

28<sup>th</sup> March 2018

Dear Parents/Carers,

Tower Hill's *Equalities Policy 2016* ensures our compliance with the requirements of the *Equality Act 2010*. Governing Bodies are required to publish equality objectives at intervals of no more than four years but Tower Hill will publish details on progress towards these objectives on an annual basis and is committed to publishing this detail on our internet site.

This letter aims to give you a brief flavour of the whole policy -

- *The full Equalities Policy with its appendices - A: setting out the full context of the school in terms of diversity and B: the two key objectives with progress to date can be read on the school's website [www.towerhill.hants.sch.uk](http://www.towerhill.hants.sch.uk)*

We recognise that the Public Sector Equality Duty has three aims, to:

- eliminate unlawful discrimination, harassment & victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Within our Policy, the Governing Body has expressed its commitment to reporting annually on the progress towards **key objectives** that we have set for the school. Tower Hill continues its commitment to 'creating a community that recognises and celebrates difference within a culture of respect and co-operation' by setting **three new objectives** to be achieved by the end of the next four year period: **April 2020**. This year sees the second review of the three new objectives and I am writing to inform you of progress in that second year against those objectives.

### Objective 1:

*To ensure that children who historically have attendance levels that would deem them 'a cause for concern' i.e. below 90%, see improvement in their attendance rate and that this impacts positively their academic outcomes both in terms of progress and attainment.*

Attendance < 90%	2015/16 (NOR 274)	2016/17 (NOR 299)	Trend
Whole School	5.5%	4.8%	Improvement
Boys	4.38%	3.1%	Improvement
Girls	5.63%	6.7%	Decline
White British FSM	10.53%	9.26%	Improvement
Gypsy Roma Traveller	7.3%	6.69%	Improvement
English Additional Lang.	5%	5.7%	Decline
➤ 10/12 pupils improved from 2015/16 and were no longer < 90% in 2016/17			
<b>ATTAINMENT in Reading, Writing, Maths Combined</b>			
At+ Age Expectation	7/12 (58.3%)	6/10 (60%)	Improvement



### Objective 2:

To support children who demonstrate Social, Emotional and Mental Health (SEMH) challenges to continue to achieve as successfully as other children identified with Special Educational Needs and Disabilities.

Attainment at End of KSII: 2016/17	Chn with SEMH [4]		Chn with SEND - not SEMH [4]	
Subject	Attainment	Expected Progress (+)	Attainment	Expected Progress (+)
Reading	50%	50%	75%	75%
Writing	25%	50%	75%	100%
Maths	50%	100%	100%	100%
Reading Writing Maths Combined	25%	N/A	75%	N/A
Proportion of pupils with identified SEMH who received ELSA &/or Counselling Support at Tower Hill: <b>LOWER</b> than the <b>ATTAINMENT</b> of pupils identified on the SEND Register without SEMH.				
Proportion of pupils with identified SEMH who received ELSA &/or Counselling Support at Tower Hill: <b>PROGRESS</b> of pupils <b>AT LEAST IN LINE</b> with their <b>ATTAINMENT</b> as for those without SEMH.				
➤ This analysis will inform our School Improvement & Development Plan (SIDP) 2018/19.				

### Objective 3:

To create opportunities to broaden children's awareness of culture and religion, different to their own, as we welcome an increasingly diverse community profile, and ensure that provision significantly develops children's English Additional Language skills within two years of joining Tower Hill.

#### Progress in Year 2:

- Tower Hill has operated a 2-year Assembly cycle with a minimum 50% Christian-based stimuli and up to 50% stimuli from other faiths, for example Judaism, Islam, Hinduism, Buddhism.
- Pupils in different cohorts visited local churches including St. Christopher's, St. John's and Farnborough Abbey.
- A range of cultural visits and visitors has continued to be embedded across the curriculum for all year groups including the British Museum, Fishbourne Roman Palace, Butser Ancient Farm, Hampton Court, members of the Royal British Legion & local clergy talking with the children.
- Looking at life in an earlier Britain and also at contrasting localities to their immediate area have involved visits to Milestones in Basingstoke, town studies of Southsea and Portsmouth, and trips to London to national, pivotal landmarks such as The Great Fire Monument.
- The older pupils have taken part in Christmas & Easter Workshops at St. Christopher's Church and then lead those services through delivering readings of the stories for the other pupils.
- A range of visitors have led Christian-based Assemblies, celebrations & significant events, for example Harvest and Remembrance Day commemorations.
- The Gateway Team have also led Religious Education sessions on both the Old & New Testament with the Year 5 pupils in the Autumn and Summer Terms.
- Assembly themes also introduced, and raised the children's awareness of, key spiritual and moral leaders and events, for example Martin Luther King Day and Holocaust Memorial Day.
- Year R celebrated Chinese New Year in February and loved dressing as a 'cohort dragon'!
- With the continuing broadening of incoming ethnic groups to YR, the children look at maps of the world and make displays about the different countries and languages of the children.
- The annual residential visit to France for the Year 6 pupils has continued including an awe-inspiring visit to the British Military Cemetery in Bayeux in addition to visiting other significant WWII sites - both Allied and German.

- As for the last six years, the Y5 & 6 Choir was invited to sing a selection of both Christmas carols and well-loved Christmas classics at various venues on Farnborough Business Park.
- As a whole school, staff, children and their families, made a phenomenal response to our *Children with Cancer* fundraising drive, including many staff running either the Farnborough Winter Half-Marathon or a 5km Fun Run – in appallingly cold and wet conditions! Between the staff and children, over £7000 was raised!
- Additionally, a highly commendable £750+ was raised for Comic Relief, with other nationally recognised charity events, such as *Children in Need* being very well supported and wholly embraced by the school community.
- Pupils have continued to be encouraged to celebrate through the Arts, with a troupe of both boys and girls taking part in a Dance Challenge at the professional theatre in Aldershot.
- Pupils in Year R & the whole of Key Stage I annually enjoy the pantomime, in 2017 in Aldershot, for which the Governing Body continued to approve considerable subsidy to reduce voluntary contributions from parents.
- The East Asian art forms of Judo and Taiko Drumming have continued before school with a healthy uptake by children from both Key Stages for Judo and KSII for Taiko.
- Members of the Taiko Club took part in an international workshop with the Japanese Taiko group Mizuma at a local secondary school.
- We were awarded our Artsmark Silver Award at the end of the Autumn Term 2017, which recognises the varied curriculum of Art, craft, music opportunities and drama, and acknowledges the creative approach to all learning, at Tower Hill.

#### EAL Language Development : Outcomes for Learners

EAL Pupils at TH within 2 yrs	2016/17
Phonics screening (End of Y1)	89% (11/13 – EAL size of cohort double to that of 2015/16)
Phonics re-test (End of Y2)	100% (2/2)
KS1 SATS (Y2) Age Expectation+ Greater than Expectation	Reading 89% (8/9) Writing 89% (8/9) Maths 100% (9/9) Reading 22% (2/9) Writing 11% (1/9) Maths 33% (3/9)
KS2 SATS (Y6) Age Expectation+ Beyond Expectation	Reading 100% (4/4) Writing 100% (4/4) Maths 100% (4/4) Reading 50% (2/4) Writing 50% (2/4) Maths 50% (2/4)

#### Tower Hill provision for significantly developing children's English Additional Language skills:

- High quality precision teaching in class
- Use of RWI programme across KSI
- Work of the school RWI Champion to co-ordinate provision, organise interventions, write and analyse reports
- Phonics, speed sound and Literacy intervention groups carried out by class teachers, over teachers, members of SLT and trained LSAs
- Tracking data throughout the school – EAL children as a monitored group
- Detailed discussion of provision and interventions at termly pupil progress meetings

We pledge our commitment to equality in all aspects of school life at Tower Hill and welcome your thoughts and comments on any areas of our policies, schemes and action plans at any time.

With sincere thanks for your continuing support.

Owen Gardner  
Chair of Governors

