

Shamblehurst Primary School

Equality Statement 2024

Name of School	Shamblehurst Primary School
Date of Policy Issue	October 2024
Date of Policy Review	October 2025/Jan 26
Next review	Jan 27
Name of Headteacher	Anna Jones
Signature of Headteacher	



'Together We Can'

Our Vision

In order to discover the brilliance in everyone we are committed to achieve:

- A happy and healthy community
- An engaged and accountable community
- A compassionate and kind community
- An inclusive community of lifelong learners
- A community of empathetic and curious critical thinkers
- A community that celebrates diversity
- A community of Global Citizens

Our Values

- Respect
- Pride
- Curiosity
- Courage

Shamblehurst Primary School Equality Statement

School Vision.

At Shamblehurst Primary School, we recognise our aim is to provide equality of opportunities for all children to participate in every aspect of school life, paying due regard to health and safety and pupil's age, aptitude and ability. Shamblehurst Primary School is a slightly larger than average primary school with 401 children on roll.

In September 2021 we worked with staff and Governors on re-evaluating our Vision and values and these remain at the heart of our school.

Our Values are:

Courage

Pride

Respect and

Curiosity.

Our Vision is:

In order to discover the brilliance in everyone we are committed to achieve:

- A happy and healthy community
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We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents and that our commitment to equality and diversity is a fundamental part of our drive towards excellence and underpins our promotion of British Values.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.in relation

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to

age (applicable only to staff), disability, race, gender reassignment, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Our school is an exciting and diverse place to learn.

Snapshot

October 2024

	Number on roll	Male	Female	FSM	pp	EAL	Medical Condition	Service Children	In care	SEND support	EHCP
Year R	50	25	25	6	6	6	6	0	2	8	5
		50%	50%	12%	12%	12%	12%		4%	16%	10%
Year1	49	25	24	7	8	4	11	1	0	4	4
				14.29%	16.33%	8.14%	22.45%	2.4%		8.16%	8.16%
Year 2	60	29	31	17	20	2	13		1	15	
				28.33%	33.33%	3.33%	21.67%		1.67%	25%	
Year 3	60	28	32	9	9		3			11	1
				15%	15%		5%			18.33%	1.67%
Year 4	61	31	30	15	15		4		2	14	4
				24.59%	24.59%		6.56%		3.28%	22.95%	6.56%
Year 5	60	33	28	16	16	5	7		1	16	4
				26.23%	26.23%	8.2%	11.48%		1.64%	26.23%	6.56%

Year 6	60	33	27	21	23	3	10	1	2	7	6
				35%	38.33%	5%	16.67%	1.67%	3.33%	11.67%	10%

Ethnicity October 2024

Ethnicity	Female	Male	Total
Any other Asian background	1	3	4
Any other ethnic group	3	1	4
Any other mixed background	2	4	6
Any other white background	8	7	15
Bangladeshi	1		1
Black-African	3	2	5
Chinese	3		3
Gypsy/Roma	1	3	4
Indian	4	5	9
White-British	165	173	337
White and Asian	1	1	2
White and Black African	3	4	7
White and black Caribbean	1	2	3

Total	196	205	401
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Religion

Most children in our school have ‘no religion’ – 280 out of 401. 92 children have a Christian faith, 18 children are listed as ‘other’, 7 are of Muslim faith, 2 Hindu and 2 Sikh.

Principles

To fulfill our legal obligations, we are guided by a number of principles

1. All pupils, families and staff are of equal value.

We see all current and potential pupils, their parents and carers, staff, governors and volunteers as of equal value:

- Whether or not they are disabled
- Whether or not they have additional educational needs (Special Educational Needs, SEND)
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
-
- **2. We recognise and respect difference.**

We recognise that treating people equally does not necessarily involve treating them all the same.

We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Sex – we recognise that girls and boys, men and women have different needs
- Gender reassignment – we recognize an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with.

- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff and parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff recruitment, retention and development.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist .

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve widely

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed through pupil voice; for parents,

this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion.

We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence.

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives.

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found below and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

10. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, SEND and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and SEND, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behavior or prejudice, including peer on peer abuse;

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact of learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils eg P4C, Let's Think, No Outsiders, circle time. PSHE sessions weekly, alongside a curriculum that has debate and discussion at its heart.

Application of the principles within the equality duty:

The principles outlined above will be applied and reflected in:

- Safeguarding culture
- Care, guidance and support
- The delivery of the school curriculum
- Our school assemblies
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Pupils' personal development, welfare and well being
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff.
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying.

Shamblehurst Primary School is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately. Staff are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the members of staff present, escalating to a class teacher/member of SLT where necessary. All incidents are reported to the head teacher and racist incidents, peer on peer abuse, ableism, sexism, and homophobic bullying (including biphobia and transphobia), are reported to the governing body on a termly basis. They are also reported to the local authority yearly.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or groups because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults or jokes;
- Racist, sexist, homophobic or discriminatory graffiti,
- Provocative behavior such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Incitement of others to discriminate or bully due to victims race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussions;
- Attempts to recruit others to a discriminatory organizations and groups;
- Ridicule of an individual for difference eg. food, music, religion, dress etc
- Refusal to co-operate with other people on the grounds of race, gender, disability or sexual orientation.

Pupils can report incidents to any member of staff verbally or through the worry /talk box within each classroom. Incidents are dealt with swiftly.

Roles and responsibilities

The governing body is responsible for ensuring that Shamblehurst Primary School complies with legislation, and that the policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Head teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimization.

A member of the governing body is responsible for monitoring the implementation of this policy.

All staff are expected to work in accordance with the principles outlined in the policy to:

- Promote an inclusive and collaborative ethos in their practice
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons
- Support pupils in class with additional needs.
- Keep up to date with equalities legislation relevant to their work

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate to our pupils. It is shared with parents via our website, although a paper copy can be requested. Where needed we can translate this policy.

Breaches of this policy.

Breaches of this policy will be dealt with in the same ways that breaches of other policies are dealt with, as determined by the head teacher and governing body.

Monitoring and review.

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect , analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special education needs, gender, disadvantage, vulnerable groups, Children who have English as an additional language, Young Carers and Children known to Children's Services.

Appendix A – Pupil on roll by their first language – Census Jan 26

Description	Number of pupils
Chinese	1
Believed to be English	6
English	374
Hungarian	1
Igbo	1
Malayalam	8
Nepali	1
Polish	1
Dari Persian	1
Romanian	3
Russian	1
Turkish	2
Ukrainian	3

Specific types of pupils on roll

Pupils on roll	Number of pupils
Service Children	1
Pupils who receive top up funding	20
Post looked after arrangement – includes children ceased to be looked after through	5

adoption, special guardianship, residence order or child arrangement order	
Eligible for free school meals on census day	85

SEN need type for pupils on roll with SEND

Specific learning Difficulty	6
Moderate Learning Difficulty	10
Severe leaning difficulty	0
Profound and Multiple Learning Difficulty	0
Social, emotional and mental health	25
Speech, Language and Communication Needs	29
Multi-sensory impairment	1
Hearing Impairment	1
Vision Impairment	0
Physical Disability	3
Autism Spectrum Disorder	9
Down Syndrome	1
SEND support but no specialist assessment of type of need	1
Other Difficulty/Disability	1

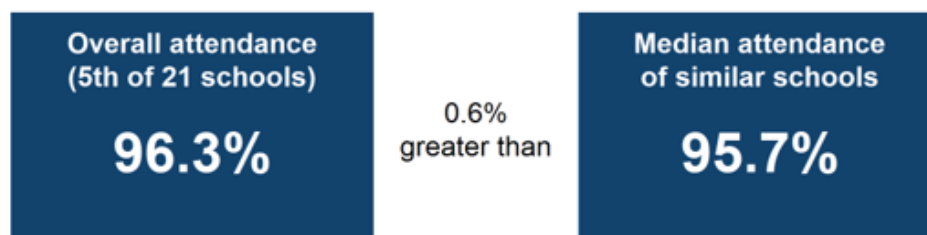
Attendance data –

Headline figures compared to similar schools

Overall attendance and persistent absence figures for your pupils in years 1 to 6 compared to 20 similar schools

We calculate results based on data from the start of the 2025 to 2026 academic year up to **Tuesday 28 October 2025**.

Overall attendance

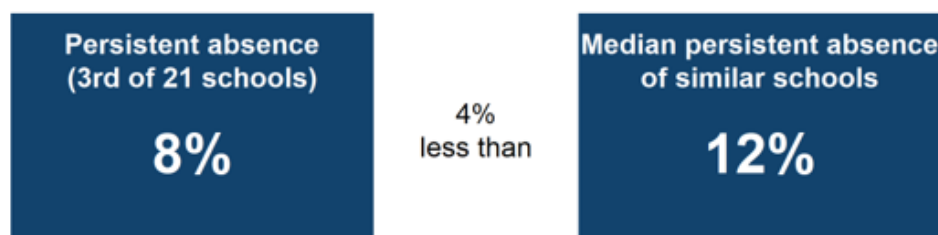


*Your overall attendance is 96.3% which is 0.6% higher than the median attendance of similar schools. **You rank 5th of 21 schools for attendance.** This means 16 schools have lower overall attendance than yours.*

The schools most similar to yours with the highest overall attendance are:

- Ark Little Ridge Primary Academy
- Bell Farm Primary School
- Durrington Infant School
- Thatcham Park CofE Primary

Persistent Absence



*Your persistent absence is 8% which is 4% lower than the median attendance of similar schools. **You rank 3rd of 21 schools for persistent absence.** This means 18 similar schools have a higher rate of persistent absence than your school.*

Shamblehurst Primary School Equality Action Plan October 2024– Appendix B

	Priority	Actions	Lead	Timescale	Expected Outcomes	Assessment																																																																																																																																																																		
Vulnerable groups.	To continue to improve educational outcomes for vulnerable children – Young Carers, SEND support, EHCP, EAL, PP and FSM	*Ensure teaching is exceptionally good all the time. Leaders use evidence based strategies to develop teachers understanding of how children learn and the most effective ways to teach children * Revisit Rosenshine’s principles on Instruction Ensure high quality questioning is embedded throughout the school. Retrieval practice is built in within lessons and sequences of lessons so that children have secure learning and are able to retrieve information from	AJ	Ongoing – three year plan. Assessed termly and yearly.	Vulnerable children are high profile. They make very good progress from their starting points. Gaps are closing between vulnerable children and non-vulnerable. Teachers and LSAs have a shared ambition for children, Data from vulnerable groups is in line or better with Hampshire or County. Early reading and phonics data is a focus for the school and data improves so it is at least in line with National and Hampshire.	September 2025 Teachers and LSAs do have a shared ambition for vulnerable children. All staff know who these children are and they are supported and targeted effectively. EYFS data <u>Shamblehurst Primary School (2224)</u> <table><tr><th rowspan="3">Indicator</th><th colspan="4">Disadvantaged Pupils: Disadvantaged</th><th colspan="4">All Pupils</th></tr><tr><th colspan="2">School</th><th colspan="2">LA</th><th colspan="2">School</th><th colspan="2">LA</th></tr><tr><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th></tr><tr><td>Good level of development² </td><td>66.7%</td><td>+16.6%</td><td>50.1%</td><td>-17.0%</td><td>83.7%</td><td>-5.2%</td><td>71.9%</td></tr></table> Children in receipt of FSM achieved better than children at a County level. However, a gap still exists between FSM and non FSM. Of the 3 FSM children who did not achieve GLD, one had an EHCP. Phonics Benchmark <table><tr><th rowspan="2">Estab. No.</th><th rowspan="2">Estab. Name</th><th rowspan="2">Cohort</th><th rowspan="2">No Score</th><th colspan="5">Mark</th><th rowspan="2">APS</th><th colspan="5">Outcome</th></tr><tr><th>0-15</th><th>16-23</th><th>24-31</th><th>32-36</th><th>37-40</th><th>Q</th><th>A</th><th>D</th><th>WT</th><th>WA</th></tr><tr><td>-</td><td>Local Authority</td><td>14,474</td><td>3.0%</td><td>6.8%</td><td>4.1%</td><td>5.3%</td><td>32.2%</td><td>48.7%</td><td>33.6</td><td>0.0%</td><td>0.1%</td><td>2.9%</td><td>16.1%</td><td>80.8%</td></tr><tr><td></td><td>FSM Eligible</td><td>2,439</td><td>6.0%</td><td>16.4%</td><td>6.8%</td><td>7.6%</td><td>31.2%</td><td>32.1%</td><td>29.1</td><td>0.0%</td><td>0.4%</td><td>5.6%</td><td>30.8%</td><td>63.2%</td></tr><tr><td></td><td>Not FSM Eligible</td><td>11,957</td><td>2.3%</td><td>4.8%</td><td>3.5%</td><td>4.8%</td><td>32.4%</td><td>52.2%</td><td>34.5</td><td>0.0%</td><td>0.1%</td><td>2.2%</td><td>13.1%</td><td>84.7%</td></tr><tr><td></td><td>Unknown</td><td>78</td><td>24.4%</td><td>12.8%</td><td>6.4%</td><td>12.8%</td><td>20.5%</td><td>23.1%</td><td>27.9</td><td>0.0%</td><td>0.0%</td><td>24.4%</td><td>32.1%</td><td>43.6%</td></tr><tr><td>2224</td><td>Shamblehurst Primary School</td><td>51</td><td>0.0%</td><td>13.7%</td><td>2.0%</td><td>3.9%</td><td>27.5%</td><td>52.9%</td><td>32.1</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>19.6%</td><td>80.4%</td></tr><tr><td></td><td>FSM Eligible</td><td>8</td><td>0.0%</td><td>25.0%</td><td>12.5%</td><td>0.0%</td><td>12.5%</td><td>50.0%</td><td>26.0</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>37.5%</td><td>62.5%</td></tr><tr><td></td><td>Not FSM Eligible</td><td>43</td><td>0.0%</td><td>11.6%</td><td>0.0%</td><td>4.7%</td><td>30.2%</td><td>53.5%</td><td>33.2</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>16.3%</td><td>83.7%</td></tr></table> Phonics data shows that the gap between FSM eligible and non FSM eligible is 3.5% when scoring between 37-40 at Shamblehurst, whereas the gap between FSM and non FSM at Hampshire level is 20.1%.	Indicator	Disadvantaged Pupils: Disadvantaged				All Pupils				School		LA		School		LA		Value	Gap	Value	Gap	Value	Gap	Value	Good level of development ²	66.7%	+16.6%	50.1%	-17.0%	83.7%	-5.2%	71.9%	Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome					0-15	16-23	24-31	32-36	37-40	Q	A	D	WT	WA	-	Local Authority	14,474	3.0%	6.8%	4.1%	5.3%	32.2%	48.7%	33.6	0.0%	0.1%	2.9%	16.1%	80.8%		FSM Eligible	2,439	6.0%	16.4%	6.8%	7.6%	31.2%	32.1%	29.1	0.0%	0.4%	5.6%	30.8%	63.2%		Not FSM Eligible	11,957	2.3%	4.8%	3.5%	4.8%	32.4%	52.2%	34.5	0.0%	0.1%	2.2%	13.1%	84.7%		Unknown	78	24.4%	12.8%	6.4%	12.8%	20.5%	23.1%	27.9	0.0%	0.0%	24.4%	32.1%	43.6%	2224	Shamblehurst Primary School	51	0.0%	13.7%	2.0%	3.9%	27.5%	52.9%	32.1	0.0%	0.0%	0.0%	19.6%	80.4%		FSM Eligible	8	0.0%	25.0%	12.5%	0.0%	12.5%	50.0%	26.0	0.0%	0.0%	0.0%	37.5%	62.5%		Not FSM Eligible	43	0.0%	11.6%	0.0%	4.7%	30.2%	53.5%	33.2	0.0%	0.0%	0.0%	16.3%	83.7%
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	Not FSM Eligible	43	0.0%	11.6%	0.0%	4.7%	30.2%	53.5%	33.2	0.0%	0.0%	0.0%	16.3%	83.7%																																																																																																																																																										

		their long term memory. Teaching and Learning CPD reflects high ambitions and expectations of our school for all learners. CPD focussed on supporting the needs and learning of children with SEND. A neurodevelopmental Approach to Learning – shared with all staff English lead, maths lead and developing middle leaders lead on developing high quality teacher pedagogy Venn diagrams used to track progress used effectively and known by all staff. Progress measured for all children on SEND register through REN and/or NFER and SATS.		Vulnerable children are making good emotional and social progress. They use executive functioning skills well and could talk about their strengths and weaknesses. Teaching is good throughout the school. No child is disadvantaged because of less than good teaching. Middle leaders lead on CPD around pedagogy.	However, when looking at PSC as a whole a gap remains, in line with County between non FSM and FSM children. 25% of children in receipt of FSM scored between 0-15, compared to 16.4% at County level. Within this cohort of the 8 children in receipt of FSM 5 passed – the 3 that did not pass all had an additional need and were on the SEND register. Multiplication Check  Multiplication Tables Check Benchmark (Keynaps) 2025  50% of children with FSM scored between 21-25 at Shamblehurst – this is above Hampshire average of 42.7%. However, there is still a 19.6% difference between Fsm and non-FSM. FSM children were targeted for precision teaching intervention, so had made good progress from starting points. This gap however, is less that the gap at County level. Key Stage 2 data
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		Pupil progress meetings only focussed on vulnerable children. Link to CPD Ensure we have a consistent and persistent policy and language in place to support all learners so that they can Thrive in our school. Embed the Empowerment Approach Disseminate Hampshire training – starting with Neurodiversity Develop SEMH pod so that children have the skills to make decisions about how to identify their emotions and how they can self-regulate more independently.				<table><tr><th colspan="4">Shamblehurst Primary School (2224)</th></tr><tr><th rowspan="3">Indicator</th><th colspan="3">FSM Eligible: FSM Eligible</th></tr><tr><th rowspan="2">School (21)*</th><th colspan="2">LA (3,696)*</th></tr><tr><th>Gap</th><th>Value</th></tr><tr><td>Reading Exp+</td><td>52.4%</td><td>– 8.1pp</td><td>60.5%</td></tr><tr><td>Maths Exp+</td><td>71.4%</td><td>+ 14.8pp</td><td>56.6%</td></tr><tr><td>GPS Exp+</td><td>57.1%</td><td>+ 3.6pp</td><td>53.5%</td></tr><tr><td>Writing TA EXS+</td><td>66.7%</td><td>+ 10.8pp</td><td>55.9%</td></tr><tr><td>Reading High SS</td><td>14.3%</td><td>– 3.6pp</td><td>17.9%</td></tr><tr><td>Maths High SS</td><td>23.8%</td><td>+ 12.2pp</td><td>11.6%</td></tr><tr><td>GPS High SS</td><td>14.3%</td><td>+ 1.0pp</td><td>13.3%</td></tr><tr><td>Writing TA GDS</td><td>9.5%</td><td>+ 4.3pp</td><td>5.2%</td></tr><tr><td>Reading Avg. Scaled Score</td><td>100.3</td><td>– 2.0</td><td>102.3</td></tr><tr><td>GPS Avg. Scaled Score</td><td>099.8</td><td>– 1.4</td><td>101.2</td></tr><tr><td>Maths Avg. Scaled Score</td><td>103.2</td><td>+ 2.4</td><td>100.9</td></tr><tr><td>RWM Exp+</td><td>42.9%</td><td>– 0.1pp</td><td>43.0%</td></tr><tr><td>RWM High SS/GDS</td><td>0.0%</td><td>– 2.4pp</td><td>2.4%</td></tr></table>	Shamblehurst Primary School (2224)				Indicator	FSM Eligible: FSM Eligible			School (21)*	LA (3,696)*		Gap	Value	Reading Exp+	52.4%	– 8.1pp	60.5%	Maths Exp+	71.4%	+ 14.8pp	56.6%	GPS Exp+	57.1%	+ 3.6pp	53.5%	Writing TA EXS+	66.7%	+ 10.8pp	55.9%	Reading High SS	14.3%	– 3.6pp	17.9%	Maths High SS	23.8%	+ 12.2pp	11.6%	GPS High SS	14.3%	+ 1.0pp	13.3%	Writing TA GDS	9.5%	+ 4.3pp	5.2%	Reading Avg. Scaled Score	100.3	– 2.0	102.3	GPS Avg. Scaled Score	099.8	– 1.4	101.2	Maths Avg. Scaled Score	103.2	+ 2.4	100.9	RWM Exp+	42.9%	– 0.1pp	43.0%	RWM High SS/GDS	0.0%	– 2.4pp	2.4%
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						Venn diagrams continue to show those children not on track in core subjects and are used to target the effectively. 2025 – SIP – will be more of a focus on staff using NFER assessments more forensically. Pupil progress meetings always start by discussing vulnerable learners. Interventions are used strategically to target this learners as a priority. The Empowerment approach has been successful in equipping all children with the shared language about brain development, emotional regulation and assessing their 5c needs. This approach is ongoing. SEMH is very effective, with children making real gains, personally, socially and emotionally. Children remain in class and there is fewer incidents of disruption to other children's learning. This includes children sitting formal assessments without outbursts or emotional dysregulation – something at least five of these children had previously been able to do. Children have more of an understanding of their strengths and their areas that they find tricky. Evidence of more independence and transferring of key skills back in to the classroom. Ongoing
Equality and diversity	Ensure our school reflects and represents our community, our country and our world.	Our curriculum offers all children the opportunity to think deeply and to question their world. There is a global element to our curriculum. Enquiry planning reflects and celebrates diversity and difference. Reading books throughout the school are high quality, age appropriate and reflect different	All staff Key Stage leaders and SEND team through assemblies.	ongoing	*Library resources reflect equality and diversity of our community *PSHE is a strength of the school and children report how these lessons shape their ideas, opinions and impact on their lives. *High quality assemblies reflect diversity,	Ongoing target. No outsiders – continues to be taught through half termly lessons and weekly assemblies. There is a decline in discriminatory language, especially around race. In the academic year 24-25 there were 6 recorded racist incidents in our school., the main group of perpetrators were white British children 5 out of the 6. There was 1 reported incident relating to religion and belief. The highest number of reported prejudicial language was 13 incidents relating to LGBTQ+. All the perpetrators were male. There were no incidents of sexist language and behaviour and one incident of ableist language and behaviour. All the above incidents were shared with parents and addressed through our internal reflection process. We continue to enhance our curriculum with visits and visitors. These have included Paralympian Aaron Phipps and Nelson Mandela's former body guard Chris Lubbe.

		cultures and life experiences. Assemblies celebrate equality and diversity. PSHE (SCARF) enables children to think, discuss and evaluate their own actions and those of others. No Outsiders supports our Relationships education and enables children to act in a respectful and tolerant way towards their peers, P4C supports the curriculum in offering children opportunities to debate, discuss and unpick issues Concepts within the curriculum support the children's understanding of diversity, equality, difference, democracy etc Teachers continue to plan exciting and inspiring enquiry questions , with high			equality and differences – our school community accepts and celebrates these. *There is a culture within our school that any prejudicial language or behaviour is not tolerated. *Rich learning opportunities within curriculum *Visitors and visits inspire and challenge *Children are tolerate and respect and celebrate differences	
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		quality authentic outcomes.				
All groups	Children with SEND and those in receipt of pupil premium have attendance that is above Hampshire and National. The gap is closed between these groups and their peers.	To monitor attendance data and offer support to identified groups and pupils in a supportive and timely manner.	AJ	Weekly monitoring Review July 2025	*Attendance data is monitored weekly *Prompt support put in place to address poor attendance *Attendance for all identified groups is high and above national averages *PA children are quickly identified and support put in place. *Teachers address attendance issues with parents and carers at the classroom door, offering support and flagging up issues to leaders if they arise. *Teachers and Support staff ensure children with poor attendance are	Jan 26 Graph showing attendance % for different pupil groups. Use the key to identify pupil groups. Zoom in and out using the slider on the left. Jan 12th 26 Overall, School attendance 97.46% Sen Support 95.8% EHCP 91.5% FSM 95.12%

					'caught up' or 'gaps are plugged'. *Pastoral lead at the forefront in securing higher levels of attendance with difficult to reach families.	
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