



RPS Equality Objectives 2024-2028

Objectives:	How school is achieving this?
<p>Objective 1: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity</p> <p>Objective 2: To promote cultural development and understanding through a rich range of experiences both in and beyond the school.</p>	<p>Spiritual</p> <ul style="list-style-type: none"> • Through annually planned events, weekly assemblies, the RE curriculum, PHSE, music, art and sport pupils have opportunities to explore values and beliefs. They learn to respect their own feelings and beliefs and those of others. • Our creative curriculum allows children to reflect on the values and beliefs of others today, in different countries and in different periods of history. • Our school Respect values permeate all aspects of school life. • Guest speakers and visits to places of worship enhance spiritual understanding. • We celebrate significant experiences such as birthdays and festivals and ensure that children have the opportunity to feel special and valued. <p>Moral</p> <ul style="list-style-type: none"> • Pupils have a strong sense of right and wrong which is promoted through our school values, in assemblies, through our house team points rewards systems, our behaviours policy and our behaviours traffic lights. Pupils apply these principles to their own lives and have high expectations of each other. • School Council discuss behaviours in school and fundraising and impact on school wide awareness of ourselves and the world around us. This gives pupils strength of voice and the ability to work collaboratively. • Safer Internet Day and Anti Bullying Week ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and the importance of being kind whatever the form of communication. • Promoting attendance and punctuality ensures pupils recognise the importance of being at school. • Supporting charities each year gives the children a chance to help and understand the circumstances of those less fortunate than themselves.

	<p>Social and Cultural</p> <ul style="list-style-type: none"> • Our school prayer gives the pupils a sense of identity and belonging • A 'House' system with cross year group challenges each term allows the children to feel connected and to support each other. There is a healthy sense of competition. • Inter school competitions and festivals help the children get involved in local activities with other schools. • Our creative curriculum looks at other communities in our world & societies from the past. • We promote internationalism and encourage children to be global citizens. • Residential visits mean that children can experience contrasting localities to the one they live in. • British Values/School Values are embedded in assemblies and special event days and displays. • We participate in traditions such as World Book Day and Christmas Jumper Day. • We celebrate a range of festivals and events such as Diwali, Chinese New Year, Black History Month, Women in Science, World Number Day. • Displays around the school reflect different languages and cultural backgrounds.
<p>Objective 3: To narrow the attainment and progress gaps between children who may be affected by discrimination and lack of equal opportunity, to be at least in line with their peers and to meet or exceed national expectations.</p>	<p><u>Quality First Teaching</u></p> <ul style="list-style-type: none"> ● More challenging expectations and planning from all teachers. ● Clear target setting for next steps. ● Booster sessions (lunchtimes/after school) for PP to support those borderline children. ● Continued to challenge children within lessons through quality first teaching and differentiation including use of differentiated resources. <p><u>Data analysis and interventions.</u></p> <ul style="list-style-type: none"> ● Half-termly pupil progress meetings with class teachers and teaching assistants to discuss vulnerable groups to determine and identify further strategies/interventions needed. ● Lead TA, HT and English and Maths leads evaluate intervention after each data collection and planned for next steps/ identified new children for interventions. ● Daily intervention timetable. ● Teaching assistants support targeted interventions across school. ● TAs record intervention progress to identify next steps and set targets. ● Lead TA in post who is responsible for overseeing interventions.

	<ul style="list-style-type: none"> ● Lead TA given time to train and work alongside other TAs in the implementation of targeted interventions. ● Interventions to support with basic skills including: Read, Write, Inc./ Phonics/ Power of 2/ Learning Targets/Toe –by-Toe/Talk Boost/ Breaking Barriers – Numicon/ Maths Key Skills. <p><u>Working in partnership with parents.</u></p> <ul style="list-style-type: none"> ● Continue to develop relationships between pupils, parents and staff so a united front can be seen. ● Class teachers liaise directly with parents. ● Parent evening meetings continue 3 times per year. ● Termly reports sent to parents 3 times per year. ● Increased parental communication through Class Dojo/ ParentPay. ● Promoting good attendance ● Monitoring attendance closely and working in partnership with EWO to improve this. ● Our newly set up charity ‘Ringway Primary Trust’ helps us be able to subsidise trips and events for more disadvantaged families to ensure engagement.
<p>Objective 4: To increase staff’s understanding of equality and its implications on a day-to-day basis, and in this way to reduce or remove inequalities in attainment throughout the school.</p>	<ul style="list-style-type: none"> ● Staff training provided on specific aspects relating to equality and those potentially affected by discrimination or lack of equal opportunity - poverty proofing. ● Staff made aware of who the children are in their class categorised as Pupil Premium, eligible for free school meals or SEND. ● Staff work closely with pastoral staff/ parents to build a good awareness of circumstances outside of school.