

Iver Village Junior School

Annual Report of Equality Objectives (November 2023)

The following objectives were set in 2020 for the period 2020 - 2024. Each year progress towards these objectives will be reported on.

Objective 1: Ensuring that the curriculum includes a rich range of cultural experiences, and challenges stereotypes through real-life role models

Currently through our curriculum we have:

- Vocabulary Ninja to help develop vocabulary across the school
- Continued to follow Jigsaw to help teach PSHE
- Imbedding/ developing Oracy 21 throughout the curriculum (developing children's Oracy skills)
- Y3 Farmer time - links with a female farmer in Scotland who breeds deer and sheep has continued again this year
- Diverse assembly plan focusing on various cultural events that happen across the year - linking to British Values
- Picture news for the children to discuss topical issues each week
- Newsround (children's version) to discuss current topics accessed daily for all children
- 'IRock' company has continued to provide music lessons to children
- Arranging educational visits and speakers from different cultures, faiths and experiences
- Began to use Slough Music service to help provide music across the school through various clubs (Ukulele and Build a Band) and lessons in Year 5 (children are learning to play the violin)
- Started to take part in a programme called Equally Safe through Equaliteach to help develop staff and pupils understanding of identity-based bullying. 3 key members of staff have had many training sessions, key pupils are now identified as Agents for Change and a whole staff training session is due to happen in February.

Objective 2: To narrow gaps in academic attainment and progress in reading between pupils who are GRT and non-GRT.

Progress in Reading (July 2023)

	GRT	Non-GRT	Difference
Year 3 (8 GRT pupils)	6.4	6.6	-0.2
Year 4 (5 GRT pupils)	5.2	5.8	-0.6
Year 5 (5 GRT pupils)	5.6	5.1	+0.5
Year 6 (4 GRT pupils)	9.8	4.4	+5.4

We are currently providing children with:

- Extra 1:1 reading
- Interventions that are tailored to their needs including emotional and social needs
- Phonics following a clear sequential programme
- Small group teaching in Numeracy across the whole school
- Small group teaching in Literacy across Year 3, 4 and 5
- Speed reading in Year 6
- Reading intervention groups
- Pre and post learning of vocabulary
- Vocabulary ninja / Oracy 21 sessions
- Use of Language link (Speech and Language programme)
- Speech and language assessment, followed by programmes of support

Objective 3: To further increase levels of participation for groups of pupils and parents who are underrepresented in particular aspects of school life.

To increase levels of participation for pupils and parents the actions we take include:

- Being available at the beginning and the end of the day
- Making telephone calls to key individual parents - supporting them in areas of need
- Each class has an email address that parents can use to contact class teachers
- Use of Class Dojo where parents are able to see the rewards/praise that children receive and comment as well
- Inviting key parents into school to discuss their child/children
- Working with 'Iver Hive' to develop links with the community
- Using online systems for 'parents' evenings'
- After School events for parents
- Inviting parents in to look through their children's books on a half termly basis
- Providing various clubs and targeting key children
- Giving children with different sporting abilities the opportunity to take part in sporting tournaments
- Food parcels to key children
- Support parents via informal conversations when they needed help

Annual update on the Public Sector Equality Duty – November 2023

The school takes various steps to comply with each of the three limbs of the Public Sector Equality Duty, including:

- We have published an Accessibility Plan [https:\(https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/accessibility_policy_v3_oct_22.pdf \)](https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/accessibility_policy_v3_oct_22.pdf) showing how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable;
- Our Inclusion Manager, Mrs Chapman-Allen, continues to foster an atmosphere of inclusion [https:\(https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/special_needs_policy_sept_22.pdf \)](https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/special_needs_policy_sept_22.pdf) for all by making sure all children are in receipt of the right support and monitoring this closely. In the governing body, Andrew Nurse has specific responsibility for equalities;
- Under the school's Behaviour Policy (https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/behaviour_policy_2022-23_simply_behave_ver10.pdf), the school keeps records in respect of any "prejudice-related incident" for the attention of the Head/ Deputy Head/ or a member of SLT. A prejudice-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of disability, religion/belief, gender identity, race, sex or sexual orientation. The school also has an Anti-Bullying Policy (https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/anti-bullying_policy_2021.pdf)
- On Staff induction, new members of staff receive an equal opportunities policy alongside the School Statement.
- Bullying and the importance of respecting all our differences are covered in assembly, circle time, PHSE and Religious Education. This will also be addressed in Anti-Bullying Week.

If you have any questions on these please e-mail the school via the office.