

Equality Objectives Plan of Action

2023-2027



Strand 1: Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.

Objective 1 Promote equality and challenge stereotypical views in education and future employment ensuring high aspirations for all.

Why?
Research Studies shared in 'The Future at Five' (2021) indicates that gendered ideas for careers are already entrenched by the age of five years. Research from the same source shares that; most of the future roles children aspire to are likely known to them from their family or community, from books, television and films. Children identify jobs undertaken by adults they have contact with, such as in their school or early childhood centre, and in the day to-day activities they undertake with their parents. 15% of children aspire to roles that are the same as or very similar to their parents' occupations. https://issuu.com/oecd.publishing/docs/future-at-five-gendered-aspirations-five-year-olds Discussions with pupils throughout PSHE, Assemblies & day to day conversations highlight that similar to the research; pupils even as young as EYFS; already have some stereotypical views regarding employment options and the breadth of work opportunities are limited. It is imperative that school provides Careers Related Learning at an appropriate stage for our pupils' development to ensure all our pupils have high aspirations for their future and are not limited by stereotypical misconceptions. Pupils need to be exposed to careers they never even knew existed and be taught the key learning skills to enable them to be successful in the world of work: <i>Resilience, Reflection, Communication, Resilience Problem Solving, Critical & Creative Thinking</i>
INTENT - What we hope to achieve:
• Career-related learning and skills development will become embedded into curriculum teaching, leading to an enhanced curriculum, impacting on the learning outcomes for all. • Addressing school priorities using career-related learning as a vehicle for school improvement. • Increased aspiration and motivation levels for pupils. • Increased engagement of parents in their child's learning. • Simple and effective ways to build or improve the quality of crucial connections with local and national employers. • Better informed teaching staff e.g., increased confidence and understanding of the development of employability skills, the range of pathways open to young people and how to embed employer encounter impactfully into their teaching. • Increased opportunities to engage impactfully with, and learn from, new and diverse employer role models, broadening pupils' horizons. • Opportunity to see a life beyond their lived experience, providing exposure to ideas they may not get elsewhere. • Valuable opportunities to understand how the skills and knowledge they gain in school will be relevant throughout their life. • Increased engagement and progress through the creation of innovative and relevant learning opportunities. • The school community promotes equality and challenges stereotypical views in education and future employment ensuring high aspirations for all.
Implementation - To achieve this objective, we plan to:
• School to enrol on the Start Small Dream Big Pilot Project (DfE) Careers Related Learning (CRL) which will be delivered through the Teach First platform (Brightspace). • HT to complete the online CPD modules– there are 6 online modules which take between 3-7 hours to complete and 3 live, online seminars which are 90 minutes long. • Develop a school strategy to embed CRL in the school's context. • Develop and deliver a 'priority project' for the school. The project will link to objectives specific to the school's context and will be used to promote CRL in school before implementing or refining the whole school strategy. • Develop a comprehensive careers programme for the school.

- Plan and deliver at least one employer encounter for pupils.
- Work closely with the Careers Hub/local partner during the pilot, for example through local communities of practice.
- Actively engage parents in the programme.

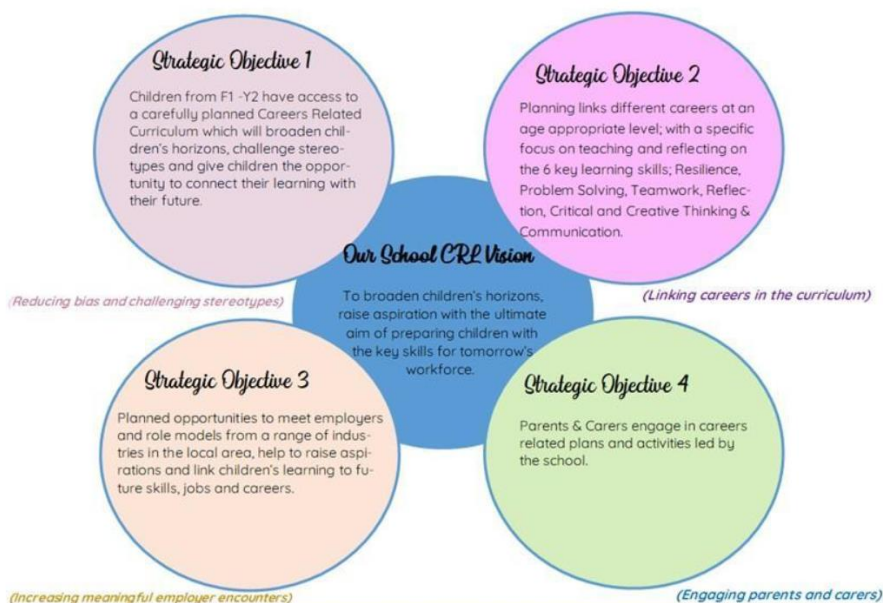
Progress we are making towards achieving the objective:

Autumn Term 2023

- School has enrolled on the Start Small Dream Big Pilot Project (DfE) Careers Related Learning (CRL) which will be delivered through the Teach First platform (Brightspace).
- HT has completed the online CPD modules and attended the online seminars.

Spring Term 2024

- School CRL strategy has been developed and shared with the Governing Board
- Website page developed around CRL <https://www.herringthorpeinfantschool.co.uk/careers-related-learning/>
- School CRL strategy Objectives shared on the school website:



- Priority project developed linked to the whole school re-launch of the Learning Skills Crew and incorporating 'Learning Stops' in lessons to discuss the skills they have used or may need to use to be successful in their learning.

Summer Term 2024

- HT launched CRL through a presentation to all staff

Impact:

- All class have the Learning Skills Crew displayed in the classrooms.
- Formal lesson observations and informal drop ins evidence that both staff and pupils are referencing learning skills when talking about their learning.
- Science formal lesson observations demonstrated that all lessons were linked to a real-life scientist and links to the world of work were evident – providing exposure to careers, raising aspirations and challenging stereotypes.

Strand 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Objective 2

To monitor the achievement and progress of groups including disadvantaged, gender, EAL, and SEND; acting on any trends or patterns in the data that require additional support for pupils.

Why?
Our school population ethnically reflects the diversity of the community. At present White British (45.58%) and Pakistani (36.73%) are the ethnicity groups that represent 5% or more of the overall cohort. White & Asian (3.74%), Indian (2.72%), White European (2.04%). Below 2% are families that are from a Chinese, White European (Lithuanian & Polish), Black African and Bangladeshi heritage. At present the school represents: • 49.66% girls / 50.34% boys • 22.45% eligible for FSM • 42.52% English as an additional Language • 21% with SEN support at 19% and pupils with EHC plans 2.3% Previous IDSR data and school-based data recognise that there are trends in gaps of attainment within the groups identified above. These gaps are more prevalent with boys and Pupil Premium children. It is crucial as a school that we analyse the trends of our groups on a regular basis and ensure that gaps in learning are addressed at an early stage to ensure that all pupils achieve their full potential.
INTENT - What we hope to achieve:
• Pupils highly achieve at Herringthorpe Infant School, irrespective of gender, EAL, SEND or Pupil Premium/FSM. • The school has robust systems of tracking various groups' progress on a termly basis. Leadership have a thorough overview of any gaps between groups and analyse trends of gaps. • The school has effective plans of action to support any underachievement of pupils. • Disadvantaged and vulnerable groups achieve at least in line with national expectations at the end of KS1.
Implementation - To achieve this objective, we plan to:
• Pupil progress meetings will be centred around the data submitted by teachers on a termly basis; focusing on various groups and attainment. • SLT will track identified pupil groups on a termly basis to identify if the gaps between groups are increasing/decreasing for each year group. • Provision maps and action planning will be based around closing any gaps identified and offering fast track tutoring for identified underperformance. • SLT and middle leaders will undertake causal chains using lines of enquiry from any data patterns observed. <i>Pupil premium strategy outlines curriculum support tailored to disadvantaged groups.</i>
Progress we are making towards achieving the objective:
Autumn Term 2023 • Autumn Term Pupil progress meetings for all year groups identified any gaps for identified groups of pupils • Action plans/provision maps put in place to address any gaps in groups of learners • Outcomes of Autumn Term Data shared with the Governing Board • Pupils identified for Fast Track Tutoring EYFS: Analysis of performance groups and focus: • Pupil premium reading • Boys' physical development

Year 1:

Analysis of performance groups and focus:

- Pupil Premium & Boys' Reading

Year 2:

Analysis of performance groups and focus:

- Pupil premium reading
- EAL writing & mathematics

Spring Term 2024

- Spring Term Pupil progress meetings for all year groups identified any gaps for identified groups of pupils
- Action plans/provision maps put in place to address any gaps in groups of learners
- Outcomes of Spring Term Data shared with the Governing Board
- Pupils identified for Fast Track Tutoring

EYFS:

Analysis of performance groups and focus:

- Pupil premium and boys' literacy

Year 1:

Analysis of performance groups and focus:

- Pupil premium reading
- Boys' writing

Year 2:

Analysis of performance groups will be the focus:

- Pupil premium and boys' reading
- EAL writing

Summer Term 2024

Impact:

Pupil Progress Data submitted and Gap analysis in Spring Term demonstrated that school achieved:

Reading

- 0.3% Gap closure between PP pupils and non-PP pupils in year2
- 1.1% Gap closure between SEND pupils and non-SEND pupils in year2
- 1.3% Gap closure between boy and girls in year1
- Gap closed and now attainment has switched in favour of boys out performing girls in Y2
- 0.2% Gap closure between EAL and Non EAL pupils year2

Writing

- 5.1% Gap closure between PP pupils and non-PP pupils in writing in Y1
- 2% Gap closure between SEND pupils and NON-SEND pupils in EYFS
- 2.4% Gap closure between Boys and Girls in Y2
- 8% gap closure between EAL and non EAL in Y1
- 8.7% gap closure between EAL and non EAL in Y2

Maths

- 17% Gap closure between SEND pupils and NON-SEND pupils in EYFS
- 8% Gap closure between SEND pupils and NON-SEND pupils in Y1
- 4% Gap closure between SEND pupils and NON-SEND pupils in Y2
- 7.1% Gap closure between Boys and Girls in Y1
- 3.6% gap closure between EAL and non EAL in Y1
- 4.2% gap closure between EAL and non EAL in Y1

Strand 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Objective 3

Increasing the extent to which SEND and/or disabled pupils have access to the school curriculum.

Why?
Herringthorpe Infant School is currently 3.7% above national average (17.3%) for the number of SEND pupils on roll. The school currently has 21.3% of pupils with SEND. This is broken down as: 19% of pupils accessing SEN Support and 2.3% of pupils with EHC plans. By Summer Term 2024 the number of pupils with EHC plans is predicted to increase to 5.7% As reflected nationally, Herringthorpe Infant School is experiencing the most complexity of needs for pupils to date. Reflecting on the provision offered to pupils this year; it has become apparent that funding additional adults is not the most effective way to support need and is not sustainable. Herringthorpe Infant School has therefore made the decision to take on a new pathway model to support <u>all</u> pupils to access a curriculum that is relevant to needs. A bespoke curriculum and carefully planned spaces to deliver this, will ensure that provision is person centred, responsive and effectively equipped and resourced to meet need. This will in turn mean that pupils are able to remain in our mainstream provision; easing the enormous pressures on specialist provisions.
INTENT - What we hope to achieve:
• All pupils regardless of SEND and or disabilities are offered a curriculum pathway that enables appropriate next steps for learning. • The school has a clear and cohesive curriculum pathway model for all pupils at Herringthorpe Infant School. • Pupils are profiled to ensure that they are accessing the right pathway of learning. • Staff are highly trained to deliver a holistic, robust and appropriately challenging curriculum for highly complex pupils.
Implementation - To achieve this objective, we plan to:
• Provision maps collated on a termly basis • Pupil Progress meetings led by SL/teachers; focusing on underperforming groups and next steps of provision • Ensure a strong commitment to SEND as a high priority across the school • Ensure provision enables children to develop independence • Ensure children's strengths, abilities and successes are noticed and celebrated rather than a focus on barriers and needs • Develop better parental partnership and enable parent voice with regard to inclusion, using this to inform improvements to practice and provision • Review of resources and practices to ensure all children are valued and positively reflected • Review of current staffing structure relating to SEND provision to ensure this meets the needs of children effectively and builds capacity and expertise in staff • Utilise experts to provide guidance, training and identify areas for development • Provide ongoing training and support for staff regarding SEND practice and provision • Review of current interventions to consider if they are having the desired impact and revise accordingly
Progress we are making towards achieving the objective:
Autumn Term 2023 • Development of the Nurture Nook (creating a replica version of EYFS continuous provision on a smaller scale for pupils that could not access the business of the large EYFS space) • Development of the Sensory Snug (creating a space to support children to regulate their emotions and refocus for ready for learning) • Development of the Communication Corner (a space designed to offer communication interventions, SALT interventions and self-esteem sessions) • When developing the Nurture Nook and Sensory Snug; the SENDCO ran a coffee morning for parents/carers with pupils of SEND. They were taken on a tour of the new areas and were asked in the session to think about their own children and asked if there were further resources/alterations needed to support their needs. The feedback was invaluable and some of the ideas were amazing and not what we had thought of in the initial design. This collaborative

method of design was welcomed greatly by our families and enabled us to feel confident that the spaces were correctly designed for our pupils' needs.

Spring Term 2024

- Our school has accessed external training from the School Improvement Teachers of the Local Authority for 'Intensive Interaction'. All teachers and TAs accessed this training.
- The LA visit school for pupils accessing the ISG grant in F1 to ensure that funding is being used effectively.
- The Headteacher and SENDCO have completed training in collaboration with JMAT Academy's SEND Specialist to develop the Engagement Model throughout school. Training has been completed and additional CPD/research has been completed by SLT.

Summer Term 2024

- Our school has been selected by the Local Authority to become a pilot school for enhanced provision for complex pupils. Our school is currently working alongside 2 'complex need teachers' for the Local Authority in setting up and planning provision which will be launched in the Academic Year 2024-2025.
- The HT has successfully submitted a request for the LA Accessibility Grant to support this development.

Impact:

- As a result of staff CPD, staff in school are trained in planning and engaging in Intensive Interactions with highly complex pupils. They are now able to identify the earliest stages of interaction that may have previously been missed and are trained in supporting pupils to progress in interaction successfully.
- As a result of the visits conducted by the LA, they have been extremely positive and school have been recognised for exemplary provision for complex need pupils and have been asked to showcase the provision to other schools/settings in Rotherham. The school has been commended for the progress evident in the school's most complex pupils due to the provision offered to them.
- As a result of working in collaboration with JMAT's SEND Specialist, SLT have a clear vision for the next steps of SEND Provision using the Engagement Model. The SENDCO and Headteacher are actively completing collaborative work to develop a sensory pathway for pupils. This will include the following 3 pathways:
 - Formal Pathway – Accessing the National Curriculum
 - Semi-Formal Curriculum Pathway – subject specific (linking to the National Curriculum) but based around a sensory approach.
 - Informal Pathway – the engagement model – non-subject specific and is engagement led.
- By redesigning spaces in the physical environment of our school, we have already started to increase the extent to which pupils with complex needs are accessing education and have been commended by the Local Authority for our forward thinking in meeting pupils needs and the progress observed.

Strand 3: Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Objective 4

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why?

Parent surveys completed in November 2022 and again in November 2023 demonstrate that:



The outcomes of the survey demonstrate that we are making positive steps towards clear communication with parents/carers and that parents are feeling more encouraged to play an active part in their child's learning. Our school recognises however that we are still on a journey with this as we are still under 90% agreement with the two statements identified above.

Qualitative feedback from parents/carers expressed difficulties with participating in activities and events due to their work commitments. This is something that has been an area of focus and school have made provision for early evening sessions to be offered for working parents.

The Bell Foundation states that parental involvement is an important part of a child's learning and academic success. Yet parents and carers of pupils using English as an Additional Language (EAL) can experience language and communication barriers when engaging with schools. <https://www.bell-foundation.org.uk/eal-programme/guidance/schools-and-leaders/how-to-work-with-eal-parents/>

Evidence shows that, often, parents who are new to English or have limited English proficiency:

- Have a significant lack of knowledge and understanding of important areas concerning school life, such as the school system;
- Are significantly underrepresented in school structures and decision making;
- Have different expectations of their children's schooling when compared with those of teaching staff.

School acknowledges that EAL is high within school and feels that the communication methods for parents needs to be more inclusive of alternate languages. School needs to ensure that communication is accessible for all parents both in terms of written communication (letters, ClassDojos, Records of Achievement etc) and verbal communication (stay and play sessions, parent/carer workshops, Parent/Carer evenings. School aims to ensure that all school ethnicities are represented in school events and school decisions.

INTENT - What we hope to achieve:

- A whole school approach to enhancing parental involvement by ensuring all school staff are clear about their roles and responsibilities.
- All staff understand the possible barriers to involvement for parents of EAL learners, particularly those who are new to English.
- School communications encourage a positive dialogue about learning for all parents/irrespective of a parents/carers first language
- The school is supported by effective Parent Ambassadors - Parents of EAL learners have a voice by helping to establish parent networks in which they can use their first language.

Implementation - To achieve this objective, we plan to:

- Critically review how the school currently works with parents – are sessions accessible to all parents/carers regardless of work commitments?
- Provide practical strategies to support learning at home for parents/carers with EAL/SEND
- Tailor school communications to encourage positive dialogue about learning for parents/carers with EAL/SEND.

- Offer more sustained and intensive support where needed for parents/carers with EAL/SEND/Mental Health Needs.
- Termly analysis of parental attendance for each event offered. School to identify and support any under-represented groups of parents/carers to become more involved in school life.
- Organise and invite parents who speak languages other than English as their first language to an EAL parents' evening (develop networking links so parents feel comfortable with this).
- Provide training for staff who are not confident in working with the parents of EAL pupils.
- Organise and invite parents who speak languages other than English as their first language to an EAL group parents' evening focusing on a subject eg RWI, numeracy etc

Progress we are making towards achieving the objective:

Autumn Term 2023

- Autumn Term Workshops for EYFS, Y1 and Y2
- SEND Coffee morning – invited parents/agencies for support and tour around school
- Parents/carers evenings
- Christmas Fayre event
- Christmas Nativity Performances
- Early Help support meetings run by Gillian Roadhouse
- Parental Survey November 2023

Spring Term 2024

- Spring Term Parent/Carers' workshops linked to STEM in KS1 and Easter Creativity in EYFS.
- Parents/Carers' Evening to come in and look at their child's learning and speak to class teacher.
- RWI focus parent group in to observe their child undertaking phonics session and training/resource pack given for parents to support their child over the holidays. This is aimed at the pupils not on track to pass the phonics screening check.
- Eid Party preparation; food & opportunities for henna (after school) supported by parents/carers
- Early Help support meetings run by Gillian Roadhouse

Summer Term 2024

- Summer Fayre event
- Parents/carers evenings to come in and look at their child's learning and speak to class teacher.
- SEND Coffee morning – invited parents/agencies for support and to consult with parents regarding the alteration to the pathway model for the next academic year.
- Early Help support meetings run by Gillian Roadhouse
- PE workshop for parents – encouraging physical activity throughout the summer holiday

Impact: