

Equality Information and Objectives 2023/2024

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 2023-24

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 ensure our curriculum is well-implemented so that equality and diversity are embedded across the curriculum. Promote and develop an understanding of unconscious bias in own practice so that we can proactively seek opportunities to challenge unconscious bias in planning, teaching, activities, interaction, CPD, etc

Equality Objective 3 – To further 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' English by the end of KS2.

Review

***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.**

The school has prioritised enhancing outcomes in reading, writing, and mathematics for children with low starting points, including those with SEN, those for whom English is an Additional Language (EAL), and those who are disadvantaged. The School's Pupil Premium strategy statement articulates a clear rationale, resourcing allocation, and approaches designed to bridge the performance gap for eligible pupils.

Recent data indicates that the achievement gap between PP and non-PP children across the school is narrowing, reflecting the effectiveness of our targeted interventions. SENCos have monitored the provisions for these children, ensuring that appropriate support is in place. CPD focused on adaptive teaching has been delivered to guarantee that lessons are adeptly scaffolded to meet diverse learning needs.

While the gap in attainment at Key Stage 1 has narrowed significantly, the school remains committed to prioritising these initiatives to foster further improvements across all key areas of learning. This commitment underpins our ongoing effort to ensure equitable educational opportunities for all pupils.

***Equality Objective 2* – To ensure our curriculum is well-implemented so that equality and diversity are embedded across the curriculum. Promote and develop an understanding of unconscious bias in own practice so that we can proactively seek opportunities to challenge unconscious bias in planning, teaching, activities, interaction, CPD, etc**

The commitment to promote equality and diversity through the curriculum remains a priority for our school. Senior leaders have conducted an audit of specific curriculum areas to enhance cultural representation, ensuring that a variety of artists and authors from diverse backgrounds are included in our teaching resources. This ongoing evaluation seeks to identify further opportunities to enrich the curriculum with culturally diverse perspectives.

Additionally, bespoke CPD sessions have been developed, focusing on the utilisation of PSHE libraries. These sessions are designed to equip teachers with the knowledge and resources to provide students access to a broad spectrum of texts that address sensitive issues and represent diverse experiences. This strategic approach enables staff to confront and challenge unconscious bias in their planning and classroom interactions, thereby fostering an inclusive environment for all students.

In summary, our proactive stance towards integrating equality and diversity within the curriculum is a continuous journey, aimed at nurturing a deeper understanding and appreciation of diverse cultures within our school community.

Equality Objective 3 – To further 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’ English by the end of KS2.

Our commitment to providing a quality education for all learners remains paramount, particularly as we focus on raising aspirations and ensuring equal and equitable opportunities. A specific emphasis has been placed on improving the progress and attainment of boys in English by the end of Key Stage 2 which has been targeted through CPD centred around adaptive teaching, scaffolding and outdoor learnings.

To achieve this objective, several actions have been undertaken. First, staff training sessions were conducted to familiarise educators with gender-neutral teaching strategies that cater to diverse learning styles without reinforcing gender stereotypes. A review of the curriculum was initiated to identify and replace any materials that may inadvertently favour one gender over another. We encourage collaborative learning opportunities were implemented, allowing students to work in mixed-gender groups, thereby fostering inclusivity and mutual respect.

Progress is monitored through regular assessments and feedback sessions, enabling staff to adapt their approaches based on student performance data. Overall, these concerted efforts aim to create an equitable environment where both genders can thrive, ensuring that gender does not dictate academic success in English.