

An Environmental Audit

Whole School environment	YES	Area for development
Multilingual notices		
Diversity and positive images in displays		
Links with local communities explicit		
School relationships - who's who		
Facilities for parents / community / carers		
Print Environment		
Multilingual displays		
Reading areas, role play areas, graphic areas reflect and celebrate the multilingual school community		
Learning prompts - curriculum and language prompts e.g. scaffolds, key vocabulary for specific purposes, photos, diagrams etc		
Displays reflect the ethnic, cultural and religious backgrounds of pupils and celebrate diversity and global perspectives		
Displays challenge bias, racism and stereo typing		
Displays reflect purpose for learning as well as guidance for parental involvement, taking account of the diversity of parents		
Displays are initiated by pupils as well as adults and celebrate collaborative as well as individual work		
Displays show work in progress and completed work which act as models for learners e.g. photographs of activities		
Reading materials in the school and class library include positive role models, reflect and value diversity, include fiction as well as non-fiction from a range of cultures and explore a range of issues such as migration, displacement etc		
Reading material includes dual language and community language books, newspapers and magazines, books which challenge bias and stereotyping and racism		
Computer suites provide facilities for word processing in languages which use different scripts and multi lingual instructions		
Wide range of ICT including listening posts, tape recorders, camcorders for pupils to use		

Issues raised and next steps: