

Kingsfield First School Equality Targets 2016-18

Targets	Success Criteria	Actions	Monitoring	Timescale
All pupils have equal access to all extra curricular activities	There are lunchtime and after school clubs on offer There are a good balance of chargeable and free clubs on offer	AC to create termly timetables Staff to maintain registers and submit termly to AC Attendance summary presented to SLT termly.	Register checks/report to EHT and Gov body	Termly
Pupils receiving free school meals have attendance rates of above 95%	Daily register checks ensure first day contact with all pupils 2 week register checks demonstrate improving attendance for FSM pupils	RB to monitor attendance of this group every 2 weeks Contact families and offer relevant support and signposting as required	EHT to monitor ½ termly Report to Governors via HT Report	2 weekly Annually
Roles and responsibilities in our school are overseen by pupils from all relevant groups. (FSM EMP SEN CLA)	Children from all relevant groups hold roles and responsibility in the school and are supported effectively to complete role effectively	LT to scrutinise roles /Responsibilities All staff to select buddies/helpers/monitors from a broad range of groups	MS analyse roles/resp report to LT	Termly
Continue to promote positive images which reflect the diversity of the world community in terms of race, gender and disability and the remaining protected characteristics, where applicable.	Classroom/corridor displays celebrate diversity Assembly themes celebrate diversity and challenge stereotypes. RE/PHSRE curriculum provides evidence of tackling equality issues	MS to ensure assembly themes promote diversity and equality topics RE/PHSRE Leaders to complete annual audit/review planning/books/pupils report to LT annually	Leadership Team	Annually
Pupils on our able and talented register make at least good levels progress each year	Weekly planning provides evidence of a relevant and challenging curriculum for our A and T pupils	EP to monitor planning RB to complete pupil interviews with A and T pupils	Link Gov and EP	Termly

		Continue to track progress of A and T pupils termly.		
Boys in both KS 1 and 2 make accelerated progress in writing	Curriculum provision is well match to the need and learning styles of boys. Intervention, formal and informal, is rapidly in place and clear impact is evident. Boys progress is accelerated in writing. Cursive writing is introduced to aid fluency	Staff training on promoting boys reading and writing skills. Curriculum audit re topics/impact. Analysis of boys progress is evident and actions are appropriate and swift. New handwriting scheme in place	SLT/CoG	$\frac{1}{2}$ termly
Low ability pupils are able to independently access learning within the classroom	Visual prompts are in place including for marking symbols and success criteria A wide range of resources are available to prompt learning and pupils are trained how to access them including thesaurus' dictionaries and ACE dictionaries.	Staff training on EEF findings and meta cognition. Staff training on how to promote writing for LAP. Monitoring of guided work/planning- do staff promote independence and plan appropriately	SENCO /RB	Termly