

Equality Policy Action Plan 2014 Reviewed July 2015

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators	Evaluation 2015
All	Publish and promote the objectives on the website.	Discussions at Parent meetings and feedback via annual questionnaire.	Headteacher	Oct 2014	Parents know about the Equality Action Plan	<p>Website includes Action Plan</p> <p>Parent Questionnaires are extremely positive- improved responses from previous year. Reported at FGB in HT report and then on website and as Parent Mail.</p>
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group	Headteacher / Governing body	Reporting: December, April, July	<p>Teaching staff are aware of and respond to racist incidents</p> <p>Consistent nil reporting is challenged by the Governing Body</p>	<p>This system of recording and reporting keeps staff vigilant. All staff understand that incidents must be reported and as such are followed up by SLT. Ofsted reported that the school meets the needs of all pupils. Incidents over three years have reduced to almost negligible. June 2014 Ofsted reported that behaviour is outstanding and in the RE Inspection our respect and tolerance for cultures and faiths is very positive.</p> <p>June 2014 Ofsted judged school to be outstanding. Praised high quality provision to meet needs of such a diverse community. Behaviour and safety</p>

		approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?				was judged outstanding.  Next steps:  Maintain systems. Further develop support given to pupils with SEND by developing training for teachers and teaching assistants.
Social Equality Duty	Develop more opportunities for 'free' clubs after school, particularly sporting clubs that lead to team representation.  Further develop St. Bernadette's University.	Increased participation of FSM pupils in art/sport and enrichment opportunities.	School Business Manager/ Headteacher	Sept 2014-2015	Pupils in receipt of Pupil Premium funding participating in enrichment opportunities	Our Pupil premium pupils have made good progress and there has been an increase in participation in  St. Bernadette's University has been thoroughly successful and has enabled vulnerable groups of pupils to access extra-curricular provision.  Next steps: Develop new After School Club- taken this provision in house in the Summer term of 2015.
All	Analyse pupil performance by	Curriculum Committee	Senior Leadership	Termly reviews	Identified actions are seen	Our EAL pupils achieve well although their starting points are low. At

	gender, ethnicity, EAL and FSM and if as a result of this analysis a group is not achieving as well actions are identified and implemented.	will review progress reports.	Team		to be in place.  Progress differences reducing- 'closing the gap'	<p>Foundation EAL pupils begin well below particularly in communication and language. By KS1 the gap has closed and our EAL pupils meet broadly average levels of attainment. By Year 6 our EAL pupils achieve high levels of attainment. In Maths EAL and Black African Pupils achieved significantly higher than these groups nationally for 4b+ attainment. It shows that the work to raise aspirations and expectations for these specific groups has been successful.</p> <p>In Foundation and Year 1 a maths project was introduced to support lower attaining pupils. The approach has been successful and attainment has risen significantly.</p> <p><b>Next steps:</b></p> <p>Embed the maths language project in FS and Year 1.</p>
Cultural	Support families from ethnic minority heritage with learning for	Progress monitoring of School Developme	Headteacher	Sept 3014-2015	Parents more positive about helping their	Home learning is more coordinated and targeted to meet the needs of the curriculum learning for the following week

	<p><b>their children by:</b></p> <ul style="list-style-type: none"> <li>• Regular workshops for parents.</li> <li>• Family support from a Family worker.</li> <li>• Home learning information on the website.</li> <li>• Parent learning opportunities.</li> </ul>	<p><b>nt Plan governor visits, meetings with Parents.</b></p>			<p><b>children.</b></p> <p><b>Target families supported at home.</b></p>	<p><b>or as a revision to support skills.</b></p> <p>Family worker has successfully supported several families with positive outcomes ranging from improved attendance, successful re-location to improved housing or simply support with parenting.</p> <p>Home learning communication diaries have been very popular and really improved communication.</p> <p>Parent workshops have continued and are well attended.</p> <p>Ghanaian Parent group now fully established. Termly meetings on Saturday morning at the school provide information on education matters for Ghanaian families. This is across the cluster of schools and particularly engages the secondary school parents.</p> <p><b>Next steps:</b></p> <p>Maintain workshops.</p> <p>Pilot home -school communication IT project- Dojos.</p>
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