

Revised by School	March 2019
Responsible Person	Hilary Faulkner
Responsible Committee	Full Governing Body
Next Review	March 2023

Our vision is to be an aspirational and inclusive community school where children are continually inspired, enjoy learning, thrive and achieve success. Equality of opportunity is at the heart of this vision.

Objective	Rationale	What will be done to achieve it
1. Improve the accessibility of the school premises	A new five year premises plan is being written.	Complete DDA audit by September 2017 and include outcomes in the five year premises plan and accessibility plan. Incorporate DDA compliance into any premises developments. Review needs of any new pupils joining the school or as pupils move through the school. <i>Audit carried out by Enable Me. Compliant disabled toilet and welfare facilities due to be completed summer 2019.</i>
2. Eradicate prejudice and promote understanding	Behaviour records show that there have been occasions where racist verbal comments or discriminatory language have been made. Although these are rare and reducing we want to eradicate this.	Promote SMSC development through all curriculum and extra-curricular opportunities, with particular reference to issues of equality and diversity. Planned opportunities to promote understanding of equality and difference, in particular through PSHE and RE and planned SMSC opportunities for example Disability Day. Promote positive attitudes towards those with protected characteristics. Tackle and eradicate prejudice related behaviour or bullying Have policies in place, for example anti-bullying, and regularly review and monitor the impact of these policies by monitoring and reporting any incidents. Training for staff <i>Racist incidents have reduced and are very rare. Records show discriminatory language has reduced and is extremely rare. Impact of improved SMSC and PSHE curriculum and provision.</i>

<p>3. Ensure that boys achieve as well as girls in reading, writing and mathematics and in line with national</p>	<p>In 2017 data shows that girls outperform boys. In some year groups there are a large proportion of boys.</p>	<p>Monitoring and evaluation activities will routinely focus on boys and girls as groups – progress and attainment data, work scrutiny, observations, behaviour statistics. Implement a curriculum that motivates and engages boys. <i>Whilst most detentions are given to boys there has been a reduction of 3% of boys on roll receiving a detention. In our school defined behaviour groups 21 out of 22 pupils are boys. 60% of boys were awarded Brilliant Behaviour as compared to 90% of girls.</i> <i>Boys in-year progress is strongest in Yr 5 and 6 and Yr 3, Yr 4 writing and Yr 2 maths. Girls in –year progress in Yr 3 and 4 in maths is an area we are monitoring.</i></p>
<p>4. Improve the progress of pupils with special educational needs or disabilities</p>	<p>Improving the quality of teaching and learning is a priority in the Journey to Excellence Plan. This has also been Identified as an area for development in monitoring of teaching and learning.</p>	<p>Ensure quality first teaching for all pupils Interventions Training for staff, for example Communication Friendly Classrooms Monitoring and evaluation activities will routinely focus on pupils with SEND as a group – progress and attainment data, work scrutiny, observations, behaviour statistics. Training for teaching assistants <i>The quality of teaching and learning has improved. Systems for reviewing progress against individual targets have been developed. Improved accuracy of assessment and tracking is supporting progress. The school is working with an increasing number of agencies to support pupil progress. Increased training – see SEN information report for details. In year SEND progress is strongest in Yrs 4 -6 and maths in Y2.</i></p>
<p>5. For disadvantaged pupils to achieve in line with all pupils nationally in reading, writing and maths</p>	<p>Disadvantaged pupils are often doing as well as other pupils in the school and on occasions are doing better, but they are not yet doing as well as all pupils nationally</p>	<p>Identification of the barriers for these pupils Implement the Pupil premium strategy Monitoring and evaluation activities will routinely focus on disadvantaged pupils as a group – progress and attainment data, work scrutiny, observations, behaviour statistics. <i>See Pupil Premium Strategy and report – reports to governors and on website.</i></p>