

# St Kenelm's CE Primary School Equality Plan (2022-2026)



Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success Indicators, review and next steps <i>Review and update June 2024</i>
All	<p>Ensure that the achievement (progress) of children from vulnerable and disadvantaged families (Pupil Premium) improves so that it is in line with or above that of all non-disadvantaged children.</p> <p><i>Monitor and analyse pupil attendance data by disadvantage, race, gender, and disability, and act on any trends or patterns that require further support to raise attendance and achievement.</i></p>	<p>Data and test level analysis to identify key issues for Pupil Premium group.</p> <p>Progress Meetings track attainment and next steps for teaching and learning.</p> <p>High quality interventions in place with clear timelines and evaluations to ensure impact.</p> <p><i>Attendance tracking will be monitored closely, each half term.</i></p>	<p>Headteacher Performance and Learning Committee</p> <p><i>SLT Performance and Learning Committee</i></p>	<p>Ongoing</p> <p><i>Ongoing</i></p>	<p>Records of Progress Meetings, intervention evaluations and monitoring</p> <p>Data reports to governors</p> <p>Data: in-school and end of KS2</p> <p><i>Leaders analyse data by group membership each term alongside progress reviews and book monitoring. Teachers liaise with SENDCO. Improved attendance leading to improved outcomes.</i></p>
All	<p>Embed the school values and associated learning behaviours to ensure the highest expectations for all pupils so that no pupils are adversely affected by negative attitudes to learning or poor behaviour.</p>	<p>Learning walks and observations as well as pupil discussion groups will be used to monitor the learning behaviours of pupils.</p>	<p>All leaders</p>	<p>Ongoing</p>	<p>Learning behaviours are exemplary across the school. No pupils are adversely affected by poor behaviour.</p> <p><i>Ofsted Nov 2024</i></p> <p><i>Classrooms are calm and purposeful...This means that everyone is able to focus on their learning without disruption.</i></p>
All	<p>Ensure that the curriculum responds to the needs and interests of pupils.</p> <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender.</p>	<p>Increase in pupil participation, confidence and positive identity.</p> <p>Curriculum monitoring shows that the curriculum is broad and balanced and that SMSC is a strength.</p>	<p>SLT through long-term theme planning</p>	<p>Ongoing</p>	<p>Diversity is reflected in school displays across all year groups</p> <p>Pupils say that the curriculum is interesting and relevant.</p> <p><i>Ofsted Nov 2024 Equality and diversity are increasingly well promoted throughout the curriculum. Pupils show maturity and develop as responsible citizens.</i></p>

All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school. Increase the positions of responsibility open to pupils. Monitor pupil participation based on gender, race, disadvantage and disability in extra-curricular and enrichment activities.	School Council and other pupil groups representation monitored by race, gender, disability. Pupil participation in extra-curricular activities is monitored each term.	Leadership Team	Ongoing	More opportunities are available for children to support the work and life of the school. Increased participation in extra-curricular events. <i>Ofsted Nov 2023 A wide range of experiences, such as visiting art exhibitions... ensure that learning extends beyond the classroom.</i>
All	Embed a culture and attitude where use of discriminatory language is challenged.	Headteacher and all staff to review as part of regular weekly staff meeting agenda and follow up with direct action.	Class teachers/ Headteacher	Ongoing	Staff challenge any use of discriminatory language. <i>Incidents reported are very rare. records kept on CPOMS and reported to governors.</i>
Disability	Ensure disabled children can take part in all aspects of the curriculum including educational visits and journeys, after school clubs, lunchtime activities, P.E and collective worship.	Increase in pupil participation, confidence and positive identity.	Headteacher/SENCO	Ongoing	Improved outcomes for disabled children and those with SEND. <i>Ofsted Nov 23 Pupils with special educational needs and/or disabilities (SEND) receive the care and attention that they need to help them thrive.</i>
All	Continue implementing the new PSHE curriculum to ensure that the long-term plans cover an awareness of and celebrates difference and diversity (gender, race and disability). (SDP priority 2021-2022).	PSHE lead to monitor planning and teaching. Pupil discussions will be held annually to identify and review pupil understanding and attitudes.	PSHE lead/ Headteacher	Ongoing	Pupils have a good understanding of difference and diversity and celebrate this in school. Incidents of negative behaviour linked to protected characteristics is very rare. <i>Continue to review the provision across the PSHE curriculum to ensure material reflects current issues within the scope of the primary curriculum. PSHE lead to keep staff up to date and review policy.</i>



