

Confidence
Learning
Independence
Motivation
Belief



An Adventure in Learning

Address:
Greenmount
Primary School,
Lodge Lane,
Beeston, Leeds

Determination
+ Enjoyment
= Success

Curriculum Action Plan for Equalities

Leader: S. Hubbard (S Ackroyd cover)

2024-2024

Focus 1: Equalities whole school data- To analyse termly data into different ethnicities and gender to monitor the overall teaching and provision at Greenmount for every group of pupils in Reading, Writing and Maths. Data to inform target and intervention groups to work towards diminishing gaps in attainment. Eg EAL/ethnicity/Greater Depth/

Focus 2: EAL- To support and monitor new arrival/new to English children who are new to the country or school, focusing provision in the classroom, supporting teachers and support staff with resources and how children can access the curriculum.

Focus 3: Attendance Parental Involvement across the school - To monitor and improve the attendance of vulnerable groups children and how this may be affecting them in education. To work closely with parents by undertaking focus parental groups and coffee mornings. These involve developing stronger links with parents, particularly those who may be new arrivals to the country, the school or those who are in vulnerable groups. To increase the engagement of parents through focus group mornings

Focus 4: British Values and continue with school/eco council work- To work across schools with assemblies to embed the understanding and practise of British Values. To raise the profile of British Values at Greenmount and to develop staff and pupil knowledge and understanding of Equality and British Values.

Focus 5: To continue to build community links and increase cultural capital - To strengthen community cohesion through an enhanced, wider curriculum which extends beyond the academic, Supporting pupils to be confident, resilient and independent.

Focus 1- Equalities- whole school data					Resources needed: Otrack				
What we will achieve	How we will do this, with a focus on: To maintain a whole school record of data analysed termly into different ethnicities and gender to monitor the overall teaching and provision at Greenmount for every group of pupils in Reading, Writing and Maths. Data to inform target and intervention groups to work towards diminishing gaps in attainment.	Success milestones (half termly)						Impact (Evidence based)	Lead people
		Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024		
Data analysed from Otrack every term into different groups including ethnicities/gender/EAL/Greater Depth. An overall picture of attainment at Greenmount and which groups of children excel and which need more support in Reading, Writing and Maths Teachers awareness of the attainment of different	Otrack data to be analysed with children's names included. Trends to be noted on ethnicity groups that are achieving on track or below.								
	-A list of children working at greater depth also to be noted and subject leaders informed of these children. -A completed list of children who are working below, attendance also noted and trends to be analysed.								
	Keep all staff regularly updated with target groups								
	- Closely tracking and monitoring data to be fed back to class teachers. Are groups of children well represented through their involvement in after school clubs, School Council ECT. Parental involvement/focus groups and attendance of these groups tracked								
	-Pupil progress meetings data sharing with teachers								
	Teachers awareness the ethnicities in their classrooms. How represented are they in school? Role models for these groups.								

framework. New targets will be set termly. EAL children will make progress as tracked by the Bells Assessment Framework Evidence of appropriate targets been met, with evidence of work. Ensure New to English pupils are well supported in class and can access the curriculum appropriately.	Equalities lead to meet with class teachers each term to discuss the children who are EAL and working on the Bells Assessment framework and to set targets for these children.								
	Equalities lead to visit other schools with high mobility to support teachers with new to English pupils.								
	Equalities lead to research methods in which new to English children have access to the curriculum. – apps, booklets etc								

Focus 2 To monitor and improve the attendance of vulnerable groups of children and how this may be affecting them in education.					Resources needed:				
What we will achieve	How we will do this, with a focus on: How attendance may be effecting the attainment of different groups throughout the school.	Success milestones (half termly)						Impact (Evidence based)	Lead people
		Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024		

Attendance of vulnerable groups to be monitored along with specific children's attainment in Literacy/Writing and Maths	-Children who are not on track to be monitored in their attendance, working closely with attendance officer.								
	Vulnerable groups of children who are working below to be included in intervention groups.								
	-Parents of these children to be targeted to attend parent meetings/coffee mornings/focus groups and to be offered more support.								
Groups to be monitored throughout the year, data to inform target groups for parental sessions.									

Focus 3: Parental Involvement across school					Resources needed:				
What we will achieve	How we will do this, with a focus on: To work closely with parents by undertaking focus parental groups and coffee mornings. These involve developing stronger links with parents, particularly those who may be new arrivals to the country, the school or those who are in vulnerable groups. The parents invited will be chosen based on in school data.	Success milestones (half termly)						Impact (Evidence based)	Lead people
		Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024		
An increase in parental involvement to courses offered by the school	-From the analysed termly data, targeted parents will be invited to attend a coffee morning to talk about their children's learning and to strengthen relationships with the school. Coffee mornings and agendas to be planned and scheduled with relevant staff to take place each half term throughout the school year.								

a better understanding and practice the British Values in day to day life. British Values Ambassadors awarded each half term for practising that value.	-Half termly School Council and Eco Council meetings to take place.								
	-Local and global fundraising/themed days to be planned and undertaken by the School Council and Eco Council.								
	Baseline interviews/questionnaires -Autumn 2 of the knowledge of British Values by staff and pupils. Focus on tolerance, individual liberty (from data from questionnaire from sum1 2024) British values celebration event in Spring 1. Staff meeting on What are the British Values and what they look like at Greenmount,								

Focus 5:				Resources needed:					
What we will achieve	How we will do this, with a focus on: creating links with other schools, re-establishing links with Kenyan school. Support peoples links with community and create strong aspirations through role models.	Success milestones (half termly)						Impact (Evidence based)	Lead people
		Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024		
The curriculum extends beyond the academic. The wider curriculum	<i>To establish links with schools with a contrasting community and school context through the linking schools project.</i>			Aspirations week					
	<i>To continue links with the Kenyan Primary School</i>								

