

# Equality Action Plan 2020-23



## *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
Provide training for all staff and governors on equality and diversity.	<ul style="list-style-type: none"> <li>• Provide specific INSET/staff CPD times to staff on equality training.</li> <li>• Use opportunities as they arise during INSET to provide training on equality and diversity</li> <li>• Provide Governor training</li> </ul>	KR/KG to lead  All staff and governors.	Spring 2022	<ul style="list-style-type: none"> <li>• All staff and governors aware of legislation and responsibilities of all stakeholders.</li> <li>• All staff aware of HJI objectives focus.</li> </ul>	<p><b>Year 1 (2020-21):</b></p> <p>Equality Lead researched equality training.</p> <p>Training provided for wider school staff on use of promoting images of wider world community (BAME / people with disabilities etc.)</p> <hr/> <p><b>Year 2 (2021-22):</b></p> <p>Happy Smiles Training Company in school 20.4.22 to work with all staff and children in inclusion and diversity.</p> <p>Equality Newsletters Autumn and Spring sent to governors, staff and families.</p> <hr/> <p><b>Year 3 (2022-23):</b></p>
Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> <li>• Pupil Premium pupils closely tracked and monitored throughout school: discussed at Pupil progress meetings.</li> <li>• Plan and deliver interventions to address</li> </ul>	Pupil premium lead (SW)  Pupil Premium Governor (CT)  All staff	Autumn 2020 and ongoing	<ul style="list-style-type: none"> <li>• Increase the number of Pupil Premium pupils working at the expected standard for their age.</li> <li>• Gap narrowed in specific year groups and subjects ( as</li> </ul>	<p><b>Year 1 (2020-21):</b></p> <p><b>Tracked bottom 20% readers</b></p> <p>Ongoing whole school focus. Target was impacted by Covid-19. See PP strategy for further details. Catch-up curriculum planned and implemented. PP children closely tracked throughout.</p>

	<p>gaps in learning as identified through on-going assessment.</p> <ul style="list-style-type: none"> <li>• All staff receive CPD regarding quality first teaching.</li> <li>• Promote a 'no excuse' culture: high standard for all.</li> </ul> <p>NB: See Pupil Premium strategy for further details.</p>			<p>identified through data analysis and Pupil Progress meetings)</p>	<p>Provision mapped for start of 2021-2022.</p> <p><u>20-21 Data</u> Reception: 47% GLD</p> <p>Phonics Y1:90% Phonics Y2:</p> <p>KS1 Expected Standard + R 75% W 71% M 71% EGPS 64% Combined 68%</p> <p>KS2 Expected standard + R 77% W 77% M 87% EGPS 77% Combined 77%</p> <hr/> <p><b>Year 2 (2021-22):</b> As above plus...</p> <p>New staff for hearing bottom 20% readers.</p> <p>21-22 Data Reception: 58%</p> <p>Phonics Y1: 83% Phonics Y2:100%</p> <p>KS1 Expected Standard + (National Average)</p>
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					<p>R 75% (68) W 68% (58) M 87% (71) EGPS 71% Combined 64% (54%)</p> <p>KS2 Expected standard + R 87% (74) W 73% (69) M 87% (71) Combined 70% (59)</p> <p>The attainment of PP children at the end of KS2 (2022) was good: PP children at school achieved better than PP nationally and when compared to 'all pupils' nationally (shown in brackets). 58% of PP children achieved expected + in RWM combined (59%); 83% of PP children achieved expected + in Reading (74%); 67% of PP achieved expected + in writing (69%); 75% of PP achieved expected+ in math (71%). These percentages were significantly better than 2019 data.</p> <hr/> <p><b>Year 3 (2022-23):</b></p>
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<p>To continue to improve provision for pupils for whom have special educational needs and disabilities.</p>	<ul style="list-style-type: none"> <li>• Qualified and very competent SENDco championing the SEND children.</li> <li>• Annual SENDco action plan devised, implemented, monitored and reviewed linked to School Improvement Plan.</li> <li>• All staff promote a 'no excuse' culture: high standards for all.</li> <li>• All staff receive regular and appropriate CPD regarding SEND provision and quality first teaching.</li> </ul>	<p>SENDCo (AM)</p> <p>All staff</p> <p>External experts (Ed Psych, TESS etc)</p>		<ul style="list-style-type: none"> <li>• All SEND pupils receiving at least good quality first teaching.</li> <li>• All SEND pupils receiving appropriate individualised support.</li> <li>• All SEND pupils making progress: academically and/or socially based on personal targets.</li> </ul>	<p><b>Year 1 (2020-21):</b> All SEND pupils receiving at least good quality first teaching.</p> <p>All SEND pupils receiving appropriate individualised support.</p> <p>All SEND pupils making progress: academically and/or socially based on personal targets.</p> <p>School followed recommendations from professionals, used provision maps, created Pupil Action Plans, arranged 1:1 support, attended SEND progress meetings.</p> <hr/> <p><b>Year 2 (2021-22):</b></p> <p>CPD for all teaching staff 20.4.22 from TESS Teacher on SEND code of practise and QFT.</p> <p>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%.</p> <p>In writing, 33% (26%) achieved the expected standard+ compared to the NA of 26%.</p> <p>In maths, 67% achieved the expected standard+ compared to the NA of 34%. 33% achieved GDS compare to the NA of 6%.</p>
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					<b>Year 3 (2022-23):</b>
Actively promote understanding and respect for differences.	<ul style="list-style-type: none"> <li>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.</li> <li>Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.</li> <li>Encourage children/school population to share and celebrate their own differences.</li> <li>Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.</li> <li>Class teachers take time to reflect on 'world news' to actively promote respect and differences.</li> <li>All classes have at least one 'class read' linked to FBV.</li> </ul>	KR/KH All staff		<ul style="list-style-type: none"> <li>Greater understanding and respect for differences.</li> <li>Children ware and empathetic towards issues that other people in school/around the world may be facing.</li> <li>The school ethos and curriculum promotes respect for the differences of the school community.</li> <li>Issues are covered through lessons, assemblies and staff training.</li> </ul>	<p><b><u>Year 1 (2020-21):</u></b></p> <p>PSHE (Jigsaw) scheme followed throughout school.</p> <p>PSHE days including Stephen Lawrence Day for whole school.</p> <p>Individual classes taught about Pride/Black Lives Matter.</p> <p>Wider school curriculum includes famous / inspirational people of colour (see D.T curriculum)</p> <p>World Book Day included Little People, Big World books for all children to read. Shared with whole school via Dojo.</p> <p>Children visited the local cenotaph on Remembrance Day.</p> <p>A 2-year, rolling plan for themed PSHE days was developed starting with Stephen Lawrence Day.</p> <p>SLT complied with duty of care for BAME children, families and staff during pandemic.</p>

	<ul style="list-style-type: none"><li>To supplement PSHE curriculum, have PSHE days to actively address equality issues: anti-racism etc.</li></ul>				<p>Variety of religious festivals were celebrated across school: Christmas, Easter, Diwali, Holli, Eid</p> <p><b><u>Year 2 (2021-22):</u></b></p> <p>HJ Equality Act document displayed around school and shared on website.</p> <p>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.</p> <p>A New Chapter company awarded us with £1000 worth of inclusive and diverse books for school July 2022.</p> <hr/> <p><b><u>Year 3 (2022-23):</u></b></p>
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