

Equality Information and Objectives 2022/2023

Priory Fields School's Equality Information and Objectives are published in accordance with the Public Sector Equality Duty (PSED): Equality Act 2010

Our Mission, Vision and Values

Our Mission

'Everyone achieving together'

Our Vision



Our Values

Happiness - We promote happiness by having a positive attitude; ensuring our actions don't make others unhappy and spreading happiness where we can.

Respect - We show respect by having good manners; helping others; using kind and positive language and taking care of our own and school property.

Responsibility - We are responsible for our actions and words, making the right choices and our future.

Adventure – We are adventurous through having the courage to take on new challenges and being resilient to overcome obstacles we face along the way.

Collaboration – We are collaborative by being respectful of others in our team; being able to listen to others and offer our own ideas; supporting others and being a ‘champion.’

Aspiration – We are aspirational by aiming high and always trying our best; working hard to achieve our dreams; knowing it is OK to make a mistake.

Open-mindedness – We are open-minded by valuing diversity and difference; listening to other ideas and being willing to try new things.

We are a forward-thinking school community that embraces and acknowledges education as a right for all. We have high expectations and strive to ensure that all children reach their full potential. We aim to create an environment in which everyone feels happy and is actively involved in all areas of their learning. We value everyone as individuals and encourage them to respect each other and we strive to ensure that children are supported to form and maintain positive and meaningful relationships.

1. How we aim to eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the equality Act 2010.

At Priory Fields School we are fully aware of the requirements of the Equality Act 2010. We understand that it is unlawful to discriminate, treat people less fairly or put them at a disadvantage. We ensure that all staff are clear about the requirements of the Act and have access to the school’s Equality and Diversity Policy. This policy is available on the School Bus system and website. Staff are reminded of their responsibilities at Staff Meetings and equality responsibilities are also explained at staff induction.

We have an overarching ethos which promotes equality, which is contained within everything we do. Our policies and practices reflect this.

We have appropriate policies and practices which deal promptly and effectively with all incidents of bullying and harassment (see school Behaviour and Anti-bullying Policies which are published on the school website). We keep records of incidents and notify all those affected of actions taken. We specifically record racist incidents and make yearly reports to the Local Authority.

We provide ongoing training to ensure staff uphold our policies and practices. There is a Staff Code of Conduct and Staff Handbook which support staff in understanding their duty to uphold all agreed policies and procedures. There are clear procedures for dealing with any breach in procedure/staff discipline.

Our Complaints Policy clearly sets out how we deal with any complaints by parents.

2. How we aim to advance equality of opportunity between people who share a protected characteristic and people who do not share it.

We keep accurate and up-to-date data about our pupils which allows us to be aware of any protected characteristics and use this to analyse the performance and experience of pupils who share protected characteristics.

Specifically, we track the progress and attainment of boys/girls, pupils who have English as an Additional language; Gypsy Roma travellers; pupils with Special Educational Needs. This tracking takes place across all year groups and is subject to rigorous scrutiny by school leaders and governors. Thereby, we act upon any academic concerns for pupils in terms of protected characteristics. We also collect data covering other aspects of school life. This information allows us to set clear objects to advance equality, which are reviewed annually and new objectives set.

3. How we foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Priory Fields School is fully inclusive; we welcome all pupils equally. We have a culturally diverse school community where difference is celebrated and children of different backgrounds work and play together in a positive way.

We embed equality within the whole school curriculum, using PSHE and RE in particular, to promote understanding of difference and to challenge prejudice. Weekly talk-time sessions allow children the time to discuss and debate topics, and also to talk about and resolve differences. Within the class discussions SMSC is developed and fundamental British values are promoted, alongside our vision and values.

School assemblies are used as a time to promote good relationships, foster tolerance and develop friendship. Assemblies use a range of stories from different faiths and religions, as well as other moral stories and activities, to enhance understanding of a range of religions and cultures. Weekly assemblies from the local church leaders is a valuable community link and encourages participation from people of all backgrounds.

The curriculum is enhanced by visits within the local and wider community as well as visitors coming in to school. Through these, children are able to gain a wider perspective and experience of the community in which they live. Curricular days enable topics such as bullying, cultural awareness and keeping safe to be explored in depth.

We are an open, welcoming school where all stakeholders are made to feel valued as part of our school community. Teachers, senior leaders, office staff and support staff are all active in promoting positive communication and good relationships with parents and other adults.

We endeavour to make school communications as accessible as possible by sending out information in the form of fliers (rather than more formally written letters). The school website further supports clear communication with the wider community.

Equality Objectives for 2022-23

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to act to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective 1 - To improve outcomes in reading, writing and maths for those children with low starting points, including those with special educational needs, those for whom English is an Additional Language and those who are disadvantaged. The School's Pupil Premium strategy statement specifically communicates the school's rationale, resourcing and approach to mitigate any differences in performance for those pupils eligible for PP, those for whom English is an Additional Language and those with SEND.

Equality Objective 2 – To further refine the PSHE curriculum to reflect a 21st century community and our research-based teaching and learning strategy. We will also continue to refine and embed our PSHE curriculum to reflect the RSE 2020 Guidance with a particular focus on healthy relationships, personal safety and 'whole body health'. Within our curriculum design we will continue to build cultural capital through a rich variety of learning opportunities.

Equality Objective 3 – To challenge the gender gap through gender-neutral pedagogies. We will continue to provide quality of education for all with a specific focus on raising aspirations, equal and equitable opportunities with a particular focus on the progress and attainment of boys.

Review

1. For pupils with EAL, at KS2 outcomes are broadly in line with Non-EAL peers across all subjects. Due to higher than average level of EAL in the school, this remains an area for continued focus.
For those in receipt of pupil premium funding, outcomes are lower for Writing at KS2 compared to Non-PP peers. At KS1, for those in receipt of pupil premium funding, outcomes are lower for Maths than English. As such vocabulary, language and literacy development across the curriculum (including in Maths) remains a high priority for the school.

Although gaps between SEN and Non-SEN have begun to close, the impact of Covid over time can still be seen in data, with the difference between SEN and Non-SEN outcomes higher than is desired, particularly in English at both KS1 and KS2. Although the gap between SEN and Non-SEN in Maths was still higher than desired in KS2 data for 2023, in KS1, the gap had diminished. As such, this continues to be an area for focus, ensuring good practice in provision for those with SEN for Maths in KS1 is used to support improvement in other areas.

2. The PSHE curriculum has been revised to reflect a 21st century community and to ensure balanced coverage in terms of gender, race, culture, removing unconscious bias wherever possible. The collective worship schedule has been revised to address gaps and to supplement the rich curriculum. This now needs to be fully implemented and reviewed for impact.
3. Nationally, by the end of KS2 girls continue to outperform boys at the expected standard in all subjects, except for maths where boys performed slightly better (1% difference). This is similarly reflected in data for Priory Fields, with girls outperforming boys in all areas. Nationally, the biggest difference in the gender gap is within English, which reflect the school's data. Despite this, at KS1, Priory Fields data shows that there was no significant gender gaps across the curriculum in 2023 data.