

### KPI Single Equality Objectives

Objectives	Actions	Evidence
<p>To narrow any gaps in progress that have arisen between groups of pupils within the school's community by ensuring that all groups and individuals have their needs fully met to achieve good progress or better</p> <p>To raise the achievement of SEND children</p>	<p>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</p> <p>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</p> <p>Develop staff knowledge of SEND and Inclusion procedures.</p> <p>Regular monitoring and tracking of progress.</p> <p>Raise awareness of PIVATs for assessing small steps of progress, identifying next step</p>	<p>Through implementing the strategies, ensure that all pupils regardless of sex, race, religious belief, disability or socioeconomic background make good progress during their time at school and achieve outcomes at least as high as other similar pupils nationally.</p> <p>Pupil progress data</p> <p>Children to achieve yearly targets set</p> <p>Greater communication between home and school to help parents support their child's learning</p>
<p>To challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.</p> <p>To promote spiritual, moral, social and cultural understanding through all appropriate curricular opportunities, with particular</p>	<p>To increase understanding of diversity and equality through direct teaching across the curriculum. Ensuring that the curriculum fosters awareness and positive attitudes to other communities and cultures both national and global. This will be identified in long and medium term planning.</p> <p>By the end of the three year review period, one topic in each KS</p>	<p>Evidence through work scrutiny and learning environment</p> <p>Curriculum planning shows increased opportunities to learn about and from other cultures/countries, study famous people from ethnic minorities and to celebrate</p>

<p>reference to issues of equality and diversity</p>	<p>should wholly relate to equality issues.</p> <p>Build on existing programme of multi-cultural events in school (religious celebrations, assemblies)</p> <p>To evaluate the school's resources to ensure that diversity and equality are reflected.</p>	<p>diversity</p> <p>Pupil interviews show that children have an increased understanding of equality and diversity within their locality and nationally.</p> <p>The school's resources reflect diversity both nationally and internationally.</p>
<p>To have a professional workforce that feels valued, and treated fairly in accessing CPD opportunities to develop their professionalism</p>	<p>Audit staff training needs in reading/ spelling/ grammar/ punctuation/ mathematical strategies/ ICT</p> <p>SLT target set / training needs identified</p> <p>Arrange internal training</p> <p>Arrange learning community / LA training</p>	<p>Raised subject knowledge in all areas where training was accessed.</p> <p>Staff feel confident to support / teach all abilities of children</p> <p>Professional workforce that feels valued and fairly treated</p> <p>Questionnaire to audit success and feedback</p> <p>Performance management objectives and training needs met</p>
<p>To treat all children and adults with courtesy, respect, integrity and dignity.</p> <p>Ensure that staff and the Governing Body are aware of current legislation surrounding diversity and equality and understands the school's responsibility</p>	<p>To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove any possible barriers to learning or participation</p>	<p>The school ethos reflects this characteristic. All stakeholders act with these values.</p> <p>Staff meeting minutes</p> <p>Governor meeting minutes</p>