



**St Paul's CE Primary School
Equality Objectives**

Adopted by: Children, Family and Communities Committee
On: Tuesday 30th January 2024
Review: Spring 2025

Objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
WORKFORCE			
<p>To provide equalities awareness training to all staff and governors involved in recruitment and selection to secure understanding and operation of the legal requirements at the point of recruitment. To secure compliant (best practice) advertising, recruitment paperwork and process.</p>	<p><i>In order for the school to successfully fulfil its requirements under equalities legislation, those involved in the advertising, application and recruitment process need to understand the duty and how it can best be discharged to the benefit of the school's workforce.</i></p>	<ul style="list-style-type: none"> • Identify training opportunities for all staff and governors involved in the entire recruitment process. • Seek feedback on impact from participants in training. • Identify process/policy/procedure changes that need to be made the school's recruitment process to meet best practice. • Update policy and procedural documentation to reflect the changes identified. 	<p>Jan 23 – Training in Summer term 2023 Jan 24 – Training for staff on the Public Sector Equalities Duty was carried out on 13th June 2023, sharing an understanding of the duty and how it impacts on our work.</p>
<p>To provide staff training and induction on the Public Sector Equality Duty to ensure a good</p>	<p><i>In order for the duty to be applied effectively, it needs to be understood and to become</i></p>	<ul style="list-style-type: none"> • Provide CPD training for staff on the PSED, the school's Equality 	<p>Jan 23 – Training in Summer term 2023</p>

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<p>understanding of the duty for all staff and to secure consideration of the duty in decision making processes.</p>	<p><i>an explicit part of decision making in the school. Training will help staff to understand their role in securing the three aims of the PSED:</i></p> <ul style="list-style-type: none"> -Eliminating Discrimination -Advancing Equality of Opportunity -Fostering Good relations 	<p><i>Information and Objectives statement and the role all staff have in meeting the duty.</i></p> <ul style="list-style-type: none"> • <i>Incorporate the PSED into induction materials and literature to ensure an ongoing focus on the PSED.</i> • <i>Share the school's equality objectives.</i> • <i>Provide training and support to the CFC Committee in relation to their PSED duties and how they are discharged within the school.</i> 	<p>Jan 24 – Training for staff on the Public Sector Equalities Duty was carried out on 13th June 2023, sharing an understanding of the duty and how it impacts on our work.</p>
CURRICULUM			
<p>To audit and secure equality of access for disadvantaged children and those with other protected characteristics in school clubs and enrichment activities.</p>	<p><i>Extra-curricular activities often enrich and extend learning and chances for pupils. Where finance or other factors may impact engagement, the school would seek to act. Through audit of participation and the provision of extra-curricular activities, the school can identify any disparity and</i></p>	<ul style="list-style-type: none"> • <i>Audit current participation in extra-curricular activities</i> • <i>Review charging structure to support pupils with protected characteristics, or those who are vulnerable to enable participation.</i> 	<p>Jan 23 – The school has revisited its charging structure for extracurricular clubs and peripatetic instrument lessons – discussed at resources committee in Autumn 22. We now operate a 40% reduction in cost for PP eligible pupils.</p> <p>Jan 24 – The school continues to provide a reduction for PP</p>

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	<i>develop strategies to redress this.</i>		eligible pupils for extra-curricular activities
Ensure that the school curriculum and wider school activities promote role models, heroes and contexts that young people across our diverse intake can positively identify with.	<i>The development of the school's curriculum as well as the development of non-curriculum based activities in the school provides the chance for local role models as well as those from across the world can be incorporated into the curriculum to provide a meaningful context for all pupils in the school. For example, weaving black history into the wider history curriculum, rather than simply studying Black History month in October.</i>	<ul style="list-style-type: none"> <li data-bbox="1131 359 1556 702">• <i>Subject leaders to review their curriculum offer to identify opportunities to highlight individuals and communities from across the protected characteristics, who can exemplify curriculum learning.</i> 	<p data-bbox="1594 359 2027 662">Jan 23 – History/Geography SL has attended training on diversifying the school's curriculum. We had a curriculum focus on Black British authors as part of BHM week – purchasing books to go into class reading corners.</p> <p data-bbox="1594 710 2027 1316">This work is ongoing. Jan 24 – The school is reviewing and reworking the English curriculum in lower key stage 2, devising a literature-based curriculum. This provides opportunities to incorporate a wider range of literature, in line with this objective. The school is also developing a reading room, to develop pupils' love of reading further. This too provides opportunities to present a wider range of books for pupils.</p>

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<p>Celebrate as broad a range of cultural events, relevant to all communities in the school, throughout the school year.</p>	<p><i>Through worship themes and the wider school activities and events, we have an opportunity to mark and learn about cultural events that are relevant to the entire school community.</i></p>	<ul style="list-style-type: none"> <i>To identify and promote additional school activities that embrace and promote the breadth of our school community – for example during lent, in curriculum focus days etc.</i> 	<p>Jan 23 – We study a range of faiths beyond the Christian faith as part of our RE curriculum. The EYFS curriculum enables staff to explore all cultural events in West London and beyond, as they take place. Whole school worship and wider school events enable pupils beyond EYFS to engage in community and cultural events that occur in West London and beyond.</p>
ATTAINMENT & OUTCOMES			
<p>Maintain and develop quality provision and outcomes for pupils with SEN, so that they make effective progress in the school.</p>	<p><i>The current national assessment system does not easily capture progression amongst pupils with moderate to high SEN needs. Progress for these pupils often needs to be measured using EHCP targets or more bespoke measures. Building, collating and interrogating this information will enable the school to meet this objective.</i></p>	<ul style="list-style-type: none"> <i>Identify assessment structures that can exemplify progress for pupils with SEN</i> <i>Track progress and attainment of SEN pupils</i> <i>Develop phase/whole school skills in teaching different SEN areas – for example ELKLAN training in Early Years</i> <i>Training and development for SEN staff (LSAs, & TAs)</i> 	<p>Jan 23 – Inclusion Coordinator and Assessment Lead worked in 2021-22 on an assessment pilot for SEND pupils. This has been trialled with a small cohort of pupils. The school is also tracking reading ages of identified SEND pupils, as they work through interventions. This work is ongoing. The Inclusion Coordinator has established bespoke End of Year reports which describe progress</p>

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		<ul style="list-style-type: none"> • <i>Involve parents and carers through direct contact and resourcing the school website.</i> 	<p>against EHCP targets for pupils with EHCPs. This work is ongoing.</p>
<p>Analyse and act on school attainment data to ensure those with protected characteristics achieve well in school.</p>	<p><i>The school has an established system of assessment and benchmarking, with external oversight from our governors, diocese and local authority. Data is scrutinised to identify and address underperformance within the school's demographic groups. Tracking performance of all groups is embedded in this process and should remain a priority.</i></p>	<ul style="list-style-type: none"> • <i>Analysis of externally published and internally collected school data – identifying performance against protected characteristics.</i> • <i>A focus on underperformance/under achievement amongst protected groups in class benchmarking meetings.</i> • <i>Liaison with the Inclusion Coordinator and Pupil Premium advocate to develop practical support plans where specific demographic groups are identified.</i> 	<p>Jan 23 – The school's internal assessment tracking tools allow for performance against protected characteristics to be measured. The analysis of this data forms part of the school's 'benchmarking' process in Spring 1 and Summer 1 terms. Benchmarking meetings engage each teacher in interrogating assessment data with Senior Leaders to identify and address performance issues across demographic groups, including protected characteristics.</p>
COMMUNITY			
<p>Secure completely open admissions criteria for the school, moving away from 'foundation places' to secure</p>	<p><i>The school was founded to serve the children of the parish. Foundation places are long established in many church schools, providing places for</i></p>	<ul style="list-style-type: none"> • <i>Discuss and agree new admissions criteria at the Full Governing Body meeting.</i> 	<p>Jan 23 – The actions to secure completely open admissions criteria have now been undertaken. Admission from</p>

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<p>equal access to the school for all members of the community.</p>	<p><i>children of the Christian faith. The school has a strong and vibrant Christian ethos. Our foundation places are rarely completely filled and yet we believe that their place on our admissions criteria can be a barrier to those of other on no faiths in our locality. We also believe that our foundation criteria may be used by some Christian families to ‘game’ the admission system, with little intention of actually taking up a place in our school. Removal of our foundation places will in no way alter the Christian ethos of the school or diminish the importance of the Christian faith to our work.</i></p>	<ul style="list-style-type: none"> • <i>Liaise with our diocese and local authority admissions department.</i> • <i>Launch a statutory consultation to change our admissions criteria for 2023-24 admission.</i> • <i>Subject to a successful consultation, determine new admissions criteria.</i> • <i>Publicise our new admissions criteria within the locality.</i> 	<p>September 2023 is now entirely open.</p>
<p>Review levels of pupil and parental engagement in learning and school life, across all activities to secure consistent levels of engagement across all demographic groups in the school.</p>	<p><i>Our school has great diversity. Families in our school come from many different countries, traditions and backgrounds. We want all to be represented and engaged in school life. We recognise that some groups in the school may feel less</i></p>	<ul style="list-style-type: none"> • <i>Analyse engagement, enrolment, provision in extra-curricular clubs, trips, sports competitions, parents evenings & parent workshops, PFA and governor events.</i> 	<p>Jan 23 – An analysis of engagement will be undertaken in the summer term 23. Jan 24 – An analysis of engagement will be undertaken in summer term 24.</p>

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	<p><i>engaged and less confident about the school's work and their role in it. Identifying groups who are less engaged, means that we can develop practical strategies to support them.</i></p>	<ul style="list-style-type: none"> • <i>Inclusion Coordinator & Pupil Premium advocate can then develop practical support strategies and contact directly less engaged groups.</i> • <i>Audit pupil and parents on wider provision – are we reflecting interests of all in our wider provision? Can we improve?</i> 	