

# Equality Objectives



## Stoke Bishop Church of England Primary School

| LONG TERM<br>GOAL 2019-24   | CURRENT FOCUS 2023-24   | Review July 24   |
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| <p><b>1. Strong, distributed leadership within a purposeful community supports the emotional and spiritual care of all children and adults whilst providing opportunities for challenge and achievement</b></p> | <p><b>Intent:</b><br/>All leaders within school recognise and support the focus on developing effective strategies to impact on the achievement and progress of SEN, PP and EAL children in particular.</p> <p>All families of these groups are aware, included and benefit from the purposeful community support.</p> <p><b>Implementation:</b><br/>Whole school document which gives an overview of effective strategies used to support SEN, EAL, PP, vulnerable and SEMH needs.</p> <p>Ensuring family links are specified within the strategies.</p> <p>Specific groups monitored during PP meetings showing impact of specific interventions</p> <p>Discussion with class teachers and families will show that the strategies have been effective in supporting children's needs.</p> | <ol style="list-style-type: none"> <li>1. Very good systems and impact are evident for SEN children. Tracking / monitoring of children's progress is now through the Insight programme.</li> <li>2. Systems are in place and are working to some extent for PP children (Top 10). Data outcomes for these children are still not shifting significantly, albeit they are making good progress within the year. It is recognised that children need to achieve academically as well. Parental engagement has strengthened hugely through 'trusting relationships' with the Family Link Worker role. This will shift to focus more on how to develop their engagement with the classroom teacher and the learning priorities for the children.</li> <li>3. EAL contingent has changed significantly. Initial impact arising from the Better Bilingual strategy work has improved the induction systems. Children are arriving with teachers having a greater awareness of their context and families being more supported to engage with the school community as a result of the early family meetings/ Language diagnostic and provision work with the children &amp; staff. There is a clear differential between children who arrive in R or KS1 and those who join us in KS2. From the end of KS2 outcomes in 2024, none of the latter group achieved RWM combined, whilst those who have been with us from KS1 as a minimum, all achieved RWM combined. Next steps will be to identify potential strategies for impacting faster on children who join us in LKS2.</li> <li>4. The Pastoral Team have developed a coherent overview with the termly updating of the 'Vulnerable List' that all staff are able to use to monitor progress and issues for all children identified as vulnerable for a range of reasons – both temporary and more long term.</li> </ol> |

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|  |  | <p>This has become embedded practice for the team which has supported ongoing communication with the teaching staff. Moving forward we will be developing stronger tracking of these actions in order to measure the effectiveness of intervention, particularly where these are social/ personal.</p>   |
| <p><b>2. The curriculum is founded on a passion for effective, transformational learning, promoted and experienced by all adults and children. It fosters success and promotes academic and social progress.</b></p> | <p><b>Intent:</b><br/>To recognise the importance of children's emotional wellbeing and mental health, especially arising from the experience of Covid-19 measures.</p> <p>To ensure the curriculum reflects and promotes both academic and social and emotional progress.</p> <p><b>Implementation:</b><br/>Well-being surveys, whole school database inform effective strategies such as Lego Therapy, Social coaching, extra clubs...</p> | <p>1. Through training and increased provision, we have a well embedded approach to recognising children's emotional needs.</p> <ul style="list-style-type: none"> <li>• There is a 'Trauma informed Approach' that all staff have been trained in.</li> <li>• There is an established Pastoral Team that covers Inclusion, Family link work and Safeguarding. This is an independent, focussed leadership team that prioritise the issues of Emotional wellbeing and mental health for children and their parents.</li> <li>• The 'Vulnerable list' is the school's database (regularly updated) used by the Pastoral Team and the teaching staff for direct, effective conversations where there are concerns.</li> <li>• Parental surveys are run annually by governors, including questions around wellbeing. Pupil voice surveys are held annually by the PD Committee in collaboration with The Pastoral Lead.</li> <li>• Provision has expanded significantly including the weekly visits from a School counsellor, An Art Therapist and a Play therapist, who work with specific children for an identified period of time.</li> <li>• The PSHE curriculum has been updated through taking on the Kapow curriculum alongside the 'No Outsiders' principle and resources. Whilst it is the early days of change, children tell us that this is a more enjoyable curriculum and staff feel that the resources they are using are more relevant / accessible for the children – particularly where they have SEMH needs.</li> <li>• Neuro diversity day has been used to highlight the need to recognise and understand the different perspectives and reasoning of others. This has been effective in developing children's specific understanding of themselves as well as the issues that may be affecting their peers.</li> </ul> <p>The library now has a new 'Reading Well' area that focusses on these</p> |

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|  |   | <p>aspects. This has been supported by funding from the PTA.</p> <ul style="list-style-type: none"> <li>• The Curriculum redevelopment work includes a new Learning Journey for Equalities &amp; Diversity to ensure that the issues are embedded in the long-term learning for children as they progress through school. This will be a focus of planning by staff during 24-25, as they develop their overall understanding of embedding this core provision.</li> <li>• Equalities is an area of specific monitoring by governors, with an identified Equalities Link governor who meets with staff and reports to FGB</li> </ul>  |
| <p><b>3. Children and adults flourish in a culture of possibility that is underpinned by effective systems and a principle of equal opportunity for all.</b></p> | <p><b>Intent:</b><br/>To promote the message that successful learning is beyond just academic and assessment outcomes</p> <p><b>Implementation:</b><br/>Celebrating ALL success – in-line with school values.<br/>Celebration assembly – newsletter.</p> <p>Promotion of a 'growth' mind-set and resilience as a whole school and family focus. (family workshops, staff training, language).</p> | <p>2. Children are 'hearing' the language of Believing it's Possible and the School Values on a daily basis. These are used to support a growth mindset and an independent understanding of the responsibilities we have for ourselves and others.</p> <ul style="list-style-type: none"> <li>• There has been a heavy focus on the principle of Advocacy throughout this year. It has been the result of work done between school and church in drawing out the learning in the classroom and assemblies. There is now a recognisable 'Advocacy' icon that is used in presentations and on certificates created by the church. Staff are planning explicit experiences within the curriculum to ensure they promote this aspect of children's learning. It has resulted in ongoing examples of developing children's understanding of Advocacy. Care Homes/ Advocacy Week/ Pond/ Dementia Friendly Schools/ Eco Club/ School Council and PTA 'Magic project' The Pupil voice has reflected that they have a good understanding of the term Advocacy and what it means for them personally.</li> <li>• Culture Day built on the impact of Science Week, by drawing on the parental body. We saw a fantastic number of parents coming into school to share their language and culture with children, exposing them to the wonderful array of cultures we have in school and promoting the strength/ value of this for our school community.</li> <li>• Staff Training has revisited the Long-Term Goals (consulting with the school and wider community) and embedded</li> </ul> |

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|   |  | <p>even further the importance of the EDI agenda as part of the school's future.</p> <ul style="list-style-type: none"> <li>• EP input to training has discussed and supported staff with their further understanding of 'Growth mindset' and how it contributes to children being successful learners.</li> <li>• School Assemblies have a systematic focus on exploring the values and how they are part of everyday life.</li> <li>• This work is heavily supported by the church in a variety of ways: Assemblies / Prayer space/ Playground support/ festival workshops/ support for parent events &amp; workshops.</li> <li>• The range of extra-curricular provision has been expanded widely for all children, as part of the experiences needed to develop a culture of possibility. These have been made accessible to some families in need through free spaces (where we have available funding) in activities they are interested in and the encouragement to participate in activities that they would not have necessarily identified.</li> </ul>   |
| <p><b>4. The supportive, respectful community is built on values that are contributed to, understood and appreciated by everyone.</b></p> | <p><b>Intent:</b><br/>To recognise children and adults are being successful in demonstrating and 'living' our school values.<br/>To ensure that we are able to engage with the range of members of the school community on an Inclusive basis – e.g. SEND, race, religion, and gender.</p> <p><b>Implementation:</b><br/>Creating events and lines of communication that enable parents and children to have a voice, to access events and to feel that they are encouraged to participate fully in school life.</p> | <ol style="list-style-type: none"> <li>1. The Reception Induction procedures have been revised to enable children and their parents to transition into school smoothly, as quickly as possible and as effectively as we can make it. They have the opportunity to meet all staff, participate in activities that support their social and academic progress and to have input on how school will work for their child (including their role within it). This work is supported at various points by the church and the PTA as part of welcoming all to the school community.</li> <li>2. We have implemented a number of events that are become regular and therefore 'normal' for parents to attend: <ul style="list-style-type: none"> <li>- SEND/ FLW coffee mornings</li> <li>- 'Parent Gym'</li> <li>- Termly Hub workshops</li> <li>- International Cultural Awareness Day</li> <li>- RSHE consultation sessions</li> <li>- PTA events being redesigned to be more inclusive – eg Late Summer picnic / minimising of alcohol at some events</li> </ul> </li> <li>3. The Pupil Responsibility roles (e.g. Ambassadors/Student Council) have given the children a platform to share their opinions, take action and to articulate their views about school. They are doing this</li> </ol> |

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|  |  | <p>much more consistently and the representation within the groups has widened significantly – with EAL, PP and SEND children all seeking to take part.</p> <p>4. Work with the PTA has meant that there has been strong organisation and commitment to the principle of providing PP families with free access to the events and activities that run throughout the year. This has increased the number of PP families attending school events on a sustained basis – thereby impacting on the children's sense of 'Belonging'</p> |
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