

### Greenhaugh First School Equality Objectives 2018 - 2020

| Target  | Action   | Impact   | Responsible person(s)                              | Timescales  |
|---|--|--|--|---|
| To promote cultural development and understanding through a rich range of experiences, both in and beyond school.       | <ul style="list-style-type: none"> <li>Offer a range of arts related extra-curricular activities, including lunchtime clubs.</li> <li>Provide opportunities to go on cultural school visits, e.g. art gallery, theatre</li> <li>Explore how the school's PPG is being used to support the cultural education of eligible children</li> <li>Monitor whether the curriculum is relevant and accessible to pupils, including those with SEN.</li> <li>Provide on-going cultural opportunities as well as one-off activities, e.g. START project (2 years); Opera North's "Big Sing" – two terms; Visual Arts in the Rural Community (VARC) involvement</li> </ul> | <ul style="list-style-type: none"> <li>All children have equal access to extra-curricular activities, including children who travel by school transport.</li> <li>At least 80% of pupils attend one or more extra-curricular activity</li> <li>All children experience at least one cultural visit per term. Parents are included wherever possible.</li> <li>Attainment and progress in the core and foundation subjects are at least good</li> </ul>                                   | Teaching staff<br><br>AT/JW<br><br>AT/JW<br><br>AT | September '19 onwards<br>Sept.'18 onwards<br>As above<br><br>Sept.'18 onwards |
|   |  |  |  |   |
| To enhance pupils' understanding of potential career choices while challenging any stereotypes about the world of work. | <ul style="list-style-type: none"> <li>Developing knowledge about work. Learn and explore a number of careers, learning pathways and sectors.</li> <li>Developing skills for work and life. Specifically developing non-academic skills such as enterprise skills and social-emotional skills and behaviours that will benefit their own wellbeing and the wellbeing of others, e.g. attitudes and aspirations</li> <li>Provide experiences through visits and visitors that give the children positive, non-stereotyped perceptions about the world of work and the variety of different opportunities available to them.</li> </ul>                          | <ul style="list-style-type: none"> <li>Children understand that a variety of careers are available to them and can discuss which ones interest them and why.</li> <li>Outcomes remain at least good for all groups of children.</li> <li>Personal Development judgement (new Ofsted Framework) is at least Good for all groups of children.</li> <li>Pupil Survey shows that children have positive attitudes to school and their relationships and well-being within school.</li> </ul> | AT<br><br>AT<br><br>AT                             | April '19<br><br>Monitor throughout the year - ongoing<br><br>July '19        |