

# **Portway Primary School: Equalities Information**

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Approved by: Local Governing Body, September  
2023

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## **1. Equalities information and analysis report**

### **1.1. Introduction**

The Newham Community Learning is an education charity that runs Portway (and Selwyn) Primary Schools in Newham. We are a public body, funded directly by the Department for Education, and we exist to advance education for the public benefit. We use our allocated funds to provide our students with rich learning opportunities and the right care, guidance and support to help every child reach their fullest potential.

### **1.2. Our public sector equality duty**

As a public body, we must comply with the public sector equality duty in the Equalities Act 2010. This means that we:

- Publish a set of equality objectives on our website, which are updated every 4 years, and
- Provide an annual report as to our progress towards the achievement of these objectives (this report)

### **1.3. Our reporting against our objectives**

We are required to demonstrate the annual progress that we have made in the following three areas, all of which are addressed in our Equality Objectives document:

- How we are advancing equality of opportunity between people who share a protected characteristic and people who do not share it (objective 1);
- How we are fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it (objective 2); and
- How we are eliminating unlawful discrimination, harassment and victimisation (objective 3).

This document explains the objectives we have set ourselves in order to promote equality, and (a) details what actions we have taken in order to meet these objectives and (b) how successful this action has been.

### **1.4. Our trust wide Equality Statement**

Portway Primary School, which is part of the Newham Community Learning, is committed to ensuring equality of opportunity in line with the Equality Act 2010. We want to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms

of our students, our workforce and the community in which we work.

We will assist our students in achieving to their very best potential. Where students experience barriers to their success we will work with them to address these in a sensitive and sympathetic way. We will teach our students the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also encourage our students to make their own commitment to promoting equality.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. Examples of permitted discrimination are:

- A school may arrange pupils in classes based on age.
- A school may take positive action to deal with particular disadvantages affecting pupils of one racial group if this is a proportionate means of dealing with the issue.

The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

As a School Trust and employer we will also not accept any of the following:

- Direct or Indirect Discrimination;
- Harassment; and
- Victimisation.

We will comply with the Public Sector Equality Duty giving due regard to that duty when

making decisions, taking actions, and developing policies. In line with specific duties under the Equality Act 2010, we will publish our equality objectives and will publish information about how we are complying with the Public Sector Equality Duty (this document). Published Information will be updated annually and objectives will be updated every four years. This information is available on our website.

## 1.5. Our objectives and our progress against them

### 1.5.1. Advancing equality of opportunity

<b><i>What objectives have we set ourselves?</i></b>	<b><i>What actions have we taken to deliver these objectives?</i></b>	<b><i>What evidence is there that these actions have been successful?</i></b>
To identify under-achieving groups of students and design appropriate interventions.	Our robust tracking and reporting systems means we have been able to identify groups that would benefit from targeted interventions, and have trained staff to deliver these.	Robust analysis of attainment and progress assessment information shows that gaps in achievement between identified under-achieving groups are being diminished over time.
To ensure that extra-curricular provision is accessible to all.	We have developed a termly programme of a wide variety of extra-curricular clubs. We have publicised these on our website, via our social media platforms and via our weekly newsletters. Our strong financial controls mean that our Charging and Remissions Policy (published on our website) states that there is no charge for any such provision. We have a number of specialists delivering these clubs, eg. sport.	Our extra-curricular clubs are well attended, and receive positive feedback. Waiting lists are in place for most clubs.
To ensure that students and families have a voice at school.	Our local governing body terms of reference specify the appointment of two parent governors. We have a system of student leaders, elected by their peers. Staff, student and parent surveys are run annually, and results fed back to our Trust Board. Active Pupil Groups- pupil parliament, eco warriors, sports leaders etc.	The local governing body includes two elected parent governors. Year 6 children are able to effectively represent their peers. Increased satisfaction has been demonstrated over the two years of the surveys.
To continue to focus on attendance and its link to learning outcomes, and to enforce our zero	We analyse attendance, across every class, weekly. We publish the attendance of every class in the weekly newsletter, and celebrate good attendance.	Attendance continues to improve. Requests for term time absence continue to decline, and are all treated

tolerance approach to		
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<p>term time leave.</p>	<p>We reward the class with the best termly attendance. We explain to parents why we do not authorise term time absence.</p>	<p>consistently.</p>
<p>To ensure that girls and boys both participate equally in sports offerings.</p>	<p>During directed sports lessons, we employ specialists who are able to ensure that boys and girls participate fully. During un-directed time (eg. at break times), staff are on hand to supervise and are trained to ensure that any games played are inclusive.</p>	<p>All children actively participate in PE lessons The installation of equipment which encourages physical activity at a range of levels has been praised by pupils and parents</p>
<p>To ensure the involvement of parents in school development.</p>	<p>We have further refined our communications with parents and carers, through the use of ParentMail, our website, and our social media channels. Parents are represented on our school governing body. Annual parent surveys mean that we can identify areas for development. Annual parent surveys mean that we can identify areas for development. Social media has been used to reach out to target families. School website is regularly updated.</p>	<p>Our governing body has two parent governors in place. They are clearly identified on the website, meaning that parents across the school can contact them. 89%/90% respectively, over the past two years surveyed, respond that the school responds promptly to any concerns raised.</p>



### 1.5.2. Foster good relationships between people

<b><i>What objectives have we set ourselves?</i></b>	<b><i>What actions have we taken to deliver these objectives?</i></b>	<b><i>What evidence is there that these actions have been successful?</i></b>
<p>To promote opportunities for parents, carers and the wider community to support both the children and themselves.</p>	<p>Due to the restrictions regarding social distancing and meetings indoors, 'in-person' parent groups have not been permitted for most of the year. We have held a half termly family breakfast. Return to 'in-person' support groups planned for the new year. We plan to reopen our Family Hub facility, which provides us with space to engage with parents. We have designed our new space to ensure that it provides</p>	<p>Parents feel welcome and have been very positive about the new facility. Parents were pleased that the topics covered were those that they had chosen and so were relevant to need.</p>

	opportunities for both us, as a school, to engage with parents and the community, as well provides, as per our Charitable Objects, facilities for the wider community to make use of.	
To enable students and parents to provide regular feedback about their school.	We have run a staff, student and parent survey annually, over the past two years. Members of our senior leadership team are available every day at the school gate, at both the start and end of school.	Responses from the surveys continue to show increases in satisfaction, from a high baseline.
To enable parents and the wider community to feel part of the school.	<p>. To ensure that we continue to include parents in the school activities,we have:</p> <ul style="list-style-type: none"> <li>-Recorded class and end of year assemblies</li> <li>-Shared the school sports days</li> <li>-Provided weekly newsletters about the events taking place in each class</li> <li>-Welcomed parents of children with SEN to join live learning sessions</li> </ul> <p>We plan to continue to run and promote a number of celebratory events and community events at school, through which parents and carers are welcomed to our school (eg. celebration assemblies to which parents are invited, Summer Fayre and Winter Fayre, as well as various sporting and dramatic events which parents are encouraged to attend).</p>	Attendance at all events has continued to grow, with feedback collected on the day being overwhelmingly positive.

### 1.5.3. Eliminate unlawful discrimination, harassment and victimisation

<b><i>What objectives have we set ourselves?</i></b>	<b><i>What actions have we taken to deliver these objectives?</i></b>	<b><i>What evidence is there that these actions have been successful?</i></b>
<p>To ensure that all parents and carers are well informed about the ways in which students access the internet.</p>	<p>We have an IT Director working across the Newham Community Learning, who ensures that our provision in this area is excellent. We adopt current best practice in our Acceptable Use Policies (for staff, students and governors/trustees) and have recently reviewed the content of these. Our weekly newsletter always contains a section on eSafety.</p>	<p>Safeguarding, in-particular e-safety is a regular feature of the weekly newsletter.</p> <p>Attendance at e-safety workshops has continued to grow, with feedback collected on the day being overwhelmingly positive.</p>

<p>To raise awareness of all forms of discrimination, harassment and victimisation.</p>	<p>We have a robust, regularly reviewed, Behaviour Policy and Anti-bullying Policy in place, both of which are regularly reviewed and are published on our school website.</p> <p>Our 5Cs (care, commitment, cooperation, courtesy and consideration) are continually discussed, in the classroom and in the playground. Weekly awards are published in the newsletter. Raffle tickets issued to children who are observed positively demonstrating these behaviours.</p> <p>We have committed to the wellbeing of our students and our staff through our journey to accreditation through the Wellbeing Award for Schools.</p>	<p>Survey results show that students responded that they felt there was an adult they could talk to if things went wrong and that the behaviour around school was good most of the time. A small % of students felt that bullying was a problem at school.</p>
<p>To regularly monitor the curriculum to ensure that it provides a rich and stimulating learning experience for all our children.</p>	<p>Having continually reviewed and refined how we teach the maths and English curricula, we are continuing to develop the richness of our curriculum across ALL subjects.</p>	<p>At our recent Ofsted inspection (March 2019), our school was graded Outstanding across all categories. Our curriculum was praised for its breadth, as was our excellence in the teaching of maths and English.</p>

<p>To ensure that all teaching is of the highest quality, so that every child has the best possible chances of success.</p>	<p>Our termly Head teacher's report, as well as our annual CEO's report, contains an assessment of all our teachers.</p> <p>Our Trust Road Map, which guides the development of our Trust and schools over the next five years, and which is published on our website, has a strategic objective around achieving excellent teaching across every subject, in every classroom.</p> <p>Our Offer to Staff, published on our websites, clearly outlines the way in which the Trust and our school supports their continued professional development.</p> <p>Staff are supported by our Trust wide programme of Wellbeing, and our journey towards accreditation under the Wellbeing for Schools Award.</p> <p>Portway was been selected as part of a pilot Department for Education scheme to provide even better support for our early career teachers.</p>	<p>Ofsted awarded our school an Outstanding judgement in all categories in March 2019.</p> <p>Both progress scores and end of Key Stage 2 results, including those students reaching the 'greater depth' level, are excellent.</p> <p>Disadvantaged students make progress as good as their peers.</p> <p>When surveyed, parents commented positively on the standard of remote learning provided for their children</p>
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This report is published on our website, and is updated annually as we track our progress against our Equality Objectives.