

RECKLEFORD SCHOOL & NURSERY EQUALITY TARGETS 2016-19

TARGET	ACTION	MONITORED	IMPACT
Community Cohesion	3 years		
To promote and enhance community cohesion and a sense of shared belonging in the school community	Questionnaires to all parents – outcomes actioned RIGHTS OF A CHILD work towards gaining level 1 & 2 of the UNICEF programme Review vision picture at the end of each year	SLT & Environment committee MM Promise – ‘	All pupils at Reckleford will understand their rights and their responsibilities as learners and as members of a community – they will achieve the vision of a Reckleford Child and be engaged and confident to move to the next stage of their education
Religion / Belief	Yearly		
To promote understanding & interest in a range of belief systems	RE curriculum – enhanced by visits and members of the community Assembly themes School Promise Rights of a Child	MM SLT Curriculum Committee Promise – ‘we are all different but all important’	All children at Reckleford will have an understanding that people can have different beliefs and traditions and that these are all important and interesting (vision review)
Disability/SEN/Vulnerable	Yearly		
To maintain at least equal progress with all other children To continue to diminish differences in attainment from starting points compared to other children	Data tracked, interventions made, nothing less than good teaching	All teachers HT & curriculum committee Promise – ‘	All groups make at least expected progress Differences between groups diminish.
Gender	Yearly		
Ensure equal progress of boys and girls and to diminish the difference in attainment (non-SEN) over time	Data tracked, interventions made, nothing less than good teaching	All teachers HT & curriculum committee	All groups make at least expected progress Differences between groups diminish.
Ethnicity	Yearly		
Ensure equal progress of EAL and non EAL.	Previous experience and support to	All staff	All groups make at least expected

<p>To diminish the difference in attainment (non-SEN) over time (minimum of 2 years for those new to country to achieve Age Related Expectations in reading & maths)</p> <p>Children and parents show nothing but respect for and interest in each other's different languages and countries of origin</p>	<p>settle monitored Data tracked, interventions made, nothing less than good teaching</p> <p>Very regular community events Governors and staff supporting morning & afternoon playground Feedback to children very positive and encouraging English classes available</p>	HT & curriculum committee	<p>progress Differences between groups diminish.</p> <p>There are no reported (or at least repeated) racist incidents Parents all feel the school is a safe and happy environment (questionnaires and staff / governor feedback)</p>
Accessibility - engagement	Yearly		
Key written material available in other languages	Translation time given, documents prioritised	Feedback from parents Environment committee	All parents are equally informed and engaged in their child's education and school matters
All parents will attend meetings with teachers and the SENCO	Parents pursued and supported by all staff Appropriate translations made	HT & curriculum committee	
All Parents will support their children's learning at home	Meet the teacher meetings, workshops for literacy & maths	Feedback from parents HT & curriculum committee	<p>Children's progress and confidence is optimised. Progress is good from starting points Homework is consistently completed Reading Rainbow Ambassadors from all groups Maths awards gained from all groups</p>
Access - physical	By Sept 2017		
7. Outside areas are accessible, varied and encourage engagement	Synthetic grassed areas for school & nursery Markings and weatherproof wall activity updated School outside entrance improved signage and environment	HT & environment committee	

