

**Equality Objectives 2016- 2020**

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| Area | Objectives | By When |
| Primary Curriculum | Review and refine whole school primary curriculum with particular mind to providing excellent opportunities for all children and high standards of learning.  Ensure all children make more than expected progress and where children do not make rapid progress ensure effective interventions are in place which ensure progress is back in line with our high expectations.  Develop Blooms Taxomony – Children developing as independent high level thinkers with strong questioning skills. Promote pupil independence and resilience – revisit thinking skills strategies etc.  Develop IT provision, including updated wireless system.  Develop the mathematical environment across the school. | **Summer 2020** |
| Standards across the school | Review and refine Assertive Mentoring System and develop the assessment system already used to ensure that it is a true reflection of pupil progress. Develop further assessment systems using expertise from current and new staff.  Diminish the difference between children’s achievement.  Ensure all children have a broad curriculum provided and that each stage of development is mastered fully before moving onto the next stage.  Ensure all staff receive appropriate CPD opportunities in line with Appraisal System and School Development Plan priorities.  100% children GLD – EYFS.  100% children achieve pass in Y1 Phonics Test.  100% of children working at expected standard for Y2 SATS in Reading, Writing and Mathematics.  100% of children (Y1- Y6) working at expected standard in Reading, Writing and Mathematics (not children with identified needs or difficulties and considering individual starting points but note challenging targets set individually to ensure gap is decreased).  At least 33% of children (Y1- Y6) working at a greater depth and beyond the expected standard in Reading, Writing and Mathematics.  Develop an assessment system to track progress for Science, Computing, RE and PE. | **By Summer 2020** |