



# Normand Croft Community School

## Public Sector Equality Duty

**The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:**

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Normand Croft Community School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are equal.

Our approach to equality is based on the following key principles:

- a. All learners are of equal value
- b. We recognise, respect and value difference and understand that diversity is a strength
- c. We foster positive attitudes and relationship
- d. We foster a shared sense of cohesion and belonging
- e. We observe good equalities practice for our staff
- f. We have the highest expectations of all our children
- g. We work to raise standards for all pupils, but especially for the most vulnerable

## Equality Objectives 2017 – 2021

Reflecting on the views of pupils, parents, staff, governors and community and equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years.

Target	Action	Lead	Timescale	Resources	Success Criteria
<b>To continue to raise attainment for boys especially in writing.</b>	Each phase to have specific strategies in place to engage boys with writing.	DH	Evaluation of progress of identified groups part of annual SSED process – Autumn Term	Phase group specific resources, inset time, (nominal £500)	Last year's actions are already having a hugely positive impact. This needs to be built upon.
<b>To track our PP pupils to ensure that resources are used for maximum impact.</b>	Identify all PP pupils. Identify provision that will enable them to make maximum achievement	HT & DH	Annual – Summer term	Pupil premium is to be used for targeted support.	The gaps in attainment between PP and non-PP will be narrower
<b>To ensure that children on the SEND register make accelerated progress so that the gaps in attainment are narrowed.</b>	Clearly audit needs and provision. Target support for individuals and small groups where appropriate.	SENDCo	Evaluation of progress of identified groups part of annual SSED process – Autumn Term	SEN leader, Specific intervention groups led by suitably qualified individuals.	SEN children will make accelerated progress so that the gaps in attainment are narrowed.
<b>To better track specific pupil group data across the school and analyse against national data – FSM, G/B, ethnic groups etc.</b>	Scrutinise term and year end data re specific pupil groups in R, W M Identify individuals or groups for interventions in/out of class	HT & DH	Evaluation of progress of identified groups part of annual SSED process – Autumn Term		We have a clearer picture about specific pupil groups and how we compare nationally Any identified children have appropriate T&L strategies in place and are making expected/accelerated progress
<b>Monitor the impact of additional 1-1 / small group interventions on pupils' achievement</b>	Monitor impact of intervention groups in/out of class  Teacher partnerships accountable in Pupil Progress Meetings for reporting progress	DH & SENDCo	Evaluation of progress of intervention groups reviewed termly as part of Pupil Progress meetings		Increasingly intervention groups are short-term, time-fixed and children move back to quality first teaching
<b>To promote and enhance community cohesion by ensuring that all groups are engaged within the school community</b>	Organise further educational opportunities / workshops and monitor and address take up by parental groups	SLT/SBM	Ongoing 'Family Space' programme revised termly		Improved parental engagement in pupil learning  All groups well represented in parental feedback
<b>To promote SMSC through teaching and learning, values-based approach and assemblies, with particular reference to issues of equality and diversity</b>	Continue to develop our values-based approach	DH	Behaviour Log reviewed ½ termly by SLT 'Red Folder' reviewed ½ termly by SENCo		SMSC is promoted throughout all aspects of the school's work. Children able to articulate their understanding of issues

## Annual Report April 2019 - October 2020

*This year's report delayed following school closure in March 2020*

Target	Action	Report
<b>To continue to raise attainment for boys especially in writing.</b>	Each phase to have specific strategies in place to engage boys with writing.	English lead monitors planning and supports teachers in developing strategies Consultation with LA to support development of strategies to increase the proportion of pupils attaining the greater depth standard in writing SLT meets termly to analyse the progress made and ensure all pupils are on track. Actions and impact of strategies reported to governors in June 2020 Boys progress in writing analysed in September 2020 and pupils identified for 'catch-up' interventions following school closure. Interventions are planned and are in place from 5 <sup>th</sup> October These to be reviewed regularly and additional objectives set
<b>To track our PP pupils to ensure that resources are used for maximum impact.</b>	Identify all PP pupils. Identify provision that will enable them to make maximum achievement	Pupil premium statement published in September 2019 and October 2020 outlines the detailed provision to ensure PP pupils make maximum achievement demonstrates the impact of the strategies. Pupils from disadvantaged backgrounds made more progress than their counterparts nationally (Inspection dashboard 2019) Intervention programme in place from October 2020 to assess the impact of closure on disadvantaged learners and insure PP pupils receive targeted support as part of the school catch up programme. PP pupils to be tracked termly through pupil progress meetings
<b>To ensure that children on the SEND register make accelerated progress so that the gaps in attainment are narrowed.</b>	Clearly audit needs and provision. Target support for individuals and small groups where appropriate.	Provision map set up following visit from external adviser Review of SEND funding and how provision can be adjust to ensure best value carried out in Summer 2019 to support enhanced provision from Autumn 2019 Provision groups were identified in Summer 19 pupil progress meetings and interventions were organised following this. Early signs ahead of closure were that these were having an impact on progress. Progress of pupils with SEND tracked throughout year SEND governor met with SENDco to analyse data.
<b>To better track specific pupil group data across the school and analyse against national data – FSM, G/B, ethnic groups etc.</b>	Scrutinise term and year end data re specific pupil groups in R, W M Identify individuals or groups for interventions in/out of class	Please see IDSR Achievement of all pupil groups at the end of KS2 was higher than national in 2019. Achievement in most groups at the end of Key Stage One was lower than national, especially in writing. All pupils Y1-Y6 to be tested in November 2020 using standardised tests. Catch up programme of interventions in place to provide targeted support across all year groups Reviewed at the end of Autumn 2020
<b>Monitor the impact of additional 1-1 / small group interventions on pupils' achievement</b>	Monitor impact of intervention groups in/out of class  Teacher partnerships accountable in Pupil Progress Meetings for reporting progress	Pupil progress meetings were held termly until end of Autumn Term 2020. These tracked achievement of all pupils and supported. This to continue from Autumn 20
<b>To promote and enhance community cohesion by ensuring that all groups are engaged within the school community</b>	Organise further educational opportunities / workshops and monitor and address take up by parental groups	Teachers contacted all families who did not attend conference evenings and successfully engaged with 100% of all families.  Summer fair was largely organised by the newly established PTA and was a successful community event.
<b>To promote SMSC through teaching and learning, values-based approach and assemblies, with particular reference to issues of equality and diversity</b>	Continue to develop our values-based approach	Pupil and parent survey data demonstrates engagement with the whole school community with the values and ethos of the school. Pupils are able to explain the shared values and apply them in their daily lives. Visitors to the school comment on the purposeful and happy learning environment. Ofsted report notes the positive attitude to learning displayed by pupils.