

Montpelier Primary School

SINGLE EQUALITY POLICY and PLAN

Introduction.

The Governors and staff at Montpelier Primary School are committed to the principle and practice of equality of opportunity and diversity.

We have an inclusive ethos which means all staff, pupils and parents work together to ensure that everyone, regardless of race, gender, sexual orientation, disability or social background can thrive.

We believe that no-one should receive less favourable treatment on the grounds of: their sex, race, disability, physical ability, age, health, income, religion/belief, colour, ethnic origin or nationality, marital status, gender or transgender, sexuality, nationality, pregnancy or marital status. We are committed to the advancement of equality to make our community stronger, together.

We are aware our community is predominately white British but we also serve pupils and their families from other backgrounds. Alongside our commitment to valuing the cultural inheritance of all the pupils in the school, the lack of diversity in our immediate area highlights the need to develop our pupils understanding and appreciation of equality and diversity in both the school and wider British society. Through our British Values, PSHE, RE, and assemblies, we ensure our pupils consider and value diversity and celebrate different cultural inheritances, even if often they have little direct experience of them. In doing so pupils are taught to respect and celebrate difference and understand that everyone, regardless of race, gender, sexuality or disability has equal value. Staff model respect and understanding in all their dealings within school.

We carefully monitor the progress of pupils who fall into particular groupings (Free School Meals, Disadvantaged Pupils, Girls, Boys, Special Educational Needs, English as an Additional Language) and put in place strategies within and outside of the class to ensure that the educational achievement of other pupils, both within the school and nationally.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Principles.

Our approach to equality is based on the following key principles

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties. These are:

1. Publish information to show compliance with the Equality Duty by April 6th 2012. This requires all public organisations, including schools to **eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups, and foster good relations between different groups.**
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Links to other policies and documentation.

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, self - evaluation review, the school prospectus and school web site.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Recruitment and Selection Policy.

What we are doing to eliminate discrimination, harassment and victimisation.

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

We make a record of each specific equality consideration and this is available for review if required.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, exclusions and attendance.

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

What we are doing to advance equality of opportunity between different groups.

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- On the school population by gender, disadvantage and ethnicity;
- On the percentage of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We publish analysis of standards reached by different groups at the end Key Stage 2:

- White British
- Asian or Asian British
- Black or Black British
- Chinese
- Free School Meals
- EAL
- SEN Support
- SEN statements or EHC plans
- Looked after Children

We also collect, analyse and use data in relation to attendance and exclusions of different groups. This data can be found in the Equality Data Analysis on the school's website. We also provide paper copies in the school office.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or an EAL pupil joins our school.

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We provide support to pupils at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious background
- Disadvantaged pupils
- Girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Positive action.

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations.

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, adoption of our key British Values across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Respect Festival, Anti- Bullying week.

Other ways we address equality issues.

We maintain records of all training relating the Equalities

We keep minutes of meetings where equality issues are discussed.

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well- being of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Appendix 4)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2016- 17 are:

Action 1: For the school to eliminate discrimination, harassment and victimisation by:

Developing our pupils understanding and appreciation of equality and diversity in both the school and wider British society. This will include:

- Organising special events to highlight Anti- bullying Week/ E Safety
- Preparing a range of assemblies and resources teachers can use based on the theme
- Explore possible opportunities to link with more diverse schools in the UK

Action 2: For the school to advance equality of opportunity between different groups.

Improvement of progress and attainment for key groups of pupils by:

- Identify and resolve barriers to learning for key groups of pupils and develop, in all pupils, their understanding and application of learning processes.
- Ensure appropriately targeted interventions throughout school reduce gaps in learning for identified Pupil Premium children and boys
- Ensure appropriate interventions within the Foundation Stage and Key Stage 1 minimise and eventually eradicate gaps in learning developing between Pupil Premium and other children. Narrow any existing attainment gap for groups, especially Pupil Premium children and gender related gaps.

Action 3: For the school to foster good relations between different groups by:

Becoming more proactive in engaging parents and carers especially our 'hard to reach' families.

- Ensure all parents, specifically Disadvantaged families, are more proactively engaged in supporting their children's learning

Building further links with our community through:

- Organising a Community Christmas Tree Festival which celebrates our 10 Montpelier British Values and invites different members of the community in to take part in the Christmas Tree Festival
- Organising a Respect Festival celebrating our local cultural diversity

These actions are identified in our School Improvement Plan (Action 4 and Action 6) and Subject Leaders Plan.

Monitoring and reviewing objectives.

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

Roles and responsibilities.

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and leadership team.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and support staff.

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom;
- Challenge prejudice and discrimination;
- Deal fairly and professionally with any prejudice-related incidents that may occur;
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- Maintain the highest expectations of success for all pupils;
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- Keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Equal opportunities for staff.

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and reviewing the policy.

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy.

This Equality Policy along with the Equality Objectives and data is available on the school website as paper copies in the school office in the staff handbook on display for visitors, including parents and carers in an annual Equality Bulletin to parents as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Appendix 1

Pupil related data using RAISEonline 2015 data.

The Public Sector Equality Duty, requires that we publish the following information about the pupils at Montpelier Primary School

Information		Evidence and Commentary	
		School	National
Number on roll		681	269
Gender	Girls	52%	49%
	Boys	48%	51%
Pupils with free school meals		15.1%	26%
Pupils from minority ethnic groups		6.6%	30.7%
Pupils with first language not believed to be english		3.2%	19.5%
Pupils with SEN support		8.2%	13.0%
Pupils with an SEN statement of EHCP plan		2.2%	1.4%
Attainment		% of pupils achieving Level 4 +	
Pupil data on Gender		Reading (National)	Writing (National)
Girls		96 (87)	98 (91)
Boys		90 (87)	80 (83)
Pupil data by disability/SEN/Free School Meals / disadvantaged/ LAC		% of pupils achieving Level 4 +	
		Reading % (National)	Writing % (National)
Not SEN		96 (95)	96 (95)
SEN support		80 (68)	20 (57)
SEN statement or EHC plan		60 (30)	60 (21)
FSM		91 (83)	82(79)
Non FSM		95 (89)	93 (90)
LAC			
Pupil data by ethnicity		% of pupils achieving Level 4 +	
		Reading % (National)	Writing % (National)
English as a first Language		94 (90)	90 (88)
Other than English		100 (86)	100 (83)
White British		94 (90)	90 (88)
Any other British			
Asian or Asian British		100 (89)	100 (89)
Black or Black British		100 (89)	100 (88)
Chinese		50 (91)	100 (91)

Appendix 2

Attendance and exclusion data for the academic year 2015-16.

Information on attendance and exclusions for academic year 2015 -16		
Pupil data by gender	Attendance Data % of	Exclusion Data
Girls	95.4%	0%
Boys	95.4%	0%
Pupil data by disability/ SEN/Free School Meals / disadvantaged/ LAC		
Not SEN	95.6%	0%
SEN support	94.7%	0%
SEN statement	84.3%	0%
EHCP	87.4%	0%
FSM	94.4%	0%
Non FSM	95.5%	0%
LAC	-	-
Pupil data by ethnicity		
English as a first Language	95.3%	0%
Other than English	95.4%	0%
White British	95.4%	0%
Any other mixed background	97.2%	0%
Asian or Asian British	95.2%	0%
Black or Black British	97.3%	0%
Chinese	97.6%	0%

Appendix 3

Our main equality challenges.

This is a summary of the issues that we are most concerned about.

1. Attainment of key groups

We are prioritising closing the gap to National standards of attainment and progress of disadvantaged children, and accelerating the progress of boys reading within the revised assessment structures. For the current Y6 we are aiming to increase numbers of 'greater than expected progress of all groups to demonstrate value added within KS2.

2. Widening our understanding of the diversity of our British Society

We are aware our community is predominately white British but we also serve pupils and their families from other backgrounds. Alongside our commitment to valuing the cultural inheritance of all the pupils in the school, the lack of diversity in our immediate area highlights the need to develop our pupils understanding and appreciation of equality and diversity in both the school and wider British Society

We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school.

Montpelier Primary School Improvement Plan
For the school to advance equality of opportunity between different groups

Action 1 - Improve progress and attainment for key groups of pupils.

Milestones	Narrow any existing attainment gap for groups, especially Pupil Premium children and gender related gaps.		How we will know when we've achieved it?
	By end of December 2016:	All PP children to receive additional support either before or after school (or both).	The attainment gap between both PP children and boys/girls has been reduced in every year group by 25% and systems established to ensure this trend continues in subsequent years.
	By end of March 2017:	Identified boys to receive additional learning, nurture and role-model support.	
	By end of July 2017:	Curriculum and established interventions meet the needs of key groups of pupils.	

When	Action	Leading the action	When it will happen	Finance/resources	Monitoring	Evaluation evidence/impact	Eval by
By end of Dec 2016	Ensure early identification and appropriate interventions in EYFS and KS1 minimise gaps developing between PP and other children.	FS, Y1 and Y2 Unit Leaders	Throughout 2016-17	£2000 PP Funding	Senior Leaders	<ul style="list-style-type: none"> Set KPIs for end of term and end of year outcomes for PP and classes with identified gender gaps: <ul style="list-style-type: none"> 0% below expected progress 35% at expected progress 65% better than expected Identified gender gaps reduced by 35%. Set KPIs for narrowing the gap (65%) for key groups: <ul style="list-style-type: none"> SEN pupil progress EHCP pupil progress PP pupil progress FSM/E6 pupil progress Forces pupil progress Gender differences 	SLT and Governors
	Promote boys' engagement in positions of responsibility throughout the school such as prefects, house captains, sports leaders, etc.	Assistant HT	By 23.09.2016	£600 PP Funding	Jason Holland		
	Mini-bus and walking bus provision ensures targeted PP individuals arrive at school for Breakfast Club and receive learning support.	Deputy HT Assistant HT	By 30.09.2016	£2500 PP Funding	Jason Holland		
	Targeted PP and boys/girls to receive additional learning support through after school provision facilitated by TA restructure.	Deputy HT Headteacher	By 30.09.2016	£600 PP Funding	Jason Holland		
	Establish support groups for vulnerable boys e.g. lunchtime nurture group, GLT reading group, father and sons computing group, etc.	Deputy HT	By 07.10.2016	£600 PP Funding	Jason Holland		
	Conduct a pupil-led needs analysis (with a focus on under attaining groups) exploring what engages and motivates them to learn.	Deputy HT	By 21.10.2016	Nil	Jason Holland		
By end of March/July 2017	Visit other similar schools (large primary with minority FSM - 15%ish) to identify successful strategies in use for meeting PP pupil needs.	Senior Leaders	By 10.02.2017	Nil	Chair of Governors	<ul style="list-style-type: none"> Monitor (spring end) and evaluate (summer end) KPIs for narrowing the gap (65%) for key groups of pupils. Monitor attendance and lateness (ensure reduction). 	SLT, Governors, CEO
	Engage Schools Partnership Programme to aid in identifying where best practice from other schools could be implemented at MPS.	Senior Leaders	By 10.03.2017	Nil	Carol Hannaford (CEO)		
	Review and redraft the curriculum modifying areas to more effectively engage the interest of under-attaining groups of pupils.	Subject Leaders	By 14.07.2017	Scheduled release time	Aaron West		

Montpelier Primary School Improvement Plan
For the school to eliminate discrimination, harassment and victimisation

Action 2 – Develop our pupils understanding and appreciation of equality and diversity in both the school and wider British society.

Milestones	By end of December 2016:	To ensure that pupils are aware of what bullying is and what to do if they see someone is being bullied.			How we will know when we've achieved it?			
	By end of March 2017:	To establish new links with other schools in the country that have a more diverse multi-cultural mix.			Pupil's responses to interview and questionnaire show a better understanding of the wide diversity of British Society			
	By end of July 2017:	To ensure pupil's response reflect that they have a firm understanding of our school's British values and what it means to be part of a multicultural country.						
When	Action		Leading the action	When it will happen	Finance/ resources	Monitoring	Evaluation evidence/impact	Eva by
By end of Dec 2016	Review how well our British Values are embedded in our curriculum by: <ul style="list-style-type: none">Undertaking a learning walk to monitor/audit current school displays and classroom learning environments (beginning of autumn term).Undertaking a planning and book scrutiny end of autumn 2.Interview children regarding views on British Values.Re-adjust action plan accordingly.		Charlotte Johnson	01.12.16	£150 supply cost	Senior Leaders	The majority of pupils understand the STOP acronym and can have a clear definition of what to do if someone is bullied	SLT and Governors
	Raise the profile of British Values by: <ul style="list-style-type: none">Organising a 'Blue' mufti day on 14th November for Anti-bullying Week.Reinforce our STOP acronym.To arrange a number of workshops for children and parents on e-Safety from the CPSO.		Charlotte Johnson	14.11.16	£100 Supply cost for half a day	Senior Leaders		
	Raise the profile of British Values by preparing a range of assemblies and resources teachers can use based on the theme 'The Power for Good'.		Charlotte Johnson	14.11.16	Nil cost	Senior Leaders	At least 5 community groups attend the Community Festival	
	Organise a Community Christmas Tree Festival which celebrates our 10 Montpelier British Values. Invite different members of the community in to take part in the Christmas Tree Festival		Charlotte Johnson	08.12.16	£200 cost of art resourcing	Senior Leaders		
	Review approaches to picture of the week and discuss how we adopt a consistent approach to this across the school Read Ofsted guidance regarding good practice of		Charlotte Johnson	14.02.17		Senior Leaders		
By end of March/July 2017	Explore possible opportunities to link with more diverse schools in the UK - Consider contacts Claire Bates may have in Birmingham and how we could possibly link with her old school Continue to monitor the British values curriculum		Charlotte Johnson	31.03.17	Nil cost		Establish a link with another more diverse school	SLT, Governors, CEO
	Arrange another Festival of Difference for the summer term considering how we can promote our multi -faith / multi-cultural society more		Charlotte Johnson	20.06.17	£200 cost of resources		50 % improvement in pupil's responses to picture audit	
	Using last year's picture audit, gather responses children are giving to ensure progress from last year Compare to responses in December. Review action plan in light of audit		Charlotte Johnson	01.07.17				

Montpelier Primary School Improvement Plan
For the school to foster good relations between different groups

Action 3 – Become more proactive in engaging parents and carers.

Milestones	Ensure all parents, specifically PP parents, are more proactively engaged in supporting their childrens learning.		How we will know when we've achieved it?
	By end of December 2016:	Fully establish the Community Café as a conduit for engaging PP parents.	The improved engagement of parents will be reflected in the review held in March. Although evidence will be anecdotal, we would anticipate this positively impacting upon pupil attainment.
	By end of March 2017:	Ensure an overwhelming majority of parents regularly engage with school.	
	By end of July 2017:	Engagement has improved and can be associated with enhanced outcomes for all.	

When	Action	Leading the action	When it will happen	Finance/ resources	Monitoring	Evaluation evidence/impact	Eval by
By end of Dec 2016	Conduct 'Meet the Teacher' sessions within first three weeks of term in order to establish effective parent relationships from the outset.	Unit Leaders Teaching Staff	By 28.09.2016	Nil	Aaron West	<ul style="list-style-type: none"> Membership of the PTFA and help with events increases. The increased opportunities provided for parents to engage in school is positively reflected in their involvement in aspects such as homework, listening to children read, attending parents' evening, willingness to approach staff directly, etc. PP and 'hard to reach' parents more actively participate in their child's learning (listening to them read, helping with homework, etc.). Positive feedback from parent workshops indicate that they feel more able to support their child in their learning. 	SLT and Governors
	Ensure greater degree of support is provided for the PTFA to extend their membership and the capacity to deliver events during the year.	Assistant HT	Starting 03.10.2016 ongoing	Nil	Jason Holland		
	Initiate 'open door' offer for parents to visit their child's classroom during Golden Learning Time once every month to share learning.	Unit Leaders Teaching Staff	By 21.10.2017	Nil	Aaron West		
	Complete Community Café and devise ways to 'target' PP and 'hard to reach' parents initially, followed by all parents across school.	SBM Site Manager PSA / SLT-I	By 30.10.2016	Nil	Jason Holland		
	Organise, promote and deliver a range of parental information workshops (e.g. reading support, AET maths approaches, etc.).	PSA / SLT-I	Starting 07.11.2016 ongoing	Nil	Aaron West		
	Organise a special event to which parents are invited to watch or take part in an aspect of learning with the year group (three per year).	Unit Leaders Teaching Staff	By 02.12.2016	Nil	Aaron West		
By end of March 2017	Review the use of/success of the Community Café and devise how to extend the service it provides to impact upon even more parents.	Business Manager PSA / SLT-I	By 10.02.2017	Nil	Jason Holland	<ul style="list-style-type: none"> Additional funding for the Community Café is sought and successfully bid for. Review of Café usage provides information to generate a next stage in its development. Parental opinion of access to and communication with school is highly positive. 	SLT, Governors, CEO
	Review successes, seek/act upon suggestions and parental opinion regarding accessibility to and communication with school.	Assistant HT Deputy HT	By 17.03.2017	Nil	Jason Holland		
	Seek further funding to relocate and/or extend the Community Café in order to increase its appeal and availability.	Business Manager	By 31.03.2017	Nil	Jason Holland		

