

Equalities objectives review 25-26

Equality objective	Rate of progress	Actions taken
<i>To ensure that all our students have equal access to an appropriately challenging curriculum, which will lead to social mobility and employability.</i>		- All year group long term plans monitored to ensure EDI links across the curriculum; shared and uploaded to the website. - Subject leaders continue to monitor schemes of learning reflect our pupil population. - Picture News delivered across school; pupil voice undertaken to monitor the impact of this. - Whole staff training on teaching and learning. - Continuation of Little Wandle to support all pupils, including the most disadvantaged, to read. - RED award feedback: <i>'Your mapping of E&D across the curriculum is similarly impressive'</i>
Action for 26-27		School improvement plan key action for 26-27 is to implement effective support mechanisms for all children to ensure the curriculum supports our most vulnerable pupils to achieve social mobility. Implementation of 'reading fluency' in Years 2 and 3 to support all pupils, including the most disadvantaged, to read.
<i>To further develop our school community's knowledge of all protected characteristics through engaging and relevant training and resources.</i>		- RED Award evidence portfolio feedback: <i>RED Award 'Self-Evaluation Progress and Impact' review and your 'Evidence Pinboard' highlight the real commitment and focus which Gledhow Primary School has placed on equality and diversity in all areas of school life. It is clear that E&D enjoys a prominent place in both current practice and future planning, ensuring that your provision is not simply reactive or limited in scope. Rather, there are multiple examples of the ways in which you are working proactively to improve opportunities for all.</i> - Continuation of Assembly rota with books that reflect all protected characteristics as well as the contextual background of children at Gledhow. - Annual diversity day to celebrate all protected characteristics. - Calendar of enhanced curriculum opportunities with an EDI focus created showing children had a range of experiences across the year. - Continuation of Inclusivity Icon award in half termly celebration assemblies. - Continued engagement with DRM training, reflected in RED feedback: <i>One key strategy that</i>

		<i>exemplifies these positive practices is your engagement with the 'Diversity Role Models' programme, ensuring that there is collective responsibility for E&D. Here, as in other key examples, careful consideration of the impact on pupils, staff, governors and the wider school community has been taken.</i>
Action for 26-27		1.To update the assembly planner with some new texts: a) Introduction of new English writing scheme has led to a duplication of some texts from the assembly programme that will now be part of the reading spine. New texts are needed for the assembly programme. b) Pupil voice in UKS2 has shown that children are keen for more challenging texts in their assemblies to explore protected characteristics to a deeper level. 2. Ensuring partnership with DRM continues and that staff and governors are invited to attend again.
<i>To have clear processes for reporting, recording and analysing participation, sanctions and rewards. This will support in the identification of issues surrounding equality and diversity, allowing for early intervention.</i>		• Sports participation grid created by PE leaders to track and analyse pupil participation in sports. • Analysis of enrichment club participation from enrichment co-ordinator identified under-representation from PP pupils. School proactively identified disadvantaged children who would benefit from enrichment opportunities and these families were contacted directly and supported to book. • RED feedback: <i>'it is very encouraging to see that consideration is placed on whether pupils from different groups benefit from different opportunities.'</i> • Sports Stars group to engage disadvantaged pupils with physical activity.
Action for 26-27		• To continue to develop a systematic approach for collecting this data; delegate aspects of the data collection to the relevant people and ensure the relevant actions continue to be taken.