



Equality Action Plan January 2024-2025



Objective	Actions	Who will be involved?	Timescale	How will we measure our success?	Review
<p>To advance equality of opportunity by ensuring that pupils with SEND have access to provision which enables them to make good progress from their starting points.</p>	<p>To continue to provide CPD for staff on how to adapt curriculum to meet the needs of all pupils.</p>	<p>All teachers</p>	<p>Spring 2024 onwards</p>	<p>Evidence of appropriate adaptations seen in lesson drop-ins.</p>	<p>Lesson drop-ins showed increased scaffolding for pupils through adaptation and this was corroborated by Ofsted in June 2024</p>
	<p>Continue to ensure accurate assessment gives clear identification of starting points.</p>	<p>Zoe Kelleher Tracey Naylor Ruth Bamlett</p>	<p>January 2024 onwards</p>	<p>Clear starting points for learning identified and progress tracked towards these targets.</p>	<p>SEN tracking has improved as pupil data is complete for SEND pupils</p>
	<p>Regular opportunities to review provision at class and intervention level</p>	<p>HT / Teachers</p>	<p>January 2024 onwards</p>	<p>IPPs show SMART targets updated in response to pupil progress</p>	<p>Quality of SMART targets has improved – Ofsted happy with standard of SEND recording</p>
	<p>Ensure parents are partners in provision for pupils with SEND</p>	<p>SENDCo / Teachers</p>	<p>January 2024 onwards</p>	<p>Parent voice evident of IPPs</p>	<p>Parent meetings now embedded with consultation round and offered to all parents.</p>

To further develop diverse representation within and around the curriculum.	Continue to review representation within the reading curriculum.	Andi Dodds Clare Curr	January 2024 onwards	Mapping of diverse range of texts includes top 100 UKS2 and Top 50 LKS2 Adaptations to texts are included in mapping for diversity.	Texts have not been specifically mapped but familiarity by English Lead and UKS2 staff ensures effective representation of our global community is included within the texts.
	Identify opportunities to broaden the range of visitors into school.	Andi Dodds Michelle Murray Tracy Anderson	January 2024 onwards	Planning demonstrates visitors have been invited	The school worked with BSE Theatre Royal – workshops and performances. One show in particular for Ks1 was about the immigrant experience and was non-verbal – pupils really enjoyed it.
	Identify opportunities within the wider curriculum where stereotypes can be challenged	All subject leaders	January 2024 onwards	Minutes from SLT and subject leader CPD demonstrates consideration and action	Racism training for staff Jan 2025 has helped them to support pupils when stereotypes are reinforced.
To continue to adapt writing curriculum to meet the needs of all pupils in order to	Develop pedagogy of writing instruction	All staff Andi Dodds	January 2024 onwards January 2024	School writing outcomes are better than 2023 (KS1 74% KS2 64%)	Outcomes were better KS1: 80% Ks2 75%

address gender bias in writing outcomes.	Review how wider curriculum can be used to as stimulus for writing curriculum, particularly looking at contexts that will appeal to boys writing.	Michelle Murray Clare Curr		Gender gaps in writing outcomes between boys and girls are reduced at KS1 and KS2.	Gender gap in Ks2 for writing reduced from 20% to 6% In Ks1 the gap reduced from 44% to 30%
Monitoring arrangements: -The monitoring of staff responsibilities to be carried out termly by Andi Dodds/Michelle Murray					
Review dates: -Termly review of actions Annual review of objectives (January)					