



Hoyle Nursery School

EQUALITY INFORMATION AND OBJECTIVES

At Hoyle Nursery School we seek to value everyone and our school is committed to equality in practice.

All staff and children in school have the right to be respected, the right to learn and the right to be safe.

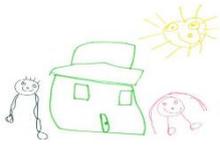
We have considered how well we currently achieve our policy aims with regard to the protected groups under the Equality Act 2010. We have involved staff, children, parents and others within the school community in the following ways;

- We focus very strongly on the pastoral care of our children and families and have structures in place to support their development and wellbeing.
- We regularly seek the views of members of the school community.
- The Nursery curriculum is designed to enable all children to understand and respect diversity.
- The children take part in a range of events and activities to extend their experiences of the wider world.
- The children support others beyond the local community through charity involvement.
- Children respond positively to the 'Ten Golden Rules' which explores respect for themselves, others and property.
- The school has achieved the Leading Parent Partnership Award and respects and values the role of parents and carers in the children's learning and development.
- The school abides by the reporting of racist incidents to the Local Authority.
- Staff concerns are documented and reported to the Headteacher.

EQUALITY MONITORING

Using the monitoring information gathered, the school looked at the following to identify whether there were any obvious gaps or potential issues for children in relation to the protected characteristics;

- Admissions
- Attendance
- Attainment and progress
- Exclusions
- Prejudice related incidents
- Participation
- Socio-economic deprivation



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EQUALITY OBJECTIVES

Objective 1 - Attendance

To monitor the children's attendance identifying patterns of absence, understand the reasons for absence and provide support to individual children and families to improve their attendance rates and ultimately their readiness for school.

Why

Although attendance at Nursery School is not compulsory, our attendance is tracked to identify children and families who may be vulnerable and need additional support.

This applies to those children aged 3 to 4 years who are in receipt of 15 hours free nursery education entitlement and whose attendance falls below 90%.

Analysis shows that a high percentage of these children are at risk from under achieving.

How

Share attendance expectations with Parents.

Track attendance through the analysis of the daily register.

Record patterns of unauthorised and authorised absences.

Speak to Parents on the first day of unauthorised absence.

Offer Parents support through the Keyworker system and Parent Support Advisor to ensure children attend regularly.

Signpost Parents to support agencies as appropriate.

Celebrate good attendance.

Outcome

Children's attendance improves and no children fall below 90% attendance without authorisation.

Families are supported to ensure children attend Nursery regularly and in preparation for 'school readiness.'

OBJECTIVE 2 – Attainment and Progress

Monitor the progress of children in vulnerable groups in order to identify and support those children at risk of under achievement narrowing the gap between all other children within the school.

Why

The majority of children enter the Nursery Class well below age related expectations. Well over 50% of children exit the Nursery Class having achieved expected outcomes or above. The majority of children fall within one or more of the School's Vulnerable Groups. Findings from the end of year analysis of children's progress data reveals that a high percentage of children within the most vulnerable groups achieve in line with their peers.

How

Track the children's participation and performance through the teaching and learning evaluation structure.

To analyse individual progress data and set intervention/personalised learning targets

To analyse cohort assessment data termly to track progress against other children within school.

Outcome

Children within the most vulnerable groups make good individual progress.

The achievement gap is narrowed overall.