

Kingsfield First School Equality Targets 2018-20

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	Leader to create termly timetables Staff to maintain registers and submit termly to Leader Attendance summary presented to SLT termly.	Register checks/report to HT and LAB	Termly
Pupils receiving free school meals have attendance rates of above 96%	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	HT to monitor ½ termly Report to LAB via HT Report	2 weekly Annually
External enrichment and sporting activities are attended by pupils from all relevant groups. (FSM EMP SEN CLA)	Children from broader range of relevant groups attend activities at other local schools, visits, leisure centre to represent our school.	LT to scrutinise selection and attendance for events to ensure breadth and equality of opportunity.	Lead analyse provision and report to S 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	RB 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 , including	A and T Lead has clear plan of action to provide a wide of	Complete Pupil interviews, scrutinise work	Link Gov and A and T Lead	Termly

those who are PP attend a range of relevant enrichment and challenge days/events/activities	opportunities to engage and extend learner for pupils with clear talent, skill and enthusiasm. This is achieved	RB to complete pupil interviews with A and T pupils		
The attainment gap between PP and NPP pupils in writing is closing significantly.	Curriculum provision is well match to the need and learning styles of pupils. Intervention, formal and informal, is rapidly in place and clear impact is evident. X curricular links promote the acquisition and mastery of writing skills. Increase number of sustained writing opportunities evident PP progress is accelerated in writing.	Review curriculum design to promote increased writing opportunities. Ensure writing expectations are consistent across the whole curriculum. Training on deployment of TA's in the afternoon.	SLT/Cof LAB	$\frac{1}{2}$ termly
Lower ability pupils are well supported to make clear gains in their writing skills, knowledge and understanding.	Writing tool kit is used as a diagnostic tool. Writing tool kit is used to effectively scaffold learning LAP books indicate a writing curriculum precisely matched to need	Staff training on EEF findings and meta cognition. Roll out writing tool kit, review and refine as required	SENCO /RB	Termly
Parents are able to support their child's learning in an informed and appropriate manner.	Parents have electronic and face to face resources to support them in their own knowledge of the NC requirements and teaching methodology in an accessible manner	A wide range of workshops are offered to targeted audiences via personal invites Website has a variety of clips/leaflets modelling examples of written calculations etc	All staff- -include SENCO for targeted support	Termly

