



# COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

## Equality Action Plan for all Groups (including SEN and Disabilities)

School Self Evaluation Focus Area	Grade	Criteria for Good or Above Average	Objective to secure improvement	Action Required	Success Criteria	Review Date
<b><u>ACHIEVEMENT OF PUPILS</u></b>						
Attainment indicators for achievement are consistently & significantly above average over a period of time	2	A majority of attainment indicators for the KS2 over the last 3 years have been significantly above average.	To ensure that attainment across all subjects for <b>all pupils</b> is consistently above average and continual improvements made in VA.	1) Rigorous tracking of pupils with the expectation that all children will make 6 points progress from KS1 to KS2. 2) Identifying swiftly and providing targeted support based upon rigorous & regular assessment analysis.	At the end of KS2 Data shows school APS is above national APS, for the large majority (85-100%) of pupils in different groups	3 x a year alongside pupil conference data
Pupils in all vulnerable cohorts make at least expected progress from KS1 to KS2	2	All cohorts of vulnerable groups are demonstrating at least good progress over a	To assess progress of vulnerable cohorts more effectively providing them with the necessary and	1) Identify slow rates of progress from regular assessment analysis looking at all vulnerable cohorts.	For DFE data to show that VA is above national, for the majority of the following groups: Gender,	3 x a year alongside pupil conference data

		period of 3 years and progress is sustained.	needed support to achieve expected levels at every stage of their school career.	2) Provide individual programmes of learning to support vulnerable children.	FSM, EAL, SEN & LJ over the three-year trend. A large majority (85-100%) to achieve expected levels.	
<b>QUALITY OF TEACHING &amp; LEARNING</b>						
Teaching promotes learning, progress and enjoyment for all groups including vulnerable cohorts	1	Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress.  Good and imaginative use is made of resources, including new technology to enhance learning.	To ensure all children are given regular feedback, praise, rewards and new targets set in Reading, Writing and Maths to ensure enjoyment and progress.	1) Targets to be set regularly and reviewed regularly. 2) Praise and positive comments in work books, personally. 3) Reward systems to be used to promote effort and progress	The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Other adults' support is well-focused and makes a significant contribution to the quality of learning.	3 x a year alongside pupil conference data
The quality of teaching of intervention programmes / activities for pupils including vulnerable groups is consistently effective.	1	Good assessment procedures ensure teachers and other adults plan well to meet the needs of all pupils.  Pupils are provided with detailed feedback both orally and through marking.  Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.	To ensure all children receive good support through intervention programmes to ensure that their progress is good.	1) From tracking data, identify children who are under-performing. 2) Match resources available to needs. 3) Provide support and monitor progress.	Almost all pupils on intervention programmes make good / accelerated progress and analysis shows that it is sustained over time.	3 x a year alongside pupil conference data

**QUALITY & LEADERSHIP OF MANAGEMENT**

<p>How effectively leaders realise an ambitious vision for the school and have high expectations for all pupils including vulnerable group and secure support from others.</p>	<p>1</p>	<p>Inclusion of all learners is central to their vision and they are effective in solving any potential barriers to learning.</p> <p>For large majority, targets are set with high challenge that predicts accelerated learning</p>	<p>To ensure that all children are set challenging targets and are supported through good to outstanding teaching to achieve them.</p>	<p>1) Parent, Pupil &amp; Staff Surveys reflect strong vision and high expectations for all children. 2) Attitudes of children towards learning &amp; own ambition in achieving their best through pupil conferences.</p>	<p>SLT consistently communicate high expectations to staff about securing improvement. They galvanise the enthusiasm of staff and channel their efforts to good effect.</p> <p>The inclusion of all learners is central to their vision and we are effective in pursuing this and dismantling any barriers to engagement.</p>	<p>Termly</p>
<p>How well the school uses challenging targets to raise standards for all pupils and to eliminate any low attainment among particular groups</p>	<p>1</p>	<p>Target-setting is realistic and challenging. Shared with both child and parent. Outcomes are at least good, or there is substantial evidence that they are improving strongly.</p>	<p>To set all children challenging targets to ensure steps are made towards good progress.</p>	<p>1) Targets to be SMART. 2) Targets to be shared with child and parent. 3) Targets to be regularly reviewed. 4) Targets to be broken into smaller steps for all children.</p>	<p>For the large majority, targets are set with a higher level of challenge that predicts accelerated learning beyond that which might be expected, given pupils' starting points and capabilities.</p>	<p>Termly analysis of pupil progress</p>
<p align="center"><b>BEHAVIOUR &amp; SAFETY OF PUPILS</b></p>						
<p>The care and support provided to pupils (SEND and different groups) promote learning, personal</p>	<p>1</p>	<p>Clearly targeted support for groups has resulted in significant improvement for instance in behaviour, confidence, achievements or relationships</p>	<p>A reduction in the number of incidents both during lessons and play times during the term.</p>	<p>1) Case Studies kept up to date 2) Behaviour Records showing levels of low-level disruption lessening.</p>	<p>Well-organised arrangements for the care of all pupils contribute to their general good development and well-being</p>	<p>Through regular lesson observation monitoring and ensuring that all planning</p>

development and well-being				<p>3) Annual School Reports reflecting these areas.</p> <p>4) Reward systems to be continually promoted.</p> <p>5) Assembly content &amp; themes to promote well being and personal development</p> <p>6) Social skills groups progress.</p>	<p>and support their learning effectively.</p> <p>Clearly targeted support for groups of potentially different pupils has resulted in significant improvement, for instance, in attitudes, behaviour, confidence, achievement or relationships.</p>	
<p>Pupils' behaviour makes a strong contribution to good learning in lessons. Pupils' behaviour is welcoming and positive. They set consistent standards for themselves.</p>	1	<p>Pupils routinely show responsibility in responding to the expectations of staff, and respond quickly and well to any additional guidance from staff about how to conduct themselves. They behave considerably towards each other.</p>	<p>To ensure that all children are supported and guided to make good decisions regarding behaviour and positive attitudes to learning and school.</p>	<p>1) Lesson observations to promote good learning and behaviour</p> <p>2) Evidence recorded regarding bullying/racist incidents to be dealt with effectively and successfully.</p> <p>3) Behaviour logs at playtime to indicate a reduction in low level occurrences of unwelcome behaviour.</p>	<p>Pupils routinely show responsibility in responding to the expectations of staff, and respond quickly and well to any additional guidance from staff about how to conduct themselves. They behave considerably towards each other.</p>	Ongoing