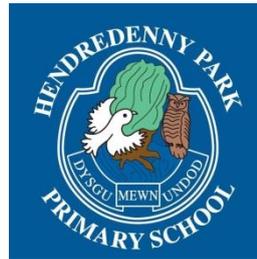


Strategic Equality Plan

2016 – 2020

Hendredenny Park Primary School



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Our distinctive character, priorities and aims

1.1 School values

At Hendredenny Park Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. These aims are encompassed in our school motto 'Learning in Harmony'.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Hendredenny Park Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Hendredenny Park Primary is situated near the town centre of Caerphilly. It is on a large open site and occupies one main building with an outside classroom, built approximately 40 years ago. The school draws the majority of its pupils from the immediate area and two neighbouring council estates. The catchment area is described as economically mixed

Around 6% of pupils are eligible for free school meals, which is below the local authority average and national averages. The school provides education for pupils aged 3 - 11. Around 11% are identified as having additional learning needs and 0.5% of pupils have statements of special educational needs. Around 6% of pupils have backgrounds from ethnic minorities and 5% of pupils speak English as an additional language. Nearly all pupils are from White Welsh backgrounds, but no pupils speak Welsh as a first language. The number of pupils in the care of the Local Authority (LA) fluctuates. In 2016 we have five LAC pupils.

During 2016 there were approximately 236 pupils on roll. 220 full time pupils with an additional 33 children in the Nursery (16 full time equivalent).

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;

- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. This means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- The Caerphilly equality objectives identified in Appendix 1;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls; EAL pupils

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in Section 5 and Appendix 2.

2. Responsibilities

21 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school
- has appointed the Headteacher to be responsible for ensuring that the procedures identified in this policy are implemented.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

22 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives;
- ensuring that all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

23 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting

- of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

31 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

32 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board; identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

33 Engagement

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities

duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

- In order to gain the views of stakeholders, the school:
- provides questionnaires at parent consultations annually in November, and the results are used to inform the SDP for the following academic year, or acted upon more urgently if necessary;
- Interpreters for the use of Sign Language, and officers from the multicultural service of GEMS are organised to support meetings with parents as required;
- staff carried out pupil questionnaires in 2015/16 which identified that it is the perception of a small minority of pupils in lower KS2 that the school does not address bullying well; this will form a priority in the School Development Plan 2016/17; The school is developing self-regulation strategies to help support the pupils who display bullying behaviours and also further developing mechanisms to support targeted pupils in dealing with bullying incidents.
- Pupil questionnaires are also undertaken during July annually so that any identified issues can be dealt with during the following academic year
- The school collects data through using the Pupil Attitude to Self and School Survey from pupils in Years 3-6. This provides information which is used by the school to provide targeted support;
- teachers and support staff conduct behaviour reviews to identify pupils who require some form of intervention to support them in managing their behaviour ie a positive handling plan
- the school is working towards achieving the Rights Respecting School Award;

4.Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy. Reviews will be undertaken annually and only if substantial changes are undertaken will the results be published; otherwise all documents will remain the same.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Ensure that all children, staff and visitors are treated fairly under the protected characteristics requirements of the protection offered by the general duty of care, including EAL

2. Identify any areas, and provide staff training for the delivery of the Strategic Equality Plan;

3. To gain the Rights Respecting School Award during the academic year 2016/17;

4. To identify, track progress and provide intervention if required, for all pupils including those with identified characteristics;

5. Set local target derived from the school's target setting process.

- 6 To become an 'Autistic Aware' school <http://www.asdinfoales.co.uk/home/>

- 7 To gain communication friendly status to support and include those pupils with communication difficulties

- 8 To continue to develop the Welsh language in this school

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties. Our action plans are incorporated into the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6.Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it. It is available on the school web-site.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

6. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to: revisiting and analysing the information and data used to identify priorities for the SEP and action plans.

This incorporates use of the overview of outcomes;

- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;

- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities. We will undertake a full review of our SEP by September 2017.

Appendices

App. 1 Caerphilly Equality Promise Objectives

App. 2 School Equality Objectives and Action Plan App.

See separate Access Plan

Caerphilly Equality Objectives 2016-2020

EQUALITIES AND WELSH LANGUAGE OBJECTIVES

Introduction

As part of meeting its ongoing duties under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, Caerphilly County Borough Council must also update its action plan that sets out how these objectives will be met.

This document sets out those Equalities Objectives and related actions that Caerphilly County Borough Council has chosen, following extensive consultation and engagement with the public and other stakeholders.

In addition, not only does the Council have to ensure that it has an updated **Strategic Equality Plan (SEP)** in place by the above deadline date, together with the objectives and actions, it also has to implement actions under the new **Welsh Language Standards (WLS)** by the same date. These are statutory duties around Welsh Language issues under the Welsh Language (Wales) Measure 2011

The Council will continue with this single set of integrated objectives and actions in order to implement both sets of duties and also meet the requirements under 3 of the 7 aims under the Welsh Government's Well-being of Future Generations (Wales) Act 2015. The objectives and actions are therefore integrated so that the common aims are actioned together, thus removing any duplication, and cost-effectively streamlining future project developments.

Consultation

The updated objectives underwent extensive consultation and discussions with various internal and external stakeholders between December 2015 and January 2016. The draft document was subsequently submitted to the Corporate Management Team, Policy and Resources Scrutiny Committee, Cabinet and full Council early in 2016.

The Council is committed to an ongoing process of consultation and engagement with stakeholders throughout the 4-year lifetime of this document and any changes needed can be done following the review and evidence gathering undertaken for the Annual Report.

This final version of the updated **SEP** and Objectives and Action Plan document are available on the Council's website at www.caerphilly.gov.uk/equalities or as a hard copy on request.

The Equalities Objectives

The approach that has been used to develop the objectives and actions has taken into account the requirements of the statutory duties in Wales (both Equalities and Welsh Language), the numerous requests for specific objectives that have come from various voluntary organisations, and the comments received during the consultation period.

It has also linked in with existing partnership working so as to take advantage of work already ongoing in the county borough and not create additional work where good practice is already being achieved. This has resulted in 11 "umbrella" themes under which the Council can show its commitment to as wide a range of issues as possible.

The objectives are listed below, the first 9 can be classed as outward-facing and involve a

great deal of partnership working, whilst the final 2 are more inwardly focused and show how the council's own internal practices continue to develop.

Equality Objective 1 -	Tackling Identity-Based Violence and Abuse
Equality Objective 2 -	Addressing the Gender Pay Gap
Equality Objective 3 -	Improving Physical Access
Equality Objective 4 -	Improving Communication Access
Equality Objective 5 -	Inclusive Engagement and Participation
Equality Objective 6 -	Compliance with the Welsh Language Standards
Equality Objective 7 -	Supporting Age-friendly Communities
Equality Objective 8 -	Supporting the Armed Forces Covenant
Equality Objective 9 -	Working with Gypsy and Traveller Communities
Equality Objective 10 -	Diversity in the Workplace
Equality Objective 11 -	Corporate Compliance

Each objective comes with a related set of actions, many of these are not exclusive to this document but come from partner documents, for example much of the work around Objective 1 is not done only by Caerphilly County Borough Council but through partnership working that includes Gwent Police, Victim Support Wales and others.

This is why each objective shows not only the internal service areas that can contribute towards it, but also lists links to other plans and stakeholders to demonstrate the wider ownership of this work.

Individual Directorates, service areas and divisions within the Council are responsible for ensuring that their own service delivery plans cover the Equalities and Welsh Language issues, however advice and guidance can be sought from the Equalities and Welsh Language team by emailing equalities@caerphilly.gov.uk

Hendredenny Park Primary
School Strategic Equality Plan 2016 2020 Equality Objectives
and Action Plan

Equality Objective 1. Ensure that all children, staff and visitors are treated fairly under the protected characteristics requirements of the protection offered by the general duty of care; Run 'show racism the red card' workshops for Y5 and Y6 pupils. Install a T loop for the hard of hearing. Invite disabled people in to show in a positive light eg visual impairment				
Our Research: Pupil & parent questionnaires (undertaken July and November respectively). Also on Hwb. Reports of issues of racism				
Information from Engagement: To be identified annually by Headteacher and Deputy through the school's self evaluation process. SDP priority identified for 15/16 – Staff and pupils require training to supporting pupils who engage in bullying behaviours and pupils who are targets of these behaviours. Pupils in Y3 and 4 need further support in understanding bullying behaviours				
Data Development: Pupil questionnaires July & September annually and PASS data used to identify pupils who do not feel that the school provides a safe and secure environment. Reports of incidents of Racism				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • there is a reduction in the number of pupils who identify that they feel that the school is dealing with bullying effectively; • PASS scores show improvement • No reports of any racism • Pupils have a positive view of disabled people and understand that many live rewarding happy lives • Our EAL pupils are fully integrated into our school and make a positive contribution to our school life 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Conduct pupil questionnaires	SLT	July	July
1.2	Conduct parent questionnaires	SLT	Nov	Ongoing
1.3	Conduct behaviour audit	HT	Termly	Ongoing
1.4	Conduct PASS surveys, analyse data, organise intervention	LSA/SLT	June	Ongoing
1.5	'Show Racism the Red card' workshops	HT/Y5 teacher	Jan 2017	ongoing
1.6	Create action plan for SDP priority – anti bullying, organise implementation & evaluation (whole cluster training Pivotal)	Headteacher/PLC	Summer 2: Yearly priorities identified	Yearly priorities evaluated July

Equality Objective 2. Identify areas of Strategic Equality Plan that require staff training, and deliver as appropriate. Ensure staff have 'Prevent' training (part of safeguarding)				
Our Research: Staff meeting discussion to engage with plan & become familiar with requirements.				
Information from Engagement: Staff training included in SDP's priorities annually. All staff to receive updated 'prevent' training				

Data Development: Staff to identify their level of training needs & these to be included as performance management targets if required.				
This objective will be judged to be successful if... <ul style="list-style-type: none"> Staff identify their CPD needs and meet the set performance targets 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Share SEP with all staff & consider training needs. Organise CPD & set possible performance targets. Revise targets Feb & July.	SLT	Summer Term annually	Summer Term annually

Equality Objective 3. To gain UNICEF's Rights Respecting School Award ROC, Level 1 . Level 2				
Our Research: All stakeholders involved with identifying the rights & values to be included as part of the school's curriculum (questionnaires)				
Information from Engagement: School's staff responsible for RRS (ES, SM) to maintain consistency in approach across the school in developing resources, training staff to further develop knowledge & understanding of the rights of the child.				
Data Development: Data collected & analysed via questionnaires and dedicated Learning walks.				
This objective will be judged to be successful if... <ul style="list-style-type: none"> The school is able to meet the requirements of the award 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	ES,SM continue to research, develop & train staff for RRS activities	HT/DHT	Autumn 2015	Autumn 2017
1.2	Achieve award with portfolio of evidence in place	HT/DHT	Autumn 2015	Autumn 2017

Equality Objective 4. To identify, track progress and provide intervention if required, for all pupils including those with identified characteristics; EAL. EAL pupils encouraged to take part in extra curriculum activities and pupil voice groups				
Our Research: The progress of all individuals is tracked via our bespoke Excel tracking system within school, and the EAS target setting system.				
Information from Engagement: The progress of all pupils is tracked and appropriate intervention provided as required.				
Data Development: The impact of this intervention on progress is measured via tracking on Hwb and shared drive & through reading tests, numeracy tests and teacher assessments.				
This objective will be judged to be successful if... <ul style="list-style-type: none"> All pupils make the appropriate rate of progress for them 				

Actions:				
	Description	Responsibility	Start date	End date
1.1	Enter teacher assessments on SIMS /school tracker June annually. Evaluate pupil progress and plan, provide intervention & measure impact to inform next steps.	Teachers	Oct	June

Equality Objective 5. Set local targets that are identified through the target setting process for the EAS.				
Our Research: Target setting data for pupils used to identify variations in performance of different groups of pupils.				
Information from Engagement: 3-4 Local targets devised from data to reduce variance in performance between the above pupils and between girls and boys				
Data Development: Pupil progress tracked & compared to targets				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • Set targets are met. • Negative trends in performance are dealt with effectively by the school. 				
Actions:				
	Descriptio	Responsibility	Start date	End date
1.	See annual Local targets.	All staff	Sept annually	June annually

Equality Objective 6. As a school we become 'Autism Aware'. As a whole school community we achieve that Autism Aware certificate. Autistic pupils are fully included in the life of the school including after school club				
Our Research: In 2016 we have four pupils diagnosed with Autism . Pupils don't always understand how they can support them and help them join in with them in school				
Information from Engagement: Caerphilly LA's information and data is showing that school are not managing the behaviour of autism pupils well . All Caerphilly schools are encouraged to engage with this Welsh government initiative. Discussions with one of our parents who runs Caerphilly Autistic group				
Data Development: All pupils, staff and governors engage with the video and information on <i>asdifowales</i> website				
This objective will be judged to be successful if... <ul style="list-style-type: none"> • Our school achieved the Autism award certificate • teachers and TAs are using appropriate strategies in managing autistic pupils' well being • All our Autistic pupils make good progress 				
Actions:				
	Description	Responsibility	Start date	End date

1	<ul style="list-style-type: none"> • AE attends Autism Awareness training with LA • Feedback to all staff and governors • All KS2 pupils read the Autism Super Hero book and complete the questionnaire • All staff and governors view videos and complete questionnaire • As a school we complete the autism action plan so we embed strategies into our practice that support all autistic pupils (By 2018) 	Staff and governors	July 2016	June 2018
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Equality Objective 7.

As a school we achieve 'Communication Friendly status'

Our Research:

In September 2016 we have two pupils with severe communication difficulties. There are six pupils in current Y2 with communication difficulties

Information from Engagement:

We engage with speech and language therapists, including the cleft specialist team. We also engage with CoMIT who recommend we ensure we have our own trained staff to deal with speech difficulties 'in house'

Data Development:

Using Teaching Talking baseline for all pupils N through to Y2

This objective will be judged to be successful if...

- Our school trains two teacher to Level 4 ELKLAN. The training is disseminated to all staff
- TA attends training re Autism and speech development
- All staff understand 'Blank Levelling'
- All teachers implement ELKLAN strategies in class
- All pupils with communication difficulties make good progress

Actions:

	Description	Responsibility	Start date	End date
1	<ul style="list-style-type: none"> • AE and CS attend ELKLAN training. The achieve L4 ELKLAN accreditation • NE attend S&L for autistic pupils • Training cascades to all staff- staff understand all the strategies • Strategies allow all pupils with speech difficulties to be totally included in our school and to ensure they make good progress • Tracking of pupils with speech difficulties shoe the good progress they make 	Staff and governors	July 2016	June 2018

Equality Objective 8

Continue to Develop the Welsh language (links to Caerphilly's objectives)

Our Research:

Pupils' achievements in Welsh as not as high as they are in English

Information from Engagement:

Pupils survey results show a minority not enjoying Welsh lessons in June 2016

Data Development:

Pupil progress tracked & compared to targets

This objective will be judged to be successful if...

- Set targets are met.
- Negative trends in performance are dealt with effectively by the school.

Actions:

	Descriptio	Responsibility	Start date	End date
1. 1	See Welsh targets Work with Sian Tinnuche-staff training in welsh language development (SDP 2016/2017)	SJ All class teachers	Sept annually July 2016	June annually May 2017

