



Equalities Objectives

January 2016

GRAND AVENUE PRIMARY AND NURSERY SCHOOL - EQUALITY OBJECTIVES AND ACTION PLAN 2015/16

Whole School Strategic Objectives:

Objective A Assessment & Outcomes

Establish effective systems and procedures for assessment to ensure improved opportunities and challenge resulting in a good level of progress and attainment. 93% of children to achieve at least Year Group Expectations.

Objective B Quality of Teaching & Learning & the Curriculum

Embed a rigorous, purposeful and exciting curriculum that engages all learners and ensures all children make at least good progress.

Objective C Personal Development, Behaviour & Welfare

Promote a positive whole school approach to personal development, behaviour and welfare based on shared values. 96% in Learner Self-Worth/confidence on the PASS and 98% satisfied on the parent questionnaire on attitude to learning and valuing children

Objective D Leadership & Management

Secure opportunities for all staff to further develop as leaders of teaching and learning, as individuals and through a collaborative approach, to ensure best practice evident throughout the school..

Key Outcomes:

To minimise discrimination

The School development plan reflects the equality policy

All members of the school community understand and comply with Equality Policy

All members of the community are fairly treated with due regard

School achieves the Equality mark award

Measures/Monitoring and Evidence:

Equalities Award mark

PSHE skills ladder

Analysis data of groups of children

Grand Rules – understanding and use of throughout school

PASS survey

TARGET 1 – To achieve the Equalities Award				OFSTED FOCUS: Leadership and management Link to SDP: Objective D -Leadership & Management	
Key Tasks/Actions		Who?	When?	Success criteria /Impact	Resources / cost
1.1	Monitor and record evidence of good 'equality' practise. (Criteria shown in equality mark award documents)	RH	Dec Mar June	Evidence collated and awareness raised amongst all staff	
1.2	Equalities Award Mark co-ordinator to be familiar with contents of SDP and ensure equality objectives are documented	RH	Oct	Whole school approach to equality objectives	
1.3	To liaise with EAL co-ordinator and support staff; Exploring cultures co-ordinator, French co-coordinator, PSHE co-ordinators, SLT (AM) Inclusion Manager, Governors and specific class teachers.	RH	Nov Feb May	All staff aware of contributions needed to achieve equality mark Staff aware of 'Equalities folder' on system to add good examples of work/evidence saved	
1.4	Ensure schools 'Equalities' aims and objectives are updated	RH AM	Autumn Term	Equalities document created and published on website Document shared with all staff	
1.5	Seek opportunities for the school to interact positivity with wider community.	RH	Autumn term	Members of school community involved in school activities eg Harvest EAL coffee mornings with Reception & KS2 Children benefit from 'real life' learning and value community.	
Review:					

TARGET 2 – To ensure equality of opportunity within school for all children and families				OFSTED FOCUS: Leadership and Management Link to SDP: Quality of teaching /Leadership and Management	
Key Tasks/Actions		Who?	When?	Success criteria /Impact	Resources / cost
1.1	To analyse progress data of groups of children, including vulnerable groups (SEND & LAC) and identify any patterns or trends.	SLT MLT CT	Termly	Analysis identifies trends and appropriate action taken	
1.2	Progress of children attending interventions groups monitored and evaluated regularly	SP	Termly	Interventions for specific pupils planned for and undertaken Pupils make accelerated progress	
1.3	Introduce an element of what children want to investigate in each topic	C T	Termly	All children engaged in learning, able to talk positively about their learning and are inspired to learn	
1.4	Learning challenges in each lesson are child friendly and 'Steps to Success' are clear	C T	Termly	Children have a clear understanding of what they are learning, leading to high standards	
1.5	Develop a program of mentoring for vulnerable/PPG children	MB RH BS	Termly	Mentoring programme created and 'protected' Raising of aspirations, self esteem and confidence that will lead to children reaching Age Related Expectations.	
1.6	Plan and undertake a series of curriculum weeks eg maths week, autism awareness week	MLT	Termly	Specific curriculum weeks planned for, parents and children informed. Experts contacted and advice shared. All children take part leading to raising awareness and standards	
1.7	Plan a series of workshops to support parents understanding of curriculum and national initiatives E.G. Maths, assessment, computing and E-Safety.	MLT	Termly	Workshops planned according to needs analysis, from parents and school Parents have a better understanding of what is taught and how. Also a clear understanding of how to support their child at home	
1.8	Evaluate the use of PPG & P.E funding	DM OS RH	Termly	Funding is used wisely and effectively, providing highly effective interventions & lessons which are effective in raising standards	
Review:					

