

School Improvement Plan Updated October 2023	Area Single Equalities	Overall Target: Single equalities understood and complied with throughout the school community.
-------------------------------------------------	---------------------------	-------------------------------------------------------------------------------------------------

Current Situation/Critical Analysis	Supporting Evidence	Required Changes
<p>We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.</p> <p>Disadvantaged pupils are well supported.</p> <p>Racist incidents are taken very seriously.</p> <p>Need to provide parents with more opportunity to comment on equality</p>	<p>PSHE planning, RE planning and observations, assemblies and in talking with pupils.</p> <p>National data , internal data</p> <p>Incident log on CPOMS % in serious incident record</p>	<p>Continue to have a strong emphasis on high expectations for all both academically and socially.</p> <p>To move from paper document to online recording system - complete</p> <p>Parental survey</p>

Actions including staff training	Key Personnel	Time scale	Costs £	Funding source	Success Criteria/intended Outcomes	Progress
To ensure our curriculum fosters in our children a deep commitment to treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential.	DS, RB and all Subject leaders and teachers	Ongoing	NA	-	Curriculum provides time, resources and gives value to equity and equality. Children can explain how people should be treated and know some examples of inequality	<p>- Curriculum planning ensures representation and access for all.</p> <p>- Gospel values are embedded in long term and medium planning.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • To ensure curriculum resources reflect equality, diversity & inclusion. • To audit curriculum resources including reading and source materials to ensure diversity.

<p>Focused teaching of Gospel values, where British Values are clearly identified to the children, through the planned PSHE/HRSE curriculum</p>	<p>SLT- DS,RB, AB AB & NW – Subject leaders</p>	<p>Ongoing</p>	<p>£825</p>	<p>Curriculum Budget</p>	<p>Children are aware of inequalities and learn from horrors of the past e.g. holocaust. Children speak out against inequalities.</p>	<p>- Opportunities in wider curriculum subjects e.g. History and RE are planned for. - monitoring of pupil knowledge to take place in the summer term. - Make explicit the links with British Values and Queen Elizabeth's jubilee and reign/coronation of King Charles</p>
<p>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</p>	<p>DS, RB</p>	<p>Ongoing</p>	<p>£0</p>		<p>Question about parent awareness of Equality Scheme in annual parental questionnaires?</p>	<p>- SEP on website with SEP plan. - Gospel values are embedded in long term and medium planning.</p>
<p><i>To ensure that there is no ongoing trend of poor achievement and progress for any group of children in the school. Provide whole school training narrowing identified gaps.</i></p>	<p>DS, RB & AB</p>	<p>Termly beginning Spring 21</p>	<p>£0</p>		<p><i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i></p>	<p>- Pupil progress meetings take place termly. - Gaps analysis takes place and all groups of children are monitored, action taken if required. - All group's assessment data is shared with the SEC Committee of the Governing Body and reported to the full Governing Body.</p>
<p>Identify, respond and report derogatory incidents occur with reference to the protected characteristics as outlined in the Plan. (This includes racist and homophobic insults).</p> <p>Report the figures to the Governing body on a termly basis.</p>	<p>DS, SLT, Staff and Govs</p>	<p>Termly</p>			<p>School staff respond appropriately when incidents occur with reference to the protected characteristics as outlined in the plan. They understand fully the system for recording and reporting. Nil reporting challenged by the Governing Body.</p>	<p>- added as a standing agenda item for the Faith and Community Committee and reported to the Full Governing Body.</p>

<ul style="list-style-type: none"> • Need to provide parents with more opportunity to comment on equality, inclusion and accessibility. • To review and update the single equalities and accessibility policies and action plans to ensure the whole curriculum reflects the demographics of our school and work to further embed diversity, equality and difference in teaching & learning, school policy and practice. • All Stakeholder Survey. • To create action plan for single equalities. • To undertake an accessibility audit involving all stakeholders. • Working party walk through of site to include representatives of all stakeholders. • Update the accessibility plan for our school. 	DS, CR, staff, governors, pupils & parents	Spring & Summer terms 2024	TBC upon completion of audit	TBC	<p>Accessibility plan is updated.</p> <p>Single equalities policy and plan are updated and reflect accurate next steps.</p> <p>Curriculum is fully inclusive and reflects equal opportunities for all.</p> <p>All stakeholders have contributed to updated single equalities policy and action plan.</p>	

Procedures for Monitoring Actions	Procedures for Evaluating Impact
We review and update our equality objectives every year and report termly to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.	Evaluation of the equalities plan forms part of the Headteacher's report termly to the full GB.

Intended Impact (see overall target)
<p>Unacceptable/bullying behaviour towards protected groups is eliminated. Single equalities to be understood by all involved in the life of the school.</p> <p>Respect and tolerance of others becomes embedded.</p>