



Red Oaks Primary School
Community Cohesion Audit and Action Plan 2020/21
 Review date March 2021
 Next review date March 2022

These headings are based on the guidance given by DCSF on the duty of a school to promote Community Cohesion.

Teaching, learning and curriculum

- helping pupils to understand others and value diversity,
- promoting shared values,
- promoting awareness of human rights, and applying and defending them,
- developing the skills of participation and responsible action,

Red Oaks school website is a key source of information and fully supports Red Oaks commitment to Community Cohesion.

Do all learners experience the following learning?	Evidence	Areas for Development / Actions
<p>Awareness of School Values Become familiar with the schools' vision of a diverse, inclusive, tolerant and equitable society.</p>	<ul style="list-style-type: none"> • Values education linked to Dojos • Values and BLP section on school website • All new starting staff have BLP training. • BLP training took place for all staff in a Twilight session and new posters for each class displayed with current class focus shown on there and ticked off when others achieved. BLP Dudes have been celebrated in weekly Celebration Assembly. LS will vote for Best BLP Dude language. • Learning walk/lesson observations identify behaviour throughout the school • Assemblies based on values, British Values and moral living • Values posters displayed in classrooms/school after an assembly • Governors Values Award <p>Governors came into school with Values Focus during 2018 to 2019.</p> <ul style="list-style-type: none"> • Enhanced Values Award for staff each Term from May 2019 onwards • New school motto 'Aspire, Achieve, Grow' has been shared with all staff and children to be familiarised with it through regular assemblies. <p>Weekly assembly– revisiting school vision, values and British values; individual classes to follow up in circle time. Each Value is introduced in an Assembly at the beginning of each term.</p>	<p>Continue with weekly assembly focus – revisiting school vision, values and British values; individual classes follow up in circle time.</p> <p>BLP induction for new staff to be led by LS</p>

	<ul style="list-style-type: none"> • Evidence on Values section of website with invited participation from pupils, staff and parents. • PSHE and citizenship/planning files/floor books • Building Learning Power displays in all classes, twilight training in October 2017 • Social skills groups/Narrative pack • British Sign Language can be seen across the school as many children access dual language in class, on playground, in hall etc. Red Oaks pupils are fully immersed in deaf awareness on a day-to-day basis • Deaf Aware Day took place in July 2019, each class put up a display entitled Deaf Aware, Children from Y1 to Y6 were challenged to learn to finger spell the alphabet. Deaf awareness displays continue each year • Governors come in for Focus days 3 x each year • Governors invited to values based assemblies • Parents Values Survey March 2019 and parents annual Ofsted survey • Governors conducted Values Pupil Interviews March to May 2019 • Assemblies with Fidelma linked to Values • Enhanced Values award gained- May 2019 • Governors learning walks and class visits based on vision and values 2016.17,18 and 2019 • Parent brochure has been updated for parents/carers for Sept 2020 and put on the website. • School vision with all children in class assemblies/circle times and with all stakeholders. • Weekly assembly focus –school vision has revisited, values and British values; individual classes followed follow up in circle time. • Dog Trust Workshop for Year 1 children with a focus on respect and kindness to animals. 	
<p>Awareness of Own Identity Develop an interest and pride in, and deeper knowledge of, their family roots and their emerging cultural allegiances and, for some, their religious or spiritual identity.</p>	<ul style="list-style-type: none"> • PSHE long term plan • Jigsaw scheme of work is being used throughout the school, from year 2018/19 onwards, which includes Mental Health and Wellbeing • RE lessons are planned weekly or as a day each small term. • RE curriculum map is used for Year 1 to 6 with Resources. • HG went on a RE Conference in Jan 2018 which gave an overview of major world religions and links have been made with other coordinators at Local RE hub meetings (from Feb 18), with Orchid Vale (Dec 19) & with Abbey Park (2018 & 19 onwards). • HG organised for a Rabbi to come into assembly in Spring Term 2019, workshops on Judaism were also run for Y1 and Y3 children (not done in 2020 due to Covid lockdown). • HG worked with Parent of child in Y3 to make links with Hindu community • Religious based assemblies as an education to a variety of religions, not an act of worship 	<p>Visitors, parents & workshops to be arranged- Covid restrictions permitted HG will plan R.E. workshops for years 1 & 3 on Judaism and a whole school Assembly in Summer Term 2021 (Covid permitted) Plus, HG will arrange visits to St. Andrew's church and the Hindu Temple in Swindon for years 1 & 3 in Summer Term 2021 (Covid permitted)</p> <p>Invite in religious figures from a</p>

	<ul style="list-style-type: none"> •Links with partner schools – Orchid Vale and Abbey Park in particular. •Multi-faith festivals are discussed during assemblies or during R.E. days/lessons. •Visits/assemblies by different faith groups-Vicar from local church came in to talk about Advent during Term 2 2019 and Fidelma from the Bahai faith/ Rabbi Solomon. (2020 not arranged due to Covid Lockdown. These May need to be ‘virtual’ in 2021) •Multicultural class projects – involvement of parents to celebrate cultures within school setting – Global Village •Evidence on school website •Faiths/Multicultural weeks – planning, floor books, displays etc •Year 1 trip to church •Year 3 Hindi Temple trip, •Spiritual identify and reflection – discussed/opportunities provided during assemblies •Local History Project took place looking at Religious backgrounds of local people - EMO •Celebration assemblies and wall of talent on the website •Learning Differences Class assembly •RE staff training Heddwyn Granger (June 2018) •RE resources and planning on the shared for all to access and staff to develop professional knowledge of different faiths (HG) •Best of British days took place in Term 6 2017 (links with international day) – celebrating children’s own identity and appreciating those of others in their community continues •International Day took place in Term 6 2018 and 2019, (Covid-19 prevented 2020 organised day from taking place). Organised by KT •Resources purchased to support faiths weeks and RE lessons •Visitors invited to assemblies and RE lessons and multicultural week on an ongoing basis; including Vicar in Summer Term 2019. •Year 3 did a Family tree study with a homework link for children to discuss with children and displayed in classrooms. •A visitor from the Dog Trust led a work shop in term 4 2018 with Year 4 children. •Class Dojos Family links and Learning •School therapy dog introduced Sept 2019 	<p>variety of faiths to lead assemblies and class groups (Covid safe or ‘virtual’ meetings/Assemblies)</p> <p>Assess areas of the curriculum for cultural diversity and representation</p>
<p>Appreciating Others’ Lives Develop empathy and insight into the lives of people from different backgrounds – through literature, other media and personal contacts.</p>	<ul style="list-style-type: none"> •Visitors of different ages reading with pupils. •Global topic across school – floor books, planning, displays. On-going part of school curriculum and specialist theme weeks •High quality texts/media used in English lessons, taken from different cultures •Global curriculum co-ordinator in role – KT •The global curriculum has been defined and threaded into the Geography curriculum 	<p>Find and develop a link with a national partner – on hold for now.</p> <p>Develop Partnership with Elderly</p> <p>Check links with Enquiry across KS1 and KS2 units that support</p>

	<ul style="list-style-type: none"> • Opportunities in Enquiry to explore other cultures and backgrounds through History and geography links. • Elsie 'Therapy Dog' comes in each week and spends time with groups/ individuals from Sept 2017 until March 2019. • New school pet – a dog called 'Dash' to be trained as a therapy dog for the school. • Louise Hunt (A tennis player with disability) and George Fouche (Rugby player) came in to assemblies to talk about their experiences. • RS - part of Jubilee Network of Good/ Outstanding Schools in the South West • Britain's Tallest Man (Paul Sturgess) who is a basketball player, came to visit Red Oaks in Nov 2019 to talk about his life (school Assembly) and do class 'basketball' workshops with years 1 to 6. 	<p>this.</p> <p>Source inspirational speakers for assemblies in the coming year.</p>
<p>Respect For Different Viewpoints Be encouraged to recognise and respect how people see things from different viewpoints.</p>	<ul style="list-style-type: none"> • PSHE and Citizenship Curriculum • Debating club run by JL 2018- 2019 • Assemblies – topic events and current affairs are responded to • Charity events in response to specific events – led by Charity Club eg. In Year 2019-20 Children in Need, Christmas Jumpers, Red Nose Day, Duck Race, Big Breakfast Harvest appeal (Oct 19) and Christmas shoe box appeal (Nov 19) – (ZN) • NSPCC assembly and fundraiser took place in 2017-2019 • Class discussions on an informal and formal basis when the need arises, circle time sessions • Celebrated Black History in Nov 2016, 2017, 2018, 2019 & 2020 with multicultural events and visitors. Evidence in displays and photos every year. • RE curriculum • Specific parts of art curriculum – art project with partner schools, work shared between schools • Links to other aspects of the curriculum (e.g. Arts Week, multicultural week, dance from other cultures, drama 'activities and role play) • A drama/ spoken language day took place with Abbey Park in 2018. • Drama club have worked with Abbey Park in 2018. • Helping hands, guest book, thank-you board, celebrating children on school website • Children's charter on website • Response on the website to values based questions • The school behaviour chart is in the Staff Handbook and all staff are required to read at beginning of the year and refer to it. • British Values assemblies (whole school and in class) • British Values taught and reflected upon in classes and through assemblies each year in term 6 (see website for evidence) • British Values policy written and is on the Website. • British Values training for all new starting staff in Sept 2017, 2018 and 19. • Multicultural links in Best of British and International Celebration Day Summer 	<p>Investigate possibility of setting up email contacts with partner schools.</p> <p>International Day planned for Summer Term 2020 but was unable to take place due to Covid-19</p>
<p>Controversial Issues Opportunities to discuss sensitive and controversial issues with staff who have the confidence to guide the debate and develop appropriate thinking skills.</p>		
<p>Cultural Appreciation Have opportunities to enjoy cultural and creative experiences that reflect and celebrate UK's increasing diversity.</p>		
<p>Recognising Commonalities Learn about cultural and religious diversity with an underpinning theme exploring commonalities and respecting differences.</p>		

	<ul style="list-style-type: none"> Term 2017 and International Day 2018, 2019. •No Pens Days (Twice a year) •Local History Day 	
<p>UK Culture Find out about the diverse roots and sources of modern UK culture.</p>	<ul style="list-style-type: none"> •Designated Global co-ordinator to monitor planning (KT) •World War 1 Centenary Assembly and Remembrance took place in November 2019 •Best of British Day – Summer 2017 and as Part of International Day 2018 and 2019 •Celebration Day of nationalities that make up our school community took place in Summer Term 2018 and 2019 as part of International Day (JW/KT) •Local History Celebration takes part each year. History Challenge set in Summer Term 2019 •Local History Day 	<p>Celebration Day of nationalities that make up our school community is planned for Summer Term 2020 as part of International Day</p>
<p>Migration Histories (more appropriate upper KS2 and older) Learn how migrations throughout history have helped to shape our society</p>	<ul style="list-style-type: none"> • Enquiry learning is planned from our detailed progression maps that have been developed throughout 2019/20 •Assemblies • Black History month celebrated in October 2016, 2017 and in 2018, 2019 & 2020 a Black History Day took place. 	
<p>Fundamental Equality Principles Learn the significance of basic principles of equal opportunities, justice and human rights as they apply to their own daily lives and to wider community and global issues. They become increasingly aware (when this is consistent with their other areas of knowledge) of the significance of these principles to citizenship and democracy</p>	<ul style="list-style-type: none"> •Embedded within revised Red Oaks curriculum framework for Years 5 and 6. •Debating/P4C opportunities are incorporated into Red Oaks Enquiry Learning Curriculum eg. KS2 class debates about plastics and deforestation. •Debating Club 2016 to July 2017 by NDW, 2018 to 2019 run by JL. •Pupils took part in Debating Competitions in 2016, 2017 and 2019. •Philosophy for Children training for all staff in Twilight session, October 2016. NW went on further training to support staff. Resources are on staff area and have been added to. Questioning discussed at training is built into everyday teaching and learning opportunities and P4C session done termly in each class as a minimum. •P4C and Mindfulness resources are on the Staff Shared Area •Questioning has been built into everyday teaching and learning opportunities and P4C session done termly in each class as a minimum. •Swindon Inter-Schools Debating Competition - Debating competition with local schools cluster every year since 2015 and to be held again next year debated (cancelled due to covid-19 in 2020) •Red Oaks school to hold a general election. Invite local MPs, governors etc. Children to campaign for votes. Investigate 'News Round' site for election information. Local MP Justin Tomlinson ran assembly in school in 2016 and in July 2019 visited for assembly to talk about Democracy with Year 5 • STEM project. •Visit from Nick Gibbs •Governors have been invited to Dyslexia Friendly Assemblies •BSL Club •Charity Club 	<p>Debating continues to be incorporated into new Red Oaks curriculum for Years 5 and 6.</p>

<p>Advocacy Skills Gain the skills and confidence to enable them to apply human rights to situations they encounter, to recognise and challenge abuses, discrimination and injustice and to advocate and claim their own human rights whilst fulfilling their associated responsibilities.</p>	<ul style="list-style-type: none"> •Governor Training has taken place for SPLD. •Children's Charter •Play leaders •Super fund raisers •School council •Anti-bullying week •Virtual Reality Bullying Workshop took place in Sept 2017 •NSPCC Visitors with Stay Safe message •Drama, hot seating, role-play linked to different curriculum areas •Values projects/ assemblies •P4C/Big questions and wonderings •Dojos •Discussing genre and persuasion in English •New ICT and safety online curriculum 	
<p>Regular Work With Different people Learn through close and structured collaboration in many different working groups, requiring them to encounter different styles of thinking and to develop flexible interactive skills. Some of these groups include differing ages, genders and backgrounds.</p>	<ul style="list-style-type: none"> •Pupils share work across classes, peer collaboration on different projects, work across key stages •Gifted and talented projects •Work with children from special schools/secondary schools, children to access social inclusion – visits to and from other schools. Campus learning e.g. Building Bridges Y6 project •Links have been made with Abbey Park during Autumn Term 2018 through Twilight where staff in curriculum teams have shared practice and explore links that can be made. Staff Meetings Send and Pastoral Care Meetings have taken place, continued in to 2019-20 school year. •Spelling Bee is to be used for G&T spellers •Parent Helpers regularly hear children read 1:1 •Ongoing CPD with special schools •Sports Leaders Abbey Park •Talk partners •Play leaders •School council •Helping Hands •National and International school links •Film project with Abbey Park Pupils and RO Gifted and Talented – ‘A day in the life of Red Oaks’ is underway to replace one that is currently on Website. •A film was produced and edited by Abbey Park children on “Rock Star Day” in 2018, this helped promote the use of ICT. •Duke of Edinburgh participants have volunteered at Red Oaks. •British Sign Language – used across the school and many staff have BSL lessons outside of school time •School newsletter published weekly on paper and on Website. •TG has made links with Abbey Park teacher who leads the Aspire Academy. •Abbey Park staff have worked with Y5 for Music, Y2 for PE, Year 6 for 	<p>Develop links with the community, other local schools with the school newspaper</p> <p>School newsletter - weekly</p> <p>Investigate if there is a group of pupils who can come to Red Oaks. Co-ordinate with TG. Continue to develop links to be developed with Abbey Park school through regular Twilight Meetings where Curriculum teams explore sharing expertise and resources.</p> <p>Parent Helpers continue to regularly hear children read 1:1.</p>

	<p>Spanish</p> <ul style="list-style-type: none"> • HC worked with G&T writers to write a Blog for school website between 2017 to 2018 • Science Day 2018 Solving a Crime, Science Day 2019 finding ways to 'Make RS Better'. Science Week took place in March 2020. • A KS2 Science Competition took place with the winners going to RIAT in July 2019 • Comic Book Writer came in to Year 6 in June 2018 • Links have been made with Red Oaks and Abbey Park. Year 5 children have worked with AP children on languages and Science Lessons • Various visitors eg. Year 1 Fossil Workshop, Toy Maker, Dance workshops at Abbey Park, Year 4 Railway Safety and Jungle John, Premier Sports, Rabbi Soloman, Shaun W- Football • Sports Day, Clubs, Talent Shows 	
<p>Team and Communication Skills Develop collaborative team skills and associated communication skills through planned activities that progress year on year through the curriculum.</p>	<ul style="list-style-type: none"> • Learning Partnerships – UK and with Swindon and MAT schools • Building Learning Power • House System in across the school • House assemblies introduced to develop a sense of 'team' • Values Education • Year 5 and 6 residential projects • Collaborative projects within different curriculum areas • Helping Hands, Kiss and Drop <ul style="list-style-type: none"> • Regular PSHE/Circle time/P4C discussion and debating opportunities • BLP renewed training January 2016 and for New Starters in Sept 2017, 2018, 2019, 2020 and is ongoing <p>Outdoor Learning Cards (OLC) Training. JW, HG, MW went on this training in Sept 2016. Staff training took place Feb 2017 informing staff about opportunities for Team building, Orienteering and Journeying. These all promote communication and collaboration skills. In Summer Term 2018 and Autumn Term 2018 JW again shared with staff about using OLC. JW worked with Curriculum coordinators to widen use of resources and Outdoor Learning cards and monitor their use.</p> <ul style="list-style-type: none"> • JW modelled using a range of Outdoor Learning Cards to PN and AH's classes in July 2018. The activities promoted team building and working together and the feedback from the children and staff was very positive. PN and AH subsequently shared some of the activities with other classes in their year groups. • Outdoor Learning Project was applied for in October 2018 and took place in February 2019 Pupil Premium children work together developing new skills to produce a Solitary Bee Hotel. • Community choir performances led by JP/TG including: Infant/Junior Festivals, Singing at Marks & Spencer, Young Voices, Christmas Fayre, 	<p>Continue to develop the use of house assemblies</p>

	<p>Community Carol Service, Old Peoples Home, O2, Summer Fayre</p> <ul style="list-style-type: none"> • ‘No Pens Day’ took place in Autumn Term 2017, 2018 and Summer Term 2018, 2019, 2020 when Communication and team building skills were developed. •Dyslexia Learning Ambassadors •FORO Quizzes and Bingo •Talent show •Haart Estate agents •Class Dojos 	
<p>Peer Learning, Leadership and Responsibility Develop the skills and confidence to recognise when their peers need help or support, to take on roles of mentor, coach or mediator for others and understand the skills required to assume peer leadership in a variety of settings (e.g. sports, reading support, student councils, community service).</p>	<ul style="list-style-type: none"> ▪ Development of peer assessment and paired learning through several curriculum areas. ▪ Peer reading/writing on Friday afternoons ▪ Talk for Maths, Write Now, Talk for Writing projects ▪ P4C debating competition ▪ Building Learning Power – workshops with children and parents ▪ Pupils employees, Helping Hands, Kiss and Drop, Sports Ambassadors ▪ Classroom monitors ▪ Paper recyclers ▪ Cyber Mentors have led Key Stage Assemblies in 2017 and 2018 ▪ Super Cybers have replaced Cyber Mentors in 2019 and led assemblies in 2019 and ran a stall for parents evening ▪ New Curriculum framework – driven by the children ▪ Children’s school improvement plan ▪ Children’s SEF ▪ Paired Reading ▪ Family Learning opportunities and continued evaluations of these through post it notes collated in a floor book <p>Sharing homework logs (put on newsletter for parents)</p> <ul style="list-style-type: none"> •New curriculum framework (IPC) develop use of pupils being fully involved in the planning of learning •Work with Swindon Youth Offending Team – Prevent Crime In 2016 to 2017 with Year 5 pupils. •Early Intervention Project •Mental Health Interviews •Abbey Park Links •Year 6 children Mentoring Year 5 children •Year 6 Junior Good Citizen •Sports Leaders •Artsmark 	<p>Children’s SEF to be updated.</p> <p>Golden Smiles, Charity Club and Travel ambassadors will continue.</p>
<p>Democratic Decision Making Gain experience and understanding of democratic decision-making and recognise its significance in British society.</p>	<ul style="list-style-type: none"> •School council •Charities fundraising •P4C opportunities •Year 5 pupils have taken part in local schools debating competition every 	<p>Voting to continue to take place within classrooms</p>

	<p>year since 2015</p> <ul style="list-style-type: none"> •Debating club and competition with other Swindon schools •Visits from local MP to discuss democracy in an assembly; most recently in July 2019 	
<p>A Share in Power Gain the understanding that, in a working democracy, people have a share in power that can influence the decisions which affect them and the people around them.</p>	<ul style="list-style-type: none"> •School council - Helping Hands •Helping Hands pose questions to be answered through class assemblies. •Children's SEF •PSHE and Citizenship; democracy/P4C debates/discussions •Helping hands •Children's school improvement plan •Maths, English and Computing teams, phase teams, SMT, SLT, governors, TAs, link governors •Staff/governor annual conference •Red Oaks curriculum fully involves pupils in curriculum planning – wonderings •Visit from local MP to assembly to discuss democracy •Voting takes place within classrooms and is built into planning •Pupil interviews by curriculum leaders - ongoing •There are 2 trained ELSAs •Bid was won for Shepherd's Hut- Jan 2020 and ready to use in Sept 2020 •Children's Input on Website 'Values Wall'. •Debating taught in Years 3 - 6 •Opportunities for Pupil Voice to shape learning and curriculum 	
<p>Social Change is Possible Realise that change and improvement can come about through human collective efforts guided by a shared vision of well-considered goals.</p>	<p>School Behaviour and Learning Charter:</p> <ul style="list-style-type: none"> •All school staff (teachers, TAs, Lunchtime Supervisors) involved in process of evaluation and review •Children's views about behaviour policy collected via School Council following whole school survey •All stakeholders involved in School Improvement Planning •Charity work led by children and staff <p>Helping Hands – rules for playtimes</p> <ul style="list-style-type: none"> •Invited P4C club •Children's School Improvement Plan •Pupil survey results used to 'drill down' in order to make improvements •School buys time from TAMHS •School buys time from a Parent Support Advisor •Whole School 1 Mile walk took place in June 2018 and 2019 •Debating Club and Participation in Debating Competitions •Voting takes place within classrooms and is built into planning •Golden Mile takes place 3 times each year. •Dojos 	
<p>Professional Development</p>	<ul style="list-style-type: none"> •Ongoing discussion and professional development opportunities at SLT, staff 	Continue work with Learning

<p>The school has identified the areas of professional development needed by their workforce to improve the teaching and learning for the promotion of community cohesion and has plans in place to provide it.</p>	<p>and TA meetings</p> <ul style="list-style-type: none"> •Dedicated CPD Monitor •Global curriculum manager (KT) •Ongoing visits to national schools •NQT action plan – week by week detailed plan for CPD •CPD training provided for all staff •Performance Management •Staff meetings led by different staff depending on the content •Term 5/6 2016 teachers to carried out learning walks with SLT members <ul style="list-style-type: none"> •Deep Dives planned for each subject area for 2020-21 •Head’s cluster group, cluster maths and English groups, Nursery Heads meetings. •Staff Peer learning visits. •MC/RS/JL attended Curriculum course •STEM Learning 	<p>Partnership schools to seek further opportunities for ongoing CPD.</p> <p>Throughout the year, all teachers and support staff have 2 opportunities to carry out peer learning visits Development of The Critical Friend Model. Deep Dives postponed due to Covid lockdown SLT to continue to develop the model of whole school focus weeks where learning walks, pupil conferencing, data etc are triangulated.</p>
<p>Student Voice Students develop the skills to contribute to the evaluation and improvement of teaching, learning and the curriculum. Their contributions are welcomed and acted upon.</p>	<ul style="list-style-type: none"> •School Council/Helping Hands •Children’s SIP plan •Children’s SEF •Circle time/ P4C discussion and debate •Message boards/thank you boards on website •Involvement in surveys relating to whole school development •Personalised Learning •Pupil Voice during learning walks • Super Cybers •Pupil Voice asked for regularly e.g. as part of Subject Learning Walks •Eco Council •Recycling promoted in school •Dyslexia Learning Ambassadors 	<p>Pupil Voice asked for regularly eg. as part of Subject Learning Walks</p>

Equity and excellence

- ensuring equal opportunities for all to succeed at the highest level possible
- removing barriers to access and participation in learning and wider activities
- eliminating variations in outcomes for different groups

Areas To Consider	Evidence	Areas for Development / Action
<p>Monitoring and Evaluating Attainment The school has effective procedures in place to monitor patterns of attainment as young people progress through their education. Results are analysed by various relevant characteristics (e.g. ethnicity, gender, social class etc.) that may reveal indirect discrimination. Strategies are in place to tackle achievement gaps.</p>	<p>Fully in place:</p> <ul style="list-style-type: none"> •Monitoring of all groups by HT and personalised learning manager •Training manager analyses questionnaire data •Action plans produced by class teachers for vulnerable groups and individual children •Focus groups delivered •Personalised learning programmes and interventions •Booster groups run on a regular basis •1:1 coaching •Coaching for SATs •Pupil Progress Conferences, pupils and parents attend •Pupils interviews with groups of pupils (representatives from all community groups) •Child friendly IEP targets/ New IEP formats •Parent workshops and open mornings •Dyslexia Friendly award •Marking policy for literacy is dialogue between child and teacher •Children write their own reports in KS2 and teachers validate •Children in KS1 and FS2 develop own learning journey •Pupil targets for writing revisited by the English team and launched to teaching staff in January 2017. •Maths parent workshops have taken place and parents have been invited into lessons. •ISI Grids are used to identify key children following progress meetings •PP Monitoring 6 times a year 	<p>Evaluate parent workshops using simple style questionnaire Put all parent workshop slides on the website and put on the newsletter so parents know it is there Maths parent workshops continuing to take place and parents are invited into lessons.</p> <p>Child Centred IEPs have been introduced from September 2018 and are reviewed every 6 weeks</p>
<p>Monitoring and Evaluating Opportunities, School Experience and Achievements The school has effective procedures in place to monitor responses to, participation and success in wider educational and social experiences. Patterns that do not reflect the wider population of the school are investigated.</p>	<ul style="list-style-type: none"> •Parent surveys at parents evenings and periodically on line •KS2 Online Safety Survey •Attendance rates at extra-curricular clubs is exceptional •Pupil surveys carried out and evaluated in Nov and June – share with staff and governors •Pupil feedback from residential, UKS2. •Weekly celebrations brought in by pupils shared with whole school in assembly each week and celebrated on the school website. •Staff Surveys annually •Pooky Knight-Smith Updates and Staff Inset – Autumn Term 2019 and summer 2020 (online) •Dyslexia Parent Survey •Workload Surveys and Meetings •Focus on supporting Wellbeing - Well-being policy produced. 	<p>Continue to consider the views of pupils in respect of participation in a range of activities.</p> <p>Children to evaluate clubs at the end of the term – post it note feedback collected</p>

<p>Inclusion Indicators The school has effective procedures to monitor inclusion indicators such as attendance, behaviour, admissions and transfers, harassment incidents (including racist, religious and homophobic), disciplinary sanctions including exclusions. Patterns that do not reflect the wider population of the school are investigated.</p>	<ul style="list-style-type: none"> • Attendance monitored by Jill Ponting and followed up by RS and EWO • Serious Incident and Racist Incident forms kept in file, monitored by RS • Exclusions monitored by RS and JP • Admissions and transfers dealt with by Local Authority – totally inclusive admissions policy. • Vulnerable data base that indicates pupils that are at risk of being excluded • Learning Walk – behaviour is good/outstanding across the school. Governors also to be involved with this • SENCO to keep provision map • SENCO to attend as many progress meetings as possible • RS, KC and JL to work together on interventions for Pupil Premium children • Accessibility Plan Feb 2017-2026 • Equality Plan Feb 2017-2020 • CPoms is used as a monitoring device • EAL inclusion • Jigsaw Family Training (NH,BT,LVL) 	<p>All class teachers to complete an action plan for Pupil Premium children to ensure all are receiving the most efficient use of funding to support and develop each child. SLT to review and monitor this.</p>
<p>Welcoming Induction The school has effective procedures to welcome and integrate new arrivals. All school staff understands their responsibilities in this process. Direct evaluation of the experience is sought from young people and parents.</p>	<ul style="list-style-type: none"> • HT meets with new parents and their children to address any initial concerns, • ‘Buddy’ system in classes – class teachers allocate a ‘buddy’ to a new child • Satisfaction survey contains a question about the induction and welcome process, • Team/Key Stage leaders are responsible for induction of new staff. • Reception children/parents induction programme in place – Nursery and Reception induction meeting, class teachers lead welcome meetings at beginning of year, home visit for all nursery and reception parents, workshops for nursery and reception children • New Parent/child Picnic and Induction Visits • School brochure-updated annually • Transition Policy for new starters • Virtual tour/website • Learning journeys, curriculum planning on website • Transition systems in place – TAC meetings for vulnerable children • NQT induction procedures in place • Induction policy in place for teachers, TAs, governors, volunteers • Family Bingo, PJ and Popcorn nights 	<p>Review of Staff Handbook - annually</p> <p>Review parent brochure - annually</p> <p>Review partner classes in a staff meeting</p> <p>Review transition policy annually with all teachers</p> <p>Review Induction policy – take to Governors for approval</p>
<p>Responsibilities are Understood Governors and school leaders ensure that all staff understands their duties to implement equalities legislation as it applies throughout school activities.</p>	<ul style="list-style-type: none"> • Equalities Plan in place • Regular presentations from members of SLT/SMT and other staff where necessary to governors • Jan 2017 – all job descriptions reviewed • Community Cohesion action plan to be ratified by governors Feb 2017, 2018, Feb 2019, Feb 2020 • Staff meeting in September to remind staff of Curriculum Leader and KS leader responsibilities • Sept 2016 – Foundation subjects manager in place to co-ordinate foundation 	<p>Disabilities Equalities scheme – questionnaire to go out to parents in March</p> <p>Community Cohesion action plan to be ratified by governors February 2019</p> <p>Action plans for all subject</p>

	<p>subject leaders</p> <ul style="list-style-type: none"> • January 2017 – all job descriptions reviewed. • Action plans for all subject leaders form part of PM process • Responsibilities of staff leaving or on maternity to be given to another member of staff to take over or temporarily be responsible for. 	<p>leaders to form part of PM process</p> <p>Responsibilities of staff leaving or on maternity continue to be given to another member of staff to take over or temporarily be responsible for.</p>
<p>Diverse Role Models Efforts are made to ensure that all learners encounter role models representing a wide range of the population including those who do not conform to stereotypes of age, gender, ethnicity, occupation and those from backgrounds different from their own. Contacts with groups who are not represented in the immediate community are especially sought.</p>	<ul style="list-style-type: none"> • Staff are aware of their duty to include positive images of a range of groups (SMT – staff training) • Resources are available in school to enhance displays and curriculum content • Employ staff who are excellent role models for deaf awareness • Visitors who are positive role models e.g. deaf Olympic athlete has visited • NDS Listening Bus • British Sign Language used throughout school • Visitors from different age groups visit school to support curriculum work • Successful business people come in to talk to gifted and talented children • Swindon Town Football Club work with school and Wims11 football and SRFC • Dyslexia friendly schools award was presented by Sally Gardner (author) • Partner school visits for children and staff • January 2017 Visit from blind climber and guide talked about charity climb up Mt Kilimanjaro. Shared with children in Year 3 as part of their entry point to IPC unit. • Para- Olympian talk in assembly about his experience in Jan 2018. • BMX stunt person came and shared his skills and a message in an assembly in Autumn Term 2017. • “The Silent child” film was shown and celebrated in an assembly Local press came in to school after the film won an Oscar. • Range of parent visitors invited into school to share information about their career and their journey. This included an illustrator, chemical engineer, secondary teacher and acupuncturist. • STEM Project • Britain’s Tallest Man (Paul Sturgess) who is a basketball player, came to visit Red Oaks in Nov 2019 to talk about his life (school Assembly) and do class ‘basketball’ workshops with years 1 to 6. 	<p>Ongoing visits to and from partner schools</p> <p>Develop opportunities for male role models in school</p> <p>Story Reading Club continues to run regularly at lunchtimes by JL</p>
<p>Representative Staff and Governors Efforts are made to ensure that the governing body and staffing are broadly representative of the different groups in the local community.</p>	<ul style="list-style-type: none"> • Non-discriminatory recruitment process for all staff and governors. • Representations from different genders, age groups, professional groups, sexual orientation and ethnic minority groups on Governing body where feasibly possible • Governors learning walk to focus on equality. 	

<p>Behaviour for Positive Relationships All members of the school know that behaviour which undermines positive relationships (including threats of violence, abuse, discriminatory behaviour and bullying) is dealt with firmly and effectively by the school.</p>	<ul style="list-style-type: none"> •Anti-bullying policy reviewed by Pastoral Manager •Anti-Bullying Week •Revisit children’s anti bullying policy – Becky Taylor •Personnel policies •Positive handling policy •Social skills groups •Partner classes- Behaviour and Learning Charter •Revisit children’s anti bullying policy in assembly/circle time •Partner classes regularly reviewed and updated annually in line with new teaching staff •CPoms monitored by SLT/DSL •OFSTED Inspectors commented upon the children’s excellent behaviour and positive attitude to learning in Nov 2017. •Am I being Bullied assembly in Sept 2017, chart made for main playground and sent home for parents •Class Dojos for behaviour •Class Surveys •Pupil Perspective Surveys 	<p>Revisit children’s anti bullying policy in assembly/circle time</p> <p>Policy to be reviewed by Pastoral Manager</p> <p>Review partner classes regularly</p>
<p>Admissions Procedures The admissions authority complies with the admissions code and ensures that admissions policies do not unfairly disadvantage any group.</p>	<ul style="list-style-type: none"> •RO complies with Swindon LA admissions policy. 	
<p>Equalities Legislation All staff knows their legal duties under equalities legislation and are aware of the systems within the school to deal with incidents of discrimination. Incidents are properly recorded and monitored.</p>	<ul style="list-style-type: none"> •Racist and abusive incidents are recorded and monitored using CPoms and reported to governors. These are recorded as part of the safeguarding minutes to governors monthly. 	<p>Revisit with children during values and whole school assemblies</p>
<p>Professional Development The school has identified the areas of professional development needed for the workforce to improve the equity and excellence dimension of its work in cohesion and has plans in place to provide it.</p>	<ul style="list-style-type: none"> •Addressed through the Performance Management process •Ongoing professional development opportunities offered to all staff for personal development and/or school improvement planning •Record of staff training and CPD evaluations and share with governors. Evaluations are also collated. •Many opportunities for ‘In house’ training •NQT professional development plan •Computing RIG participation in response to the Rochford Review 	<p>Staff to review/evaluate CPD opportunities regularly and are given the opportunity to see others teach. Link have been made with St Frances school who are introducing JIGSAW for PSHE</p>
<p>Student Voice Students develop the skills to contribute to the evaluation and improvement of equal opportunities within the school. Their contributions are welcomed and acted upon.</p>	<ul style="list-style-type: none"> •Involvement in surveys relating to whole school development •Personalised Learning •Children’s SEF •Children’s School Improvement Plan •Children interview new prospective teachers 	

	•Helping Hands	
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Engagement and extended services

- providing reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations
- links with different schools and communities
- the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups

Areas To Consider	Evidence	Areas for Development / Action
<p>Extending Services Where extended services are being planned, a range of local representatives are involved in the consultation process and collaboration is established with other schools. An effective planning process is underway (such as the Training and Development Agency's framework).</p>	<ul style="list-style-type: none"> •Extended Services established: wrap around care available on the school site between 7.45am and 5.45pm •Breakfast club and Acorns Club run daily •Sign posted Holiday care. •Parents Support Advisor (PSA). •Parenting Classes run, available to school community (Flourishing Families) at Butterflies Children's Centre •Extended schools link on RO website •Extended Services well established: continue to monitor and evaluate via views of stakeholders. •Family learning opportunities – Up to 3 Family Learning Sessions on a Saturday take place each year (organised by LM) 2 took place 2017 to 18 because of lack of interest for 1 event. Events took place throughout 2018 to 19 (now organised by CT) •Acorns After school club extended to 20 places from September 2015 •Flourishing Families/Flourishing Together course for parents •Support given by SEDNCO to families and families are directed to support groups eg Butterflies •Support given to families during Covid-19 lock down. Welfare check ins with vulnerable families •Referrals to Church project for Christmas presents for families in need •Referrals to the Foodbank for families in need. 	<p>Breakfast and Acorns Clubs run daily (pre and post Covid lockdown) Support given by SEDNCO to families and families are directed to support groups. Family Learning Events will take place 3 times over academic year.</p>
<p>A Welcoming School All members of the community feel welcomed, safe in the school and valued and respected by the people there.</p>	<ul style="list-style-type: none"> • Pupil survey •Family learning (Flourishing Families) •Parent Partnership •Book Looks •Summer fayres/ Christmas Fayres 	<p>Continue to develop links with Cluster schools Continue to develop MAT links</p>

	<ul style="list-style-type: none"> • There is a high involvement in community events • Office staff trained in BSL to welcome visitors to the school • New parent induction/workshops/family BBQ • Family Fun run event (3 legged, fancy dress etc.) • Questionnaire to ask parents what workshops they would like Jan 2017 	Reach out to other primary schools who may be interested in joining TPAT
<p>School Ethos is Communicated</p> <p>The school uses a number of different methods to communicate its vision of inclusion and equality to its members and its local community. It demonstrates publicly, through its official publications and through its activities, that, within its remit, it sets out to cater for the full range of groups in its community.</p>	<p>School ethos communicated in several ways, all of which demonstrate its remit to cater for the full range of groups in its community:</p> <ul style="list-style-type: none"> • Prospectus • School website • Film clips • Parent workshops • Parent open mornings • School brochure • Articles in the local paper and community magazine • Home visits • Induction meetings • A full range of community events • Productions and class assemblies • Christmas carols • RO school Website • Parent survey • Inclusion Quality Mark (see report) • Dyslexia friendly award (Re-verified 2019) • NET advocacy school (National Education Trust) • Governors record their findings on vision and school ethos through learning walks and class visits • Parent comment books/parent comment boxes on reports – comments to be collated and shared with staff/governors annually. • Class Dojos • Phonic workshop for parents/carers in EYFS Jan 2020 	<p>Links developed with local community e.g. elderly, disabled etc.</p> <p>Parent comment books/parent comment boxes on reports – comments to be collated and shared with staff/governors annually</p> <p>Maths Parent Workshops & Parents are invited into classes as part of this initiative</p> <p>Phonic workshop for parents/carers in Jan EYFS 2020</p> <p>Talent show and End of Year Musical Show.</p>
<p>All Feel They Can Contribute</p> <p>All members of the school community know that their views can help to shape the development of the school and that there are ways in which they can share these views with others and make them known. Special efforts are made to include hard to reach groups (e.g. looked after children, learners new to English language and new members of the local community).</p>	<ul style="list-style-type: none"> • Home/school contact books, • SIP made available to website • Children's SIP and children's SEF on website • Digi-council – e-safety working party of children • Website is fully inclusive and is a learning platform, lots of opportunities for people to share thoughts and ideas • Suggestion box in the entrance hall • School Council and Focus Groups: positive discrimination to ensure that all groups are represented. • Parent support groups e.g. Flourishing Together • Boxes for children to contribute ideas • School is aware of vulnerable children – vulnerable database 	<p>Continue to develop ways in which we can encourage 'hard to reach' groups to contribute.</p> <p>Review of staff/Governor skills they are willing to contribute e.g. clubs, workshops etc. Staff Recognition Awards (Nominees are put forward anonymously) have been introduced 2017-18 and continues. This is linked to the value of the term.</p>

<p>Language Where there are different languages spoken in the schools communities, skills in heritage languages are given appropriate recognition and respect alongside the school's systematic support for the acquisition of English. The school is aware of which languages are spoken locally and how many parents have difficulty with English.</p>	<ul style="list-style-type: none"> •Classes have multilingual welcome signs and/or displays •British Sign Language school •School data collection signposts first languages, ethnicity etc •BSL courses for children, staff and community •EAL co-ordinator, learning walks carried out to review and update school environment •School newsletter – parent support asked for from those who speak another language. •LM- Has attended EAL coordinator course. Updates have been given to staff. LM has passed info to EH. •All teachers to complete an assessment on all pupils whom speak English as an additional languages and a transcript of conversation recorded. January 2017 onwards. •Second languages of leaners in school were promoted and celebrated in Best of British week and International Day June 2017. •Multi language welcome on the Head teacher's welcome page. •TG has attended MFL hub and ordered French Scheme for KS2. •Links with Neighbouring Secondary School for specialist French teachers – Abbey Park •Year 5 languages day organised by Abbey Park annually •Abbey Park – Spanish link •BSL Alphabet challenge award as part of Deaf Awareness •Language teacher from Abbey Park to teach Spanish to Y6 children from 2018 	<p>LM continues to update and support teachers to complete an assessment on all pupils whom speak English as an additional languages and a transcript of conversation recorded.</p> <p>Promote and celebrate diversity of cultural backgrounds/ languages of whole school International Day in Term 5 or 6 2018.</p> <p>New French Scheme to be introduced to staff in Staff meeting in Term 4.</p>
<p>Facilities Development The school is involved in strategic planning to enhance the community facilities for the locality, including active promotion to make them available to all sectors of the community.</p>	<ul style="list-style-type: none"> •Red Oaks is a PFI school and as such can not access the school after 6.00pm or in holiday times. •Clubs/lettings use the school hall/school facilities in the evenings until 6.00pm •Annual 'Extended Schools' questionnaire requests information about the requirements of local community groups •Extended Schools annual events, working in partnership with other local schools •Campus Links have been made as part of Red Oaks becoming an academy •Family Learning Mornings have taken place 2 or 3 times each year (Organised by LM. Now organised by CT) •Maths Workshops and Relative Reading and book looks with parents. 	<p>Continue to develop campus links</p> <p>Termly Twilights with RO and AP staff to strengthen links between schools.</p> <p>Continue to promote family learning opportunities</p> <p>Promoting of Family involvement through Maths Workshops and Relative Reading</p>
<p>Promoting Interaction The school creates opportunities for different groups (for example mixed age, genders or backgrounds) to share facilities and work together; for example mentoring projects,</p>	<p>The school has successfully hosted and mentored individuals from several organisations:</p> <ul style="list-style-type: none"> •Secondary school work experience pupils •Students from Swindon Colleges •NVQ placements and in-role training 	<p>Investigate possibility of secondary pupils working with children to develop computing skills – co-ordinate with SM.</p>

<p>reading schemes, young people offering ICT support, community placement schemes, young volunteers leading out of hours activities</p>	<ul style="list-style-type: none"> • Trainee teachers • Secondary pupils lead workshops with RO children to develop sports skills • RO children involved in the official opening of new community facilities, including singing for local building company • Development of pond area included local community • Red Oaks/campus fireworks Nov 2015, 2016, 2017, 2018, 2019 and planned for 2020 • Red Oaks Choir has taken part in events in the local community e.g. Christmas singing at residential homes, ASDA etc. • Ongoing work with local businesses e.g. ASDA, Sainsbury's, Homebase RO to liaise with local library and have work displayed on library premises through Artsmark club. • BSL Alphabet Celebration during Celebration Assembly 	<p>Opportunities for Red Oaks in the local community e.g. Christmas singing at residential homes, ASDA etc. Red Oaks/campus fireworks planned for Nov 2020</p>
<p>Consultation Inclusion of key Stakeholders Parents, LA, local Police, Voluntary sector, Faith groups, Elders etc. in arriving at priorities for development and advising on engagement with external organisations or speakers.</p>	<ul style="list-style-type: none"> • Staff, Governors and Pupils are consulted e.g. SIP • Parents are consulted for disability equalities scheme • PCSO: regular visits to school to interact with pupils and also to inform school of relevant incidents • Fire fighters visit to support education of our pupils • Y6 to participate in Junior Good Citizen Scheme • Truck Safety 	<p>Seek opportunities in assembly and class visits</p>