



# ST TERESA'S CATHOLIC PRIMARY SCHOOL

*Live, Love, Learn and Grow in St Teresa's Little Way*

## EQUALITY ACT IMPROVEMENT PLAN 2018 – 2019

<b>Lead person</b>	Mrs C M Rigby
--------------------	---------------

<b>Actions</b>	<b>Key person</b>	<b>Timescale</b>	<b>Cost</b>	<b>Funded by</b>	<b>Success Criteria</b>	<b>Milestones</b>
<p><b><u>Disability Equality</u></b>            Ensure a greater percentage of SEND children reach their end of year expectations to narrow the gap between non SEND pupils.</p>	Mrs C M Rigby	termly	Subject Leader time	Staff budget SEND Budget PP Budget	<p>The standard of work in children's books across the curriculum is of a consistently high standard and matches that of other pupils.</p> <p>Pupil Progress Meetings and monitoring and evaluating procedures demonstrate that pupil attainment is accurate.</p> <p>SLT are confident that the individual needs of all children are being met.</p> <p>SEND needs are identified, monitored, evaluated and the impact analysed at all levels.</p> <p>Governor's Strategic Plan holds school leaders to account for the attainment and progress of all groups, including disadvantaged.</p>	<p>Termly Targets for individual pupils set and monitored and evaluated.</p> <p>Termly Curriculum and Standard Governor Meetings report data to governors. Autumn 1, Spring 1</p> <p>Governor and SLT learning walk/book scrutiny to quality assure the monitoring and evaluation processes in school – Autumn 1, Spring 1, Summer 1.</p> <p>SENCO to meet with SEND Governors in Summer 1.</p> <p>SENCO to deliver staff meetings – Autumn 1, Spring 1, Summer 1.</p>

<p><b><u>Race Equality</u></b> To improve the understanding and appreciation of other cultures/ religions in this and other countries.</p>	Mrs C M Rigby	Termly (depending on when 'Topic Weeks' are carried out)	Subject Leader time	Staff budget WOW Budget	<p>Raise positive awareness of different cultures and religions through a structured programme of visits to different places of worship</p> <p>Inviting visitors into school representing different religions and cultures</p> <p>Themed assemblies/weeks and days</p> <p>Build links with a partner school in another country – British Council. Ensure that curriculum planning takes account of multicultural aspects</p> <p>Displays in school reflect diversity. Different cultures are respected and valued through visitors and stories</p> <p>Celebrate cultural events</p>	<p>WOW Days planned. Summer 2</p> <p>Apply to British Council – Summer 1.</p>
<p><b><u>Gender Equality</u></b> Develop further opportunities for girls and boys in areas that they traditionally find more challenging. Eg Sport and maths for girls / reading and writing for boys.</p>	Mrs C M Rigby	Termly	Subject Leader time	Staff budget	<p>The standard of work in children's books across the curriculum is of a consistently high standard and matches that of other pupils.</p> <p>Pupil Progress Meetings and monitoring and evaluating procedures demonstrate that pupil attainment is accurate.</p> <p>SLT are confident that the individual needs of all children are being met.</p> <p>Pupil Premium needs are identified,</p>	<p>Termly Targets for individual pupils set and monitored and evaluated. Autumn 1, Spring 1</p> <p>Termly Curriculum and Standard Governor Meetings report data to governors. Autumn 1, Spring 1</p> <p>Governor and SLT learning walk/book scrutiny to quality assure the monitoring and evaluation</p>

<p>Monitor and Evaluate the use of Journey in Love within the RSE curriculum and development of cross – curricular planner for RSE.</p>					<p>monitored, evaluated and the impact analysed at all levels.</p> <p>Governor’s Strategic Plan holds school leaders to account for the attainment and progress of all groups, including disadvantaged.</p> <p>Staff encourage girls to take part in range of sporting activities  Female sporting heroes/teams successes are promoted in assemblies, on displays  Ensure that the curriculum promotes role models and heroes that young girls positively identify with  Female staff lead sports clubs  Promote inter and intra school competitions for girls  Liaise with High Schools to extend opportunities for girls’ sports.</p> <p>The rigorous development of RSE across school in line with Liverpool Archdiocese expectations.</p>	<p>processes in school – Autumn 1, Spring 1, Summer 1.</p> <p><b>Summer term –</b> observations gathered on Seesaw or through a learning walk when staff complete one lesson of J in L.</p>
<p><b>Disability Equality</b>  Raise awareness of, improve facilities and break down barriers to perceptions of disability.</p>	<p>Mrs C M Rigby</p>	<p>Termly</p>	<p>Subject Leader time</p>	<p>Staff budget</p>	<p>Hand rails are in place to ensure support is in place for people with a disability.</p> <p>Ensure that displays in classrooms and corridors promote diversity</p> <p>Inviting visitors to school representing different disabilities</p>	<p>Quotes collected Summer 2  Installation Autumn 1</p>

					<p>Ensure that the curriculum promotes role models and heroes with disabilities that young people positively identify with .</p> <p>Develop opportunities within the curriculum whereby children are able to empathise with characters with disabilities (stories, news items, famous people with disabilities)</p> <p>Through PE plan activities to promote awareness of physical disabilities.</p>	
--	--	--	--	--	--	--

<b>Evaluation/ Impact of Action Plan</b>	
<b><u>Disability Equality</u></b>	Ensure a greater percentage of SEND children reach their end of year expectations to narrow the gap between non SEN pupils.
	•
<b><u>Race Equality</u></b>	To improve the understanding and appreciation of other cultures/ religions in this and other countries
	•
<b><u>Gender Equality</u></b>	Develop further opportunities for girls and boys in areas that they traditionally find more challenging. Eg Sport and maths for girls / reading and writing for boys. Monitor and Evaluate of Journey in Love within the RSE curriculum and development of cross – curricular planner for RSE.
	•
<b><u>Disability Equality</u></b>	Raise awareness of, improve facilities and break down barriers to perceptions of disability.
	•

