

Equality update

OUR VISION

Hook Junior School will be a community of learning where every child is valued as an individual and will develop self-respect and self-confidence, alongside a love of learning. Within a culture of caring and celebration, we will prepare our children to become citizens of the future who see themselves as lifelong learners with the skills, understanding and resourcefulness to achieve personal fulfilment.

Everyone at Hook Junior School is valued and respected.

Our vision is to provide a happy, safe and stimulating learning environment where high expectations encourage everyone to achieve their best.

Our school will develop the desire and skills to enjoy learning throughout life.

We will foster the self esteem of individuals and encourage them to become healthy and responsible citizens making positive contributions to the wider community.'

At Hook Junior School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We work hard to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

Hook Junior School aims to foster and develop good relationships between all people in the local community. We want our school environment and ethos to be welcoming and inclusive to all people. We strive for a culture of openness and fairness where all people are treated with dignity and respect.

Our Equality Policy describes the range of things we do within lessons, assemblies and extra-curricular activities to promote tolerance and friendships, to develop an understanding of different cultures and religions.

As part of our ongoing commitment to equality within our school we surveyed parents in the Spring Term to gauge views on whether we achieve our aims, and where we could make improvements. The aim of the Equality Team, made up of staff and Governors, was to formulate a partnership with our parents and carers in order to put actions into place to ensure we are doing all we can to promote equality for all stakeholders.

The Equality Team have put together an action plan following the survey of parents and children, which will be published in the Autumn Term 2015. We have briefly summarised our findings from the parent survey, along with any actions required below.

From the 379 children at Hook Junior School, we received 97 responses to the parent survey, totalling 25.6% of the school population:

(1% = approximately 1 parent view in the table below)

Question	Percentages			Summary of comments	Actions
	Yes	No	Unsure		
In your opinion, is there a good relationship between staff and parents?	73.2%	9.28%	17.53%	Some parents felt that they would prefer more regular updates on their child's progress. One parent felt that, as a single parent, he did not receive enough communication about events in school. Many parents commented on how school events, such as learning events, gave them a link to the school. Some working parents felt unsure about this question as they have little contact with the school due to work	The SLT (senior leadership team) are currently reviewing assessment procedures in line with the new curriculum and are looking at ways to effectively keep parents better informed about their child's progress and attainment. From September, any contact details held by the school office (i.e. for two parents) will be used to forward newsletters and other correspondence

				commitments. Many comments referred positively to the relationships they had with their child's class teacher.	from the school, unless otherwise opted out of. From September, we will aim to provide all parents with details of dates and times of events in school with at least 6-8 weeks' notice, where possible, to ensure working parents have more opportunities to attend events during the school day. All events will be advertised on our school website.
When you come into school as a parent do you feel treated as an equal, and with respect?	87.6%	4.1%	8.3%	Of the twelve comments left for this question, three parents felt that they were not treated with respect at all times, depending on the member of staff they are seeing. All other comments referred to the professional and respectful nature that parents and carers are treated at all times, especially during Learning Consultations.	As a school we have an open door policy, and welcome any parents or carers to discuss their concerns with any member of staff.
Do you feel you have the same opportunity as other parents to contribute to the life and work of the school?	77.3%	14.4%	8.3%	Comments refer to the many opportunities to help at the school and how gratefully these are received. However, several parents (5% of the total) referred to the difficulties faced by working parents to fully engage in school life.	As a school we will be looking to provide greater notice for events in school, and avoid, where possible, any last minute changes or alterations to these. We will also monitor at what time of day/day of the week these fall in order to provide working parents with as many opportunities to attend events as possible. Unfortunately, the majority of school events will need to remain during the school day and not be moved to early evening slots.
Do you feel parents treat each other with respect?	73.2%	6.2%	20.6%	Responses to this question were mixed, with 82% of parents writing verbatim comments about how the 'playground' can be seen as unfriendly and intimidating. However, no comments were made about anyone being treated differently due to race, gender, disability, faith or religion or socio-economic background.	Again, as a school we have an open door policy, and welcome any parents or carers to discuss their concerns with any member of staff. Meetings can be arranged for varying times of the day, for example, early evening, to support those parents and carers not wishing to access the school during pick-up times.
Do you perceive there to be any inequality issues within the school?	13.4%	73.2%	13.4%	Several parents would like home learning to be suited more accurately to the needs of individual children as well as more consistent throughout the school. It was also felt that some children tend to 'front' school events rather than all children being given an opportunity to do this, however, it was noted that learning events provided good opportunities for all children. One comment asked for more opportunities for children to study British Values, rather than learning about other cultures.	With the implementation of the new curriculum, the SLT are looking at ways to improve home learning activities to meet the needs of individual children across the school. There are many opportunities during the school day for all children to contribute to the wider life of the school and to showcase their own talents and abilities. Children are all very different in terms of their interests and abilities and where children do not receive opportunities to 'front' public events, opportunities will be given at other times to share their talents. However, we will ensure from

					September, that a wider range of children are given opportunities to take part in more public events, irrespective of their abilities or talents.
In your opinion do staff have high expectations of all pupils?	78.4%	8.3%	13.4%	Many comments to this question were extremely positive, with many parents feeling that each child is challenged appropriately, with high expectations that all children can achieve their potential. Some parents felt this was a little too much, at times, however. Two parents also felt that sometimes their 'middle' ability child seems to get less attention than those children deemed SEN or GAT (Special Educational Needs, Gifted and Talented)	With the implementation of the new curriculum, children being placed into 'groups', albeit SEN, middle ability or GAT, will no longer take place. The new curriculum places a greater emphasis on all children, whatever their ability, achieving the same learning objective at the same time, with extension being given through the depth of understanding in each curriculum area. Children will be included in groups if they misunderstand or have gaps in their understanding as and when these occur. All children, irrespective of their ability will be supported as needed by their class teacher or supporting LSAs. (Other groups, which may meet specific individual needs, such as occupational therapy, speech and language support etc, will continue).
Does the school provide a broad and balanced curriculum for all pupils?	81.4%	5.1%	13.4%	Most parents felt that the curriculum in school was broad and balanced within the confines of the National Curriculum. One parent would like more science in school, while another would like more sport, art and music.	The school works within the guidelines of the National Curriculum, although we pride ourselves on our creation of a more holistic, relevant and purposeful curriculum, which engages the children (as reflected in the pupil attitude survey).
Do you feel that the school meets the needs of all learners?	57.3%	13.5%	29.2%	Many of the comments to this question refer to being 'unsure' as parents/carers only have their own child/children as reference points. However, many comments refer to the school meeting the individual needs of children extremely well. One parent felt that home learning should be completed in school time.	
In your opinion, does the school provide equal opportunities for all pupils to participate in the curriculum?	70.8%	4.2%	25%	Again, there were very mixed comments regarding this question, with many individual responses. However, several parents did feel that after school clubs were not as accessible for children whose parents worked full time.	At HJS, we have a broad and varied range of extra-curricular activities, which are open to all children. Unfortunately, as these clubs are after school, children with working parents will find these less accessible. However, we have, this year, extended the number of extra-curricular activities available for children at lunchtimes, which now include: Chelsea football club, craft club, ceramics, chess, Spanish, computer club, gardening club and Handball.
In your opinion does the school provide equal opportunities for all pupils to participate in extra-curricular activities?	76.3%	14.4%	9.3%	Many parents deemed the number and range of extra-curricular activities to be a strength of the school and were very grateful for the provision of these. Again, some working parents felt their child's access to these was limited due to child care issues. Several parents commented on the cost of extra-curricular activities being a limited factor for them.	As well as clubs before school, to include: golf, Judo, orchestra, and gymnastics. Peripatetic music tuition with Hampshire Music Service is heavily

					<p>subsidised by the school, and all children have the opportunity within Listen2Me music sessions to learn an instrument.</p> <p>Children from low income families may speak to the school office for options for subsidies/free access to extra-curricular clubs.</p>
Do you have any further comments that you would like to make to inform the school's review of our Equality Policy?				<p>Many comments were extremely positive about how the school is run, and how their child/children are catered for.</p> <p>Individual responses refer again to the access to after school clubs, the consistency of home learning activities and the ability for working parents to attend school events.</p>	

Having analysed general trends from parent comments, the school has produced an action plan to address key themes. These include:

Theme	Action
Communication	<ul style="list-style-type: none"> The school office will now send all communications to both parents/carers of children in the school, unless opted out of. This will ensure that both parents receive communication about events in school. In line with this, more communication will be sent via the school website, email, Facebook/Twitter and text so that there is less reliance on paper copies of letters going home. At the beginning of each term, and continually in the admin newsletter, dates/times of events in school will be documented (such as learning events, trips, whole school events), so that working parents may book time to visit if they wish.
Home Learning	<ul style="list-style-type: none"> Home learning will be addressed during the Autumn Term, where the SLT will look for options to improve the differentiation and personalisation of home learning for all children, as well as the consistency of this between year teams.

Thank you to all parents who took part in the parent survey about equality at HJS. We appreciate your time and have analysed not only trends, but individual comments and have shared these with all staff in order that we may improve. During the autumn term we shall be publishing our Equality Action Plan, which details actions from the parent, pupil and staff surveys, as well as from other sources of evidence in school. We shall be providing updates on Equality more regularly throughout the year.

Thank you again for your time, and we wish you a very happy summer holiday.

Mrs C Lawrence
Assistant Headteacher
Equality Team Leader