





# Holy Trinity Church of England Primary School



Single Equality Scheme (SES)

This document is intended to replace/cover the following:

-  Race Policy and action plan
-  Disability Equality Scheme and action plan, inclusive of an Accessibility Plan
-  Gender Equality Scheme and action plan
-  Equal Opportunities Policy that covers:
  - Sexual orientation
  - Age
  - Religion or belief
  - A strategy for promoting community cohesion

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:

Tracey Bishop  
Tel: 01403 891263  
Email: [office@htlb.school](mailto:office@htlb.school)

If you have any comments about our Scheme please contact us.

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This Single Equality Scheme is designed to bring together the school's approach to promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with our school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and local organisations.

This Scheme is essential for achieving the five outcomes of the Every Child Matters framework.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children.

Tracey Bishop  
Headteacher

Stephanie Shaw  
Chair of Governors

## **1. What is the Single Equality Scheme and Action Plan?**

This Single Equality Scheme (SES) and action plan integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

## **2. Meeting our duties**

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### **Race equality**

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

### **Disability equality**

The general duty to promote disability equality is owed to all disabled people this means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

### **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum

2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Further details can be found in Appendix 2 – Accessibility Plan

### **Gender equality**

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

### **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. The school has completed a community cohesion audit.

### **Age, sexual orientation, religion and belief**

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

## **3 Our school aims and core values**

At Holy Trinity Church of England Primary School we aim to:-

<p><b>Learn together</b></p> <ul style="list-style-type: none"> <li>-encourage a love of learning in a caring, stimulating and disciplined environment where everyone is valued and encouraged to do their best</li> <li>-welcome and encourage all people connected with the school to support and share in school life</li> </ul>	<p><b>Worship together</b></p> <ul style="list-style-type: none"> <li>-foster a Christian ethos</li> <li>-teach about the Christian faith</li> </ul>	<p><b>Grow together</b></p> <ul style="list-style-type: none"> <li>-encourage our children to be confident, spiritual, respectful and responsible citizens</li> <li>-encourage an understanding and respect of other people's beliefs and cultures.</li> </ul>
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....So that everyone enjoys being at school and is proud to be part of it.

In addition, we are working on the following agreed core values that underpin all teaching and learning at our school

**Responsibility** – the ability to independently make informed choices which impact in a positive way on themselves and others.

**Creativity** – being imaginative and having the confidence to explore ideas.

**Resilience** – the ability to cope with change, keep focussed and develop perseverance.

**Respect** – valuing others, their beliefs and values

**Spirituality** – developing a sense of awe, wonder and mystery of the world around us.

#### **4. Our school's context**

Holy Trinity is a church controlled school. The school has a strong Christian ethos and close links to our church. Our school aims are based upon our vision of a Christian community. The school has a strong ethos that is shared with all stakeholders. The school has a strong 'family feel' and a highly inclusive culture.

The majority of the pupils of Holy Trinity are admitted from the two catchment villages of Lower Beeding and Plummers Plain. A number of children (approximately 46%) are from outside this catchment area. In the last two academic years pupil numbers have increased slightly. A small housing development within the catchment area has more recently impacted on pupil numbers and this has added to existing issues of pupil mobility – for example in our current Year 6 cohort only 7 of 13 pupils started their school life with us.

Most pupils are white and of British heritage. In recent years, the numbers of pupils from ethnic minority groups and with English as a second language have increased. Data for Spring term 2016 shows 11% of our pupils are from ethnic minority groups and 20% of pupils have English as a second language.

In September 2016, none of our pupils were eligible for free school meals, which is below average.

In September 2016, 15% of our children were on our SEN register. One pupil has recently been given an EHCP.

During the past three years, most of the pupils admitted to our reception year have received some form of pre-school education. Although there is a privately run nursery in the village, children are admitted to the school from a wide variety of settings.

In the past three years, staffing at the school has been reasonably stable. This has enabled the school to further reinforce its shared culture and values.

To ensure a consistent organisation for our classes, we introduced a team teaching model to cope with fluctuating numbers in our infant department. The classroom environment has been re-organised and now makes better use of space, both indoors and out. Learning Support Assistant time for Key Stage 2 pupils was also increased. This has enabled us to offer more individual support and intervention programmes for the increasing numbers of pupils with complex SEN needs and E2L across the school.

The quality of accommodation was a key issue for the school's previous two inspections. The lack of facilities had a direct impact on teaching and learning – no SEN spaces for group teaching, no hall for PE, etc. The school negotiated with the local authority in an attempt to improve the situation for a number of years. The school was finally allocated funding for major refurbishment in the 2012/13 financial year and building works were projected to be on-going for most of the 2013/14 academic year. During Easter 2014, the appointed builders went into liquidation. A new company was appointed by the local authority at the end of August 2014. The main works were finally completed in August 2015 and final snagging was completed in the Summer of 2016.

The project caused considerable disruption to our two junior classes. The school also had to continue to operate without a school hall and much reduced playground space for the best part of two academic years. The continued disruption was difficult for both our staff and children and








during this period we have had to focus upon our core purpose of teaching and learning and other developments had to be put on hold.

Since the building works finished we have been able to extend our provision to provide extended care for our pupils and to enrich the school curriculum. The staff and children are extremely proud of our new school and have thoroughly enjoyed the enrichment activities we are now able to offer.

## **5. Collecting and analysing equality information for pupils at Holy Trinity School**

Holy Trinity Primary is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils/students:

-  Attainment levels
-  Progress levels
-  Attendance levels
-  Exclusions
-  Attendance at Extended School activities/extra curricular activities (eg school trips)
-  Complaints of bullying and harassment
-  Participation in the School Council





## **6. Collecting and analysing equality information for employment and governance at Holy Trinity School**

Holy Trinity School is committed to providing a working environment free from discrimination, victimisation, and harassment.








We also aim to recruit an appropriately experienced and qualified workforce and a governing body that is representative of all sections of the community in order to provide a service that respects and responds to the needs of our local population.

We currently employ 17 staff at Holy Trinity School to undertake a range of duties.

Currently we have:

-  15 females
-  2 males
-  No registered disabled staff, and
-  Most staff are white British, and 1 of 'other Asian' background.

We collect and analyse the following profile information for our staff and governors:

-  Applicants for employment (via local authority recruitment forms)
-  Staff profile
-  Governing body profile
-  Attendance on staff training events
-  Disciplinary and grievance cases - if any
-  Staff performance management
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## **7. Consultation and involving people**

As stated earlier in the scheme, Lower Beeding village is a rural, predominantly white community. We appreciate that the legislation states that it is important for minority groups (for race, disability and gender) to be involved in the formulation and development of equality schemes and action plans, and we have endeavoured to involve as many people as possible in our community

We aim to involve pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This will help to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of this Scheme and action plan.

Examples include:

-  Discussions at school council
-  Contact with parent/carers
-  Discussions at staff meetings
-  Discussions at governing body meetings
-  Contact with local community groups
-  Contact with local community activities

## **8. What we have achieved so far**

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

### **Race equality**

We have had no racist incidents in school in the past year.

### **Disability equality**

Currently we have no disabled pupils or staff with accessibility problems. All pupils and staff are fully involved in the life of the school and have full access to all we offer.

If we foresee that mobility could be an issue for staff or a pupil, action will be taken. The majority of the school can now provide wheelchair accessibility.

The school's Accessibility Plan can be found in Appendix 2

### **Gender equality**

We closely monitor the performance and attainment of boys and girls at the school. There is currently no consistent pattern of underachievement for these groups. Each cohort of pupils follows a different pattern depending on the profile of the children it contains. As each cohort of pupils is relatively small overall data can be statistically unreliable, we therefore monitor pupil progress and attainment on an individual basis.

**In addition we believe that Holy Trinity Primary school can also celebrate the following good practice:**

#### Community Cohesion

The school has close links to other groups in the village- Parish Council, Lower Beeding Association and of course the Church. We support them in the running of a number of local events eg. Our school choir performs at Church Fetes and our Country Dancing Team performs at the village fete.

We have strong links to our locality group of schools (HELP group), and value the support and input that it gives. The school plays an active role in the group. The school has benefitted from a number of initiatives set up and funded by the group (eg. staff training/ development, shared pupil activities, pupil mentoring programme)

### Teaching, learning and curriculum

We continue to review our curriculum so that it is fully accessible to all children. Parents are regularly informed of the learning to take place both in newsletters and through open meetings. We feel our curriculum has a global perspective, enabling children to see themselves in context of the wider world community.

Our children, through our PSHCE and RE curriculum, build an understanding of difference and how different is neither better nor worse – it is something to be celebrated.

### Engagement and extended services

The school provides wrap around care via a company called Wiz Kids. A breakfast and after school club is offered.

A variety of school clubs are also offered as well as specialist music teaching and French.

### Age

We feel that some elements of a child's involvement in school discussions are developmental, however there is representation on our School Council from children of all ages. The School Council meets regularly and is supported by the Head. They disseminate discussions and decisions via class councils, whole school assemblies and contributions to the school newsletter. As children progress through the school they begin to gain responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community.

### Religion or belief

Holy Trinity Primary is a church controlled school, so we have very close links to the local church. Our Priest in Charge and Foundation Governor often lead our assemblies and we as a school community, celebrate key services in the church throughout the year. All children attend and participate at their own level. Children are encouraged to take an active part in our assemblies and regularly lead worship.

In the foundation stage and in key stage 1 pupils are taught about the major festivals of the world religions, and about Christianity and Hinduism in detail. Throughout Key Stage 2, all major religions are taught. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief.

Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people.

## **9. Equality impact assessments**

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.







Holy Trinity Primary School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this to ensure equity of service to all.

## 10. Other School Policies

We have used our existing school policies to inform our Single Equality Scheme.

These include:

-  School development plan
-  School SEN policy
-  Accessibility plan
-  Racial equality policy
-  Anti - Bullying policy
-  Confidential Reporting/ Whistleblowing Policy

## 11. Roles and Responsibilities



- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## 12. Commissioning and Procurement

Holy Trinity Primary School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a factor in selection during any tendering process.






## 13. Publicising our scheme

Our Single Equality scheme will be made accessible to all persons within our local and school community in the following ways:

-  School website
-  School newsletter

## 14. Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

-  The results of any information gathering and how we have used this information towards improvement.
-  The outcomes of involvement activities from groups within our community.
-  A summary from equality impact assessments undertaken
-  An update of the progress made against priorities
-  Celebrating what we have achieved in relation to promoting community cohesion




See Appendix 1 for our Annual Review

We will also revise our Single Equality Scheme and Action Plan every three years.





### **15. Ongoing involvement of our Scheme**

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan.

This includes

-  A regular slot at School Council meetings to discuss equality and diversity issues
-  A regular slot at staff meetings
-  Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.

In the light of the above duties and legislation, these are our current priorities:

-  Continue to explore our core values with the children and other stakeholders.
-  Develop the curriculum, improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity – as well as being compliant with new requirements.
-  Closely monitor the progress of different groups of pupils to ensure that all children make progress
-  Foster good relations with parents, families and the wider school community

The main targets for the current academic year are:

- Further analysis as to whether, when and how to move to academy status.
- Update staff training to take into account new safeguarding requirements – ‘Keeping children safe in education May 2016.’
- Monitor pupil achievement to ensure that good standards are maintained. Specifically raise attainment in writing across the school to ensure that at least floor targets are met.- links to Achievement of Pupils section.
- Review and update School Emergency Plan

## Appendix 1. Annual Review

### Looking back – successes and achievements in the last academic year

Successes	Impact	Next Steps
<p><b>Target 1: Leadership &amp; Management</b></p> <p><b>Continue to improve standards of progress and attainment via further reviews of our teaching programmes and the assessment of pupils.</b> This has been on-going throughout the year</p> <p><b>Update school assessment policy and procedures.</b> New draft policy in place.</p> <p><b>Review and build upon Assertive Mentoring Programme.</b> Assertive mentoring trialled across the school. New AM report issued at Parent’s Evening. Feedback used to review end of year reports</p> <p><b>Use new facilities to enhance curriculum provision</b> – Themed days (Thinking Day) and weeks (H&amp;S week) Two after school clubs (multi-sports &amp; tennis trialled) Take up not sufficient to continue with tennis.</p> <p><b>Use PE funding to equip hall and provide staff CPD to deliver full PE curriculum.</b> Gym input from Burgess Hill Girls for all teachers and classes in Autumn term. Continued input from Horsham Leisure Link and local tennis</p>	<p>Current data shows that our results are broadly above current County and National average. (see Data Report) The data has limitations however- it cannot be compared to previous years and is in its early stages so is not statistically robust. Progress attainment in Years 1,3,4 &amp; 5 difficult to monitor and check. Staff confidence in the new curriculum and assessment is improving.</p> <p>Parental feedback with regards to AM and the pupil reports have been extremely positive. The process has now been included into our assessment practices</p> <p>There has been an increased number of activities included to enrich the curriculum. The children’s end of year reviews have shown how much they value these opportunities</p> <p>Staff are more confident in their delivery of gym. Children enjoy their sessions. Additional coaching and input has resulted in the school successfully competing in a</p>	<p>The school will continue to work on our assessment procedures updating our policy and practice. We plan to introduce the InCAS assessment (CEM). These tests cover a range of areas and include an assessment of attitudes to learning. This links to our work on values and learning styles. These assessments will provide us with a well validated standardised summative measure of attainment as well as a means to measure progress. Assessment policy and procedures to be updated to take this into account.</p> <p>Continue with this approach next year</p> <p>Enrichment activities need to be planned more strategically next year to prevent overload for the staff!</p> <p>Staff CPD for dance needed. Review of PE curriculum with a view to gaining AfPE quality mark. Further develop Forest Schools programme – across the whole school</p>

<p>coach.</p> <p>Forest Schools introduced in Y3&amp;4.</p> <p>Review of the swimming lessons for Year 3&amp;4 children</p> <p><b>Use new facilities to further improve links to parents and wider community.</b> Wizz Kids- Policies and procedures reviewed and updated. Well attended Mother's Day celebration and tea (4<sup>th</sup> March) and Guitar Assembly (18<sup>th</sup> March) Draft policy and paperwork in place to enable renting of school hall</p> <p><b>Develop mechanisms to ensure clear succession planning</b> Information about the Governing Body circulated to parents at Parent's Evening - Governor representatives present at meetings. Information subsequently sent to all parents</p> <p>Further analysis as to whether, when and how to move to academy status.</p>	<p>number of tournaments- 1<sup>st</sup> in athletics and rounders and 2<sup>nd</sup> in tennis.</p> <p>Forest School sessions have increased the variety of PE activities that we can offer. Positive impact upon the mental well-being of identified pupils.</p> <p>Reviewed sessions with parents. Agreement to offer sessions for half of the academic year in years 3 and 4. This will reduce costs for parents and reduce curriculum time allocation- currently one afternoon a week throughout the school year.</p> <p>Wizz Kids set up – increasing number of children accessing care before and after school.</p> <p>Positive parental feedback from assemblies/ celebrations</p> <p>More parental interest in the role- more than one application for new parent Governor meant that an election was needed- this is very unusual!</p> <p>Paper prepared for discussion at Governor's Strategy Meeting</p>	<p>Continue to develop these sessions – across the whole school. Link to AfPE Quality Mark.</p> <p>Lessons to run from October half term to Easter in 2016/17</p> <p>Hand over responsibility of the club to Will and Zoe Brown.</p> <p>Continue these events</p> <p>Paper to be presented at Governor's Strategy meeting on 21.09.16</p>
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<p><b>Target 2: Behaviour &amp; Safety of pupils.</b></p> <p>Continue to maintain high levels of conduct and behaviour to ensure continued positive climate for learning.</p>	<p>Golden rules and golden time procedures reviewed with children. Was repeated at the beginning of Spring term. Golden lunchtimes and Golden table introduced for the Spring term to encourage good behaviour and table manners at lunchtime.</p> <p>Peer mentoring scheme reviewed and put in place for some pupils – will continue across the school year.</p> <p>Visitor’s Book – comments compliment the children on their attitudes and behaviour – ongoing</p>	<p>Re-introduce Golden Lunchtimes (Autumn term) to help settle new reception children.</p> <p>School prefects to be given specific role to help the new reception children to settle</p>
<p><b>Target 3: Quality of teaching</b></p> <p>Continue to develop a creative curriculum that covers the new requirements of National Curriculum and that prepares our pupils for their future learning.</p> <p>Begin to adopt new assessment procedures to monitor pupil progress and attainment against year group expectations.</p> <p>Our new facilities and equipment will enable CPD (continued professional development) for all staff in PE and ICT</p>	<p>Reviewed curriculum map in place</p> <p>Initial assessment methods agreed.</p> <p>Further CPD/ Staff meeting time has been used to develop sustainable assessment procedures.</p> <p>CPD taken place for PE (see above)</p> <p>In-house CPD for infant staff with school technician – continued in Spring term</p>	<p>Develop skills progression for subjects – initially writing</p> <p>New assessment on monitoring system to be implemented for 2016/17- CEM InCAS system.</p> <p>Assessment procedures will continue to be reviewed and developed- tailor to meet the needs of our children. See above. Further CPD planned to develop the teaching of dance.</p>

<p><b>Target 4: Achievement of pupils</b></p> <p>Monitor the progress of our SEN pupils as, although some SEN pupil's achievement and progress is good, this is not the case for a minority of specific SEN pupils in specific subjects.</p> <p>Maintain high levels of achievement in the face of the higher expectations required by the new curriculum and end of key stage assessments.</p> <p>Explore the use of Thinking/ RE days to further develop the teaching of SMSC</p> <p>Develop the school environment (indoor and out) to provide areas for reflection</p> <p>Develop our outdoor spaces to encourage more activity at playtimes</p>	<p>SEN &amp; Able pupil registers updated. Provision map showing range of intervention programmes compiled. Register &amp; interventions reviewed at the beginning of the Spring term and end of academic year- difficult to measure progress.</p> <p>Rising Stars and Big Writing assessments used to give start measure for all pupils in reading, grammar, spelling, writing and maths.</p> <p>WSSC CPD for new Y2 and Y6 tests attended. Locality group moderation for Years 2&amp;6 also attended</p> <p>Successful Thinking Day organised on 1<sup>st</sup> March</p> <p>Planting completed. Garden of Peace completed. Official opening to be planned with Archdeacon Fiona</p> <p>New play equipment installed. Pupil feedback showed that the majority of pupils feel that their playtimes now include higher levels of activity.</p>	<p>Improved baseline measure needed to measure progress- links to introduction of new CEM system.</p> <p>Pupil data shows that pupils are achieving above County and national levels in most areas- see data report. Issues with assessment of pupils in Years 1,3,4 &amp; 5 in particular make it difficult to assess attainment and progress. Introduction of InCAS assessments and collation of skills progression planned for next year</p> <p>Next day planned for 20.10.16. Use to re-fresh agreed school values with staff and children</p> <p>On-going review of school environment- focus upon Infant outdoor area needed.</p>
<p><b>Target 5: Effectiveness of Early Years</b></p> <p>Trial new Early Years Baseline as initial assessment for reception pupils</p> <p>Continued curriculum development – ensuring good Early Years practice continues to be highlighted within overall infant curriculum planning.</p> <p>Continue to develop home/ school links</p>	<p>New Baseline completed by deadline (16.10.15)</p> <p>On-going</p> <p>Successful 6 weeks in meeting</p>	<p>Positive feedback from parents on end of term reports. We will continue to review and make changes where necessary.</p> <p>Outdoor area needs refurbishment</p>



<p>so that parents continue to contribute to support their child's learning</p>	<p>held with reception parents. Phonic information session for parents held 2<sup>nd</sup> March</p>	
<p><b>Other:</b></p> <p><b>Pupil premium funding:</b> Year 6 booster group support. (Spring term 2015 &amp; 2016)</p> <p>Supply cover for compiling new Assertive Mentoring reports</p> <p>Forest schools sessions with Year 3&amp;4.</p> <p>Support payment of costs for school visits</p> <p>Provision of school mentor – one afternoon per week.</p>	<p>2015-All pupils achieved level 4 in reading, writing and maths. Results put us at the top of similar schools on the DFE website.</p> <p>2016- Combined score for reading, writing and maths is above that for other West Sussex schools and schools nationally.</p> <p>Feedback from the majority of parents was very positive- they found the system easy to understand and felt more able to support their children. Staff felt well prepared for parent and teacher meetings and the meetings were better focussed.</p> <p>Improved ratings from WEMWBS when comparing scores at beginning and end of project- especially for those pupil with lowest scores.</p> <p>All enrichment activities were able to go ahead as planned.</p> <p>Individual support programmes &amp; success criteria set.</p> <p>Pupils enjoy their gymnastics</p>	<p>Year 6 Booster groups were effective in achieving their aims and will be repeated next year.</p> <p>Due to positive feedback this approach will continue in the next academic year.</p> <p>Due to the positive impact on pupils we plan to broaden the project to all classes in the next academic year.</p> <p>Sufficient funds remain to allow activities to continue, so no further funding will be allocated in the next academic year.</p> <p>The provision of the school mentor has supported pupils with a variety of issues and will continue into the next</p>

<p><b>PE Grant:</b></p> <p>Provide equipment to provide for high quality PE sessions.</p> <p>Encourage active playtimes for all children</p> <p>Access to a variety of local sporting events</p>	<p>and games sessions in our new school hall. Active PE sessions for all pupils can be provided in our new school hall</p> <p>New play equipment is well used and enjoyed by all children. Children enjoy much more active playtimes. New scooter pod has encouraged more children to come to school on their scooters.</p> <p>Participation in county dancing display &amp; cross country competition. Won small schools athletics and rounders competitions, second in netball and tennis</p>	<p>academic year.</p> <p>Further CPD for staff to offer wider range of quality PE teaching– dance, outdoor and adventurous activities.</p> <p>Improve opportunities for outdoor play on infant playground.</p> <p>Continue to offer pupils the opportunity to compete in a variety of sporting competitions.</p>
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## Appendix 2 – Accessibility Plan

	Targets	Task	Outcome	Resources	Date/ Review
Curriculum					
On-going	To review policies and practices to ensure that all children can access the curriculum fully	Staff aware of pupils' individual needs Ensure relevant pupils can access curriculum by employing and using trained staff. Curriculum Planning makes provision for pupils Lessons are differentiated appropriately. Monitoring of pupils to ensure adequate progress is made School visits are accessible to all pupils regardless of attainment or impairment.	All school policies and practices do not lead directly to less favourable or disadvantage to disabled pupils.	Co-ordinator time Staff meeting time	As timetabled
	To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	School Funds	Reviewed termly by SENCo.
Written/ other information					
	To ensure that all parents and other members of the school community can access information sent out by the school.	Work with parents/ community to identify needs	Written information will be provided in alternative formats as necessary.	School funds	As needed.

Physical environment					
	To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults. Any school refurbishment and maintenance will meet requirements of DDA	To ensure building upkeep / maintenance takes account of accessibility requirements	Audit of accessibility of school buildings and grounds by Governors when making building adjustment.	School Funds	On-going.

We will make every reasonable adjustment to ensure everyone can access all that our school has to offer.