

Equality Objectives



Stoke Bishop Church of England Primary School

LONG TERM GOAL 2024-29	CURRENT FOCUS 2024-25
<p>1. Effective succession planning has created a leadership team which has continued to evolve an environment where the wellbeing and equality of all children and staff is prioritised so they can flourish. This has created a strong sense of belonging, confidence to take risks and an ability to embrace responsibility.</p>	<p>Intent: All leaders within school recognise and support the focus on maintaining and growing effective strategies to impact on the achievement, progress and experiences of SEN, PP and EAL children in particular.</p> <p>Children and their parents are able to express a sense of belonging that demonstrates a feeling of participating in and contributing to the school community</p> <p>Implementation: School leadership maintains and uses specific whole school documents to keep a clear 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>Feedback from surveys of different pupils, parents and staff supports the understanding and action taken to ensure the growth and strength of the perception of 'Belonging'</p> <p>Create and maintain a statistical overview of the impact that school activities, roles and experiences have on children from different vulnerable groups</p>
<p>2. Children at our school have a strong sense of identity, belonging and feel valued with an inner sense of spirituality. They are articulate and have a clear sense of themselves as learners that makes them resilient and independent. They are advocates for the development of their own cultural capital, academic progress and personal growth.</p>	<p>Intent: To ensure the curriculum reflects and promotes both academic social and emotional and spiritual growth.</p> <p>There is a strong focus on children being advocates for themselves and others, with the expectation that they will demonstrate independence and resilience as part of their growth.</p> <p>Implementation: The structure of the curriculum enquiries has a specific emphasis on the independent nature of children's learning</p> <p>Teaching and learning principles focus on developing children's metacognition of their learning and the understanding they take from this</p> <p>Whole school experiences such as Neuro-diversity Day, Culture Day, Collective Worship and Church events give children clear guidance, learning and the opportunity for growth.</p> <p>The experiences and opportunities for children identified in Vulnerable groups are monitored for impact</p>

<p>3. Our curriculum is unique and inclusive. Staff see creating transformational learning opportunities as the fundamental purpose of their role. It is embedded, challenging and ambitious for all children, promoting genuine engagement in their community.</p>	<p>Intent: Teaching staff are very clear in their understanding that successful learning is beyond just academic and assessment outcomes</p> <p>Curriculum enquiries have provided regular, strong experiences of their local community.</p> <p>Children have a clear understanding of the community they live in and the importance of their contribution to it</p> <p>Implementation: All teaching staff approach Curriculum Enquiries with a fresh intent by looking for the most relevant, impactful, 'transformational' experiences that it is possible to plan</p> <p>The curriculum continues to be reflective of and purposeful to the full range of children and families that are part of the school community</p> <p>There is a promotion of growth mind-set and resilience as a whole school expectation for children's attitudes to their learning</p>
<p>4. We are an outward facing, collaborative school that contributes and thrives on the relationship between leaders, staff and children in our school, local church and wider community. We promote and communicate opportunity and growth through the power of collective action.</p>	<p>Intent: To engage fully with the wider school community as part of learning from and contributing to the community that the school exists in</p> <p>Implementation: 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> <p>To engage with and contribute to events that support and strengthen the connections and relationships across the community</p>