

8: Action Plan

Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 To ensure staff have good understanding of attachment and the impact on children	SDP target	Gender	Staff training on impact of attachment disorders DHT to be trained in Penn Resilience programme Establish school as attachment aware school Develop nurture group programme to support pupils struggling in school	HT and leadership team	July 2016
<p>July 2016 - all staff have received initial training on attachment, with 3 staff trained to a deeper level. The school has used the Adoption support Services from training and the Head teacher recognised refresher training should be encouraged and provided for staff annually. This is in place for September 2016. The Penn Resilience programme was not pursued as it focussed on older children (Y5 upwards). Instead the school is hoping to participate in a DSPL Attachment Aware pilot from Sept 16 (confirmation not yet received). Nurture groups have been developed. The Bright Stars programme has been introduced for Y4.</p>					
2/3 To raise attainment of pupils on FSM and close in school gap To ensure more able pupil premium children achieve well and reach higher levels of attainment	SDP target	Economically disadvantaged	See School Improvement plan	INCO and school leadership team	July 2016

July 16 - End of KS1 – 3 out of 3 achieved expected standard in RWM and 2 out of 3 had a good level of development in maths. 2 Post LAC pupils – 1 was below in all areas awaiting EHCP application. The other achieved the standard in maths, but not in reading or writing mainly due to behaviour for learning. This pupil made good progress and has now passed phonics resit. End of Y 2 – 100% PPG passes phonics.
 End of KS2 – 0 out of 3 PPG achieved expected standard in RWM. All 3 made good progress but all were on SEN register.
 Mixed picture across the school but generally PPG children Y4 and below attaining in line with PPG. Older year groups have a larger gap.
 This target needs continued focus.

3	Extend curriculum visits to include places of worship	Ethos	Community cohesion	PPA teachers who teach much of RE curriculum to be directed to organise at least one visit/ year group	Teaching staff	July 2015
July 16 - Children in Y1 now annually visit the Hindu Temple and Y6 children are visited annually by a Buddhist teacher. The school brings Mosque teachings into school through role play using our own Muslim staff and Judaism/Hinduism are brought to life by other staff sharing experiences. Staff will continue to find opportunities to further develop visits to places of worship such as Sikh Gurdwara, Synagogue or Mosque.						

4	Achievements of pupils with SEND	Achievement for all	Disability	Establish high quality first teaching for all so that the vast majority of pupils attain age related expectations under the new curriculum	SEN Co	July 2016
July 16 – the new Senco has done much to encourage SEND children are more greatly involved in their Learning Plans (previously known as IEP’s). this has had a very positive impact in terms of children knowing their targets. The greatly increased expectations of the new curriculum are a challenge for all children and more so for SEND children. This needs to be an ongoing target for the coming years.						

5	To increase attainment in literacy for boys	SDP target	Gender	See SDP Boy friendly topics. Strong curriculum with active learning strategies – explicit focus on developing good quality writing skills	HT and leadership team.	July 2016
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July 16 – the introduction of the Power of Reading and boy friendly topics has impacted positively on the engagement of boys. Comparison with previous years is not possible due to changes in assessment criteria and curriculum. However, data suggests that by the end of Y6 boys are attaining better than girls, but girls still attain better than boys in younger years.

At end of Y6: 0 out of 3 pupils who failed to attain expected standard in writing were boys
 3 out of 9 pupils who failed to attain expected standard in reading were boys
 1 out of 5 pupils who failed to attain expected standard in maths were boys
 At end of Y2: 4 out of 5 pupils who failed to attain expected standard in writing were boys
 3 out of 6 pupils who failed to attain expected standard in reading were boys
 2 out of 4 pupils who failed to attain expected standard in maths were boys

6	To ensure school sufficiently meets the needs of children who arrive with little or no English	SDP target	EAL	Clear policy and programme of support for pupils who arrive with little or no English Establish school “welcome” pack	Inco	July 2015
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July 16 – School now has and uses a Welcome Pack. This has proved successful for the 2 children who joined with no English (1 has since left again). The school has also successfully used children from KS2 to support a Reception pupil with very little English in helping understand and establish simple rules.

7	To establish links with the wider community - globally	Ethos	Cultural	Establish links with school in India Establish link with school in France	Geography Lead French teacher	July 2016
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July 16 - Links have been forged with the school in India. Their Head teacher has visited our school and an assembly has taken place. Letters have been exchanged between the 2 schools.
 The teacher who has developed this will continue to support the connection between the 2 schools.
 As yet we have not been able to make connections with a school in France.

8	To review and rewrite the accessibility plan	DDA	Disability	Establish new accessibility plan to incorporate new building	School Business Manager Resources committee	July 2015
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July 16 - A new access plan has been written and developed by the school Business Manager. She will maintain review of this.

9	Policy review	Statutory	All	Continue to ensure annual review of policy and reporting of impact assessments.	Leadership team	Ongoing
July 16 - As we were finding monitoring success of this difficult governors and Head teacher decided that from Summer 16 as each new policy is reviewed there would be a checklist for consideration as part of the equality impact assessment process. This will support a more visual and open process.						
10	Stakeholder consultation	Statutory	Disability Gender Ethnicity	Ensure consultations with all stakeholders include diversity strands. Conduct more detailed questionnaire during parent evening in Aut 2012	Governors	Ongoing
July 16 - This was completed and results shared. There were no specific strands that showed up as requiring specific work. The questionnaire will be repeated in advance of the next full review of the Equality Scheme.						
11	Impact assessment	Statutory	All	Ensure consistent reporting to GB and return of statutory pro forma to LA and DCSF when required.	HT and leadership team.	Ongoing
See item 9 above.						
12	Communication and publishing	Statutory	Disability Gender Ethnicity	Ensure communications with the school community are accessible and easy to read, Update our website to include more explicit reference to our commitment to equality and diversity, Tell the school community about equality plan and make appropriate copies. Investigate service for translating documents into other languages	Ht and GB	On going
July 16- Website is reviewed biannually to check for statutory requirements and necessary updates. A thorough website update was conducted in consultation with Herts IT Services. Services for translation are available, but at this point have not been required by the school community. The decision was taken by the governing body in summer 2016 to inform parents via a school newsletter when a policy has been reviewed or updated so parents attention can be drawn to this.						