

Knypersley 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 Attendance is evaluated and acted upon	JB to create termly timetables Staff to maintain registers and submit termly to JB Attendance summary presented to LT termly.	Register checks/report to HT 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	AR to monitor attendance of this group every 2 weeks Contact families and offer relevant support and signposting as required	HT to monitor 2 weekly 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	CN 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 Use of cookery room to explore foods from different cultures.	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	Weekly planning provides evidence of a relevant and challenging curriculum	JB to monitor planning LG to complete pupil interviews with	Link Gov and JB	Termly

levels progress each year	for our A and T pupils	A and T pupils 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, both formal and informal, is 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.	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 /LG	Termly