



Sherington Primary School

Celebrating commitment to equality

2017- 2020

Portfolio of Evidence



Section 1: Commitment to equality

Section 2: Narrowing the gap

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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.

Our Aims

- To place the child at the centre of all that we do
- To foster positive supportive relationships with families and the wider community
- To provide models of excellence drawing on the expertise of our highly skilled team
- To provide an enquiry based curriculum that promotes the values of resilience, adaptability and perseverance
- To promote life-long learning through developing a whole school culture of challenge and growth
- To provide learners for a future in an increasingly interconnected global economy

Inclusion and Equality

Sherington is a vibrant multi-cultural community where people learn and grow in harmony.

We foster a sense of community.

Our values reflect our children's backgrounds, cultures and the wider society in which we live.

The principles of Equality and Diversity are essential to our work 0- every child is equally able to fully develop their abilities and talents.

<http://www.sheringtonprimary.co.uk/school/inclusion/equalities/>



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 and Home School Agreement. 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 p12 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.

Our PSHE Lead is responsible for Equal Opportunities and with SLT oversees all equality issues.

The school's commitment is also communicated through music and the arts. Each year we celebrate Arts Week with the school community which culminates in a performance from artists from all walks of life. This year we will be celebrating with Kader's band, Kader is Algerian and will be performing to the whole school community.

In addition we organise fund raising activities to support local charities such as the food bank for homeless people, organised by our School Council. We organised collections of clothes and articles and had them shipped out to Nepal during the earth quake. We are partner school with Manhanza School a school in Mozambique. We fund raise for specific items to support the development of this school but also see this as an opportunity to teach our children about the value of education.

<http://www.sheringtonprimary.co.uk/school/inclusion/equalities/>

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. [\(1.3a pages 17 -19\)](#). All Governors are involved in the review of policies.

Co-ordinators produce written reports which are presented to Governor

The Head's Report to the GB details pupil premium expenditure and numbers of exclusions or racist incidents. [\(1.3b page 3\)](#)

Governors recently ratified the following policies, Sex and Relationship Education and Religious Education.

The Leadership team report (Spring 16), shows the school's work on SMSC and British Values and how this work is shared with the Governing Body.



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 496 children, 264 of them are girls. There are 281 children whose ethnicity is not white British and 98 of them have English as an additional language. 79 pupils are entitled to the pupil premium and 39 have special educational needs. 1 child in the school are looked after. There are 21 home languages including English, spoken in the school. Our ASP summary provides full details [\(1.4a\)](#).

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

In view of Assessment without levels, the school has devised its own assessment system, which allows teachers to track pupils individual progress against end of year expectations, in reading, writing, maths, science and computing. This can be broken down into statistical data to show, gender, SEN, Pupil premium v non pupil premium, EAL and Looked After Children.



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.

Our equality scheme 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 (Miss Burnell) is responsible for whole school tracking, BME achievement and Equal Opportunities alongside Miss Cameron the PSHE Leader. She attends regular training with colleagues from other schools in the Maritime cluster and also within Inspire Partnership, to help monitor progress and achievement of BME pupils. Although our Raise-on-line data shows that children from BME groups perform particularly well in comparison to National averages.

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 and also runs an after school dance session for children in reception.

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.

Governors recently attended training with the Head teacher on the Prevent Duty and openly challenged Greenwich in terms of the presentation of materials. The school carried its own training using materials provided by Channel which we felt were more suitable for training our staff.



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 be 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 Sarah Amis. 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.



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. <http://www.sheringtonprimary.co.uk/curriculum/curriculum-leaders-annual-report/> (See pages 3 – 8)

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.

We have recently been addressing issues for a trans-gender child and are in the process of writing a Transgender policy in consultation with Greenwich Borough. We will be investing in training for the SLT around Trans-gender issues.



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 September Inset day 2017. The head teacher's annual report to governors on the school's safeguarding practice also documents training undertaken [\(1.9a\)](#).

Every September INSET we review the Child Protection Policy with all staff. We also have a policy that any new member of staff meets with our Inclusions Manager to undergo specific training around safeguarding.

All staff have undertaken training around Prevent Duty.

In addition all policies have been updated to include issues around the Prevent Duty.

This year we held a workshop for parents on cyber bullying which was well received by parents.



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 Deputy Head or 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. In addition, as part of Inspire Partnership, NQTs and new staff attend relevant training across our partnership schools.

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 <http://www.sheringtonprimary.co.uk/wp-content/uploads/Staff-Handbook-2017-2018.doc>



1.11

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

Racist incidents are reported to the Pupils Well Being Team. 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 Leadership Team report to Govs [\(1.3b page 3\)](#).



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 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 Learning Ladders. 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. Parents are given access to the ladders. <http://www.sheringtonprimary.co.uk/parents/ladders-at-home/>

This year as part of performance management every teacher is undertaking a case study on a pp child to show impact of intervention across the school.

On the website there is an annual report on PP pupils and progress.

<http://www.sheringtonprimary.co.uk/>

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 ASP 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. Gifted and Talented terminology is no longer being used. However, we monitor the progress of pupils who have high achievement in core subjects, in addition we provide a wide range of opportunities to extend pupils beyond the core curriculum eg music, dance, tennis. We have an After school activities organiser who monitors attendance and ensures equality of access for all.



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 Leadership Team Report to Governors in 4.3 for further details. Results show a very positive impact for individual pupils. [\(2.3a\)](#)

We also now include an update on how pupil premium money is spent, which is available on the school website.

A club for high achieving readers is a regular occurrence resulting in good outcomes for year 6 readers. The Deputy head works with groups of children in year 6, particularly pupil premium, to ensure children achieve at least National expectations in literacy and numeracy.



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 ASP [\(2.4a\)](#). 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. [\(see pupil premium report\)](#).

We have a termly celebration assembly for pupils who have 100% attendance. They each receive a school teddy per term and a book at the end of the year. There has been a gradual increase of 100% attendance over the past few years.



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.

Termly reports to Governors include exclusion information.

The Governing Body will use Raise-on-line data to analyse exclusion rates. They also use Governors Dashboard to make comparisons with similar schools. Greenwich are focussing on minimising exclusion rates across the Borough. This is a Greenwich Target for 2016/17. In 2016 Greenwich opened a new designated unit, for pupils on short term exclusions. Kidbrooke Park Learning Centre.

We have a highly skilled team of Teaching Assistants, headed by a skilled practitioner who is the school's Pupil Well Being Lead. Children who experience difficulties are well managed and their families are well supported.

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.

The new LL system, means that teachers and teaching assistants need to back track pupil's previous learning and update ladders accordingly. Ladders show end of year expectations from reception to year 6 in reading, writing and maths. Teachers update and undertake gaps analysis for all pupils.

<http://www.sheringtonprimary.co.uk/parents/ladders-at-home/>



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 end of year expectations. We now have a purpose built centre, with a highly skilled Learning Mentor who oversees the intervention programmes for this group of pupils in reading, writing and maths. Children receive daily intervention and are also becoming more independent of 1:1 support. A % of the PP funding is used to provide this level of intensive support. <http://www.sheringtonprimary.co.uk/school/inclusion/pupil-premium/>



2.8

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

We hold open mornings to support all parents with how to help their child at home, in reading, writing and maths.

<http://www.sheringtonprimary.co.uk/english-open-morning-2017/>
<http://www.sheringtonprimary.co.uk/maths-open-morning-2017/>

We have renewed our homework policy keep homework to a minimum **(2.8a)** Children should be able to independently access their own homework regardless of parental involvement. Parents are given a pack at the beginning of the year which keeps all parents informed of end of year expectations, high frequency words, timetable practice and resources to support home learning. In addition children have homework books with weekly spellings and termly ideas for extending learning.



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 PSHE Lead Co-ordinates support for EAL pupils, through a highly skilled TA. This 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 PSHE lead to track the progress of individual children.

All teachers have just completed the first census, assessing children's proficiency in English using the new scales.



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 ASP 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 website for curriculum overview. Year 5 project on identity is particularly reflective of this. The rich RE Curriculum has been updated. Visits to local places of worship such as the Gudwara in Woolwich and Lewisham, churches in the local area and visitors to the school, eg the Easter story provided by St John's Group.

The school Council have lead on projects involving the local community, such as fund raising for 'Greenwich food bank' and yearly harvest celebration with Mini Bennett Home for the elderly.

<http://www.sheringtonprimary.co.uk/harvest-2017/>



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.

<http://www.sheringtonprimary.co.uk/childrens-centre/>

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.



3.3

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 Sarah Amis. 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 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. Kader is a world renowned artist, who teaches percussion, Mark is a brass tutor and qualified teacher, Clare McDonald teaches our guitar and keyboard, 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.

<http://www.sheringtonprimary.co.uk/christmas-concerts-2017-2018/>

The School Council is very involved in whole school activities and events. They organised a fundraising for Children in Need, with activities for the whole school to take part in, including bouncing on the Bouncy Castle and wearing spots.

<http://www.sheringtonprimary.co.uk/children-in-need-2016/>



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 Africa, where history is brought to life. One pupil commented; *'In year 2 I started to like history, we studied Africa this year and I enjoyed sharing my knowledge in Assembly.* <http://www.sheringtonprimary.co.uk/classroom-pages/class-2/>



3.5

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

We have had visits from members of the community like Tosin Oke (a famous triple jumper) who took part in the Olympics. He gave an inspiring talk to the whole school on how he came to be such an amazing athlete. <http://www.sheringtonprimary.co.uk/visit-from-olympic-triple-jumper/>

We use the British Values to support the PSHE curriculum. Every class has a values display and a value is highlighted and focussed on for each month. [\(3.5a\)](#) [\(3.5b\)](#)

Children have opportunities to visit places of worship in the local area, as part of their RE units of work. 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. Pupils in year 4 study a topic on India, and look at contrasting localities in India.



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.

We are part of a partnership of schools who work together to organise INSET and training for teachers and teaching assistants across our partnership schools. Inspire Partnership consists currently of 9 primary schools, three of which are out of Borough. (see Inspire Programme 3.6c).

We have recently signed up to Challenge Partners, which is a National project. As a collaboration, we challenge schools to improve their practice as well as using ideas from other schools to develop our own.

[\(3.6d pages 8-10\)](#)

<http://www.sheringtonprimary.co.uk/school/challenge-partners/>

We also work within Greenwich as part of Greenwich partnerships. School leaders have opportunities to develop their practice and share good practice with other leaders.

We currently use Charlton Manor Primary to support our pupils DT food technology. Charlton Manor have a well-established kitchen and chef; they are very accommodating and support our pupils well.

The CC is now part of the Quaggy Development Trust, whereby we work as a collaboration of CC with one core purpose of supporting families with children of under 5's.



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, Creek side Community Trust 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. In response to this, the school ensures that there is an open day event for parents at least termly. Parents get news feeds and other information through a newly launched Parent App.

<http://www.sheringtonprimary.co.uk/parent-app/>

The Friends of Sherington (Parents' forum) was organised to discuss issues raised by parents.

<http://www.sheringtonprimary.co.uk/friends-sherington/>

The recent review of the whole school behaviour policy, whereby we consulted with the whole school community; parents, governors, staff and pupils. [\(3.8d\)](#)

The homework policy was reviewed with parents, a meeting was organised for teachers to speak to parents on an individual and small group basis. [\(see Homework policy and letter to parents\)](#).

As part of Inspire we recently reviewed the INSET offer across the partnership. The meeting was attended by the Head and Deputy and the core offer /programme of review used to develop this year's programme of events.

We have opened our newly built Art/DT Studio which we aim to open up to the local community. [\(3.8g\)](#)



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 a seaside resort during the school holidays, and some pupils on Pupil Premium were funded to attend. Events such as the Christmas Fayre and Summer Fayre are very well organised and attended. See Friends of Sherington on our school website.

We recently held two open reception parent workshops.

<http://www.sheringtonprimary.co.uk/classroom-pages/reception/>

This year we have introduced a community choir lead by a member of staff.

Parents/carers regularly attend trips out with children.

We currently have a small group of volunteer readers.

Within the last three years we have developed our Garden Area. Parents/carers and a local gardening group were highly involved in this process. The garden was officially opened in March 2014 by Chris Collins, a parent volunteer now runs a twice weekly gardening group for children.

Two parents run after school clubs for physical activities.



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.

3.11

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. We have a complaints procedure. [\(3.11a\)](#) [\(3.11b\)](#) [\(3.11c\)](#) [\(3.11d\)](#)

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 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.

We have a behaviour team that is led by a Pupil Well-Being Team Leader who has years of 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 Pupil Well-Being Team Leader 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.



3.14

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.



3.15

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 and Ava Court retirement homes. We generally undertake three fund-raising days each year. The website contains photos of a recent sponsored bounce for Children in Need [\(3.15a\)](#) [\(3.15b\)](#)



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. One of our male teachers recently had paternity leave, to support his partner and child.

We adhere to our Equality Scheme, which incorporates gender issues.

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.

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.



4.3

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 (PP) [\(4.3a\)](#)



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 [\(4.4a\)](#) [\(4.4b\)](#) (photo 13) 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 or SENCO.



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.



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, Stone Age and Climate. 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. 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.

www.sheringtonprimary.co.uk/classroom-pages/

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.



5.2

The school promotes a positive attitude towards multilingualism.

All pupils have French lessons from Years 3 to 5.

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

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.

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 and other members of staff, 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 recently shows how the curriculum reflects the diverse community in which we live.

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.

<http://www.sheringtonprimary.co.uk/chinese-new-year-2017/>

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. 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 Jools Holland's band is currently teaching saxophone to pupils. Children at Sherington are very fortunate in the opportunities they have to perform in school and across the Borough, as well as the recording studio to listen to some of the amazing work they have performed.

<http://www.sheringtonprimary.co.uk/curriculum/music/>

Our Music leader also runs a community choir for adults, who recently performed at Charlton Pleasance for a wassail. A senior band consisting of upper key stage 2 pupils who have performed at numerous locations across the borough, and a leaver's band for former Sherington pupils who have since progressed to secondary school.

<http://www.sheringtonprimary.co.uk/sherington-school-band/>

<http://www.sheringtonprimary.co.uk/sherington-community-choir/>

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. Whole classes are also awarded for aspects of music and computing. Any certificates from outside are shared during Friday assembly.



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 Singing Spectacular at the Royal Festival halls.

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, lawyer, 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.