



School Statement for Equality

EQUALITY OBJECTIVES (2022/24)

Lead(s)	Others Involved	Links to other policies and action plans	
Liz Kendall (Headteacher) Edward Hart (Equality Link Governor)	Senior Leadership Team Whole School Staff Wider school community (Parishes) Curriculum Committee of the Governing Body	<ul style="list-style-type: none"> ○ Rights Respecting Award Action plan ○ SEND policy and Action plan ○ Disability & Accessibility policy ○ School Improvement Plan ○ RE policy and Action Plan ○ Behaviour Management policy ○ Anti-Bullying policy 	
What would you like to achieve/improve?	How might you go about it?	What exactly will success look like?	Evaluation & Evidence
To promote our Spiritual, Moral, Social and Cultural teaching with particular reference to diversity and inclusion	<ul style="list-style-type: none"> ○ Continue to develop links between HRSE and our RE curriculum ○ Develop the use of Caritas units to encourage the children to think about social justice ○ Continue to work on our Rights Respecting Schools Award (Silver currently being worked towards) ○ 	<p>Our children will have a better understanding of the world in which they live.</p> <p>All children will recognise that they belong and have a role to play in school and their local community.</p>	
To monitor and analyse different groups of children's achievement and act on any trends or patterns in the data that require additional support	<ul style="list-style-type: none"> ○ Staff to ensure that they plan opportunities for all children in line with our inclusion policy ○ Analyse different groups and how well they are achieving ○ Intervention plans to be implemented to support all children ○ Teachers to use data from tracking and children discussion to target specific children that need further support. ○ 	All groups will show that they are making progress from their starting points.	
To raise outcomes for vulnerable children in Reading, Writing and Maths who are not achieving age related expectations	<ul style="list-style-type: none"> ○ Class teachers work to improve attainment ○ To identify barriers to learning by ensuring the curriculum is planned around the interests and needs of the children. 	Whole School data shows an improving trend and is at least in line with national expectations	

	<ul style="list-style-type: none"> ○ Barriers to be tackled by creating an action plan, careful curriculum planning and timetabling of interventions. ○ Support to be given to support the emotional health and well-being of our vulnerable children. 	Disadvantaged children to make significant progress from starting points.	
Review parental engagement in learning and school life across all activities to ensure equity and fairness in access and engagement	<ul style="list-style-type: none"> ○ Provide parenting courses along with signposting parents to the correct place to access support. ○ Monitor attendance of all groups of parents attending events as well as parents evenings ○ Offer to made of translations of information if needed as well as support when completing referrals etc. 	Parents are fully engaged in the life of school and supporting their child to make progress.	