



Performance against equality objectives: 2017-21

November 2019

Our school's commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Hanover Primary School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of OFSTED inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of our duties, we are required to set equality objectives for a four-year period and report annually on our progress against these. This report details our performance against the last set of objectives that we set, in September 2017, for the period 2017 to 2018. These objectives can be found here: <https://www.hanover.islington.sch.uk/about-us/school-policy/equalities/>

For more information please contact:

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Performance against equality objectives 2017-2021

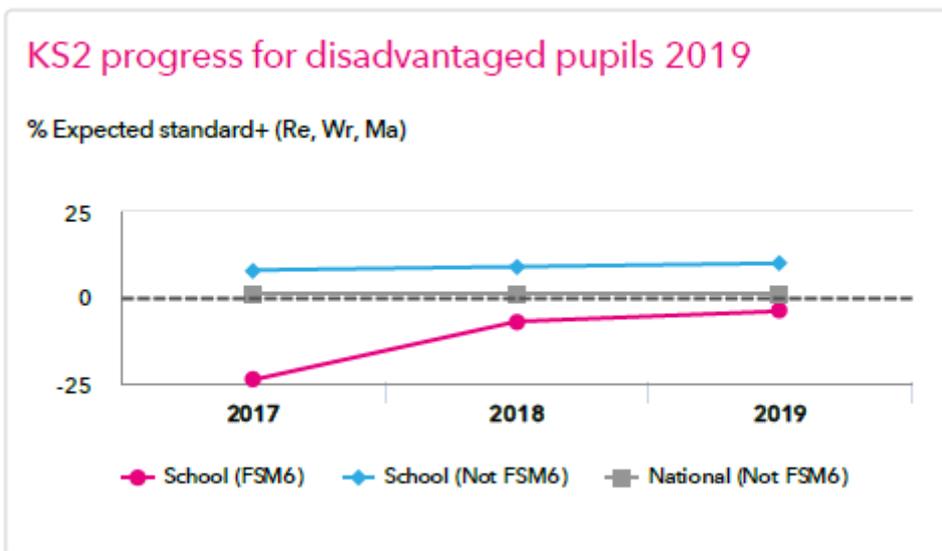
The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives. In setting these objectives, we aim to address specific areas where we need to take action to improve equality and tackle disadvantages.

Equality objective 1:

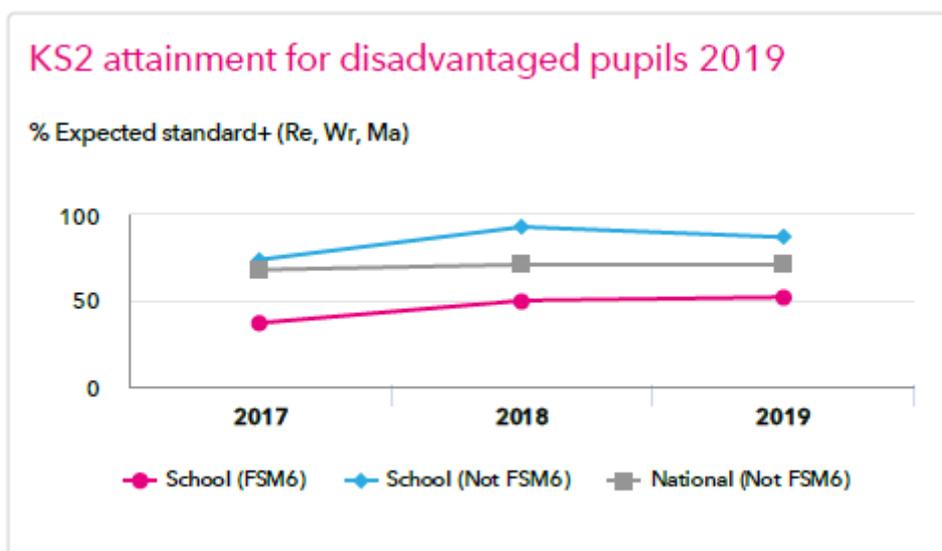
To bridge the gap in achievement between children from different socio-economic circumstances.

Performance on this objective:

Disadvantaged children in year 6 in 2019 made more progress than they did in previous years, and this is now in line with the national. In 2019, this improvement was particularly due to increased performance in maths. Children entitled to the Pupil Premium performed particularly badly in reading in 2019, and we have already worked hard to address this for 2019-2020.



The attainment gap between Pupil Premium entitled children and those who are not was still wide at Year 6 last year:



The improvement in progress was brought about by a combination of a relentless drive to improve the quality of teaching in all classes, and targeted interventions in English and maths, which were highly effective in 2018-19. All children were below the expected standard at the start of Year 6:

| | Conversion rate (at Expected by end of year) | APS at start of year | APS at end of year |
|----------------------------|--|----------------------|--------------------|
| Fresh Start English (13) | 54% | 96 | 99 |
| Action Tutoring maths (14) | 88% | 93 | 103 |
| Big Ideas maths (16) | 67% | 86 | 101 |

We are expecting Pupil Premium children to achieve better results than non-PP children in 2020 in the combined measure:

| All children, projection 2020 | Reading | Writing | Maths |
|-------------------------------------|---------|---------|-------|
| Expected Standard | 86% | 80% | 86% |
| Higher Standard | 39% | 21% | 41% |
| Pupil Premium (16), projection 2020 | Reading | Writing | Maths |
| Expected Standard | 86% | 82% | 81% |
| Higher Standard | 19 | 6%* | 19% |

Bridging the attainment and progress gap will remain a priority for the School going forward.

Activities to address the objective:

- We continue to refine our approach both to expectations around whole-class teaching (which has the single biggest effect on outcomes of all interventions), and on targeted interventions across the school. In 2018-19, interventions in reading and maths started earlier, were more consistently run, and were of better quality than in previous years.
- The play-based curriculum and child-led approaches in EYFS and KS1 appear to be helping all children's learning. Outcomes in EYFS in the Prime Areas were excellent for children entitled to FSM in 2019.
- We know attendance and punctuality has an impact on learning. Children eligible to free school meals are more likely to have higher absence rates: 7.6% compared to 3.7% for non-eligible children in 2018/19. Our children entitled to FSM also attend less regularly than other Islington children entitled to FSM (6.4%). Where children are

persistent absentees (below 90% attendance), parents or carers are invited to a meeting to discuss barriers to attend, and to think about ways to improve this. New systems are now embedded to support parents and ensure we pick up on vulnerabilities around attendance.

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Equality objective 2:

- Increase existing high levels of community cohesion

Performance on this objective:

At the time of writing the November 2019 update, we are running our parent survey. Results will be shared with governors in December 2019.

- 91% of respondents to our 2018 parent survey agree or strongly agree that Hanover is an inclusive school where everyone is valued. 93% believe that the school represents well the community that it serves.

Hanover is a true Islington school, where its community reflects the social, ethnic and economic diversity of the borough. The Friends of Hanover's key remit is to generate a sense of community. Together with the School, there have been a number of inclusive whole school events throughout the year. For example, the International Festival, Christmas Fair, Hanover's Got Talent, Summer Fair. For key stages there are inclusive workshops and coffee mornings that aim to encourage parental engagement, such as the Early Years parent workshop, Place2Be coffee mornings, Friends of Hanover coffee mornings, Christmas and Easter concerts, key stage assemblies and class open mornings.

Communications have increased, such as the introduction of Instagram (and greater use of Twitter too) which offer parents and the school community a view into daily school life, helping to make parents feel they are welcomed, included and listened to.

With such a diverse community it is difficult to satisfy everyone. Despite existing high levels of community cohesion, there are a few families who are disengaged with or vocally negative about the School. **Improving community cohesion will remain a priority for the School going forward.**

Activities to address the objective:

The School and the Children, Families and Community Committee (Governors) are working hard to improve community cohesion by:

- Developing communication strategies for both the School and Governors, to help *all* parents feel they are welcomed, included and listened to.
- Having greater visibility, for example a member of the Senior Leadership Team greeting parents every morning
- Giving more voice to pupils and parents through surveys and the School Council.

Equality objective 3:

Address racist name-calling

Performance on this objective:

| By incident | 2016-17 (pre-CPOMS) | 2017-18 | 2018-2019 |
|-------------|---------------------|---------|-----------|
| Racist | 8 | 17 | 15 |

Source: Incident book (pre-CPOMS) / CPOMS

The 15 incidents of racist name calling reported in 2018-2019 came from 6 children. 2 of these incidents came from a child no longer at Hanover and is now attending Islington's Pupil Referral Unit. All other incidents came from children who only used racist language once (i.e. there was no repetition from a child of racist behaviour). This indicates that our management of such cases has been effective in changing behaviour. Outside agencies such as children's social care, CAMHS, Place2Be etc. worked with four of the six children involved in racist name calling, indicating a high-level of need, as well as the high level of intervention offered by the school.

Although racist behaviour is not an endemic problem, **reducing this behaviour will remain a priority for the School.**

Activities to address the objective:

- The school celebrated Black History Month in 2019, focusing on figures from UK history who contributed to culture, learning and development from the BAME community. The intention of this was to ensure Black History Month was related to British history, and not some abstract notion for our children.
- The school's PSHE curriculum ensures that children discuss issues of racial identity and racism each year.
- The school reworked its curriculum extensively in 2018-19, increasing the proportion of BAME history significantly. Links have been made to existing topics (for example, a year 5/6 topic about Saxons and Normans has been expanded to be about "Why people move and settle in new countries"). This is intended to help children understand migration, and to ensure that BAME history is taught explicitly across the curriculum.
- In each case of racist name calling, parents were contacted (both instigator and victim), as per our behaviour policy.

Other points to note:

• Disability

There has been a significant rise in the number of children with autism at the school. This trend is mirrored across many schools, partly because special schools are taking fewer children with autism. Many children are coming in with quite acute needs and are being diagnosed earlier – as early as nursery.

A consequence has been that it has sometimes been difficult to manage behaviour. Some children have a member of support staff working with them one-to-one. This is effective, but expensive – sometimes at the cost of other children’s provision. Some children have Education and Health Care Plans (EHCP), but without funding allocated. The SENCO, Martin is working hard to seek funding.

The School has looked at ways to make the environment better for children with autism, by making things more predictable: for example, in the way children line up.

• Gender

At year 2 and year 6, the proportion of children working at the Expected Standard is broadly in line with Islington in 2019.

| | Reading | Writing | Maths | Combined |
|-------------------|---------|---------|-------|----------|
| Males Y2 | 71% | 63% | 75% | 63% |
| Females Y2 | 83% | 83% | 83% | 78% |
| Males Y6 | 80% | 77% | 77% | 73% |
| Females Y6 | 50% | 67% | 75% | 50% |

Source: Target Tracker, 2018-2019

The reading score for females in Year 6 is clearly concerning. We are confident that this data reflects a particularly vulnerable cohort. There were only 12 girls in the cohort, and four of the six who did not reach the Expected Standard were within three points of getting the score needed. All of the girls were involved in long-term reading interventions, and all made significant progress within the year.

Progress for girls in maths had been a concern in previous years.

• Religion or belief

The School fulfils the requirements of the Prevent duty by:

- All staff have had Prevent training: there was a twilight training session in January 2019.
- The Designated Safeguarding Lead and deputies have had training, and are confident they could spot the signs.
- The School has a Religious Studies lead, and continues to talk about British values, as well as encouraging mutual respect and tolerance of those with different faiths and beliefs, through assemblies, and by celebrating religious festivals.