



CHEETWOOD COMMUNITY PRIMARY SCHOOL

SINGLE EQUALITIES POLICY AND EQUALITY OBJECTIVES

Approved by the Governing Body

A handwritten signature in blue ink, appearing to read 'A. H. [unclear]', is written over a horizontal line.

Signed
Chair of Governors
08/12/2021

To be reviewed Autumn Term 2022

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

EQUALITIES POLICY

Introduction

The Equality Act 2010 replaced all the previous anti-discrimination laws with a single Act. It simplified the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthened the law in important ways, to help tackle discrimination and inequality.

This equalities policy amalgamates all the equalities legislation into one single equality policy for Cheetwood Community Primary School.

Principles

The policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

Equality at our school will permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

The Equality Duty covers the following protected characteristics:

- Gender
- Age
- Disability
- Race (including ethnic or national origins, colour or nationality)
- Religion or belief (including lack of belief)
- Gender re-assignment
- Pregnancy and maternity
- Sexual orientation

At Cheetwood School, equality is a key principle for treating all people fairly, whilst also paying due regard to their protected characteristics .

This policy has been drawn up as a result of discussion and consultation with teaching and support staff, pupils, parents/carers and governors and has been shared with the whole school community.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is Mirela Spooner. She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard
- Working closely with the governor responsible for equality who is Lie Drameh
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children who are Looked After, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - ✓ Pupils' progress and attainment
 - ✓ Learning and teaching
 - ✓ Behaviour discipline and exclusions
 - ✓ Attendance
 - ✓ Admissions
 - ✓ Incidents of prejudice related bullying and all forms of bullying
 - ✓ Parent/carer engagement and involvement
 - ✓ Participation in extra-curricular and extended school activities
 - ✓ Staff recruitment and retention
 - ✓ Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Promoting Equality: Achievement

There is a consistently high expectation of all pupils at Cheetwood whilst paying due regard to age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in their own learning

Promoting Equality: The ethos and culture of the school

- At Cheetwood Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents/carers) with disabilities; this not only includes physical access, but takes account of wider access to school information and activities
- Provision is made to cater for the spiritual, moral, social, cultural and physical needs of all pupils through the planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected; pupils are given an effective voice for example, through advocacy, a number of Pupil Councils, Pupil Voice Activities, pupil perception surveys and regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- All supply staff, volunteer workers and students are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Promoting Equality: Challenging Harassment and Bullying

- The school challenges all forms of discriminatory behaviour and this is made clear to staff, pupils, parents/carers and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to governors on a termly basis the number of prejudice related incidents recorded in the school

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Cheetwood Community Primary School has a proven track record in working in partnership with parents/carers, as evidenced by the achievement in 2011 of the Leading Parent Partnership Award, followed by re-accreditation in 2014.

We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent forums, to ensure parents/carers' views are captured to inform practice

- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equality.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents)
- The actions, procedures and strategies related to this policy are implemented
- The designated equality governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

The Headteacher and Senior Leadership team have responsibility for:

- In partnership with the governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their impact on pupils, staff and parents/carers from the different groups that make up our school. This will be communicated with staff, parents/carers and governors by the headteacher. The information will also be published on the school website.

EQUALITY OBJECTIVES

The Equality Duty has three aims and it requires public bodies, such as schools, to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
3. Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Duty requires the school to publish specific and measurable equality objectives at least every four years showing how the school is working towards achieving the above three aims.

In 2017 the school reached year four of the previous objective cycle, so set new targets for the next four year cycle 2017-2021.

These equality objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

EQUALITY OBJECTIVES 2017-2021

Equality objective 1 - 2017-2021

To diminish the difference in progress and attainment for disadvantaged pupils

(Disadvantaged learners are those eligible for pupil premium grant (PPG) and include those who are or have been entitled to FSM. FSM pupils are those families currently entitled to FSM)

2017-2018 Progress towards objective 1

Disadvantaged	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog
Reading PP	5	80	4.8	11	81.8	6.3	6	83.3	6.2	16	75	6.0	16	68.8	6.6	16	68.8	8.4
Reading NPP	23	82.6	5.1	16	81.3	6.5	21	71.4	6.6	12	33.3	6.7	15	53.3	6.8	15	86.7	7.8
Writing PP	5	60	4.4	11	54.5	5.8	6	66.7	6.2	16	68.8	5.5	16	62.5	6.3	16	68.8	9.8
Writing NPP	23	82.6	5.1	16	75	6.6	21	61.9	6.1	12	33.3	6.7	15	53.3	6.6	15	86.7	9.1
Maths PP	5	100	5.0	11	81.8	6.2	6	83.3	6.2	16	75	5.7	16	68.8	6.5	16	75	8.4
Maths NPP	23	87	5.1	16	81.3	6.8	21	76.2	6.2	12	33.3	6.4	15	66.7	6.2	15	73.3	8.0

In reading the percentage of disadvantaged pupils (PPG) in Y1, Y2, Y3, Y4 meeting ARE was within national average and above floor in Y5 and Y6.

The percentage of disadvantaged pupils (PPG) meeting ARE in reading in Y2, Y3 and Y4 was higher than the percentage of NPPG. In Y4 the percentage of PPG pupils meeting ARE was significantly higher.

In reading disadvantaged pupils made at least expected progress in all cohorts apart from Y1 (just under). In Y6 the progress of disadvantage pupils (PPG) was better than NPPG pupils.

In writing the percentage of disadvantaged pupils (PPG) in Y4 and Y6 meeting ARE was within national average, above floor in Y3 and below floor in Y1, Y2 and Y5.

The percentage of PPG pupils meeting ARE in writing in Y3, Y4 and Y5 was higher than NPPG pupils (Y4 being significantly higher).

In writing disadvantaged pupils made at least expected progress in Y3, Y5 and Y6 and just under in Y1, Y2 and Y4.

The progress of disadvantaged pupils in Y 3 and Y6 in writing was better than NPPG pupils.

2017-2018 Progress towards objective 1 cont'd

To diminish the difference in progress and attainment for disadvantaged pupils

In Maths the percentage of disadvantaged pupils (PPG) meeting ARE was within national average in all classes apart from Y5 (above floor).

The percentage of disadvantaged pupils meeting ARE in Maths in all classes (apart from Y5) was higher than NPPG pupils. In Y5 more pupils met ARE in Maths than NPPG pupils and in Y1 the percentage was significantly higher.

In Maths pupils made at least expected progress in all classes apart from Y4. Progress was more than expected or accelerated in Y2, Y3 Y5 and Y6.

The progress of PPG pupils was the same or better than NPPG pupils in Y1, Y3, Y5 and Y6.

In March 2018 Ofsted recognised that '**disadvantaged pupils make good progress throughout school.....the differences in attainment between disadvantaged pupils and other pupils nationally is diminishing**'.

2018-2019 Progress towards objective 1

Disadvantaged	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog
Reading PP	7	71.4	6.0	6	83.3	5.5	8	75	5.0	8	75	5.9	16	75	6.3	16	75	6.8
Reading NPP	19	68.4	6.7	23	69.6	5.1	20	70	7.2	21	66.7	6.5	13	42.9	6.8	14	64.3	7.6
Writing PP	7	71.4	5.7	6	83.3	5.5	8	50	5.3	8	75	5.9	16	75	6.4	16	75	7.4
Writing NPP	19	63.2	6.5	23	78.3	5.0	20	60	6.7	21	61.9	6.6	13	42.9	7.4	14	78.6	8.4
Maths PP	7	71.4	5.6	6	100	4.8	8	75	5.0	8	87.5	5.8	16	75	6.3	16	75	7.0
Maths NPP	19	63.2	6.3	23	82.6	5.3	20	65	6.5	21	66.7	6.2	13	50	6.8	14	78.6	7.4

In almost all cohorts and subjects the percentage of disadvantaged pupils meeting ARE is greater than those without disadvantage. Although the numerical data shows that overall pupils in the disadvantaged group make progress at a slower rate, these discrepancies in the data are contextual.

Reading

In Y5 and Y6 progress for disadvantaged learners was more than expected and in Y1 expected. In Y2, Y3 and Y4 progress was just below the expected rate

The percentage of disadvantaged learners meeting ARE in reading is greater than those without disadvantage in all cohorts

Contextual factors influencing the data:

In Y1 just one out of 7 PP pupils made 1 step below the expected rate bringing the data below the average of the rest of the cohort

In Y2 there are only 6 PP pupils progress for three of these was 1 step below expected – two of these pupils were SEN monitor/significant SEMH difficulties

In Y3 there are 8 PP pupils and 4 made less than expected progress- 1x EHCP, 1 x SEN (referred to SaIT), 1x SEMH concerns (early help in place) and 1 x attendance issues

In Y4 just one out of 7 PP pupils made 1 step below the expected rate bringing the data below the average of the rest of the cohort

In Y5 all PP pupils made at least expected progress and average progress for the group of 16 was above expected with no significant difference to NPP

In Y6 all 16 PP pupils made expected progress and almost half made accelerated progress. The average for the group was significantly above expected

Writing

In Y5 PP pupils are making above expected progress and in Y6 progress is accelerated. Progress in Y1 Y2 Y3 and Y4 is just below the expected rate

The percentage of disadvantaged learners meeting ARE in writing is greater than those without disadvantage in the majority of cohorts.

Contextual factors influencing the data in writing are similar to those in reading

2018-2019 Progress towards objective 1 cont'd

To diminish the difference in progress and attainment for disadvantaged pupils

Maths

In Y5 PP pupils are making above expected progress and in Y6 progress is accelerated. Progress in Y1 Y2 Y3 and Y4 is just below the expected rate

The percentage of disadvantaged learners meeting ARE in maths is greater than or the same as those without disadvantage in all cohorts apart from Y6. This is because in the PP group in Y6 three of the pupils are SEN or SEN monitor with only one SEN pupils in the NPP group.

Contextual factors influencing the data:

In Y1 three out of 7 PP pupils made 1 step below the expected rate bringing the data below the average of the rest of the cohort. One of these pupils has just been identified as SEN, one is meeting ARE but missed greater depth and the other is just one step below ARE.

In Y2 there are only 6 PP pupils and progress for all was below expected – two of these pupils were SEN monitor/significant SEMH difficulties (all still making ARE) and three were more able pupils that didn't make it to the higher level of greater depth.

In Y3 there are 8 PP pupils and 3 made less than expected progress- 1x EHCP, 1 x SEN (referred to SaIT), 1x more able pupil that although made 3S missed S+ as SEMH issues in the final term

In Y4 just one out of 7 PP pupils made 1 step below the expected rate bringing the data below the average of the rest of the cohort.

In Y5 all PP pupils, except one who had significant attendance issues, made at least expected progress. The average progress for the group of 16 PP pupils was above expected with no significant difference to NPP.

In Y6 all apart from one (still made W+ but not greater depth) 16 PP pupils made expected progress and 88% made accelerated progress. The average for the group was significantly above expected.

Statutory Outcomes

At the end of KS1 in 2019, in all subjects, pupils with disadvantage did as well as or better than those without. All disadvantaged pupils in the middle or higher attaining group achieved the expected standard in all subjects and in reading and writing, over half of the lower attaining group were boosted to meet ARE.

At the end of KS2 in 2019, 69% of disadvantaged pupils achieved RWM combined, which was significantly higher than national (51%).

2019-2020 Progress towards objective 1

To diminish the difference in progress and attainment for disadvantaged pupils.

The school closed on 18 March 2020 due to the coronavirus pandemic and so it is not possible to provide a full evaluation of this objective for 2019-2020.

The following evaluative evidence reflects the data collected to end of the Autumn term 2019.

Disadvantaged Learners

Disadvantaged	Year 1 -FSM			Year 2			Year 3			Year 4			Year 5			Year 6		
	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog	no of pupils	ARE %	Prog
Reading PP	11	36	1.9	7	71	2.1	5	80	1.8	7	71	2.0	8	75	2.0	16	75	1.9
Reading NPP	17	77	2.0	18	67	2.4	25	60	2.3	20	60	2.2	23	57	2.8	17	53	4.2
Writing PP	11	36	2.0	7	86	2.1	5	80	1.8	7	43	1.7	8	63	2.0	16	75	1.8
Writing NPP	17	77	2.1	18	56	2.1	25	64	2.3	20	50	2.1	23	52	2.9	17	47	2.5
Maths PP	11	64	1.8	7	71	2.1	5	100	2.2	7	71	1.8	8	75	1.7	16	74	2.0
Maths NPP	17	77	2.3	18	61	2.4	25	64	2.1	20	55	2.1	23	61	2.3	17	59	2.8
Combined PP	11	36		7	74		5	80		7	43		8	63		16	75	
Combined NPP	17	77		18	56		25	60		20	45		23	44		17	41	

Headline:

In the majority of cohorts the percentage of disadvantaged pupils meeting age related expectations is higher than the percentage in the group without disadvantage. Progress for the majority of disadvantaged pupils is expected or above expected. Where progress is just below expected this is due to the context of individual cohorts and not a whole school trend.

2019-2020 Progress towards objective 1 cont'd

To diminish the difference in progress and attainment for disadvantaged pupils

Reading

In Y2, Y4 and Y5 progress for disadvantaged learners was expected and just below in Y6, Y3 and Y1. Within the FSM group, progress was higher than in the NFM group

The percentage of disadvantaged learners meeting ARE in reading is greater than those without disadvantage in all cohorts apart from Y1.

Contextual factors influencing the reading data:

In Y1 just one out of 11 FSM pupils made 1 step below the expected rate bringing the data below the average of the rest of the cohort

In Y3 there are 5 PP pupils and 1 made less than expected progress- 1x EHCP, 1 x SEN (referred to SaIT), 1x SEMH concerns (early help in place) and 1 x attendance issues

In Y4 just one out of 7 PP pupils made 1 step below the expected rate this pupil has been identified as SEN
In Y5 all PP 8 pupils made at least expected progress and average progress for the NPP was above expected due to accelerated progress of some INA pupils that arrived at the end of last year.

In Y6 all progress within the NPP group was accelerated as this included data for a couple of INA pupils that made exceptional progress

Writing

In Y1, Y2 and Y5 PP pupils are making expected or above expected progress. Progress in Y3 Y4 and Y6 is just below the expected

Progress for FSM group in Y1 and Y2 is the same as NFSM.

The percentage of disadvantaged learners meeting ARE in writing is greater than those without disadvantage in the majority of cohorts

Contextual factors influencing the data are similar to those in reading – see above

Maths

Progress in maths is above the expected in the majority of disadvantaged learners or just below expected in some cohorts.

The percentage of disadvantaged learners meeting ARE in maths is greater than or the same as those without disadvantage in all cohorts apart from Y1.

2020-2021 Progress towards objective 1

To diminish the difference in progress and attainment for disadvantaged pupils.

Due to the coronavirus pandemic, at times the school experienced periods of school closure with a limited number of vulnerable pupils and children of critical workers attending the school.

The following evaluative evidence reflects the data collected to end of the autumn 1 term 2021.

Phase 1 Autumn 1 Progress for Vulnerable Learners															
	Reading					Writing					Maths				
	Progress DIS	Progress NDIS	Progress SEN	Progress NSEN	Progress Target Group	Progress DIS	Progress NDIS	Progress SEN	Progress NSEN	Progress Target Group	Progress DIS	Progress NDIS	Progress SEN	Progress NSEN	Progress Target Group
Y1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Y2	0.4	0.5			0	1.0	0.9			0.8	0.9	0.9			0.8
Y3	1.9	2.1	2.1	2.0	2.4	1.8	2.0	1.6	2.0	0.8	1.9	2.0	1.5	2.1	2.4

The table above compares the progress of disadvantaged pupils against that of non-disadvantaged in Phase 1 for the academic year 2020-2021

Y1 pupils moved from being assessed in the EYFS curriculum into the Y1 National Curriculum objectives. Hence, it was not possible to compare the progress measure for this year group at this point in time. A new baseline was established for pupils at the end of the first autumn term.

However, as the percentage of pupils currently meeting ARE in Y1 has remained in line with the end of reception outcomes, this shows there is good evidence that pupils have managed to retain learning from the end of reception and have consolidated skills gained in EYFS.

The data for Y2 and Y3 pupils indicate that the progress of disadvantaged pupils has broadly remained the same or in some cases is higher than that of non-disadvantaged.

This is in line with previous year's data where the progress of disadvantaged pupils has followed a similar pattern of being broadly the same or higher than that of non-disadvantaged pupils.

2020-2021 Progress towards objective 1 cont'd

To diminish the difference in progress and attainment for disadvantaged pupils.

It also reflects the changes in the context of the school where the number of pupils eligible for Pupil Premium and Free School Meals has now increased to approximately 50% of the school population.

There were no pupils on the SEN register in Y2 as the graduated response has taken longer due to disruptions in learning over the past two academic years. However, there are a number of pupils in Y2 on SEN monitor and currently receiving additional/targeted support and being assessed, so it is likely that as the year progresses some pupils will be identified as having additional needs.

Progress for pupils with SEN in Y3 was more than expected. In reading, progress was at a higher rate than those pupils without SEN. This is due to the success of the targeted interventions in place for reading.

Phase 2 Autumn 2 Progress for Vulnerable Learners															
	Reading					Writing					Maths				
	Progress DIS	Progress NDIS	Prog SEN	Progress NSEN	Progress Target Group	Progress DIS	Progress NDIS	Progress SEN	Progress NSEN	Progress Target Group	Progress DIS	Progress NDIS	Progress SEN	Progress NSEN	Prog Target Group
Y4	1.2	2.0	1.5	1.6	1.0	1.2	1.5	1.5	1.3	1.1	1.4	1.3	1.3	1.4	1.6
Y5	1.2	1.0	1.0	1.1	1.0	1.1	1.0	1.0	1.1	1.0	1.2	1.1	1.5	1.1	1.1
Y6	1.6	1.1	1.1	1.4	1.0	0.8	1.1	0.9	1.0	1.1	1.2	1.2	1.1	1.1	1.6

In Phase 2 the impact of changing cohorts is clearly evident in the ARE percentages as the outcomes for the 'Ever Cheetwood' core cohort (ie pupils who have consistently been on roll at the school since reception) is much stronger in all year groups.

Progress for SEN learners is at least what would be expected at this point in the year, apart from writing in Y6 (just below and due to slower progress for one pupil).

In conclusions there is no significant difference in progress of pupils with disadvantage and those without and in some cohorts, progress of the disadvantaged is higher than those without. Any differences are in relation to the context of the individual pupils in each of the class data sets.

Equality objective 2 2017-2021

To improve the pupils' knowledge and understanding of British values

2017-2018 Progress towards objective 2

In response to the Government guidance to actively promote British Values, last academic year we made them the focus of the PSHE curriculum and the wider spiritual, moral, social and cultural development of our pupils.

The school continued to actively promote British values in 2017-2018. British values remained a focus of PSHE curriculum and the wider spiritual, moral, social and cultural development of pupils.

In school assemblies, each term, the different strands of the British values were explored. The themes were further explored in the classroom underpinning the teaching and learning of PSHE and that of other areas of the curriculum.

Monitoring of planning and work samples indicated that pupils show a good understanding of the themes and issues discussed. Lessons and workshops also provided pupils with opportunities to express their personal beliefs and values and challenge them.

Books and other resources were purchased to support the teaching and learning of British values and over the year the subject leader with responsibility for PHSE attended relevant training to promote British values and led training sessions for staff in school.

Visitors from a variety of services and organisations were invited to school to conduct awareness assemblies and workshops.

Blue Cross looked at British values, exploring how these values translate in real life.

Peace Museum provided a creative approach to British values through their workshops and assembly.

2017-2018 Progress towards objective 2 cont'd

To improve the pupils' knowledge and understanding of British values

The Myriad Foundation delivered an assembly and workshops on Islamophobia awareness and lessons around basic Islamic belief. The workshop gave pupils the opportunity to explore what life is like as a Muslim and informed them on what they should do if they encounter Islamophobia.

Red Cross delivered 'Refugee Awareness' workshops exploring and challenging common perceptions about refugees and asylum seekers. The workshop taught pupils about the hardships refugees and asylum seekers encounter and the reasons why they may need to seek shelter in a different country.

Diversity week was held in February. Pupils explored the cultural, ethnic and geographical differences of Asian, African and South American continents promoting understanding and appreciation of differences and similarities between cultures. Pupils' work was shared in a whole-school assembly and displayed in and around school.

Representatives of other religious groups in the community and other organizations such as Free the Children, Childline, Fire Service, the Police, Humanists and Ahmed Iqbal Ullah Foundation covered themes such as, Children's rights, raised awareness about Refugees, Black History Month, Safety.

In March 2018 Ofsted recognised the schools efforts to promote British values and pupils' spiritual, moral, social and cultural development, stating that: ***'Work to promote pupils' spiritual, moral, social and cultural development is highly effective' and 'pupils understanding of British values is exceptionally strong, preparing pupils well for life in school, in the community and in the wider world.'***

In pupil voice activities pupils were given the opportunity to consider what inclusion means and how the inclusion ethos is promoted in school with a strong emphasis on SEN provision. Pupils explored similarities and difference when considering individual identity and their relationships with their peers and with pupils they don't usually work with. They explored some of their feelings about school and their experiences of learning and how they are being supported in school.

The findings from the interviews with pupils were analysed and will inform school policies and approaches to SEN provision for the coming academic year.

Pupil forums such as Peer Mediators, Sports Crew and the Houses system are now well imbedded in the democratic structures of the school and pupils continue to make a difference to the life of the school. In March 2018 Ofsted acknowledged that ***'pupils show they take their responsibilities seriously'***.

Pupils entered into the All Age Disability and Accessibility Strategy writing competition held by Manchester City Council. A Y5 pupil won the competition for the primary age group for his thoughtful and inspiring work on the subject of disability.

2018-2019 Progress towards objective 2

To improve the pupils' knowledge and understanding of British values

Themed weeks, such as diversity week and anti-bullying week, form an important part of the spiritual, moral, social and cultural aspects of the curriculum. This year pupils explored the theme of diversity and what it means to them as individuals, with the aim of promoting understanding and appreciation of differences between people. Pupils' work was shared in a whole-school assembly and displayed in and around school.

Representatives of other religious groups in the community such as The Church of England and the Humanists together with other organizations such as Free the Children, Childline, Fire Service, the Police, were also invited to deliver workshops across the school. Through these workshops pupils learned about different religious values, Children's Rights, Safety and the Rule of Law.

Pupil voice activities this year focused on the school environment as part of the national campaign 'Keep Britain Tidy'. The school's 'Clean Up' event was registered with the 'Keep Britain Tidy' website and the results logged with a cumulative total for the whole of the UK.

Pupils were given the opportunity to reflect on their behaviours around the environment, litter in particular. They discussed ideas of how to change attitudes towards littering and improve our school grounds. The 'before' and 'after' surveys showed clearly that pupils' attitudes had shifted towards a more positive outlook toward the environment overall.

We continue to employ pupil forums such as Peer Mediators, Sports Crew and the 'House' system as democratic structures in school and our pupils continue to make a difference to the life of the school.

2019-2020 Progress towards objective 2

To improve the pupils' knowledge and understanding of British values

The school closed on 18 March 2020 due to the coronavirus pandemic and so it is not possible to provide a full evaluation of this objective for 2019-2020.

However, the following evaluative evidence is available up to the school closing:

British values remained a focus of PSHE curriculum and the wider spiritual, moral, social and cultural development of pupils in 2019-2020.

Through school assemblies and focused teaching of PHSE pupils explored different strands of the British values.

PHSE lessons and workshops continue to provide pupils with opportunities to express their personal beliefs and values and challenge them in a safe and supportive environment.

The school drew on the good working relationship with a variety of external agencies and organisations such as: Blue Cross, Myriad Foundation, Islamic Society, Red Cross to deliver workshops and assemblies raising pupils' awareness about different faiths, British Values, Refugees and Islamophobia in wider society.

Diversity week was held in February this year. This year's theme was 'I am me'. Through a variety of activities pupils explored ideas around what makes them unique and what this means to them as individuals, with the aim of promoting understanding and appreciation of similarities and differences between people.

Other activities such as Showing Racism the Red Card promoted class discussion on what racism is and the negative effects it can have. Pupils created and produced their own artwork, pieces of writing, songs and films about tackling racism.

Pupils also completed work on the Commonwealth of Nations as part of the initiative launched by School Standards Minister Nick Gibb last year, aimed at helping to inform and explain the importance of the Commonwealth. Pupils gained a wealth of knowledge on the Commonwealth and its values and completed a range of activities relating to topics including citizenship, geography, general studies and history.

Representatives of community and religious groups such as The Church of England, Humanists, Jewish Adventures, together with other organisations such as Shelter, Healthy Schools Team and Regional Community Fundraiser (Greater Manchester), were also invited to deliver workshops across the school. Through these workshops and assemblies pupils gained a deeper understanding of different faiths and values that underpin them and also gained an insight into the issues their communities face and the impact they can have as future citizens in society through their actions.

Pupils voice activities such as Headteacher interviews and SEND pupil interviews gathered pupils' views on a variety of issues such as, the curriculum with an emphasis on foundation subjects and the way pupils feel supported in school. Data gathered from these forums indicates that pupils enjoy coming to school, they feel supported and are confident to talk in a very positive way about their learning and progress.

The summary report of the findings from the Headteacher interviews concludes that **'100% of pupils state that they enjoy coming to school and the average score on the feelometer to denote how much they enjoy school is very high at 9.3'**.

We continued to employ pupil forums such as Peer Mediators, Sports Crew and the 'House' system as democratic structures in school and in these ways, pupils continue to make a difference to the life of the school.

2020-2021 Progress towards objective 2

To improve the pupils' knowledge and understanding of British values

Due to the coronavirus pandemic, at times the school experienced periods of school closure with a limited number of vulnerable pupils and children of critical workers attending the school.

The following evaluative evidence reflects the data collected to end of the autumn 1 term 2021.

British Values continued to remain the focus of the PSHE curriculum and the wider spiritual, moral, social and cultural development of pupils in 2020-2021.

We also continued to incorporate British Values into the wider curriculum and encouraged pupils to apply their knowledge and understanding of British Values in other aspects of their learning eg History, Religious Education etc.

During school closures the emotional and physical wellbeing of pupils became a priority and PHSE lessons/ activities shared with pupils reflected this.

2020-2021 Progress towards objective 2 cont'd

To improve the pupils' knowledge and understanding of British values

Due to the restrictions imposed by Covid 19 rules (which included limiting the number of visitors on site and maintaining class bubbles) workshops and assemblies delivered by external agencies and organisations who would normally visit the school on a regular basis, were suspended. However, the school continued to maintain links via virtual means with such agencies as Blue Cross, Myriad Foundation, Islamic Society and Red Cross, as we recognise the value they add in enriching the PHSE curriculum for pupils.

We continue to have pupil forums in place, such as Peer Mediators, Sports Crew and the 'House system' as the democratic structures in school but have suspended their activities at such times when we are adhering social distancing and other COVID related protective measures.

We conducted a number of pupil voice activities and pupil surveys this year around the curriculum and their remote learning experiences during lockdown.

Due to the unprecedented circumstances imposed by the national lockdown in January 2021 the school entered a period of blended learning that ended in March 2021. We sought the views of parents/carers and pupils about the support they had received.

The consultation exercise provided strong evidence that the school's remote learning offer was delivered as intended and had a positive impact on the teaching and learning outcomes during the spring 2021 period of blended learning. It also indicates that, as in the 2020 national lockdown, pupils and their families felt that communication with the school was good and that they were well supported practically and emotionally during this time. Other key messages from the surveys included:

- SEN and vulnerable pupils thrived in the class bubbles both in terms of their academic work and socially and emotionally
- SEN pupils supported at home continued to have access to the extra support and additionality outlined in their IEPs
- Pupils learning in school really valued the personal contact with their peers and the adults in school
- Pupils felt confident using the remote learning platforms and on the whole were motivated to engage with learning
- Pupils at home really missed other children and recognised that they were not enjoying home learning as much as school based learning – reasons for this were explored more fully during pupil voice activities
- Good communication and additional support for parents was once again an integral part of providing a successful remote learning offer and parents greatly valued the help, advice and encourage they received
- Many pupils said they developed greater resilience and independence while studying at home
- Many pupils said they developed their computing skills to a significantly higher level and learned to use new software
- The importance of recognising that the school's remote learning offer needed to be different for younger pupils and that the adaptations that were made were appropriate and effective

When asked about the home learning achievements they were proud of, pupils were able to provide a wealth of examples of success in their academic learning

e.g. I am proud of my maths/multiplication/literacy/handwriting/science work. Some gave more detailed answers and were very specific about something new they had learned, for example to recite a poem or a new aspect of historical knowledge. However, what came through strongly was how pupils were able to recognise how they had developed their resilience and become more resourceful and independent learners:

'I am proud that I have focused and been able to complete a lot of work'

'I am proud I didn't say no I can't do this'

'I am proud of finishing my work on time'

'I have become more independent'

'That I tried my best and never gave up'

2020-2021 Progress towards objective 2 cont'd

To improve the pupils' knowledge and understanding of British values

Headteacher interviews in December 2020 also focused on the wellbeing of pupils after returning to school following lockdown. The overall evaluation from pupils views was that 'all pupils were happy to return to school' and 'all pupils said they felt safe in school'. In addition to learning, the social aspect of school was very important to them.

Pupil voice activities later in the year gathered pupils' views around the curriculum. Pupils were asked to consider what they enjoy/not enjoy about the curriculum taught in school and why. They were asked to talk about learning and what makes it memorable for them and give reasons why they still remember it in the future, what they thought should be included in the curriculum and in which year group and how pupils take the Knowledge Skills and Understanding obtained into future year groups.

The wealth of evidence gathered through these forums has been valuable to school to identify what is working well and what further steps are needed in the future to ensure we maintain and/or improve outcomes for all our pupils.

Equality objective 3 2017-2021

To continue to promote a smooth and positive transition into school for minority ethnic pupils who are international new arrivals and/or at the early stages of language acquisition, by refining further the school's admission procedures.

2017-2018 Progress towards objective 3

At Cheetwood there are clear procedures in place for the admission and induction of all international new arrivals from all backgrounds. These procedures are closely followed with all parents/carers of newly arrived pupils who attend an initial Admission and Induction meeting prior to children being admitted to school. This ensures that all information related to their child's individual needs (eg dietary, language and communication, and specific special needs/disability) is gathered.

This also enables appropriate planning and support is put into place prior to pupils attending thereby promoting accessibility and inclusion.

During this interface parents/carers have the opportunity to ask questions or raise any concerns.

We continued to successfully implement the comprehensive admission and induction procedures for all pupils new to school including international new arrivals. The information gathered in this initial interface with parents and their children identifies any needs early on and serves as foundation which informs planning and support that is put into place prior to pupils attending. It enables the school to implement "Early Help" and interventions for pupils and their families when needed, thereby promoting accessibility and inclusion.

Evidence gathered from pupil consultation activities demonstrates that the comprehensive and supportive induction procedures have a positive impact on the transition of new pupils into the school. Pupils are closely monitored during the settling in period and measures are put in place to support this process to match individual need through 1:1 and small group support, pastoral guidance, support in their first language including support for parents/families.

Throughout the process pupils are consulted and their views sought on how supportive they have felt during their induction, so processes can be refined and developed further according to need.

Pupil questionnaires and our annual equality monitoring carried show that pupils who are new to school and/or new to English are fully integrated in the life of the school. They make friends quickly and socialise well, no one feels isolated. The other pupils in our school are mindful of the challenges these new pupils face and are very supportive of them.

73% of newly arrived pupils rate the welcome at Cheetwood as very good ("everyone was helpful and friendly") with 26% rating it as good.

New arrivals at the early stages of their English language acquisition are assessed according to the NASSEA EAL Steps and progress towards these steps is monitored on a termly basis, or more regularly if progress is rapid. Such pupils are given more targeted support according to their individual needs by the school's EMA teacher.

2017-2018 Progress towards objective 3 cont'd

To continue to promote a smooth and positive transition into school for minority ethnic pupils who are international new arrivals and/or at the early stages of language acquisition, by refining further the school's admission procedures.

New arrivals at the early stages of their English language acquisition are assessed according to the NASSEA EAL Steps and progress towards these steps is monitored on a termly basis, or more regularly if progress is rapid. Such pupils are given more targeted support according to their individual needs by the school's EMA teacher.

End of year 2018 data showed that new arrivals make more than expected progress in Reading, Writing and Maths particularly if they have arrived in the Autumn term and have been in school for most of the year.

New arrivals	Arrived Autumn term		Arrived Spring term		Arrived Summer term	
	no of pupils	Average progress	no of pupils	Average progress	no of pupils	Average progress
Reading	7	6.3	8	3.9	3	1
Writing	7	6.4	8	3.6	3	3.3
Maths	7	6.6	8	5.4	3	4.3

Parents acknowledge and appreciate the work of the school with EAL, newly arrived and international new arrival pupils. In March 2018, Ofsted stated: ***They (the parents) say that the school does a very good job in helping pupils who speak English as an additional language***.

Annual equality monitoring shows that pupils who are new to school and/or new to English are fully integrated in the life of the school. They make friends quickly and socialise well, no one feels isolated. They refer to their peers as kind, friendly and helpful.

The rest of the pupils in school are mindful of the challenges these new pupils face and are very supportive of them. The buddy system that is implemented when new pupils join the school, supports them through the transitional phase and helps them to settle in, make friends and show readiness to learn.

In March 2018, Ofsted concluded that Cheetwood ***'is a highly inclusive school where everyone feels safe, respected and valued. Pupils enjoy school and are keen to learn***'.

2018-2019 Progress towards objective 3

This academic year, 34 new pupils joined the school in KS1 and KS2 and a further 11 in EYFS. 26 pupils left the school resulting in transience of 32%.

17 of the new arrivals this year were INA and 13 of them were new to English or at very early stages of English language acquisition.

The well-established comprehensive admission and induction procedures continued to be implemented for all pupils new to school including International New Arrivals. The information gathered in this initial interface with parents and their children identifies any needs early on and serves as foundation which informs planning and support that is put into place prior to pupils attending.

It enables the school to plan for "Early Help" interventions for pupils and their families when needed, thereby promoting accessibility and inclusion.

New arrivals were consulted and their views sought on how supportive they have felt during their induction, so processes can be refined and developed further according to need.

Data gathered through new arrival questionnaires shows 99% of the pupils rate their welcome to Cheetwood as good or very good.

The NASSEA EAL Steps system continues to be used to assess EAL pupils and measure progress towards these steps. Targeted support supplied according to the language needs of EAL pupils resulted in the majority of new arrivals at the early stages of English language acquisition making rapid progress in 2018-2019.

2018-2019 Progress towards objective 3 cont'd

To continue to promote a smooth and positive transition into school for minority ethnic pupils who are international new arrivals and/or at the early stages of language acquisition, by refining further the school's admission procedures.

End of year assessments data (Summer 2019), show that new arrivals make more than expected progress in Reading, Writing and Maths, particularly if they have arrived in the Autumn term and have been in school for most of the year.

New arrivals	Arrived Autumn term		Arrived Spring term		Arrived Summer term *	
	no of pupils	Average progress	no of pupils assessed	Average progress	no of pupils	Average progress
Reading	14	7.4	6	2.8	14	n/a
Writing	14	6.8	6	3.0	14	n/a
Maths	14	6.9	6	3.6	14	n/a

**Pupils who joined the school in the Summer term arrived too late for their progress to be measured. Their first progress measure will be in Autumn 1, 2019.*

The annual equality monitoring undertaken in June 2019 showed that pupils who are new to school and/or new to English are fully integrated in the life of the school. They make friends quickly and socialise well, no one feels isolated.

The buddy system that is implemented when new pupils join the school supports them through the transitional phase, supporting them to settle in, make friends, build resilience and show readiness to learn.

2019-2020 Progress towards objective 3

The school closed on 18 March 2020 due to the coronavirus pandemic and so it is not possible to provide a full evaluation of this objective for 2019-2020.

However, the following evaluative evidence is available up to the school closing:

34 new pupils joined the school mid- term this academic year; 25 joined our KS1 and KS2 classes and a further 9 pupils joined the EYFS setting (to July 2021).

17 of the new arrivals were International New Arrivals (INA), new to English or at very early stages of English language acquisition.

The well-established comprehensive admission and induction procedures continued to be implemented for all pupils new to school including International New Arrivals. The information gathered in this initial interface with parents and their children identifies any needs early on and serves as foundation which informs planning and support that is put into place prior to pupils attending.

It enables the school to plan for "Early Help" interventions for pupils and their families when needed, thereby promoting accessibility and inclusion.

Targeted support for these pupils enables a smooth transition of the pupils into school: they settle quickly in the new environment and make accelerated progress with the acquisition of the English language.

The buddy system that is implemented when new pupils join the school supports them through the transitional phase, helping them to settle in, make friends, build resilience and show readiness to learn. Data gathered in the Autumn term indicates that new arrivals make good progress (similar to their peers) with some making more than expected progress in Reading, Writing and Maths, particularly if they have arrived at the beginning of term and have been in school for most of the year.

Autumn term data shown below is based on the number of pupils still on the register by the time of assessment (18 pupils).

New arrivals	Arrived Autumn term			Arrived Spring term	
	Total no of new arrivals since September in KS1&2	No of pupils still on register by time of assessment (end of Autumn term)	Average progress	no of pupils assessed	Average progress
Reading	23	18	2.4	11	n/a
Writing	23	18	2.6	11	n/a
Maths	23	18	2.4	11	n/a

Pupils who joined the school in the Spring term arrived too late for their progress to be measured in the Spring. Their first progress measure will be in Autumn, 2020.

2020-2021 Progress towards objective 3

To continue to promote a smooth and positive transition into school for minority ethnic pupils who are international new arrivals and/or at the early stages of language acquisition, by refining further the school's admission procedures.

Due to the coronavirus pandemic, at times the school experienced periods of school closure with a limited number of vulnerable pupils and children of critical workers attending the school.

The following evaluative evidence reflects the data collected to end of the autumn 1 term 2021.

25 new pupils joined the school mid- term this academic year in KS1 and KS2 and a further 9 in the EYFS setting.

12 of the new arrivals were International New Arrivals (INA), new to English or at very early stages of English language acquisition.

Despite disruption caused by COVID-19 restrictions, we continued to implement the usual admission and induction procedures for all pupils new to school including International New Arrivals, whilst adhering to social distancing and other protective measures required in school.

As a school with a high transience we continue to see the value in this initial interface with parents and their children as a highly effective way of identifying any additional needs early on. The information gathered in this way informs our planning and support for pupils and their families even prior to pupils attending school. It enables the school to plan for "Early Help" interventions for pupils and their families when needed, thereby promoting accessibility and inclusion.

As a school we have always prioritised the social and emotional wellbeing of the newly arrived pupils and this was much more of a focus this year due to school closures and disruption caused by the lockdowns. Targeted support for these pupils enabled a smooth transition into school. Evidence gathered showed they settled quickly in their new environment and have made good progress with the acquisition of the English language.

The buddy system that is implemented when new pupils join the school supports them through the transitional phase, helping them to settle in, make friends, build resilience and show readiness to learn.

During lockdown the majority of newly arrived pupils were able to access our online learning platform. For the few pupils and families who found this more challenging due to lack of English, more individualised support was put in place by sending printed work and reading books home.

Data from termly pupil progress reports indicated that new arrivals make good progress, particularly if they have joined the school at the beginning of the term/year.

This was evidenced in the Headteacher's report for the quality of teaching and learning in November 2020, which stated 'Learning objectives were differentiated, as were resources and expected outcomes. The support provided also reflected the differentiation and an understanding of the varying levels of need. More able pupils were challenged and worked within higher objectives, more vulnerable pupils, on an individual or group basis, were provided with extra intervention and explanation'.