

Lady Margaret Primary School
Implementation and impact of equality policies

Checklist of good practice evidence

- To be completed termly across the school by AHT through monitoring.
- Reported to GB through HT termly reports.
- Update summary to be uploaded onto school website termly for stakeholders

Date: **October 2018**

Guidance	Evidence	Next steps/ further action required
<p>Assessment arrangements enable all pupils to attain at the highest level and do not put any pupils at disadvantage; target setting, grouping and resource allocation</p>	<ul style="list-style-type: none"> • Teachers make use of ‘scribing’ to allow chn with EAL, but who are early writers, to give their ideas. • Identified chn in year 2 and 6 will have readers during maths assessments <ul style="list-style-type: none"> - Chn with SEN are considered for extra time in tests by SENCO and Year 6 lead • SEN chn in year 1 and 2 are accompanied by their 1.1 for the phonics screening test <ul style="list-style-type: none"> - All Year 1 children have exposure to the format of the screening test prior to the reported test in June • Teachers are encourage to photograph practical activities to record evidence of learning and may 	<p>Continue to monitor groupings / settings throughout the school to ensure that vulnerable learners are accessing teaching from the strongest practitioners for a similar amount of time as other groups.</p>

	<p>use this to inform TA.</p> <ul style="list-style-type: none"> • EYFS staff are aware of the areas of the EY profile that can be assessed in home languages and use bi-lingual staff to assess and record learning. • Teachers in Year 2 and 6 attended assessment training which included reference to the interim standards for those pupils working below expected levels. • LSA guidance on practice with vulnerable pupils is explicit 	
<p>Curriculum content contributes to an appreciation of cultural diversity and challenges prejudice, bias and stereotype regardless of proportion of minority ethnic pupils</p>	<ul style="list-style-type: none"> • Curriculum overview maps allow for better planning coverage across all areas and maximizing opportunities for learning about cultural diversity. • School is involved in Rights Respecting (Unicef Rights of the Child) Level 1 assessment 21317 • All major religions are studied through Beliefs and Values • A variety of celebrations from different faiths are explored through class assemblies 	<p>Work for Rights Respecting Gold Award (12-11-18)</p>

<p>Teaching is inclusive and supportive of those pupils with additional language and literacy needs, those who are under confident and those who are the highest attaining</p>	<p>Monitoring shows that 100% of teaching in the school is good or better. This includes teaching for pupils of EAL</p> <p>Revised procedures for EAL students for 2017/18 academic year. This will ensure effective tracking and communication between small group intervention and whole class activities.</p> <p>Significant external training from Hounslow Language Service has resulted in increased teacher knowledge, leading to better practice.</p> <p>Staff from LMPS have led training in other Ealing schools regarding EAL provision.</p> <p>A robust approach to supporting children with mental health issues has been introduced and is having a significant impact on the well-being of these pupils Language / communication needs friendly classroom checklists are included in staff guidance and are implemented</p> <p>Daily supported reading is taking place in Y6, Y2 and Y1. Guided and whole class reading takes place in other year groups.</p>	<p>Move more teaching to outstanding through use of lead practitioner</p> <p>Review whole class and supported reading to measure impact</p>
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<p>Mainstream curriculum provides pupils with opportunities to learn about and become more involved in the life of their communities</p>	<p>School trips include local visits (Gurdwara, library, swimming pool) as well as trips further afield We have strong links with our high schools.</p> <p>Visits into school have included the community nurse, fire and police services. School to school activities take place such as</p>	
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	sporting events with local schools	
Pupils' spiritual, moral, social and cultural development takes into account different faiths and backgrounds of pupils	<p>Knowledge about a wide range of different faiths are taught through beliefs and values. Parents have been given the opportunity to view SRE materials and opt out if they feel it is not suitable for their child due to personal beliefs/ morals</p> <p>Interfaith week allows pupils to celebrate all the faiths found within the school and community</p> <p>Assemblies take place around all the key religions represented</p>	.
Behaviour and discipline policies and procedures reflect commitment to reducing exclusions; they are applied consistently across different racial groups; significant differences in exclusion rates between social or ethnic groups are identified, and appropriate action taken to reduce these differences; there are good procedures for re-integration of pupils (no sense of stigma) and for raising standards of discipline for all groups; racist bullying is effectively tackled and incidents recorded, with	<p>Behaviour has been able to more effectively tracked via SIMS</p> <p>Review of behaviour policies annually</p> <p>.</p>	The behaviour policy has been reviewed.

regular reports to the LA		
Support for pupils takes the form of additional language and literacy support to raise pupils' standards and achievement as well as pastoral support in the form of for instance positive role models, peer mentors/mentors/counsellors	<p>We have a range of language and literacy support strategies including</p> <ul style="list-style-type: none"> - Speech and Language Therapy interventions - Talk Boost program - Early Literacy Support - Additional targeted phonics support <p>Pastoral support may be offered from one of the following sources.</p> <ul style="list-style-type: none"> - Emotional Literacy screening - Counselling - Peer ambassadors - referrals to external help 	
Partnership arrangements with local schools, colleges, supplementary schools, voluntary and community organisations are in line with school's equality policies.	Yes	

<p>All pupils have access to the full curriculum and no one group is overrepresented or disappplied from National Curriculum on account of race, language disability, gender</p>	<p>No pupils are disappplied from the National Curriculum. Some pupils with SEN may be working at a different level to their peers but are still educated alongside, experiencing the same activities.</p> <p>We have worked extremely hard with parents/ health professionals to ensure that specific chn are able to access swimming/ off site visits.</p>	
<p>Governors and senior managers monitor parental participation in Governors' AGM and parents' evenings including provision of interpreters/translators and have identified a range of strategies to encourage greater parental and community participation</p>	<p>Registers are kept from each parents' evening. Data analysis of attendance is done half termly to highlight issues</p>	
<p>Governors have developed an action plan for recruitment of Governors from under-represented groups (timetable and targets). Managers have developed a recruitment policy that encourages recruitment of staff from under-represented minority ethnic groups.</p>	<p>Lady Margaret has a rich and culturally diverse staff, many of whom are bilingual. Males are under represented</p>	

