

Public Sector Equality Duty Annual Report 2024

Objective 1: To ensure the needs of all children are met through quality first teaching; providing access to the full curriculum for all including vulnerable children who may be at risk of underachieving; provide support to narrow the achievement gap.

The percentage of vulnerable groups remain well above the national average; 125 of our school's 209 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 59.8% of the cohort. Well above the national average of 26.3%. 20.8% of disadvantaged pupils have an SEN provision. 64% of disadvantaged pupils are minority ethnicity. 61.6% of disadvantaged pupils have a first language other than English.

Early Years Good Level of Development was 60%, which is below Newcastle LA of 65.6% and below national average of 67.7%.

Phonics results in Year 1 was 85.7% and above national average of 80.2%.

Attainment in KS2 was above national averages in reading and maths. Attainment was below national averages in writing.

Average scaled scores were above 100 (102.8 for Reading, 104.2 for Grammar, Punctuation and Spelling, 104.3 for Maths).

65.3% of the Y6 cohort were defined as disadvantaged. 59% of these met the expected standard in Reading, Writing and Maths compared to 62% of the whole cohort.

Pupil progress meetings look at groups of learners and which interventions to put in place to narrow any identified gaps, including looking closely at attendance and the impact poor attendance can have on learning.

(Data taken Perspective Lite)

Objective 2: To create an environment where every child has the opportunity to thrive and succeed, irrespective of their protected characteristics; developing a culture of mutual respect and open dialogue where children know their rights and responsibilities.

Our PSHE curriculum develops children's understanding of their rights and responsibilities and their protected characteristics. These are further explored during whole school and class assemblies. We use resources such as Picture News to discuss significant, current events and how these link to our British Values.

We use our diverse cohort to our advantage and celebrate the range of different cultures, religions and beliefs. Throughout the month of October, children learn about and celebrate Black History Month. Work with pupil groups such as: School Council, Buddies and Eco Warriors ensure children play an active role in making school decisions and feel valued in knowing their voice is heard.

We are a School of Sanctuary, which means we are committed to being safe and welcoming to all, especially those seeking sanctuary. This includes people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety.

Through a Zones of Regulation approach, children are supported to recognise their own emotions and are given a range of tools to help them to self-regulate. We endeavour to use our outdoor areas and follow the forest school approach to support self-regulation and develop positive behaviours (including resilience, high aspirations, increased self-esteem and the ability to form positive relationships) throughout by working as part of a team.

In 2024 we were awarded the Inclusion Quality Framework *"There is a true community feel throughout the school, with children and their families at the heart of all they do,"* (Stakeholder questionnaire, 2024)

We promote open dialogue with all pupils about safeguarding issues including online safety in school and outside; responding to local safeguarding concerns including any criminal activities and community care concerns; positive emotional wellbeing and child harassment and exploitation issues.

We understand and support all children with Emotionally Based School Non-Attendance concerns and respond as a whole school approach engaging with children, parents and professionals to resolve.

We promote safeguarding as everybody's business and promote good practice with children, staff and parents. No concern is too small and dealt with on an individual basis with sensitivity and care.

Our school vision and value statement promote equality for all.

Objective 3: To provide a range of enhanced experiences, including after school clubs, for all groups of children to ensure equity of opportunity.

As an In Harmony Programme school, music has a high profile. Musical opportunities are extensive as all children learn an orchestral instrument and perform together regularly. The Ofsted Inspection in May 2024, recognised *"all pupils perform in music ensembles and orchestras. The depth of knowledge and skill in music that pupils acquire is impressive. The joy that this brings to pupils is clear to see."*

We offered 52 after school clubs, free of charge, in 2023-2024. These clubs are carefully selected to support and enhance our curriculum as well as giving children the opportunity to develop new skills and work with the wider community, e.g. science club at Centre for Life, Theatre Royal. Pupils interests are considered when clubs are arranged, ensuring active clubs are always on offer.

In the Autumn term 19 clubs attended by 136 children (68% PP and 60% SEN); Spring term 15 clubs with 194 children attending (64% PP and 59% SEN); Summer term 18 clubs were offered with 173 children attending (62% PP and 62% SEN.)

School trips, including residential visits are provided by the school, which are mostly free or with a very small contribution from parents.

We encourage parents to come into school to attend events in school, finding out more about their children's learning. Last year we ran 3 family learning blocks (4 weeks each) as well as ESOL classes to support parents. The impact of these family sessions has resulted in parents being more actively involved in school events and are more enthusiastic to support the children with their learning.