premium numbers are likely to be inaccurate due to free school meals being provided to all children in the school. We are continuing with our mastery approach in mathematics with 'Maths No Problem' and have introduced Accelerated Reader to develop comprehension skills in reading. We will continue with our interventions and Booster programme and to track disadvantaged pupils, while encouraging parents to register for Pupil Premium.
To improve the independence of all pupils, with and without SEN.	Introduction of 'Visible Learning'. Pupils have begun leading their own Learning Review days and are identifying work they are proud of and their next steps. Pupils with SEND working at P Scales have Learning Journey books and are beginning to be able to talk about their learning. Introduction of new school values including 'independence'. EYFS meetings with parents to encourage their children's independence. School Council meets regularly for action planning to improve the school. Children with SEND are included as house captains. Lift access for pupils with mobility issues. Lifeskills Enrichment Group for High Needs pupils from Year 2 – 6 and afternoon group for pupils with ASD in Year 1. Weekly SEND swimming, soft play and music interaction. Teaching Assistant attended training and worked closely with Speech and Language Therapists to deliver a range of language intervention groups as well as an after-school club.
To develop methods of recording the attainment of children with disabilities.	We trialled '2 Build a Profile' app with limited success and have now introduced the Learning Journey books. We continue to use B Squared Connecting Steps and the SENCO and SEN

	Teacher will be attending MAPP training (Summer 2020).
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Areas we would like to improve next year:

Objective	Success Criteria	Time scale
Improved provision and support for pupils with SEND with a high level of need and improved outcomes,	Further development of 'Needs-based' SEND provision. A range of SEND CPD, including SCERTS strategies, for all staff. Development of the Lifeskills Enrichment Group through work with other agencies and across the MAT. Termly SEND pupil progress meetings. EHCP Transition from High Needs Funding complete.	September 2020 ongoing.
Improved assessment of children with SEND.	Embedding of Learning Journey books. Whole staff INSET on assessment of pupils with SEN, including cross-phase moderating and B Squared. SENCO and SEN Teacher to attend MAPP training. Termly SEND pupil progress meetings.	February 2020 ongoing.
To monitor and support underachieving ethnic groups through interventions and increased parental engagement, in order to diminish difference in attainment.	Improved outcomes for White British and White eastern European pupils. Termly Pupil Progress meetings.	Ongoing.

Promoting Opportunities for Our School Community:

Analysis/comments:

Previous Objectives	Evaluation
To develop the parent reading project for EYFS and Year 1.	'Read to Me Venture' for EYFS and Year 1 pupils and parents – is going well. The first Storytime workshop for EYFS parents – was successful and will be continued. Book Bags provided for Nursery children.
To increase opportunities for children to participate in community events/activities.	Range of educational visits, competitions, events, poetry retreats with no cost to parents have taken place.

	<p>EYFS parents supported in taking their own children to community events locations – ongoing.</p> <p>Continued development of Extended School Programme has ensured that children, including those with SEND, are able to access after-school activities.</p> <p>Visits to local places of worship and festival assemblies for all major religions.</p>
To provide a range of interventions for more able pupils including those who are disadvantaged.	<p>School Council. House captains. Poetry retreat. Booster classes for more able. Debatement and competitions. Brilliant Club. All have been successful. Accelerated reader introduced to develop reading skills.</p>

Areas we would like to improve next year:

Objective	Success Criteria	Time scale
To develop parental engagement in the school.	An established PTA in the school	Beginning March 2020. Autumn 2020
To improve parents' English language skills.	ESOL classes	Continuing.
To encourage parent selection of our school.	'Open Days' for prospective pupils. Promotion of school successes on Twitter and Local Media.	The first Open day has taken place – continuation.
To continue to work with families to implement the new Relationships, Sex and Health education framework in preparation for full implementation in September 2020.	Delivery of a robust scheme of work centred around RSHE.	September 2020

Section 3. Foster Good Relations Between those who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Analysis/comments:

Previous Objectives	Evaluation
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To implement 'Integrated Neighbourhood Working'.	The DSLs and Concerns Team, including Family Support Worker (FSW) and Pastoral Support Workers (PSWs) have continued to work with other agencies through the early help partnership. We have participated in Team Around the Family (TAF) meetings, worker with New Day and supported individual families and children. The FSW co-delivers 'Triple P' with Early Start. We have provided Headstart 'Bounceback' sessions and Headstart 'Champions' sessions, Therapeutic Story Group and a CAMHS Outreach Worker for vulnerable children, as well as our own 'Nurture group'.
To further develop parental engagement with school.	Whole school events, including fetes, have been successful. SEND and EAL Coffee mornings have taken place with varying degrees of success, but will be continued. ESOL classes. Parent volunteers in school and for school visits.
To further develop cultural links in the local and wider community.	Choir visits to local settings, including The Royal Albert Hall, Stratford Circus, Old People's homes. The Senior Wind Band played at the Tower of London and local Mayoral events. Children's attendance at community events. EAL Coffee mornings. Global Learning in every part of the curriculum. International School Award. The school is leading on continued and extended partnership with schools in Kenya. Visits from dignitaries from across the world via The British Council.

Areas we would like to improve next year:

Objective	Success Criteria	Time scale
Improve attendance and outcomes of pupils joining school mid-phase and those from particular ethnic backgrounds.	Ensure access to after-school clubs for all children, including those not in school at the start of the academic year. CPD for midday assistants in organising playground activities and games. Attendance meetings with senior leadership team.	September 2020
Improve engagement of parents from ethnic minority groups.	Encourage parent volunteers from ethnic minority groups. ESOL classes. EAL Coffee Mornings.	From September 2020 ongoing.
Improved access to information by parents with English as an additional language.	Provide a wider range of interpreters for school meetings. Document translations when necessary.	From September 2020

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

Analysis/comments:

Previous Objectives	Evaluation
To implement the 'PREVENT' duty, through training.	PREVENT duty implemented. Training provided to staff through whole school INSET and to Governors. Summer 2020 PREVENT training to be reviewed with PREVENT partner, parent meeting with PREVENT partner and Year 6 PREVENT workshops.
To encourage independence through 'Pupil Voice'.	Introduction of Learning Review Day led by pupils to be continued and developed. 'Visible Learning' introduced. Year 5 and Year 6 pupils took part in Headstart 'Bounceback' and Headstart 'Champions' groups. Year 5 and Year 6 participated in the Headstart Wellbeing Measurement Framework (WMF) and will continue this project. Pupil voice a key part of lesson visits. School Council. Elected House Captains.
To further promote 'British Values'.	<p>Whole school events, including 'Trafalgar Day' have been successful. 'British Values' embedded in school curriculum with introduction of Jigsaw programme for PSHE. Introduction of new School values. Behaviour policy updated. School Council linked to other School Councils in MAT. Elected House Captains. Monitors for school responsibilities via application and interview process.</p> <p>Clear Behaviour and Anti-bullying policies in place. Anti-bullying work in assemblies, focus work and through parent and pupil workshops/meetings; eg, 'Cyber-bullying'. Any incidents are recorded and reported to senior leadership team and dealt with immediately. Safeguard Software is utilised for communication and monitoring of behaviour.</p>

Areas we would like to improve next year:

Objective	Success Criteria	Time scale
Staff have regular Supervision sessions with 'line managers' to share successes and concerns.	Regular Supervision embedded for all staff. Staff work together to achieve outcomes and develop their team-work. Collective efficacy achieved through 'Invisible Learning' and the School Cultural Typology.	Started Autumn 2019 with all teaching staff- extended to all support staff and admin staff through 2020.
To embed school values in the school in the playground and class-room.	Improved playground experience for all children. Fewer behaviour incidents in the playground, including those relating to bullying and/or inappropriate language. Mid-day assistants trained and proactive in leading positive playground experiences.	Spring term 2020 ongoing.
Staff have improved understanding of gender differences and stereotyping and respect difference.	Stonewall trained member of staff and RSHE lead to provide information/feedback from their training.	Spring/Summer 2020.
Embed Headstart programmes. PSW to begin new 'Drawing Story group'. SLT and whole staff analysis of Wellbeing Measurement Framework' (WMF).	Improved wellbeing of vulnerable pupils.	Ongoing

Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved people in developing equalities at our school.

Examples	Steps the school has taken
Pupils	School Council. DebateMate. House Captains. Twitter on website. Learning Review Day.
Parents/Carers/Guardians	Learning Review Days. Twitter on website. Parent questionnaires. Weekly Newsletters. Workshops.
Staff	Staff wellbeing questionnaire. Year group Leader meetings. Subject Leader meetings. SLT meetings. Regular social events. Twitter on website. Regular supervision of staff.
Governors	Governors are updated regularly on the school's equality data. Twitter on website. Regular governor visits. Governor questions. Updated Head Teacher reports.

Workforce – staffing and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

Area of focus	Significant information that we can address for following year
Promoting opportunity	<ul style="list-style-type: none">• Appraisals are offered to all staff regularly.• CPD identified at appraisal and throughout school year.• Training provided for all staff in a range of areas.
Fostering good relations	<ul style="list-style-type: none">• Training provided for all staff.• Social events organised for all staff.• Staff wellbeing surveys.• Supervision• Weekly phase meetings, floor meetings and briefings• Training by Stonewall for RSE
Prohibiting harassment	<ul style="list-style-type: none">• 'Open-door' policy• Clear staffing structure in place• Whistle-blowing policy• Supervision• Offering support to staff to positively challenge discrimination where necessary.• Recording and addressing all cases of harassment.