



Equality Objectives 2022-2025

Equality objectives 2022 – 2025

Equality objective 1: To raise attainment in reading (and writing for 2023 – 2025) for all groups of learners

Why have we chosen this objective?
The school serves a diverse community and we need to ensure that there is equality of achievement for all groups of pupils in reading. This will ensure that leaders and teachers are aware of inequalities in the progress and attainment of groups of pupils and that action plans are implemented quickly to address any inequalities.
How will this objective be achieved?
<ul style="list-style-type: none">○ By removing barriers for reading○ To regularly review the texts that are used to support reading in the school○ To regularly review the texts that support the teaching of phonics and support those in the earliest stages of reading○ By providing enrichment opportunities within the English curriculum○ Ensure that the school's phonics provision is of the highest quality○ To hold regular pupil progress meetings to closely monitor the progress of key groups of pupils - plan for interventions to address gaps in learning
How will we know if we are successful in this objective?
<ul style="list-style-type: none">○ Pupils read regularly and are supported in their learning. Pupils report that they enjoy reading and parents report that they feel enabled to help their children read at home○ Teaching texts are sufficiently challenging and are diverse○ The reading scheme is well stocked and accurately reflects the needs of our pupils○ Regular enrichment opportunities are planned for within the reading/writing curriculum○ Phonics teaching across the school is rigorous and consistent and delivered with fidelity○ Data improves for all groups of learners (ie EYFS/KS1/KS2)

Review (June 2022)

- ELS phonics has been successfully launched with pleasing results (YR = 50%, Y1 = 81%, Y2 = 65%) Leaders intend to launch daily phonics lessons in Year 3 (for the Autumn term) in the next academic year.
- Opportunities to read – Reading happens regularly across EYFS (3x week), KS1 (3x week) and into LKS2. PM benchmarking ensures that all pupils are accessing texts that are suitable for their stage of reading
- High quality teaching texts are in place and enrichment opportunities have been designed across the whole school
- Further support is in place in KS1 from a reading recovery tutor
- New pupils are assessed quickly via ELS and through PM benchmarking so that we can meet their needs efficiently
- 50% of our Reception cohort are at ARE for reading, Y2 = 52% ARE, Y6 = 74% (predicted)

Other reading enrichment opportunities have been restricted due to COVID implications (although HBS has had a poetry day from a visiting author; a story telling day from a visiting author; virtual author visits; visiting theatre groups to launch writing units and trips and enrichment events that support pupils' learning across the curriculum (which have included cultural events) but leaders are determined to build upon the success of the enrichment programme within Writing and the rest of the curriculum throughout 2022 – 2023.

Equality objective 2: To celebrate and reflect the diversity of our school community through the curriculum we offer, providing positive role models our pupils can identify with

Why have we chosen this objective?
Our school serves a diverse community which needs to be celebrated. Our school is committed to providing opportunities within our curriculum to explore the diversity of our school community and to explore both local, national and international role models. Our school values include respect and curiosity and promotes acceptance and celebration of differences in our school community.
How will this objective be achieved?
<ul style="list-style-type: none"> ○ Review the curriculum offer (PSHE, RE, SMSC and English in the first instance) and ensure it is reflective of the diversity in our community ○ Ensure that texts that are at the heart of the curriculum are diverse and that pupils' reading diet during their time at Hannah Ball School is reflective of our community. ○ Ensure the RE and PSHE curriculum promote acceptance and understanding of differences ○ Monitor and reflect upon how our RE and PSHE curriculum promotes our schools' and British values ○ Ensure that the PSHE curriculum is pertinent to our local community ○ Regularly hold enrichment, pupil, parent and community events that celebrate our schools' diversity ○ Maintain and increase shared practice amongst other local secondary schools and other providers (le Wycombe Abbey, RGS, Highcrest, Garsington Opera, Chiltern Rangers)
How will we know if we have been successful in this objective?
<ul style="list-style-type: none"> ○ The school's curriculum offer reflects the needs of our community and pupils identify themselves within resources that are used throughout their time in school ○ The provision of cultural capital throughout the curriculum and the wider provision is mapped and reflected upon ensuring that this essential knowledge is gained, giving our pupils the very best start to their education ○ Pupils are familiar with a range of diverse role models and know which curriculum areas will be studied throughout their current year group and the next ○ Pupils speak with pride about our community and their own role models and aspirations – they will be aware of opportunities and what steps are needed to be able to take them

Review (June 2022)
<p>Some work has begun to reflect upon the PSHE curriculum and in particular when certain parts will be delivered – to best reflect our community's needs. The main body of this work will be from September '22</p> <p>Enrichment/cultural capital is mapped across the academic year. As part of our SEF reflection and SDP planning these activities will be refined for 22-23. We have strived to offer a range of events which support the pupils' learning across the curriculum</p> <p>The following events have been offered:</p> <p>Kenya Day</p> <p>Black History Month events (Launch assembly, African Dance Workshops, African drumming workshops, celebration assembly – as well as classwork such as art.)</p> <p>Hobgoblin theatre group delivering a Mayan folk story</p>

Diverse role models– this has been provided through our enrichment program and our curriculum mapping. le within RE pupils study cultural and religious leaders, other events such as black history month, Kenya day exposes pupils to role models. Links are being created with arts organisations such as Garsington Opera and other schools (Wycombe Abbey, Highcrest, RGS) and HBS’s enrichment events are mapped so that pupils and parents know what is studied in each year group as well as the enrichment events that they will experience throughout each year

Partly met: Community events – Over the academic year we have had a fundraising day (PTA), an Easter tombola (PTA), Jubilee lunch (within school and only for pupils) and a gardening day (St. Andrew’s church Sat 10th June). We would now like to develop our approach to strengthening links within our local community and to celebrate our school’s diversity

We have reviewed the RE curriculum – this now just needs to be refined. A critical review for PSHE will be undertaken alongside our SMSC curriculum

Pupil survey –In response to ‘**My school encourages me to respect people from other backgrounds and to treat everyone equally**’ – 72% said they strongly agree and 94% either agree or strongly agree.

Staff survey – In response to, ‘ **I am treated fairly at work**’ over 80% of staff either agreed or strongly agreed.

In response to, ‘ **I am treated with respect by the people I work with**’ – 100% said that the strongly agree or agree

In response to, ‘ **I think that this school respects individual differences (e.g cultures, working styles, backgrounds, ideas etc)**’ – around 90% of staff said that they strongly agree or agree

Equality objective 3: To ensure that all groups of pupils, parents and carers access opportunities to contribute positively to the wider life of the school, ensuring equity and fairness in engagement

Why have we chosen this objective?
At Hannah Ball School we value our diverse community. The onset of COVID19 brought about a reduction in our engagement within our close knit community. We believe that parents and carers are first educators and as such the greater engagement we have with our parents and local community, the greater the success of our school. We must therefore ensure that our school welcomes and engages all parents and carers for the benefit of our pupils.
How will this objective be achieved?
<ul style="list-style-type: none"> ○ Design opportunities for community events – as part of our enrichment calendar ○ Actively seek engagement for all groups of parents and carers in school events ○ Explore further options for wider communication with our parents and carers so that they are fully aware of the events that are on offer ○ Track attendance at these events where possible, reflect on under-represented groups and consider how we can increase engagement ○ Publicise the pupil leadership events that take place within school and explore opportunities to widen these further ○ Encourage parents and carers to join the PTA
How will we know if we are successful in this objective?
<ul style="list-style-type: none"> ○ Events are planned for and are frequent. They include sports fixtures and arts celebrations. ○ Attendance at these events is tracked for all groups and shows an upward trend ○ Parents report that they are aware of events that are happening in school and the wider community ○ Parents attendance at drop in sessions improve (coffee mornings/ SEN drop in clinics/ Supporting parents with their child’s learning)

Review (June 2022)
<p>Community events: Have included a fundraising day (PTA) and an Easter tombola (PTA). There was a community gardening day on Saturday June 11th which was organised with St. Andrew’s church. Our assemblies will now be open to parents – ie class assemblies etc and we intend to schedule further community events throughout the next academic year</p> <p>Communication: This happens through email, (and follow up texts), the website, newsletters and texts. Leaders are visible before school and teachers and their support staff after school which helps to keep lines of communication open.</p> <p>Pupil leadership: Is at the early stages of its development– a successful bid was made to Wycombe Abbey for books and the pupil leadership council met with the headteacher and their librarian to receive vouchers. School council meets regularly and planned projects this term include; safeguarding awareness for the whole school; reflection on the academic year; reflection on our behaviour policy; selecting books to purchase for our library- upto the value of £1500 (voucher from Wycombe Abbey school)</p> <p>Partially met: We have not yet secured regular drop in sessions/ coffee mornings. We have however encouraged parents to attend class and key stage assemblies, although due to COVID within the first two terms these have been more difficult to organise We have offered and attended more regular meetings with parents of ‘key children’ – ie those with multiple barriers / behaviour issues/ subject to safeguarding plans and this has been successful in maintaining and strengthening individual relationships.</p>

Design a skeleton plan for a year – PTA – one meeting a term, at least one event per term