



WITHINFIELDS
PRIMARY SCHOOL
LEARNING TOGETHER TO MAKE A BETTER FUTURE

Review of Equality Objectives **December 2020**

Our Equality objectives were set and approved in December 2017, this document reviews progress made towards these including evidence gathered of impact.

Admissions

Equality Objective: Develop opportunities to better engage with all communities in Calderdale to develop stronger cultural awareness.

Actions taken: We have monitored the implementation of a Withinfields Treasure Chest which lists activities that all children should have access to during their journey through Withinfields. This includes visits to a variety of places of worship to develop children's appreciation of those communities not widely represented within the families that we serve. We have also developed assembly plans to include more stories from other religions, learning about successful or famous people from other cultures and learning about festivals. In addition, we have remodelled our RE curriculum to match the new Calderdale RE syllabus and this includes a wider range of religions being covered.

Impact: We had a review of the understanding and tolerance of diversity in faith and it showed that the RE curriculum is delivered to all pupils and is based on the local agreed syllabus which includes systematic coverage of different world faiths and therefore a wide diversity of beliefs. There is a strong ethos of respect and inclusion. Pupils evidently value diversity and were able to demonstrate empathy in our conversation with them. They felt strongly that their school was a friendly place, for example welcoming new pupils through a buddying system. A diverse and positive staff community offers a good role model for children and this has helped to generate a similar attitude among children. 'It's ok to be different' is an important refrain at the heart of school life. A planned programme of assemblies is in place. There is scope to further widen the opportunities for pupils to learn about a range of faiths and cultures within this programme. Use is made of visits and visitors in RE, so enriching pupils' understanding and engagement. However, there is scope now to widen opportunities for pupils to engage with people from faiths and cultures in school and through visits. It would also be good to take this forward by further developing children's enquiry and investigation skills through, for example, helping them to prepare for visits by preparing deeper questions. Care has been taken to develop clear and open communication with parents. This has helped to ensure there are very few withdrawals from RE, collective worship or school visits to places of worship;

Attainment

Equality Objective: To identify under achieving individuals and ensure that intervention and Quality First Teaching is catering for their needs. To ensure that Maths lessons in KS2 engage girls positively and promote Maths as a life skill to girls and texts chosen for Literacy engage boys in reading at KS2.



WITHINFIELDS
PRIMARY SCHOOL
LEARNING TOGETHER TO MAKE A BETTER FUTURE

Actions taken: Teachers have reviewed the texts used across year groups to ensure that boys are more motivated by the content while not de-motivating girls. New texts are in place and children have been interviewed to determine if they like the range of books that they have studied. Direct Activities Relating to Texts (DARTS) sessions have been introduced in Key Stage 2 with short texts being read and comprehension questions modelled. A new high interest, lower ability reading scheme has been introduced in Key Stage 2 to engage the lower ability readers and further intervention implemented for those making slower progress.

Impact: In Reading, at the end of KS2 in 2019, boys progress was stronger than girls and attainment in reading at expected standard and at greater depth standard were higher for boys than girls.

Actions taken: Arithmetic skills have been prioritised in Maths with a revised Written calculations policy. Additional teaching has been introduced in Year 6 to provide same day interventions in the afternoons to ensure that children 'keep up' rather than needing to 'catch up'. Booster sessions introduced to provide additional consolidation for those children needing this. Entry slips introduced at the start of maths lessons to recap or remind about the content from previous learning or areas needing further emphasis. Training provided to staff in the use of concrete equipment to support those children who make better progress through visual and kinaesthetic learning methods

Impact: KS2 data from July 2019 showed that a greater proportion of girls (72%) than boys (63%) achieved the expected standard and the girls average scaled score (102.3) was higher than the boys (101.4). This is positive however the proportion achieving the greater depth standard is still lower for girls (7%) compared to boys (32%) so we need to focus on the higher achieving girls next.

Attendance

Equality Objective: To explore and understand the reasons for the absence and what support can be given to individual pupils and families to improve attendance rates.

Actions taken: Attendance panel meetings have been introduced and staff training to develop their understanding of the children at greater risk of Persistent Absenteeism has been implemented. Profile of attendance has been increased with a display in the hall and competitive element between the classes. Attendance is now routinely mentioned in the newsletter. Attendance points are given to clans as part of the ABC scheme.

Impact: Attendance figures in the latest School Performance Summary shows that overall absence was slightly better than national average (School 3.8% compared to National 3.9%). Persistent absence figures are now far closer to National Average (School 8.7% compared to National 8.4%). National lockdown has clearly impacted on attendance in 2019-2020 and self-isolation and bubble closure has impacted on Autumn 2020.

Exclusions



WITHINFIELDS
PRIMARY SCHOOL
LEARNING TOGETHER TO MAKE A BETTER FUTURE

Equality Objective: To implement a wider range of strategies to cater for SEN children with Social, Emotional and Mental Health difficulties in order to avoid exclusion where possible

Actions taken: A nurture provision has been established from September 2018 which supports children with extreme Social, Emotional and Mental Health difficulties. A member of staff working within this provision has undertaken extensive nurture provision training. Pastoral Staff have also received training in the delivery of Rainbow Intervention for children struggling with loss or bereavement. Additional support has been put in place for children within school and alternative provision has been sought when necessary. Specialist Provision Grant provided by the Local Authority to develop an outdoor space to meet the needs of children with Social, Emotional and Mental Health needs. This was completed in May 2020.

Impact: Analysis of exclusions rates from 2018-2019 show that exclusions are still taking place although these are only as a last resort and do not lead to permanent exclusion or more than 10 fixed term exclusions. Although these exclusions sometimes related to children with SEND, the school has also been successful in securing specialist provision for some of these children to ensure that their needs can be fully met in a specialist setting.

Prejudice Related Incidents

Equality Objective: Raise awareness of sexual orientation and people with a disability and promote positive attitudes towards a range of lifestyles and lessen the chances of inappropriate language being used in school and online when out of school.

Actions taken: Staff have received training from Barnados as part of their Positive Identities work. Awareness of prejudice related language has been increased through staff training and discussions with pupils. Where incidents do occur, the perpetrator is educated to prevent recurrence. The school has adopted a motto of "It's okay to be different" which is regularly visited as part of assemblies, as part of PSHE and through theme days and weeks.

Impact: The number of prejudice related incidents has reduced to two between September 2019 to December 2020. Both incidents resulted in education and awareness sessions for the children to reduce the risk of repeat occurrence and did not result in repeat incidents.