

Equality Action Plan 2020-25



Believe and Achieve

"Behind every young child who believes in themselves is an adult who believed first."

At Hindley Junior and Infant school, we strive to create a safe, inclusive and inspiring environment which enables everyone to believe in themselves and achieve their aspirations.

We believe that our children need to possess key characteristics if they are to flourish in school and wider society. Opportunities to build upon, teach and celebrate these characteristics are interwoven into all aspects of school life. We endeavour for every child to be respectful, resilient, honest, determined, confident, cooperative and ambitious.

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data, other evidence and knowledge of our school population. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Aim	Action(s) to be taken	Personnel	Timescale	Desired outcomes	Review & Impact
1. Provide training for all staff and governors on equality and diversity.	<ul style="list-style-type: none"> • Provide specific INSET/staff CPD times to staff on equality training. • Use opportunities as they arise during INSET to provide training on equality and diversity • Provide Governor training 	KR/KG to lead All staff and governors.	Spring 2022	<ul style="list-style-type: none"> • All staff and governors aware of legislation and responsibilities of all stakeholders. • All staff aware of HJI objectives focus. 	<p>Year 1 (2020-21):</p> <ul style="list-style-type: none"> • Equality Lead researched equality training. • Training provided for wider school staff on use of promoting images of wider world community (BAME / people with disabilities etc.) <p>Year 2 (2021-22):</p> <ul style="list-style-type: none"> • Happy Smiles Training Company in school 20.4.22 to work with all staff and children in inclusion and diversity. <p>Year 3 (2022-23):</p> <ul style="list-style-type: none"> • Staff meeting regarding equality & Diversity. • HT Safer recruitment training • Governor attended equality and diversity CPD (CS) <p>Year 4 (2023-24):</p> <ul style="list-style-type: none"> • Discussion regarding equality and diversity/protective characteristics have been minuted during governors meeting. • School policies/procedures adhere to equality and diversity guidance e.g. shared parental leave, LOA, sickness management etc.
2. Narrow the pupil premium gap in Reading, Writing	<ul style="list-style-type: none"> • Pupil Premium pupils closely tracked and monitored throughout 	Pupil premium lead (SW)	Autumn 2020 and ongoing	<ul style="list-style-type: none"> • Increase the number of Pupil Premium pupils working at 	<p>Year 1 (2020-21): Tracked bottom 20% readers Ongoing whole school focus. Target was impacted by Covid-19.</p>

<p>and Maths in all year groups.</p>	<p>school: discussed at Pupil progress meetings.</p> <ul style="list-style-type: none"> Plan and deliver interventions to address gaps in learning as identified through on-going assessment. All staff receive CPD regarding quality first teaching. Promote a 'no excuse' culture: high standard for all. <p>NB: See Pupil Premium strategy for further details.</p>	<p>Pupil Premium Governor (CT)</p> <p>All staff</p>		<p>the expected standard for their age.</p> <ul style="list-style-type: none"> Gap narrowed in specific year groups and subjects (as identified through data analysis and Pupil Progress meetings) 	<p>See PP strategy for further details. Catch-up curriculum planned and implemented. PP children closely tracked throughout. Provision mapped for start of 2021-2022.</p> <p>Year 2 (2021-22): As above plus... New staff for hearing bottom 20% readers.</p> <p>Year 3 (2022-23):</p> <ul style="list-style-type: none"> Staff attended CPD based on EEF evidence informed practice. Evidence informed pedagogy being used in daily teaching. High quality of T&L and outcomes identified in Ofsted inspection (April 2023) There was still a significant in-school attainment gap at the end of KS2 based on RWM combined (See Primary profile data). This was due to a significant difference in Writing. However, in R, M and EGPS disadvantage children out performed their peers nationally (see primary profile data). <p>Year 4 (2023-24):</p> <ul style="list-style-type: none"> All staff received CPD regarding evidence-informed practice. Has been effectively applied in teaching (See lesson obs.) Pupil progress gap narrows through school, but there still is a gap between PP and Non PP children at the end of KS2.
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					<ul style="list-style-type: none"> PP children achieve well compared to peers nationally (awaiting validated 24 data)
<p>3. To continue to improve provision for pupils for whom have special educational needs and disabilities.</p>	<ul style="list-style-type: none"> Qualified and very competent SENDco championing the SEND children. Annual SENDco action plan devised, implemented, monitored and reviewed linked to School Improvement Plan. All staff promote a 'no excuse' culture: high standards for all. All staff receive regular and appropriate CPD regarding SEND provision and quality first teaching. 	<p>SENDCo (AM)</p> <p>All staff</p> <p>External experts (Ed Psych, TESS etc)</p>		<ul style="list-style-type: none"> All SEND pupils receiving at least good quality first teaching. All SEND pupils receiving appropriate individualised support. All SEND pupils making progress: academically and/or socially based on personal targets. 	<p>Year 1 (2020-21):</p> <ul style="list-style-type: none"> All SEND pupils receiving at least good quality first teaching. All SEND pupils receiving appropriate individualised support. All SEND pupils making progress: academically and/or socially based on personal targets. School followed recommendations from professionals, used provision maps, created Pupil Action Plans, arranged 1:1 support, attended SEND progress meetings. <p>Year 2 (2021-22):</p> <ul style="list-style-type: none"> CPD for all teaching staff 20.4.22 from TESS Teacher on SEND code of practise and QFT. The attainment of SEND children at the end of KS2 was very good compared to national comparators: In reading, 67% achieved the expected standard+ which was higher than NA (37%), and 33% achieved GDS compared to NA of 8%. In writing, 33% (26%) achieved the expected standard+ compared to the NA of 26%. In maths, 67% achieved the expected standard+ compared to the NA of 34%. 33% achieved GDS compare to the NA of 6%. <p>Year 3 (2022-23):</p> <ul style="list-style-type: none"> The high quality of SWEN provision in school was commented upon by Ofsted (April 2023)

					<ul style="list-style-type: none"> All staff received high quality CPD (see overview e.g. communication champions; EEF guidance etc) End of KS2 – SEND children out performed their peers in all progress and attainment measures (See Primary profile data). 															
					<p>Year 4 (2023-24):</p> <ul style="list-style-type: none"> School received EFS accreditation (Bronze level). From monitoring SEND throughout the year, all SEND pupils receive at least ‘good’ QFT within the classroom. All SEND pupils receive appropriate individualised support half termly (PAPs). SENDCO and LSAs are all qualified Communication Champions under the SP+L model. 2023-24 data demonstrates that in Reading and Maths most SEND pupils make expected and in some cases accelerated progress from the start of their previous key stage. <table border="1"> <thead> <tr> <th colspan="3">ATTAINMENT KEY STAGE:</th> </tr> <tr> <th></th> <th>Expected progress + from beginning of key stage</th> <th>Accelerated progress from beginning of Key Stage</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20/23 87%</td> <td>6/23 26%</td> </tr> <tr> <td>Writing</td> <td>15/23 65%</td> <td>3/23 13%</td> </tr> <tr> <td>Maths</td> <td>21/23 91%</td> <td>13/23 57%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 	ATTAINMENT KEY STAGE:				Expected progress + from beginning of key stage	Accelerated progress from beginning of Key Stage	Reading	20/23 87%	6/23 26%	Writing	15/23 65%	3/23 13%	Maths	21/23 91%	13/23 57%
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<p>4. Actively promote understanding and respect for differences.</p>	<ul style="list-style-type: none"> Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Encourage children/school population to share and celebrate their own differences. Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures. Class teachers take time to reflect on 'world news' to actively promote respect and differences. All classes have at least one 'class read' linked to FBV. To supplement PSHE curriculum, have PSHE days to actively address equality issues: anti-racism etc. 	<p>KR/KH All staff</p>		<ul style="list-style-type: none"> Greater understanding and respect for differences. Children ware and empathetic towards issues that other people in school/around the world may be facing. The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training. 	<p>Year 1 (2020-21):</p> <ul style="list-style-type: none"> PSHE (Jigsaw) scheme followed throughout school. PSHE days including Stephen Lawrence Day for whole school. Individual classes taught about Pride/Black Lives Matter. Wider school curriculum includes famous / inspirational people of colour (see D.T curriculum) World Book Day included Little People, Big World books for all children to read. Shared with whole school via Dojo. Children visited the local cenotaph on Remembrance Day. A 2-year, rolling plan for themed PSHE days was developed starting with Stephen Lawrence Day. SLT complied with duty of care for BAME children, families and staff during pandemic. <hr/> <p>Year 2 (2021-22):</p> <ul style="list-style-type: none"> PSHE (Jigsaw) scheme followed throughout school. A 2-year, rolling plan for themed PSHE days implemented (PSHE theme days 5 times per year #HJIPSHE) Range of religious festivals acknowledged through whole school assemblies based on the 5 main religions of the world. Wider school curriculum includes famous / inspirational people of colour (see D.T curriculum)
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					<ul style="list-style-type: none"> • HJ Equality Act document displayed around school and shared on website. Stephen Lawrence Day, BLM, Equality and British Values display, Pride Month celebrations and assembly, Art from BAME, Elderly tea party, Marcus Rashford food bank, Equality Newsletters, International Women’s Day, STEM support (women in science), Festivals from various religions, Equality Act posters, Happy Smiles Training. • A New Chapter company awarded us with £1000 worth of inclusive and diverse books for school July 2022. <p>Year 3 (2022-23):</p> <ul style="list-style-type: none"> • PSHE (Jigsaw) scheme followed throughout school. • A 2-year, rolling plan for themed PSHE days implemented (PSHE theme days 5 times per year #HJIPSHE) • Range of religious festivals acknowledged through whole school assemblies based on the 5 main religions of the world. • Wider school curriculum includes famous / inspirational people of colour (see D.T curriculum) • Links with the local church cluster built upon (whole school trips to the church, RE lead attending local consortia meetings). • HJI experience promise – places of worship visited linked to RE curriculum.
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					<p>Year 4 (2023-24):</p> <ul style="list-style-type: none">• Whole school visits to local church at Easter and Christmas.• Workshops at church for some year groups.• Well-being Work shops in September for whole school and Well-being festival for whole school in July.• Anti-Bullying Day Autumn 2 – whole school activities.• Random Acts of Kindness Day throughout whole school• Kema Kay whole school visit and workshops with all year groups 1-6 on anti-racism and bullying.• Promotion of British Values through weekly assemblies (SW)• Assemblies on Diwali, Eid, Chinese New Year, Ramadan.• Guide Dog charity nominated which highlighted children’s understanding of visual impairments and how people navigate the world with a disability.• Democracy and individual liberty and choice promoted through school voting system• Implementation of new RE curriculum - training given to staff• Celebration assembly included individual achievements from home celebration wide range of skills e.g. sheep showing, Taekwondo, Morris dancing etc.• PSHE (JIGSAW) scheme followed through school and taught weekly.
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