



Sherington Primary School

Celebrating commitment to equality

2013- 2016

Portfolio of Evidence



Section 1: Commitment to equality

Section 2: Narrowing the gap

Section 3: Fostering good relations

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Section 1: Commitment to equality

- 1.1. The school's aims/mission statement contain(s) an explicit commitment to equality.
- 1.2. The school's commitment to equality is communicated to all members of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.
- 1.3. A nominated Governor(s) works/work in partnership with the SLT to promote equality.
- 1.4. The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.
- 1.5. Equality objectives have been drawn up in consultation with relevant stakeholders. The objectives are specific, measurable, achievable, relevant and time-related (SMART).
- 1.6. Members of staff access continuous professional development and guidance in race equality issues.
- 1.7. Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc.).
- 1.8. Members of staff access continuous professional development and guidance in gender equality issues.
- 1.9. Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).
- 1.10. There is an effective induction programme for new members of staff which covers equality and diversity issues.
- 1.11. Racist incidents are dealt with quickly and effectively. They are monitored and recorded.
- 1.12. Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.
- 1.13. The school's bullying policy covers all forms of bullying including cyber-bullying, racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.



1.1

The school's aims/mission statement contain(s) an explicit commitment to equality.

At Sherington we believe that:

- Every child is an individual and should be respected and valued as such.
- Every child has an equal right of access to all that the school offers.
- Every child has the right to achieve his or her full potential.
- Children learn best when they feel safe and respected.
- Children learn best when presented with well-constructed, achievable goals
- Education is the most effective when there is a firmly established partnership between home and school.

The aims for Sherington School are:

- To deliver all the requirements of the National Curriculum.
- To maintain high standards of behaviour and discipline.
- To encourage all pupils to reach their full potential academically, emotionally, spiritually, socially and physically.
- To create a welcoming environment.
- To help pupils develop lively, enquiring minds and apply themselves to tasks. To help pupils acquire the ability to question and argue rationally and to use spoken language effectively for learning and in all social events.
- To foster respect for all members of the school community.
- To enable each child to contribute to our school and local community and to develop a sense of responsibility within a group.

These are published on page 7 of the school information booklet ([1.1a](#)).



1.2

The school's commitment to equality is communicated to all member of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.

All school policies reflect this commitment but specifically the Anti-Racist Policy, EO Policy, Anti-Bullying Policy. These are shared through the school's website and paper copies are sent home following a review. Abridged and translated versions are available on request. On p9 of our school information booklet [\(1.1a\)](#) it makes clear that we expect all adults coming into Sherington Primary School to respect the school's aims, particularly in relation to equal opportunities and racism.

The Deputy Head is responsible for Equal Opportunities and with SLT oversees all equality issues.

The school's commitment is also communicated through music and the arts. For example our school band performed at the Stephen Lawrence Ceremony [\(1.2a\)](#).

Visual displays around the school and photos on website demonstrate our commitment to equality.

The school received an 'Outstanding' judgement from Ofsted in 2011. The curriculum is built around the local community and reflects the cohort of pupil intake in terms of diversity.

[\(1.2b\)](#)



1.3

A nominated Governor(s) works/work in partnership with the SLT to promote equality.

All Governors are attached to areas of responsibility within the school. One of these responsibilities is 'Inclusion'. The governor responsible for Inclusion meets with the Inclusion Manager during school hours. All Governors are involved in the review of policies.

Co-ordinators produce written reports which are presented to Governor [\(1.3a\)](#) [\(1.3b\)](#).

The Head's Report to the GB details pupil premium expenditure and numbers of exclusions or racist incidents. [\(1.3c\)](#).



1.4

The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.

Sherington is a larger than average ethnically and economically diverse two form entry primary school with a nursery and children's centre. Out of 459 children, 228 of them are girls. There are 260 children whose ethnicity is not white British and 104 of them have English as an additional language. 70 pupils are entitled to the pupil premium and 92 have special educational needs. 2 children in the school are looked after. There are 26 home languages spoken in the school. Our RAISEonline summary provides full details [\(1.4a\)](#).

This data is used to track pupil attainment with regards to ethnicity, language, gender, SEN, age and class. [\(1.4b\)](#).



1.5

Equality objectives have been drawn up in consultation with relevant stakeholders. The objectives are specific, measurable, achievable, relevant and time-related (SMART).

An Equalities Audit was carried out in 2010, which has formed part of the continual drive for Community Cohesion [\(1.5a\)](#).

Our equality scheme [\(1.5b\)](#) which was put together by the senior leadership team and presented to staff and Governors during separate meetings contains equality objectives, a three year access plan and a three year community cohesion plan. Staff and Governors were able to make comments on its content as well as come to an agreement on relevant targets that we would work towards.



1.6

Members of staff access continuous professional development and guidance in race equality issues.

The Deputy Head (Mrs Dennett) is responsible for whole school tracking, BME achievement and Equal Opportunities. She attends regular training with colleagues from other schools in the same cluster, to help monitor and raise the attainment of BME pupils [\(1.6a\)](#). Mrs Dennett also undertook training at Cambridge University, which was an on-line course, aimed at developing cultural awareness.

Our Early years' practitioner has undertaken ECAT training. She provides training for EYFS teachers and TAs. She is currently running a music session in our Children's Centre to support early communication skills.

As a school we take part in Black History month, and all teachers are supported with materials and training in Black History during the autumn term. [\(1.6b\)](#).



1.7

Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc).

The School holds the Dyslexia Friendly Mark and has undertaken a great deal of training with all staff to secure this award. [\(1.7a\)](#). Staff have also received training in areas such as, speech and language,

The SENCO oversees all Learning Support assistants, and provides an annual report to Governors on areas covered. There are a number of Teaching Assistants who work around the school supporting children from Nursery to year six. Some are working with individual children who have statements for special educational needs, and others support all children in the classes they are assigned to guided by the class teacher. All teaching assistants receive regular training from staff in school or from outside agencies. We have a number of Speech and Language groups run by Teaching Assistants both in KS1 and KS2. They are monitored by our Speech and Language Therapist on a regular basis. We have several children in KS2 who have literary programmes set up by STEPS and these are delivered by the Teaching Assistants throughout the week. We have a team of 4 Teaching Assistants who work for the behaviour team run by Chris Ebrey. They are involved in running social skills groups giving 1:1 support and being available to help with children who are finding it hard to cope in the classroom.



EQualities

1.8

Members of staff access continuous professional development and guidance in gender equality issues.

The Early Years team in particular have had relevant training on gender issues related to early literacy skills and boys. [\(1.8a\)](#). Staff have had INSET on writing, where they have looked at gender issues. The RAISEonline and our own school tracking show that there are no disparities regarding gender and attainment.



1.9

Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).

The Head, Deputy, Assistant Head and Inclusion Manager attended two separate training events, one in London and one organised by Greenwich. They then worked together to train all staff and Governors. Child Protection training for all staff (including Governors) was carried out on the January Inset day 2013. [\(1.9a\)](#) [\(1.9b\)](#). The head teacher's annual report to governors on the school's safeguarding practice also documents training undertaken [\(1.9c\)](#).



1.10

There is an effective induction programme for new members of staff which covers equality and diversity issues.

Newly qualified teachers meet with the Assistant Head on a weekly basis. They cover all aspects of induction necessary for their individual training. At least two members of the SLT ensure that NQTs meet all the standards required including awareness of Equality issues and how these relate to their classroom practice. Teachers are given individual targets which are monitored by the Learning mentor.

All staff review the Staff Handbook in the Autumn INSET day at the beginning of a new school year. During this INSET they are made aware of the key staff to report incidents to [\(1.10a\)](#).



1.11

Racist incidents are dealt with quickly and effectively. They are monitored and recorded.

Racist incidents are reported to SMT. Any incident is investigated on the same day and both parties are involved in the process. Parents are contacted where deemed appropriate. For some very young children, it is explained to the parent and child what racism means, and that it is not acceptable behaviour at school.

Any racist comments made by older pupils are recorded using the Greenwich Borough system of reporting. A form is completed and sent to Greenwich LA which records the nature of the incident, the child's ethnicity and age and the outcome of the incident. Racist incidents are rare as is evidenced in Head Teachers termly report to Gobs [\(1.11a\)](#).



1.12

Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.

If pupils in primary school were to make inappropriate comments they would be dealt with firstly with the child and, where appropriate, parents would be contacted. We have not had any reported homophobic incidents in our primary school, however all staff are aware of procedures should there be an occurrence. These are set out in our anti-bullying policy (See [1.13a](#)).



1.13

The school's bullying policy covers all forms of bullying including cyber-bullying, racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability

Our anti-bullying policy was reviewed and updated with Governors in May 2013 to ensure that all forms of bullying are covered. [\(1.13a\)](#) The school takes bullying very seriously and ensures that pupils have ample opportunities to report any incidents of bullying behaviour.



Section 2: Narrowing the gap

- 2.1. The attainment of different groups of learners (however small) is monitored rigorously e.g. Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language, learners eligible for FSM.
- 2.2. Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. more able, gifted and talented, learners with English as an additional language, new arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.
- 2.3. Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.
- 2.4. Attendance data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.5. Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.6. Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.
- 2.7. Intensive support is provided for learners who are achieving well below expected standards.
- 2.8. Supportive arrangements are in place for learners who might face challenges with homework.
- 2.9. Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).



2.1

The attainment of different groups of learners (however small) is monitored rigorously e.g. Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language, learners eligible for FSM.

The attainment of different groups is monitored across the school using the Pupil Tracker. See [2.1a](#) for a sample of in-school tracking and questions used for all teachers throughout the school. A separate tracker for EYFS is currently used. These trackers show progression of pupils across the school, using contextual data such as ethnicity, and first language.

The SLT meet termly with all teachers individually in a progress review meeting. During this meeting we look at individual pupil progress. [\(See extract 2.1b\).](#)

In school tracking and the RAISEonline data demonstrates that all of our pupils make outstanding progress regardless of protected characteristics. [\(1.4a\).](#)



2.2

Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. more able, gifted and talented, learners with English as an additional language, new arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.

The Staff Handbook (which is reviewed every September with all new staff) shows these areas of responsibility clearly [\(2.2a\)](#). As part of the September INSET day, we go through the Staff handbook to ensure that all new staff (including teachers, TA's, lunchtime supervisors) are aware of its contents.

The Gifted and Talented co-ordinator keeps a record of all G&T pupils, showing extra provision where targeted [\(2.2b\)](#).



2.3

Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.

We have used some of the pupil premium to fund teachers who work with small groups and individual children to ensure that vulnerable pupils make the most progress in the key areas of reading, writing and maths. See Heads Report to Governors in 4.3 for further details. Results show a very positive impact for individual pupils. [\(2.3a\)](#) [\(2.3b\)](#) [\(2.3c\)](#).

A G&T club was set up to extend writing skills. Again results are very pleasing with the all children achieving Level 5 in literacy. [\(2.3d\)](#).



2.4

Attendance data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.

Attendance data is captured and analysed by group. See pages 15-16 of RAISEonline [\(2.4a\)](#). Data is monitored using the school's SIMS system. The Inclusion Manager meets fortnightly with the Borough Attendance Advisory Officer. We currently undertake the Fast Track process to ensure good attendance of all pupils. Where there are difficulties experienced by families the AAO and IM will meet with parents/carers and make suggestions to improve the attendance for pupils. Examples of this have included some children being supported through Breakfast club, from the school fund. [\(2.4b\)](#).

We have a termly celebration assembly for pupils who have 100% attendance. They each receive a school teddy and their names are included in the school's newsletter. There has been a gradual increase of 100% attendance over the past few years. This term saw a record high of over 100 children [\(2.4c\)](#).



2.5

Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.

Any exclusion is reported to the local authority for monitoring purposes, using the Greenwich report form. This includes an analysis of gender, ethnicity, age and an outline of the reason for exclusion.

The RAISEonline data for last year ([2.4a](#) pp17-18) shows a slightly higher than average exclusion rate for pupils with SEN. It was necessary to temporarily exclude one pupil with a statement for SEN due to violent outbursts of aggressive behaviour, in order to avoid permanent exclusion. We have a highly skilled team of Teaching Assistants, headed by a skilled practitioner who is the school's Learning Mentor. Children who experience difficulties are well managed and their families are well supported. We are currently in the process of redesigning what was the premises manager's house, in order to accommodate pupils who at times may need to be separated from their peers, or may need more intensive support at particular times of challenge, for example transition into Secondary education. Ofsted judged our standards of pastoral care to be excellent.



2.6

Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.

The Inclusion manager and Deputy Head oversee the induction of new arrivals. All pupils are assessed within their first few weeks at Sherington. The DH and IM undertake the majority of school visits, so would generally meet parents to show them around the school during this time.

If necessary an IEP will be quickly drawn up (within the first 6 weeks), parents and teachers will be involved in the process.

The DH is also responsible for the analysis of whole school data. Within this context, any child who is not making progress will be identified, and regular progress review meetings with teachers ensure that children are quickly back on track, or given additional support where needed.



2.7

Intensive support is provided for learners who are achieving well below expected standards.

The school has an extensive system of supporting pupils who are achieving well below expected levels. As we target for 90% average and above levels in key stage 2, many children who are very low achievers by the end of key stage one are targeted for intensive teacher support in reading and maths across key stage 2. (See pp6-7 of our SDP [2.7a](#)).

Two teachers are currently employed to provide tailored intervention. An analysis from last term's progress is attached. [\(2.7b\)](#).



2.8

Supportive arrangements are in place for learners who might face challenges with homework.

We have recently undertaken INSET to refresh parents' understanding of Mathematics. This is an on-line programme that we use to support maths homework, as well as in school. (See [2.7a](#) pp 12-13). In addition we have regular sessions in school for pupils to access the internet during the lunch hour. Classes are timetabled and individual children are targeted to use this service.

Our Assistant Head is currently undertaking a very successful Books and Balls session which is aimed at encouraging parents to share books with their children. Over fifteen families currently attend, most of whom have been targeted.



2.9

Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

The Deputy Head is the Co-ordinator for EAL pupils. She ensures that any pupils new to the school who are bi-lingual or new learners of English, have appropriate resources to support their individual needs. These include dual language books, talking pens, talking books.

In Early Years, children are very well supported by our nursery nurse who has undertaken ECAT training. She provides support for children in the nursery setting. Children who have EAL are exceptionally well provided for and make very good progress. There is one TA who supports EAL pupils across key stage 2. She has her own area within school, where she keeps pupils' individual targets. 'A Language in Common' assessment materials are used by the TA and Deputy Head to track the progress of individual children [\(2.9a\)](#).



Section 3: Fostering good relations

- 3.1. The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.
- 3.2. The school offers a range of extended services to the local community.
- 3.3. There are strong and positive relationships between individuals from different backgrounds within the school.
- 3.4. Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.
- 3.5. Learners are encouraged to develop empathy and insight into the lives and experience of people from different backgrounds to their own.
- 3.6. Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.
- 3.7. Learners are provided with opportunities to interact positively with members of the local community.
- 3.8. The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.
- 3.9. Parents/carers are warmly encouraged to involve themselves in the life of the school.
- 3.10. Supply teachers, visiting professionals and trainees are made to feel welcome in the school.
- 3.11. The school manages complaints in a sensitive, just and empathic way.
- 3.12. The school council/forum is democratically elected and has a meaningful role in decision-making.
- 3.13. Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.
- 3.14. Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment.
- 3.15. The school community supports and is involved in a range of charitable work.



3.1

The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.

The School regularly reviews the RAISEonline data with Governors. The SEF is also reviewed by the whole Governing Body which helps to heighten awareness about the diverse nature of our school community. Governors also receive annual reports from co-ordinators ([3.1a](#)) and review the SDP within the Curriculum Committee.

Pupils learn about their local area and community through focused curriculum projects (see for example 3.4). A recent project (Journeys) was undertaken within our cluster of schools. One of the aims of this was to increase children's knowledge of their local area, its cultural history and its connection with their own family histories ([3.1b](#)).



3.2

The school offers a range of extended services to the local community.

The School offers a breakfast and after school club, which is organised by our own Teaching Assistants. We are currently in the process of expanding this service, due to demand from parents.

The school works in partnership with a cluster of local schools, both primary and secondary. Between the schools we take it in turns to host Active Kids, holiday club, for all school holidays throughout the year.

We are also responsible for the day-to-day management of the Children's Centre. This provides out-reach work to the local community, for example running sessions at the local women's refuge. [\(3.2a\)](#).

Our Behaviour team is exemplary. Other Schools regularly visit our school and Behaviour Team, to develop more effective systems in their school.

Greenwich Borough Council recently used our ICT facilities to run INSET for teachers. Our school has also been used by Greenwich to support the training of NQTs in PE. [\(3.2b\)](#).

We have worked over the past four years with Greenwich Dance Agency. Last year, we were fortunate to be included in the Opening Ceremony for the Olympic Games. 32 of our children took part. [\(3.2c\)](#).



3.3

There are strong and positive relationships between individuals from different backgrounds within the school.

The whole school work together as a community. There are a number of Teaching Assistants who work collaboratively with teachers supporting children from Nursery to year six. All teaching assistants receive regular training from staff in school or from outside agencies. We have a number of Speech and Language groups run by Teaching Assistants both in KS1 and KS2. They are monitored by our Speech and Language Therapist on a regular basis. We have several children in KS2 who have literary programmes set up by STEPS and these are delivered by the Teaching Assistants throughout the week. We have a team of 4 Teaching Assistants who work for the behaviour team run by Chris Ebrey. They are involved in running social skills groups giving 1:1 support and being available to help with children who are finding it hard to cope in the classroom. The peer mentoring system [\(3.3a\)](#) [\(3.3b\)](#) has a very positive impact on pupil relationships and behaviour both in the playground, classroom and around school.

We have a talented team of cross-school musicians who not only do an amazing teaching job with our pupils, but in addition work together to support the development of music throughout Greenwich. Kadeer is a world renowned artist, who teaches percussion, Mark is a brass tutor and qualified teacher, Jeff Barnes teaches our guitar and key board, and also works for Greenwich Music Services. We have a famous parent (Phil Veacock), who is a brass player in Jools Holland's band. This team of musicians work together to perform concerts for the school, the children and the local community.

The School Council is very involved in whole school activities and events. They recently organised a fundraising for red nose day, with activities for the whole school to take part in a red rose hunt! Details of this can be found on the school council page of Sherington's website.



3.4

Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.

As our largest ethnic minority group is African, we have an African story teller, who regularly visits the school, for example during Black History month. Jan Blake is a world renowned story teller, the children are very familiar with her works and she is seen as part of the school. They look forward to her visits.

The whole curriculum is built around children learning about themselves, their local area and their local community. It starts in EYFS and year 1, with children looking at themselves and their immediate locality. Year 1 pupils undertake a health and safety survey around the school with the premises manager and look at local parks and recreational areas. In year 2, pupils begin a unit on Edith Nesbit, where local history is brought to life. One pupil commented; *'In year 2 I started to like history, we did Edith Nesbit –since then I've like history. Just learning about her and she's local; Eltham.'* We then move outwards, looking at Africa (as our highest ethnic group is African). In year 5 children undertake a study on 'identity'.

(3.4a) The same pupil commented *'I liked that because we could talk about our own culture and share a few, not just one. I feel valued.'*



3.5

Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own.

Last term we had a visit from Andy Barrow (a famous athlete), who took part in the Paralympics. He gave an inspiring talk to the whole school on how he came to be such an amazing athlete. [\(3.5a\)](#).

We use SEAL to support the PHSE curriculum. [\(3.5b\)](#).

Children have opportunities to visit places of worship in the local area, as part of their RE units of work. [\(3.5c\)](#). In addition children learn a great deal about the locality, past and present in the Year 5 units on local history, and the slave trade. [\(3.5d\)](#). Pupils in year 4 study a topic on India, and look at contrasting localities in India. [\(3.5e\)](#) and [\(3.5f\)](#).



3.6

Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.

Sherington Primary School works in partnership as part of a cluster of local secondary schools, primary schools and children's centres. Through the cluster, we organise events such as transition between secondary and primary, nursery and reception; school sports partnership; G&T competitions. ([3.6a](#) and [3.6b](#)).



EQualities

3.7

Learners are provided with opportunities to interact positively with members of the local community.

We support local secondary schools, through regular work experience students. Children undertake termly visits linked to their topic whereby they communicate with members of the local community, e.g. local Mosque, Sikh temple, Greenwich museum and local fire station. Children also experience a range of visitors to school, for example Greenwich Dance Agency, National Theatre workshops, Step out Arts, Emergency Exit Arts. These are detailed on the school website.



3.8

The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.

The School Governing Body plays an active role in consulting with parents. They recently carried out a parent survey to find out areas that parents would like to be developed or would like further opportunities to see. The results of the survey and responses to parents' comments have been disseminated [\(3.8a\)](#). In response to this, the school ensures that there is an open day event for parents at least termly. [\(3.8b\)](#).

The Friends of Sherington (Parents' forum) was organised to discuss issues raised by parents. [\(3.8c\)](#).



3.9

Parents/carers are warmly encouraged to involve themselves in the life of the school.

There is an active Friends of Sherington who organise events throughout the year. They recently organised a trip to Godstone Farm during the school holidays, and some pupils on Pupil Premium were funded to attend. Events such as the Christmas Faye, Summer Fayre are very well organised and attended. See Friends of Sherington on our school website.

This year the Assistant Head has been running a club aimed at male carers 'Books and Balls'. This is attended weekly by up to 15 male carers, including grandparents, and a lesbian family.

This year we held a Matheltics session for parents ([3.9a](#)) and in addition we held a very successful open literacy morning for parents.



3.10

Supply teachers, visiting professionals and trainees are made to feel welcome in the school.

Induction procedures are highlighted in the staff handbook. During the September INSET day, all staff including teachers, TA's office staff and lunchtime supervisors have a shared INSET. We go through the School Handbook as well as the Behaviour Management Policy. Any amendments or suggestions can be made during that training session.

We welcome a variety of visiting professionals and are willing to offer advice and share effective practice. [\(3.10a\)](#) [\(3.10b\)](#).



3.11

The school manages complaints in a sensitive, just and empathic way.

The Headteacher and Deputy Head Teacher, welcome children into school in the mornings. They are available from 8.50 and open the school doors to welcome children in. Parents have opportunities for contact from SLT daily. In addition teachers are available at the end of the school day. We positively encourage parents to talk to teachers first, but are always willing to listen to and help resolve any complaints. We try to arrange a meeting within 24 hours of a complaint being made. Below is the complaints procedures taken from the School Booklet.

Complaints procedure

Although we aim to work closely with our parents, there may be times when you have concerns either about your own child or about a general issue in the school. In the first place you should speak to your child's class teacher, who if then, if necessary refer the matter to the headteacher. In almost all cases we will be able to deal with the problem at school and the matter will be resolved satisfactorily.

However, if you feel that the matter has not been resolved satisfactorily, then it should be referred to the Governing Body - write down the complaint, and address your letter to the Clerk to Governors (at the school's address) who will pass it on. A group of governors will meet and consider the complaint and you will be notified of their decision in writing

If you are not satisfied with the decision you can appeal by contacting the Education Committee Clerk within one month of receiving the governors' decision. The Committee Clerk will arrange for a panel of Education Committee Councillors to hear the appeal within four weeks of receiving notice of your wish to appeal. The panel will consist of three Education Committee councillors and will be advised by an Assistant Director of Education. A website summarising the Greenwich Education Service Complaints procedure is available from school office.



3.12

The school council/forum is democratically elected and has a meaningful role in decision-making.

The Deputy Head Teacher meets fortnightly with the School Council. The School Council consists of pupils from years 1 through to year 6. Children are selected within the first two weeks of the new school year. As this is a popular position and many children choose to be involved, the children vote for their new member in class, but children cannot reapply as a school council rep, if they have already represented the school in a previous year. There are two representatives in each year group, one from each class. See the website School Council page for most recent information.

School Council met with Chris Ebrey our Learning Mentor/Lead MM Supervisor. They argued their case for school dinner and packed lunch pupils to sit on the same table. This is currently being trialled. School Council also met with the AH this year, to ask questions about in school assessment and reporting. They are currently surveying pupils' responses to see which system they like best, e.g. smiley faces, thumbs up, traffic lights etc. with a view to a whole school approach if this is deemed appropriate.

School Council organised a 'Red Rose' hunt to raise money for charity on Red Nose Day. They organised events for pupils from nursery through to year 6 and raised around £200.



3.13

Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.

We have an annual anti-bullying week where pupils learn about, discuss and reflect on these issues [\(3.13a\)](#).

We have a behaviour team that is led by a Learning Mentor who has over 30 years' experience of working in schools with pupils who have been excluded from mainstream. She works with her team, providing guidance and support for both children and parents. We have an extensive monitoring system, whereby we use PIT sheets to monitor behaviour. These sheets will record any worrying behaviour, including pupils who may become suddenly withdrawn. Our learning mentor meets with individual children to discuss any issues privately. Where deemed necessary she will undertake whole class circle time sessions to resolve issues, or will invite parents/carers in and support them with strategies for home. [\(3.13b\)](#).



3.14

Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment.

As Sherington School prides itself on not just its musical achievements of pupils but also ICT, it is deemed essential that pupils and parents understand the use of the internet. This is detailed within the safety section of the school website.

Pupils in year 6 undertake an Exit survey. This records pupils' beliefs in their own personal safety, how well the school has supported them to know how to be safe and where to go for help. [\(3.14a\)](#).



EQualities

3.15

The school community supports and is involved in a range of charitable work.

The school is involved in a range of charitable work. This year we have raised money for Red Nose day and held a harvest festival assembly for Minnie Bennett's our local OAP home. We generally undertake three fund-raising days each year. The website contains photos of a recent sponsored bounce for Children in Need.



Section 4: Equality of opportunity and positive action

- 4.1. The different needs of male and female learners and staff members are recognised and addressed.
- 4.2. Reasonable adjustments are made to enable individuals with disabilities to access the physical environment of the school, the curriculum and
- 4.3. Arrangements are made to assist low income families in supporting and encouraging pupil access and engagement.
- 4.4. The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.
- 4.5. Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).
- 4.6. Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.
- 4.7. Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with KS3-4 learners only).



4.1

The different needs of male and female learners and staff members are recognised and addressed.

Flexible arrangements are made to support family care commitments. We currently have three female teachers who work less than a full week. Two are members of the SMT. We have five Teaching Assistants who work part-time to allow for child commitments. One of our male teachers recently had paternity leave, to support his wife and child.

We adhere to our Equality Scheme, which incorporates gender issues. [\(4.1a\)](#).

We introduced a 'Books and Balls' session, which was aimed particularly at male carers, developing reading skills for young children. We opened this up to include female carers, as we had a lesbian couple who wanted to join with their year 1 child. The club is mostly boys, and male carers. Children have made good progress with reading skills across the year.

Throughout the school, but perhaps more consistently in EYFS, teachers are adjusting the curriculum, reviewing resources and ensuring the needs of male and female learners are being addressed. During a recent EYFS monitoring review, the EYFS team identified the fact that girls are achieving much more highly than boys in writing. They will address this issue, through developing outdoor activities, which specifically target boys and writing.



4.2

Reasonable adjustments are made to enable individuals with disabilities to access the physical environment of the school, the curriculum and information.

The school has achieved the Dyslexia Friendly Mark, which was part of a cluster initiative to ensure that all pupils across local schools receive quality first teaching.

The Reception class are currently using signing to support the needs of one child who is unable to communicate through words. [\(4.2a\)](#).

The Governors regularly review the accessibility plan, and this is taken into effect, particularly when carrying out any new building works. This year we plan to extend the premises managers house. The building will be used to support children with behavioural issues. The PM house will be accessible from the school playground. All activities will take place on the lower floor. [\(4.2b\)](#) and [\(4.2c\)](#).



4.3

Arrangements are made to assist low income families in supporting and encouraging pupil access and engagement.

Details of how the pupil premium grant is used to support pupils from families on low incomes are reported regularly to Governors ([4.3a](#)).



4.4

The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.

The school uniform policy is sensitive to the circumstances of low income families. School sweatshirts are optional. Children are required to wear school colours, of grey, black or navy trousers or skirts with navy or yellow jumpers or sweatshirts. The school uses part of the pupil premium to support families with school sweatshirts if needed on an individual basis. The Parents Association funded the school for 10 sweatshirts, which are used for presentation events, such as Blackheath concert halls.

School photos on the website show children from a variety of cultures, wearing the school colours. Children are free to wear headscarves [\(4.4a\)](#) and girls can wear long skirts, or leggings and skirts as deemed appropriate by the child's parent.



4.5

Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).

Our Inclusion Manager oversees parental support. During parents' evenings, the Inclusion manager will know in advance which parents need support. The service for interpreters is expensive and the school will try to use parents of the school community in most circumstances. Where necessary, we have bought in interpreters to support families in need. Our IM has detailed case studies of individual families.

We have a learning mentor who meets every child in their setting before starting in reception. She makes good links with parents before their children begin. Parents with mental health issues will have regular contact with our learning mentor.



4.6

Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.

We follow the Local Authority Policies for recruitment of staff.

The interviewing panel consists of members of the Governing Body, one of whom has completed the Safer Recruitment training. [\(4.6a\)](#).



Section 5: Celebrating diversity

- 5.1. The curriculum teaches for diversity, facilitates an understanding of multiple identities and challenges stereotyping.
- 5.2. The school promotes a positive attitude towards multilingualism.
- 5.3. The school celebrates the achievements of disabled people and promotes positive role models.
- 5.4. The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.
- 5.5. There are regular opportunities for learners to enjoy cultural and enrichment experiences (including our of school visits) that reflect and celebrate diversity.
- 5.6. The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust Memorial Day, LGBT History Month etc.
- 5.7. The skills and talents of all learners are valued and celebrated.
- 5.8. Best use is made of the differing skills and talents of staff and governors.



5.1

The curriculum teaches for diversity, facilitates an understanding of multiple identities and challenges stereotyping.

In Year 2, children study 'Edith Nesbit' the famous author who spent her early childhood in Eltham. She had a slightly dysfunctional upbringing, and cared for 3 children as a single parent. In year 3 children study modern day and ancient Greece, Charlton House and Tudor England. Year 4 children have an amazing topic on India, whereby they compare both cityscapes and life in the country. In year 5, children carry out their own personal research into their own family's history. They look at their own identity and how they came to be here, in Charlton at this moment in time. [\(5.1a\)](#) [\(5.1b\)](#). They move on to look at Africa and the slave trade. Year 6 study Britain since 1940 and move into the 21st century. They look at the Greenwich peninsular and how this is constantly being transformed around them.

We keep large portfolios of pupils' work across the Humanities topics, which are on display in school.

End of year celebrations are held for each key stage. The children have performed dances (organised by GDA) and songs across a range of cultures and sporting activities. [\(5.1c\)](#).



5.2

The school promotes a positive attitude towards multilingualism.

All pupils have French lessons from Y2 to Y4. Spanish is taught in Years 5 and 6. [\(5.2a\)](#) [\(5.2b\)](#). In the EYFS stage there are many multi-lingual displays tailored to the children in the class. For example a book area in a reception class [\(5.2c\)](#).

Information is translated where it is felt to be beneficial. For example we translated the Home/school reading record book into Turkish when working with Turkish parents on a project to improve their children's learning.

The Deputy Head is the Co-ordinator for EAL pupils. She ensures that any pupils new to the school, who are bi-lingual or new learners of English, have appropriate resources to support their individual needs. These include dual language books, talking pens, talking books.



5.3

The school celebrates the achievements of disabled people and promotes positive role models.

In the Spring Term we had a visit from Andy Barrow, a Paralympic medallist. He delivered an inspirational assembly for children and parents. He talked about how he came to be an Olympic champion and how he had overcome barriers to sports due to his disability. [\(5.3a\)](#).

We also held a Paralympic after school club over two terms which was targeted at KS2 pupils, from years 4-6. Children with barriers to learning or known physical disabilities were encouraged to participate, but the club was open to all children. The children were able to experience activities from the Paralympic Games 2012 which included: Boccia, Goalball, Seated Volleyball, Blind Football and Wheelchair Basketball.



5.4

The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.

Homophobic language is not tolerated and the school's policy on Equal Opportunities is fully adhered to. We have gay and lesbian parents and teachers, all of whom are treated equally.



5.5

There are regular opportunities for learners to enjoy cultural and enrichment experiences (including our of school visits) that reflect and celebrate diversity.

Children have a wide range of opportunities to enjoy cultural and enrichment experiences. A Community Cohesion Audit carried out in autumn 2010 shows how the curriculum reflects the diverse community in which we live ([see 1.5a](#)).

This year we recently celebrated Chinese New Year across the school. Children from nursery through to year 6 were involved, either watching a performance from Step Out Arts, or taking part in calligraphy, or ribbon dancing. In previous years we have had a variety of different workshops, such as Tai-Chi, Kung Fu and puppet making. Children have regular visits from Jan Blake, a world renowned African story teller. Children are familiar with her works and appreciate her visits.

Nursery children took part in an Arts Project for the Olympics, which appeared in the local newspaper ([5.5a](#)).

End of year celebrations, incorporate dance and music, generally from a variety of cultures and across the ages. Greenwich Dance Agency provide inset in the summer term to support our end of year concerts for parents.



5.6

The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust memorial day, LGBT History Month etc.

Black History is in-built into our school's Humanities curriculum. In addition we celebrate Black History month across the school in various ways. This year we had two inspirational story tellers Jan Blake (www.janblakestories.co.uk) and Jeanette Hodgson (a local story teller). We have previously had visits from famous authors such as Levi Tafari. In addition, year 5 were involved in a project with Cineclub, (the young filmmakers' network), in which they put together short videos based on the message of equality.



5.7

The skills and talents of all learners are valued and celebrated.

Our school band has performed at various events, including the Steven Lawrence celebration of his life event, in Lewisham. Music is celebrated and taught by professionals from all walks of life. Kader is a world renowned musician, who has performed to celebrities and royalty all over the world. He teaches percussion to talented individuals and has been part of our music service for many years. We also have a talented brass player, and keyboard/guitar teacher. A member of Jules Holland's band is currently teaching saxophone to pupils. Children at Sherington are very fortunate in the opportunities they do have to perform across the Borough. See the School Website, recording studio to listen to some of the amazing work they have performed.

Friday is celebration assembly. Children are rewarded for individual achievements. Teachers choose two children from each class each week and certificates are awarded for significant progress in any area of improved performance. Children are also rewarded for 'consistently good' behaviour. Any certificates from outside are shared during Friday assembly. For example we have a child in year 3 who currently attends a professional football club.



5.8

Best use is made of the differing skills and talents of staff and governors.

In addition to the skilled musicians described in 5.7, we have a further three talented musicians. CP is currently teaching whole-school singing and has developed the choir, who recently took part in a Borough celebration at Blackheath Concert halls. JS (one of our TA's) currently supports key stage singing by providing musical backing. JG plays guitar and has begun to show an interest in developing his talents further within the school.

Governors are encouraged to take an active role in all parts of school life. They each have an identified area that they support.

Governors have a range of skills and experience from various walks of life which they marshal in support of the school. Backgrounds of parent governors include: Policy research, oil and gas consultancy, IT Project Management, senior police officers, builder and electrician, publishing and graphic design. Individual governors' involvement in the school varies, reflecting the demand for their particular skills and also the time they have available.