



Review of Progress towards Equality and Diversity Objectives 2019 - 2020



No.	Objective	Rationale	Planned actions	Progress we are making
1	Improve attainment in Reading so that a higher percentage attain the expected standard at KS2, particularly vulnerable pupils who were lower than the age-related expectation on entry to infant school.	Reading is a whole school priority for both Lyndhurst Junior & College Park Infant Schools. Our pupils need to develop better language & vocabulary before they can begin to use inference & deduction effectively. (see our Curriculum Statement for English)	<ul style="list-style-type: none"> • Enact our School Improvement Plan priority on Reading. • Develop the way that we reward pupils for reading at home. • Improve the use of the School Library Service & our libraries. • Hold reading events for parents. 	TA assessments for KS1 were cancelled by the DfE this year due to the Covid-19 pandemic. However monitoring activities indicated that children's vocabulary and articulation has improved.
2	Continue to improve the progress for pupils with SEND in Maths & improve the progress of more able pupils in receipt of the Pupil Premium (FSM Ever 6).	We recognise that children with SEND often struggle with the abstract concepts in Mathematics. It is important that our disadvantaged pupils are supported to make better progress from their starting points.	<ul style="list-style-type: none"> • Enact our School Improvement Plan priorities on Maths. • Widen our use of resources & apparatus e.g. Numicon. • Workshops for parents. • Review Maths homework activities. 	TA assessments for KS1 were cancelled this year due to the Covid-19 pandemic and progress towards our School Improvement Plan (SIP) priorities in maths were also halted. However these will be addressed in our new SIP over the next two years.
3	Continue to ensure that we meet the needs of all staff & any disadvantages they experience are addressed.	We have a strong focus on the health & well-being of all of our staff & we need to cater for their individual needs in a sympathetic & knowledgeable way so that their work is effective & valued. Our staff are our best resource.	<ul style="list-style-type: none"> • Adopt & promote the KGA Well-being strategy. • Ensure both schools have an emotional 'first aider'. • Utilise practices e.g. risk assessments, return to work interviews, feedback, referrals, policies. • Celebrate staff achievements & successes. 	Staff questionnaires & surveys demonstrate that they feel valued & believe that the schools are well-led & managed. Both schools have a Mental Health Lead and a successful Mental Health Day was held raising awareness and sharing strategies for supporting wellbeing.
4	Promote spiritual, moral, social & cultural development & fundamental British Values through our work on equality & diversity, with all stakeholders.	It is important to celebrate our diversity & respect all members of our school community so that everyone thrives & can work together in a cohesive school community, free from discrimination. Respect is a school value at Lyndhurst & College Park's only area for improvement from the previous successful Ofsted inspection was focused on community cohesion.	<ul style="list-style-type: none"> • Continue & further develop our termly Diversity Days. • Develop relationships with other schools within & beyond the MAT. • Promote a clear definition of Anti-bullying & introduce the STOP strategy. • Introduce restorative practice. • Foster our relationship with the local community (e.g. Father Ben, Portsmouth 	SMSC is recognised by both internal & external monitoring to be a strength of the schools. Logs demonstrate incidents of poor behaviour / bullying / discrimination are rare & if occur are handled well. Relations with parents, neighbours & the local community are strong. KGA recognises our contribution to the MAT & wider to the King's

			Foodbank, local Ambassadors).	Group.
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