



St Mary's C of E (VA) Primary School

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

"St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences."

School Equality Scheme Action Plan and Progress Towards Achieving Our Objectives (2017-19)

This policy is GDPR compliant.

Date of issue: February 2019

Last reviewed/adopted: February 2019 (Ethos Committee)

Next review date: Autumn 2019

Signed: _____

Date: _____

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1. Vision and Values

Our equality vision and the values that underpin school life

With a whole-hearted commitment to putting our Christian faith and spiritual development at the heart of St Mary's, we aim to:

- achieve excellence in all that we do
- deliver the highest standards of teaching and learning
- develop happy, confident children, instilled with a life-long love of learning
- create an environment where everyone in the school can reach their full potential
- encourage mutual respect, acceptance and tolerance throughout our community
- encourage a true partnership between the school and everyone who is involved in the care and education of our pupils, for the benefit of our children based on a firm foundation of Christian and British Values
- ensuring that our pupils are valued and reach their full potential, ready to succeed and become confident young adults

Our Golden Rules are:-

- Care about each other
- Care about our School
- Always do your best
- Care about yourself

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- positive interaction, good relations and dialogue between groups and communities different from

These are promoted using our Golden Rules.

- each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status, gender or sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women, men and those who choose to adopt a different sexual identity

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- people of every sexual identity

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight people of every sexual identity

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

2. School Context

The characteristics of our school

A brief description of our school and its community setting:

- St Mary's is a mixed one form entry Church of England primary school with a Nursery set at the heart of Northchurch village, Berkhamsted. Our admissions limit is 30 and we are regularly oversubscribed
- The Christian ethos of the school supports pupils' personal, spiritual and moral development, creating an environment supportive of pupils and their learning
- Overall behaviour is good and learners are keen to get on with their work in a secure and friendly environment
- St Mary's social economic indicators are low in terms of social deprivation (0.05). However Northchurch is a rural village community and its community profile is mixed
- Pupils' attainment on entry is in line with age related expectations. The school uses information from pupils' previous settings and assessment on entry against development matters statesmen's to assess attainment on entry
- St Mary's is very much part of Northchurch community with close links to the local Parish Church; we are very much a part of the local community. We have services in Church once a month to which parents are invited and which are taken by the Rector. This helps the school promote community cohesion and the well-being of pupils through spiritual and moral guidance
- Supportive parents ensure the school can work in partnership to develop pupils learning. An active School Association raises funds to support school development
- We have close links with other local schools as Berkhamsted has changed provision from a 3 tier system to a 2 tier primary and secondary. The Headteachers meet regularly to agree policy and practice across the town on a wide range of issues (BASH minutes)
- The afternoon (graded Outstanding) Ofsted registered Pre-school, provides 3 and 4 year old care for any in the community and lunchtime care for children of Nursery age where desired, aiding parents with wrap around care. The school also has an onsite breakfast club and after-school club.

Characteristic	Total	Breakdown (number and %)
Number of pupils	222	Number:115 53% Female Number: 103 47% Male
Number of staff	37	95% Female (35) 5% Male (2)
Number of governors	11	27% Female (3) 73% Male (8)
Religious character		Church of England
Mobility of school population		Low
Average attendance rate		97%
Free school meals	4	2%
Pupil Premium	6	2%
SEN	16	7%
Statement pupils	0	0%
Pupils from minority ethnic groups	10	5%

3. Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership

Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination.

Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At St Mary's we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

Community cohesion

Community cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad and balanced curriculum.

4. Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Governing Body will:

- Ensure that there is an Equality Policy in place and review its content and efficacy regularly
- Provide leadership and support and ensure the accountability of the Senior Leadership team in communicating and implementing the Equality Policy
- Assess the impact of the policy on the standards attained by different groups within the school Make reasonable adjustments if the premises or employment arrangements limit access to particular community groups or individuals on the basis of disability or gender
- Plan to increase over time the accessibility of the school to disabled staff, pupils, parents and members of the community
- Receive feedback as part of the Headteacher's report and question school practice
- Celebrate good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers and staff
- Give due regard to its own members and recruitment of new governors
- Ensure that the school carries out its statutory duties and provides the required reports to the LEA
- ensure the application of the admissions policy

Senior Leadership will:

- ensure the place of equality within the School Development Plan
- ensure that that the "Equality Policy" and procedures are regularly reviewed and kept up-to-date, consulting with staff and stakeholders and ensuring effective communication
- ensure that the governors are provided with an annual report, including provision of 'returns' to the LEA
- oversee the effective implementation of the policy, holding staff accountable

- ensure that staff and managers are trained as necessary to carry out the policy
- provide appropriate role models for all staff, pupils and stakeholders, leading by example and praising or challenging behaviour as necessary
- record and deal with incidents of racism, bullying and other cases of inappropriate or discriminatory behaviour
- coordinate the curriculum in conjunction with subject leaders to ensure equality of opportunity is represented in the core and foundation subjects and highlight good practice
- provide opportunity for resources to be ordered to support this policy
- apply equal opportunities legislation and guidance in the school's appointment process and general procedures
- monitor performance by groups of children in their subject either through analysis or discussion with other staff
- continue to monitor and formulate Access Plans and Action Plans covering Race Equality, Gender Equality and Disability Equality, in conjunction with the governing body

Class teachers will:

- ensure the implementation of this policy and the Action Plans within the classroom and in their own dealings with staff, pupils and the school community
- contribute to consultations and discussions about equal opportunity issues
- monitor their own procedures and routines to ensure that pupils are treated equitably
- refer incidents and concerns, where appropriate, to the headteacher

All school staff will:

- set an example to pupils in terms of their treatment of one another and display of respect, fairness and understanding towards the beliefs and cultures of others, following both the letter and the spirit of this policy
- ensure that policies and procedures are implemented according to the equality policy
- be vigilant for incidents of racism, sexism and prejudice and act upon them
- encourage pupils to try new activities challenging stereotypical roles and prejudice

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

At St Mary's we are committed to sharing information about our equality scheme as broadly and transparently as appropriate. To this end, we will publish information annually in the form of a short evidenced account of our equality priorities and work, with an indication of key trends and issues. This will be available on the school website.

Commitment to action

Governors will:

- Policy Development : Provide leadership and drive for the development and regular review of the school's equality and other policies;
- Policy Implementation: Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Behaviour : Highlight good practice and promote it throughout the school and wider community
- : Provide appropriate role models for all managers, staff and pupils
- : Congratulate examples of good practice from the school and among individual managers, staff and pupils
- : Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties : Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteacher and senior staff will:

- Policy Development : Initiate and oversee the development and regular review of equality policies and Development procedures
- : Consult pupils, staff and stakeholders in the development and review of the policies
- Policy Implementation: Ensure the effective communication of the policies to all pupils, staff and stakeholders
- : Ensure that managers and staff are trained as necessary to carry out the policies
- : Oversee the effective implementation of the policies
- : Hold line managers accountable for effective policy Implementation
- Behaviour : Provide appropriate role models for all managers, staff and pupils
- : Highlight good practice from departments, individual managers, staff and pupils
- : Provide mechanisms for the sharing of good practice
- : Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties : Ensure that the school carries out its statutory duties effectively

Line Managers will:

- Policy Development : Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Policy Implementation: Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Behaviour : Be accountable for the behaviour of the staff team, individual members of staff and pupils
- : Use informal and formal procedures as necessary to deal with 'difficult' situations
- : Behave in accordance with the school's policies, leading by Example
- : Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Public Sector Duties : Contribute to managing the implementation of the school's equality scheme

All Staff will:

Policy Development	:	Contribute to consultations and reviews
	:	Raise issues with line managers which could contribute to policy review and development
Policy Implementation:		Maintain awareness of the school's current equality policy and Procedures
	:	Implement the policy as it applies to staff and pupils
Behaviour	:	Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
	:	Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	:	Contribute to the implementation of the school's equality scheme

Our Pupils will:

Policy Development	:	Contribute to consultations and reviews
Behaviour	:	Behave with respect and fairness to all staff, families and pupils, carrying out the letter and spirit of the school's equality scheme

Our Parents / Carers will:

Policy Development	:	Contribute to consultations, reviews and respond to opportunities for feedback through questionnaires, Parent forum and parent consultation meetings
Behaviour	:	Behave with respect and fairness to all families, staff and pupils, carrying out the letter and spirit of the school's equality scheme

The school operates equality of opportunity in its day to day practice in the following ways:**Teaching and Learning**

We aim to provide all pupils with the opportunity to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations and through committed, enthusiastic and effective teaching.

Admissions and exclusions

All children will have equal opportunity to be admitted to St Mary's in line with our Admissions Policy. Children will be treated equally in line with our behaviour policy.

Equality and staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, mid-day supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

5. Engagement- Participation and Involvement

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities including staff, pupils, parents and others with particular interests in the development of this scheme. We have consulted parents and pupils through questionnaires and parent forum.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

6. Using Information - Equality Impact assessments, data and other information.

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

7. Our School's Equality objectives

Key priorities for action

Equality Statement and Objectives 2018

Equality statement

St. Mary's C of E Primary school is an inclusive school where we believe that all people are of equal value, irrespective of their ability, ethnicity, culture, religion, gender or sexual identity. We recognise and respect their differences.

For the benefit of our pupils, their families, staff and society as a whole, we foster positive attitudes and relationships and a shared sense of cohesion and belonging.

We formulate and publish equality objectives annually and monitor their implementation as part of our school development plan.

Our School's Equality Objectives

Our equality objectives are taken from areas which the school has identified as a priority. They are specific, measurable, achievable, relevant and time-limited and will be set at least every four years. Our equality objective setting process has involved gathering information as follows:

- Monitoring of the school's distinctive Christian character - identified strengthening pupil awareness of others from different faiths and cultures.
- Analysis of pupil attainment (AM7, Raise online,) identified ensuring that pupils with special educational needs and those who are Free School meals make at least expected progress, raising attainment in writing for boys and girls.

The equality objectives are:-

- 1. To promote and raise awareness of the School's Equality Scheme with all stakeholders.**
- 2. To seek feedback from stakeholders with regard to the Equality Scheme, through pupil, staff and parent questionnaires.**
- 3. To raise awareness of diversity of faiths and cultures, through a rich range of experiences both in and beyond the school.**
- 4. To continue to take reasonable steps to improve accessibility of school grounds and building.**
- 5. To diminish the difference in performance of vulnerable pupils (SEND, pupil premium)**
- 6. To continue to raise attainment in writing for boys and girls, where ARE has not been met, especially in EYFS.**

Action planned to meet statutory Duty/Equality legislation							Annual objectives	Actions	Timescale	Responsibility	Success Criteria	Monitoring
R	D	G	SO	A	R/B	CC						
✓	✓	✓	✓	✓	✓	✓	1) To promote and raise awareness of the School's Equality Scheme with all stakeholders.	<p>To discuss equality at staff, governing body and induction meetings.</p> <p>To promote the equality scheme on the school website.</p> <p>To ensure that the school's equality statement is included in school's policies and key documents where applicable.</p>	Summer 2019	Head SLT Governing Body	<p>Through training.</p> <p>Policies reviewed and updated and changes communicated with all relevant stakeholders.</p>	Governing Body
✓	✓	✓	✓	✓	✓	✓	2) To seek feedback from stakeholders with regard to Equality , through pupil, staff and parent questionnaires.	To analyse and act upon feedback from questionnaires, with regard to equality.	Summer 2019	Head SLT Governing Body	Results of questionnaires acted upon and fed into School Development Plan.	Head Governing Body
✓					✓	✓	3) To raise awareness of diversity of faiths and cultures through a rich range of experiences both in and beyond the school.	<p>Visits to a wider range of places of worship.</p> <p>Invitations to faith groups to visit the school, in order to support the RE curriculum.</p>	Ongoing	Head RE co-ordinator	<p>Positive role models and increased understanding of different cultures.</p> <p>To be accessed by a three yearly Ethos questionnaire.</p>	Head Ethos Committee

Action planned to meet statutory Duty/Equality legislation							Annual objectives	Actions	Timescale	Responsibility	Success Criteria	Monitoring
R	D	G	SO	A	R/B	CC						
		✓					4) To continue to take reasonable steps to improve accessibility of school grounds and building.	To consult and engage with parents, pupils and staff to ensure school meets the needs of staff, children and parents with disability. To review and update the Accessibility Plan.	Ongoing Summer 2019	Head Governing Body Head Premises Committee.	All members of the school community can access the school and take part in activities offered to the school community. Any barriers to learning of pupils identified and support put in place.	Head Premises committee.
			✓		✓		5) To diminish the difference in performance of vulnerable pupils (SEND, pupil premium)	To monitor achievement and progress of vulnerable groups termly. To put interventions in place to support needs through quality teaching and resources.	Ongoing	Head SENCO SLT	Pupil progress in line with peers, whereby pupils meet or exceed ARE.	Head Standards and Achievement committee
		✓					6) To continue to raise attainment in writing for boys and girls, where ARE has not been met, especially in EYFS.	To raise achievement in writing through a number of strategies :- <ul style="list-style-type: none"> ▪ story club ▪ Power of Reading ▪ Homework club ▪ Focus groups to meet individual needs 	Ongoing	Head English co-ordinator	Through half termly pupil progress meetings and data tracking.	Head Standards and Achievement committee

R = Race
D = Disability
G = Gender
SO = Sexual Orientation
A = Age
R/B = Religion or Belief
CC = Community Cohesion

Progress Towards Achieving our School Equality Objectives

2018/19

Progress towards achieving our equality objectives

Priority 1: To promote and raise awareness of the School's Equality Scheme with all stakeholders

- School's Equality statement has been updated to include sexual identity.
- School's website promotes the Equality Scheme and action plan.
- Discussing equality with the pupils through assemblies, SEAL themes and values.
- Black History Week studying Nelson Mandela, Martin Luther King, Rosa Parks and Barack Obama
- British Values Week promoting mutual respect for those of different faiths and beliefs and for those without faith.

Priority 2: To seek feedback from stakeholders with regard to equality, through pupil, staff and parent questionnaires:

Parent questionnaire July 2017:

Question: "The school treats all individuals fairly, equally and with respect". The responses indicate an improving trend:

	<u>2017</u>	<u>2015</u>	<u>2014</u>
Strongly agree	45%	28%	19%
Agree	44%	56%	56%
Disagree	4%	9%	16%
Strongly disagree	4%	1%	2%
Don't know	4%	5%	7%

Comments made by parents:

"Children are taught to respect and care for one another and to become rounded individuals as well as to fulfil their academic potential. There is a warmth to the school and a feeling that staff are genuinely concerned for the children's wellbeing".

"Friendly, caring and inclusive towards all pupils".

"We have been really impressed by the warm nature of St Mary's. The children learn through a broad, balanced and interesting curriculum which is enjoyed by the children and demonstrates clear learning and development. Thank you!"

"Strong sense of community and belonging".

Pupil questionnaire 2018:

Question: "Teachers and staff treat us fairly" 2018.

("Are you treated fairly and with respect by everyone at school?" 2014-16)

	<u>2018</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Almost (Yes)	73%	57%	61%	75%
Most of the time (Mostly)	27%	30%	35%	16%
Sometimes		10%	3%	9%
Never (No)		3%	3%	

Positive responses (almost or most of the time) have risen from 96% to 100%.

Comments made by pupils:

"There is always a teacher to look after me."

"The staff and pupils are really nice and I like school."

"Everyone is kind and the teachers always try to make our work challenging."

“I like how everyone is here to help us if we are sad or worried about something.”

“Everyone is caring and kind at our school.”

“I can trust the teachers.”

Priority 3: To raise awareness of diversity of faiths and cultures through a rich range of experiences both in and beyond the school: -

- Weekly multicultural assembly promotes and challenges negative stereotyping, as well as raising awareness.
- e-twinning project and British Council International award (foundation level). This forges links with partner schools around the world, giving pupils a window into different cultures and countries, preparing them for life in a global society.
- Through the RE curriculum, each year group learns about different faiths:
 - EYFS:- Christian celebrations . Looked at leaders of religious groups.
 - Year 1: - Christianity and Judaism
 - Year 2:- Signs and symbols of the different religions. Also looked at the work of religious leaders within the community. Looked at Christianity
 - Year 3 :- Christianity (the Bible) and Islam religion
 - Year 4:- Hindu teachings about God, Food as part of Sikh and Christian worship and how the various Holy books of the different religions are handled and regarded.
 - Year 5:- Leaders in religious communities . looking at Creation stories and exploring the questions they raise.
 - Year 6:- Christianity and Buddhism. Looked at responding to Christian and Buddhist texts.
- Visits and trips to raise awareness of faiths and cultures included;
 - Whole school assembly led by the Salvation Army
 - Nursery and Year 2 visited St Mary’s Church
 - Reception, Year 1 and Year 2 Bollywood Dance Workshop
 - Year 1 visit to St. Albans Synagogue
 - Year 2 visited Northchurch Baptist Church
 - Year 3 visited Watford Mosque to learn about Islam
 - Year 4 visited Bhaktivedanta Manor to learn about Hinduism
 - Year 5 were visited by Rabbi Rafi from St. Albans Synagogue to learn about Judaism
 - Year 6 Visit to Amaravati Buddhist Temple at Great Gaddesden
- Pupil questionnaire responses and RE week comments:
 - “It’s fun doing Judaism Mezahzahs.”
 - “I like R.E. lessons because they are very interesting and I learn lots in them.”
 - “I liked R.E. week because I learnt about other people.”
 - “I love learning about different celebrations in R.E.”
 - “I like learning about other people’s beliefs.”
 - “Other religions are really interesting.”
- Charity fund raising promoted awareness of other cultures;
 - Year 6 decided that they would like to organise a school fundraising event to raise money for the Grenfell Disaster
 - The Collective Worship Group organised the Bishop of St Albans Annual Harvest Appeal 2018, “Give Peas a Chance”, which was to raise money to help farmers in Malawi plant more crops
 - Smiley Bags for Syria was supported when children brought in items to be sent to refugees through the charity People not Borders.
 - Operation Christmas Child Shoeboxes December 2018, sending gifts to children around the world, was promoted through an assembly. In most cases the gift from the pupils is the only present these children receive.

Priority 4: To take reasonable steps to improve accessibility of school grounds and building:-

- A lift has been installed, to improve accessibility to the assembly/dinner hall
- Accessibility plan has been reviewed and updated this year

Priority 5: To narrow the gap in performance of vulnerable pupils: -

- Analyse School Performance (previously Raise online) data and additional school held data is used vigorously in order to ensure that progress is made by vulnerable pupils. This is closely monitored through Head, SENCO, SLT and Academic Standards and Achievement committee.

Actions put in place to narrow the gap in performance of vulnerable pupils:

- SENCo attends Pupil Progress meetings
- Book scrutiny, planning scrutiny, lesson observations focussing on vulnerable groups
- Subject Leaders identify and target vulnerable groups during subject book and planning scrutiny.
- Vulnerable groups targeted by class teachers for response to marking.

- KS2 Data from last year shows that for children with SEN (4 children)
 - In Reading 0% were at ARE and on track, this is 0% for this year. In Writing last year (2 children) 0% were at ARE and on track compared with 0% at ARE and on track this year. Last year in Maths 0% were at ARE and on track compared with 0% at ARE and on track this year.

- KS1 data from last year shows that for children with SEN (2 children)
 - In Reading 0% were at ARE and on track, this is 0% for this year. In Writing last year (2 children) 0% were at ARE and on track compared with 0% at ARE and on track this year. Last year in Maths 0% were at ARE and on track compared with 0% at ARE and on track this year.

Priority 6: To raise attainment in writing for boys and girls where age related expectations are not met:-

- Key Stage Two Results June 2018
 - 81% of boys achieved or exceeded age related expectations for writing, compared to 70% last year.
 - 27% of boys achieved greater depth for writing compared to 50% last year.
 - 93% of girls achieved or exceeded age related expectations for writing, compared to 91% last year.
 - 67% of girls achieved greater depth for writing, up from 36% last year.
- Key Stage One results June 2018
 - 60% of boys achieved or exceeded age related expectations for writing, compared to 73% last year
 - 23% of boys achieved greater depth for writing, compared to 9% last year
 - 100% of girls achieved or exceeded age related expectations for writing, compared to 80% last year.
 - 11% of girls achieved greater depth for writing compared to 20% last year.

- From Herts Improvement Partner report in October 2018, evidence is that writing in the Early years is improving. This year more boys exceeded expectations in writing by end of Reception. 82% of boys met or exceeded expectations in writing compared to 66% last year.
- A weekly after-school Story Club continues for Key Stage 1 children, to promote an interest in stories that will have an impact on children's creative writing. All children are read to on a daily basis during class story time.
- A weekly Nursery story time has been introduced when parents and carers are invited in to read with their children.

- A Y6 Reading buddy system has been implemented when the older children read with a variety of children from younger classes.
- Progress has clearly been made through the use of specifically targeted intervention strategies to support writing with children throughout the school. This has been consolidated by the teaching of writing through the 'Power of Reading', regular Big Write sessions and also increasing opportunities for writing through cross curricular subjects such as RE, History, Geography and Science. Improvement marking by the teachers focuses on basic skills and improving the quality of writing. The school maintains high expectations for excellence in terms of children's handwriting across all work.