

Equality objective 1: to promote community cohesion by developing links with other schools and faith groups

Year	Key actions taken	Impact to date
2016-17	<ul style="list-style-type: none"> Engagement with other schools through competitions and festivals eg Leyland Stem trucks project finalists, athletics competitions, Blackburn Rovers football competition, Dance from the Heart, tennis finalists, cricket competition, inclusion events Young Enterprise project on global links (Y4/5) Staff training with other schools, learning from expertise elsewhere 	<ul style="list-style-type: none"> RE long term plan includes a clear focus on a contrasting faith for each class. All classes have covered contrasting faiths in accordance with the long term plan; this needs continued focus and will be further enhanced with visitors in 2019-20
2017-18	<ul style="list-style-type: none"> Long term RE plan revised to create 2 year rolling programme with one contrasting religion per year to deepen understanding Training for new Diocesan RE syllabus Head attended Equality and Cohesion conference Consultation with Diocesan adviser regarding furthering multi-faith work PSHE long term developed and implemented, with 2 year cycle including topics on identity, diversity and British values Commonwealth games theme week held linking PE and geography Engagement with other schools continued as above "All together now" project training undertaken and LA provided link with a Preston Primary School; this was not taken forward as school did not have contrasting faith groups EYFS link made with another Preston Primary School initiated by them; information exchanged but other commitments resulted in them not providing the work planned 	<ul style="list-style-type: none"> All staff are confident in using the new syllabus; they enjoy teaching RE and good progress is being made Children were able to discuss their knowledge of other faiths confidently with SIAMS inspector PSHE scheme includes exploration of diversity and identity Children explore concepts confidently eg discussions regarding what it means to be British Weekly use of Picture News is increasing children's awareness of national and global issues, and British Values
2018-19	<ul style="list-style-type: none"> Training on new RE syllabus cascaded to all staff and implemented in all classes Consultation again with Diocesan adviser regarding furthering multi-faith work Long term supply teacher in EYFS taught children about her experience of prayer as a Muslim in their Prayer unit Enrichment afternoons covered festivals from other British faiths including Hanukkah, Chinese New Year, Diwali (led by a Sikh pupil and his family); also raising awareness of refugees "Picture News" resource introduced for class worship providing a strong focus on British values and issues for debating Engagement with other schools continued as above Art work displayed in church based on works of multi-cultural Christian artists 	<ul style="list-style-type: none"> Children enjoyed learning about different festivals, especially food tasting Several approaches have been made regarding school linking, but as yet this has not resulted in any links being made.
2019-20 to date	<ul style="list-style-type: none"> Consultation with school adviser regarding furthering multi-faith work; meeting held with LA advisor regarding longer term links between classes to begin Sept 2020 Faith Friends project initiated to support RE teaching with visits and visitors from practising believers of other faiths Engagement with other schools continued as above 	

Equality objective 2 : to improve attainment in Y3 and Y6

Year	Key actions taken	Impact
2018-19	<ul style="list-style-type: none">• Focused daily teaching in arithmetic and SPaG plugged gaps identified by data analysis• Splitting Y6 into 2 groups for teaching enabled close focus on needs• "5 in 5 minutes" based on Testbase questions built up speed and familiarized children with test questions• Specific reading homework introduced in Year 3/4 to encourage more home support after successful trial in Year 4/5 – this did not have the same impact in Year 3	<ul style="list-style-type: none">• Y6 SATS data was higher than national in reading and writing, and below by 1 child in maths; this represented good attainment for a cohort where 62% had access arrangements and 25% special consideration.• Y3 focus group are now in line with expectation in reading and maths.