



Annual Equality Report to Governors 2024

Gorse Hall Primary and Nursery School

Equality Statement

At Gorse Hall we strive to create learning without limits

Our equality objectives are:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to exploring any issues around equality and diversity.
- Eliminating discrimination and other conduct prohibited by the Equality Act 2010 through direct teaching across the curriculum.
- To raise staff, pupil and governors' awareness of equality and diversity.
- To narrow the attainment gap across school and improve attendance for identified groups
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities.
- To eradicate prejudice related bullying and the use of derogatory language in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and discrimination and promote understanding in relation to people with disabilities.



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Main Areas of achievement 2023-24

Equality Statement and policies are up to date. The Equality statement is to be reviewed 2025.

School identifies priorities that include all pupils equally including vulnerable, boys and disadvantaged pupils.

School is working with Tameside's EP service to become an Emotionally Friendly School and have identified priorities outlined in the SDP.

School has achieved the ACSEED Award and SEND Inclusion Award.

Mental Health Lead continues to attend local networks to keep up to date with local and national changes and new initiatives.

Safeguarding Team continue to complete Early Help Assessments (EHA) with the most vulnerable families. Training on the new EHA framework and thresholds is up to date and the Safeguarding Team continue to liaise with external agencies as well as signpost parents to relevant support in Tameside.

School will continue to ensure families have access to Targeted Family Support if EHA is not working for the family and needs have escalated.

Whole School Achievement

Assembly themes continue to celebrate and raise awareness of diversity and promote our school's inclusive ethos where working together the possibilities are endless. Themes include: mental health and well-being, keeping healthy, LGBT, Black History Month, making positive contributions, cultural and religious festivals celebrated around the world.

Well-being Ambassadors (pupil led) are now established across school and lead mental health initiatives. They have supported Deputy Headteachers address mental health issues. School participated in Anti-Bullying week and Hello Yellow Day. A Well-being Corner has been set up so that all pupils can access mindfulness activities at any point during the school day.

PEEPs, Risk Reduction and Risk Assessments continue to be updated annually to support staff for pupils with significant additional needs to facilitate and enable children with disabilities & educational needs to self-regulate and flourish safely.

SEND Accessibility Plan ensures that the school building meets the needs for pupils, parent/cares and staff with disabilities. This is now due for review.

Staff have received SEND training throughout the on year using evidence- based research (Rosenshine's Principle of Instruction and the EEF 5-a-day) teaching and learning strategies to support pupils.

Attendance monitoring is rigorous and involves Tameside's EWO to carefully plan support and improvement in attendance for vulnerable families where persistence absence (PA) is identified.

Inclusive Teaching and Learning

Interventions led by class teachers and Learning Support Assistants include pupils who are disadvantaged/vulnerable. This year, a particular focus has been disadvantaged pupils and vulnerable boys. Progress/attainment is monitored rigorously through termly Pupil Progress Meeting to ensure that the gap between boys' and girls' attainment across school is narrowing and that disadvantaged pupils, and pupils with SEND and EAL are tracked and good progress is being made.

Monitoring over the year includes a SEND focus and demonstrates that pupils with SEND are well-supported and learning is adapted where needed to meet the needs of all pupils.

RE, MFL, PSHE and RSE lessons continue to promote cultural development and understanding through a rich range of experiences. Whole school cultural development e.g. Chinese New Year, Diwali, Holi and Ramadan have taken place.

Pupil Voice

Wellbeing Ambassadors have acted upon pupil survey questionnaires and created a 'Well-being Corner' in school to provide a safe and calm place for mindfulness. Assemblies will continue to address issues that have arisen from pupil surveys.

Behaviour child chats in Summer 2024 enabled pupils to identify how happy they were in and out of school. Issues identified will be addressed through assemblies, class -based discussions and Pupil Mental Health and Well-being Newsletter.

Rare incidents of a bullying nature continue to be logged on a Bullying Form and policy is followed. Staff and pupils are involved in reviewing the Anti-Bullying Policy and training has been given in how to log incidents of a bullying nature. Behaviour child chats included pupils' views on bullying.

Narrowing the Gap

Gorse Hall welcomes the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

The School Development Plan continues to address the gap for disadvantaged pupils being narrowed through Education Endowment Foundation (EEF) evidence - based intervention on developing Metacognition and Self-regulated learning. Analysis of progress, particular focus on writing, shows this has positively impacted these pupils. Attendance is rigorously monitored and is beginning to show improvements in persistence absence.