



3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: South Rise Primary School

Overarching trust aim:

To develop an inclusive trust culture, where our values; ambition, optimism and resilience underpin the organisation.

The Compass Partnership of Schools is committed to ensuring everyone within our organisation feels included and thrives. We uphold and seek to promote the equalities act 2010, ensuring no-one is disadvantaged because of age, disability, gender reassignment, pregnancy/maternity, race, religion, sex or sexual orientation.

The 3-year equalities framework aims to consider how we break down the steps needed to meet our overarching aim. To achieve deep lasting change, we take the approach of planning a process of engagement, exploration and finally embedding the actions being undertaken. To be responsive to the needs of the organisation, we detail the smaller actions required to break down the overarching aim making adaptations and additions annually or more frequently if required.

Year 1 – Engage 2022-23 Trust Level Plan

Aim	Why	Trust level Focus	Lead individual/Time scales	Questions that indicate success
To develop a shared understanding of our trust	What we value influences how we conduct ourselves in every	Initial work with Talent architects and strategic leaders to develop a	MB Summer 2022	Do we all have an overarching agreement on how our shared values

values: ambition, optimism, and resilience
Understanding what they are, what they look like and their importance

interaction we have. Our values dictate our behaviours as we work towards realising our trust vision. A shared understanding of the values that underpin an organisation is critical to developing culture.

shared understanding of what inclusion is

Work with headteachers and the business team deeply exploring what trust values look and feel like

- *Do we have a shared understanding and agreement?*
- *How are these underpinned in development planning?*
- *How do we make them more explicit to all?*
- *How do we work to embody that?*

How do we work with all stakeholders to ensure they are the DNA of the organisation?

Training for 4 key strategic team members who will drive work

Work with Members, Trustees and LSC Chairs to deeply exploring what trust values look and feel like

Review of committees and agendas to ensure

MB/ JC Autumn 2022

MB Spring 2023

JC/ KJS A
Autumn 2022

are conveyed in behaviour

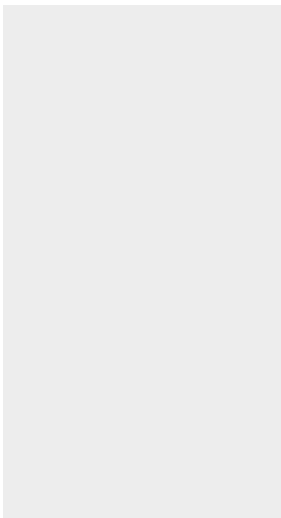
Do our shared values underpin our decision making?

Are there times that we use our values to challenge our decision making?

What do our wider stakeholders understand of our values and how is this seen in committees and groups`/use our values?

		<p>the values are the basis for all decision making</p> <p>Work with parents forum to deeply exploring what trust values look and feel like</p> <p>Gather insight on how these look to parents How we consult with parents to gather further insight?</p> <p>Do our values define our schools?</p> <p>Work with Compass council to develop an understanding of our trust values and their understanding from the children's perspective</p> <p>How do we consult and work together?</p>	<p>JC/MB Autumn 2022</p>	
<p>To develop sophisticated evaluation of the data we hold to develop a strategy for the development of a more diverse work force</p>	<p>Using the data we hold more effectively, will aid the identification of key areas where further exploration is needed</p>	<p>An evaluation of the use of Staff data</p> <ul style="list-style-type: none"> • What data do we currently hold? • How do we use it most effectively to gain an improved workforce picture? 	<p>HC Autumn 2022</p>	<p>Are we able to empirically identify the areas where we need to focus on work force development?</p> <p>Do we have an awareness of how we compare to other trusts schools?</p>

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- How is data shared with schools to support work force planning

Explore ways of gaining a true picture of the thoughts and opinions of a diverse group of the workforce

Ensure workforce data is shared with headteachers to enable an improved understanding when developing priorities

Embed system for blind short listing

HC/MB Spring 2023

HC Spring 2023

HC Autumn 2023

Do we really know what it is like to be a minority group employee in our trust?

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To ensure all groups of children make good or better progress and achieve in line with all children nationally

To offer the best life chances for all our children, we must recognise those groups at a disadvantage and use data effectively to target support to close gaps in attainment

Develop trust systems to track and evaluate key information related to equity of opportunity Effective systems of trust data analysis

Use examples that buck the trend and share examples of good practice

Develop opportunities for leaders to problem solve approaches to explore areas that continue to raise concerns

JG/MB Autumn 2022

JG/MB Autumn 2022

Exec team ongoing

Is the data sophisticated enough to identify marginalised groups who are underachieving?

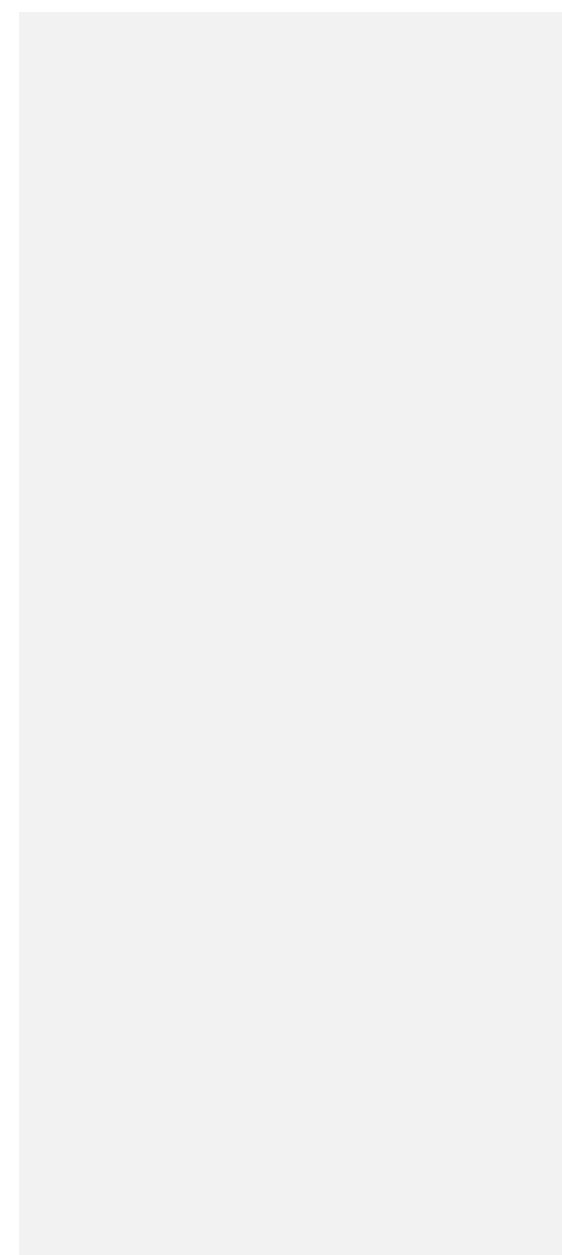
Do we know examples that buck the trend both within and beyond our trust? How are we using these?

Do we devote time to consider research and innovate?

Are resources spent effectively to target the underachievement of minority groups?



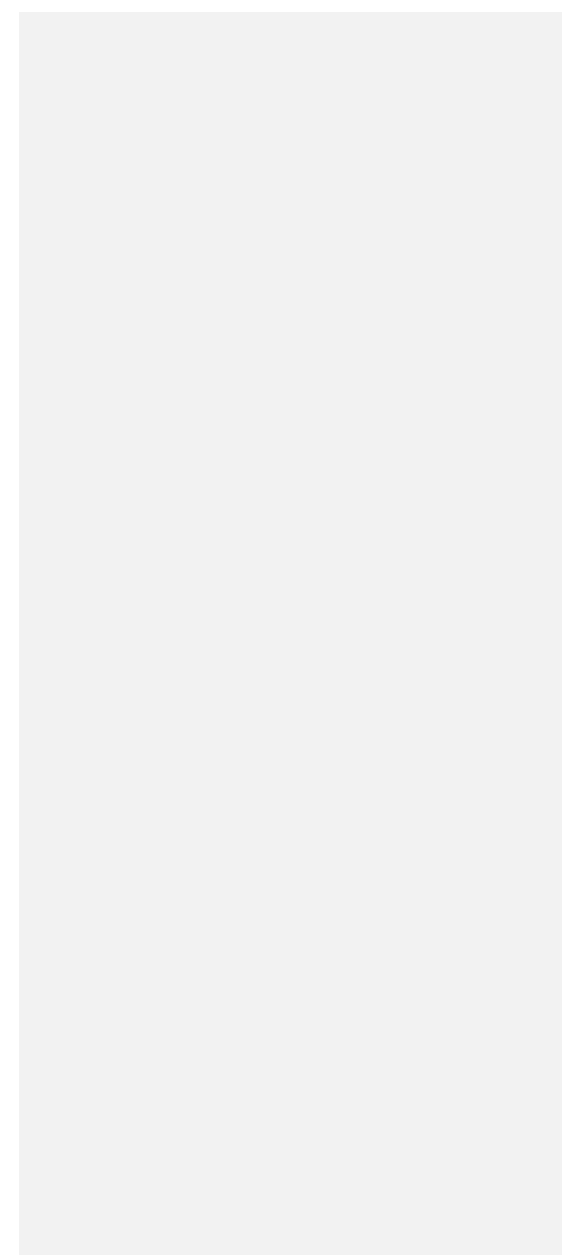
		<p>To embed assessment systems for children with complex needs across all mainstream schools offering:</p> <ul style="list-style-type: none"> • A clear measure of progress and achievement • Moderation opportunities • Support for teaching to target specific areas of need <p>Ensure a continual review externally of examples of good practice and research to support development</p>	<p>MB/RH Autumn 2022</p> <p>Exec and Strategic team ongoing</p>	<p>What does the progress and attainment of our complex children look like? Are we confident that targeted provision for these children is effective and resources are targeted?</p>
<p>To ensure all children have equal access to the Compass Curriculum and wider school opportunities</p>	<p>Research demonstrates that when students have opportunities for wider social enrichment opportunities beyond the school day, they have greater academic success, fewer behaviour problems, and higher levels of positive social behaviours (Durlak, et al., 2011)</p> <p>Ensuring equity of opportunity provides experiences that support the softer skills needed to support greater success in life beyond school</p>	<p>Develop systems to ensure data is collected and analysed</p> <p>Use data as a basis to gather further information</p> <p>Plan to target areas of inequality</p> <p>Share innovative examples across schools to support with breaking down barriers such as budget constraints</p>	<p>MB Autumn 2022</p> <p>MB Spring 2022</p> <p>Strategic leaders Summer 2022</p> <p>Strategic leaders Spring 2022</p>	<p>Do we know how accessible wider aspects of school life are to all groups?</p> <p>How are you actively using the data you have to reduce inequity?</p>



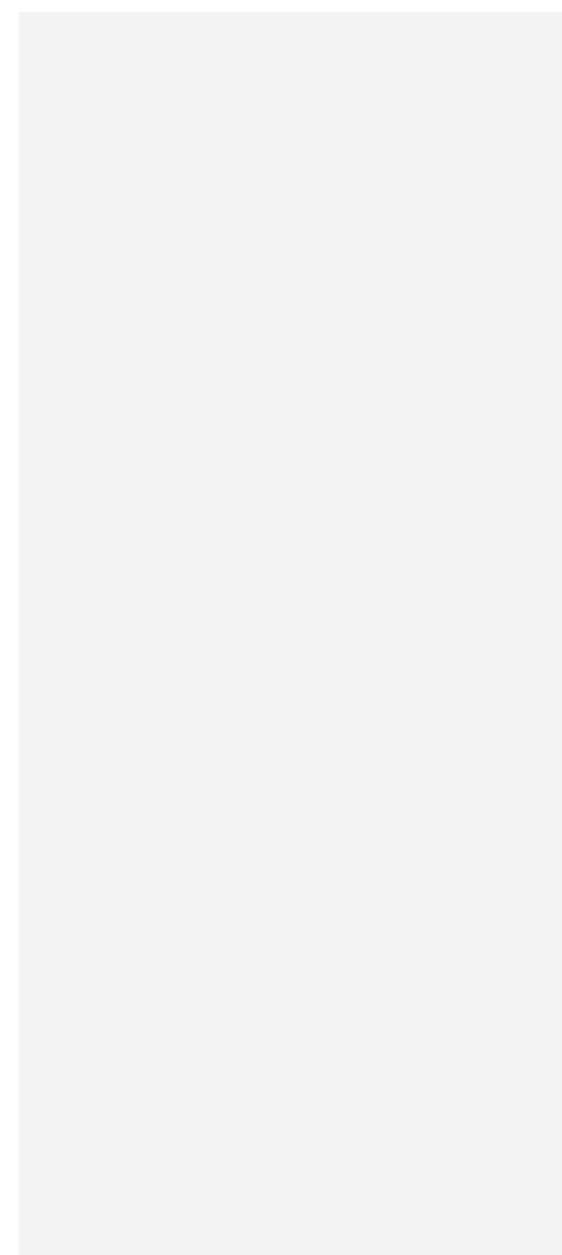
Year 1- Engage
School Level plan

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
<p>Ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community</p>	<p>Children have access to rich and broad learning experiences which reflect diversity of communities and help to feel represented within their curriculum. Children see differences in representation and see themselves as a part of that and are proud of their heritage, culture and or beliefs.</p>	<p>Subject leads to reflect and revise current curriculum documents as part of Trust meetings and at a school level to best meet needs of our children.</p> <p>Ensure that curriculum material can be adapted to suit the needs of all learners.</p> <p>Ensure text choices for curriculum focus reflect diversity with authors from a range of cultures.</p> <p>History leader to introduce Trail Blazers project to ensure Black History is celebrated throughout the school year.</p> <p>Music leader to explore composers from different</p>	<p>Subject leads Ongoing throughout the year.</p>	<p>Can children see themselves in their curriculum? Do children have recognisable role models in their curriculum? Does our curriculum represent the wider community? Do children feel valued and respected?</p>

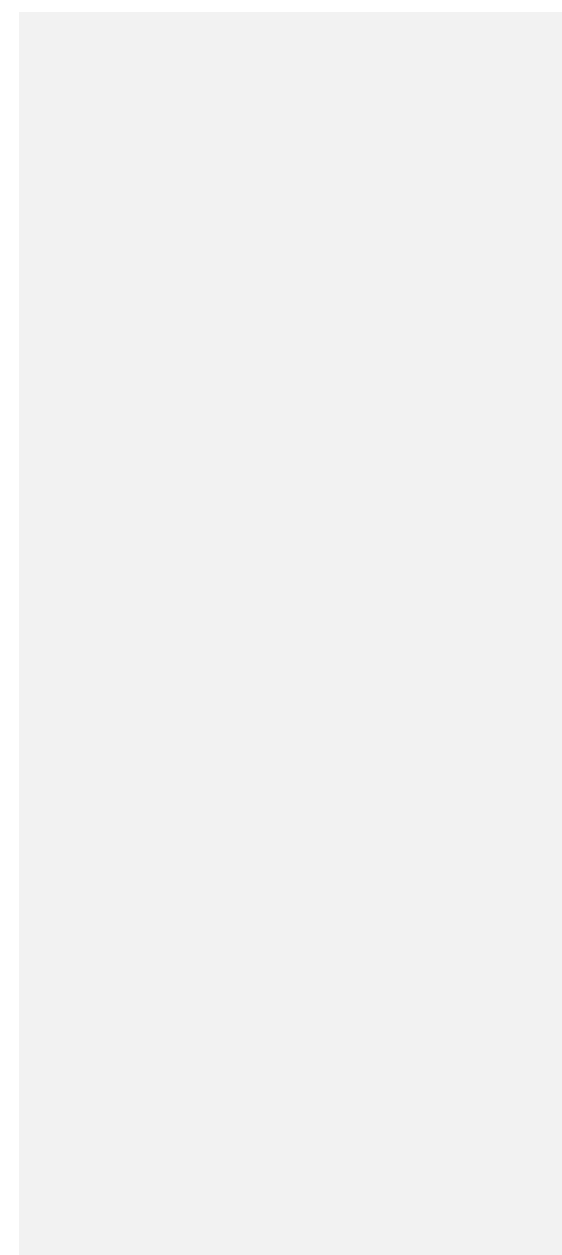
		cultures as part of our Composer of the Month. Introduce 'Awareness Days' for a range SEN groups within South Rise.		
<p>Improve recruitment processes to ensure that we attract and appoint the highest quality people to South Rise, both as staff and governors, who represent the community that we serve.</p>	<p>South Rise can continue to provide the best possible education to children because it is fully staffed by a committed, diverse and dynamic team who have the right skills and attributes for their roles.</p>	<p>Review the current wording and format of Teacher and TA Job Advertisements including:</p> <ul style="list-style-type: none"> • Bringing diversity to messaging • Ensuring language is inclusive • Ensuring what South Rise has to offer is attractive <p>Review school tours/interviews in the light of candidate feedback to:</p> <ul style="list-style-type: none"> • Ensure candidates can talk to people from different teams or functions • Understand the ethos of the school • Can see how careers can grow and develop • <p>Review the use of the school website and social</p>	<p>Headteacher/Office Lead</p>	<p>Do candidates see themselves reflected in the workforce at Horn Park? Can candidates see how they could thrive at South Rise</p> <p>Do our recruitment processes reflect the diversity and talent within our workforce?</p> <p>Does the values-driven culture at South Rise and key aspects of the ethos of the school impact on candidates positively?</p> <p>By advertising effectively using routes that are current and do not target geographically, are we attracting a larger and more diverse field?</p>



		<p>media for advertising job vacancies to ensure this is as effective as possible.</p> <p>Governors to produce a Governor Recruitment pack aimed at encouraging all members of the community to apply.</p>		
<p>Ensure all children and families have equal access to the school day, ensuring that the cost of the school day is not a barrier that impacts children's opportunities.</p>	<p>South Rise recognises that some families may require additional support to access all opportunities within school, including but not limited to: healthy snacks, school journeys and PE Kits/School Uniform.</p> <p>Research project carried out with Child Poverty Action Group identified cost of clubs such as music lessons, school dinners and trips were the main barriers to children accessing these elements of the school day.</p>	<p>Work with the school Catering Company to publicise and engage parents in taster lunches to ensure more children take up their FSM entitlement.</p> <p>Continue to evaluate communication with parents, offering a range of school journey opportunities to ensure children are offered affordable and appropriate opportunities to access social enrichment opportunities.</p> <p>Establish a Pre-Loved uniform service for parents who struggle to clothe their children.</p> <p>Set up the Toy Library for parents to donate and buy pre-loved toys.</p>	<p>AHTs with responsibility for Parents and Community working with Learning Mentors</p>	<p>Are children able to access all aspects of the school day? Are financial costs for parents considered at a strategic level when activities/trips are planned? Do families feel confident in seeking support from school?</p>



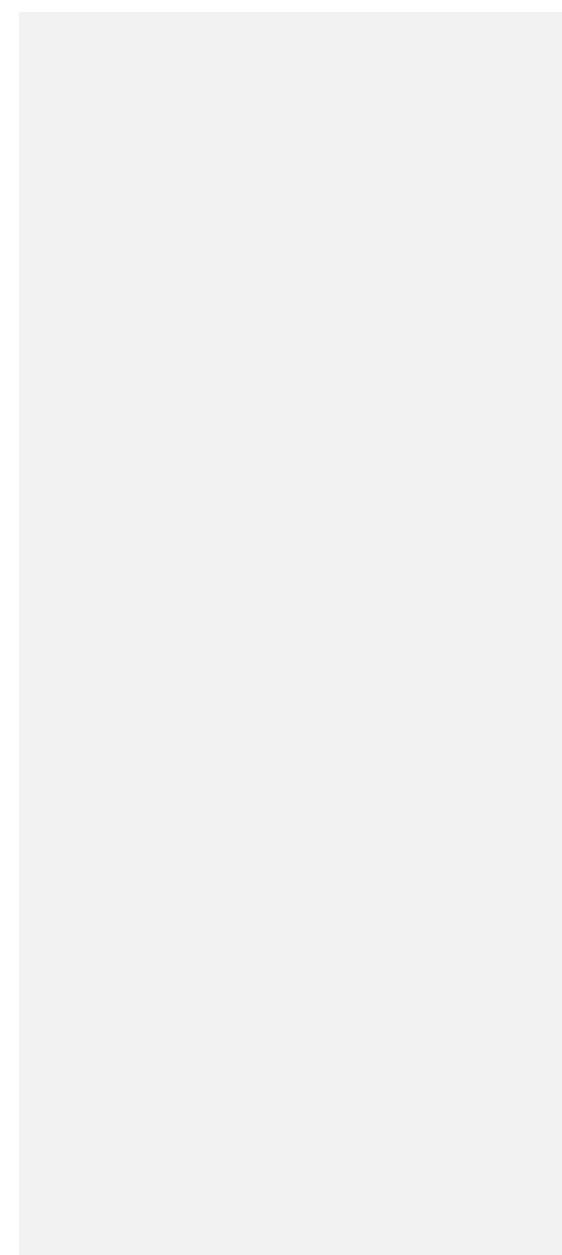
		Review annual trips so that children are offered free trips where possible. Review planning of charity fundraising days alongside whole school events.		
Ensure the attainment gap between disadvantaged and non-disadvantaged is minimalised and all children make good progress.	<p>Having recognised there is a large attainment gap upon entry to education, we must use this data effectively to find ways to close the gap as quickly as we can. (Usually done so by year 6)</p> <p>There continues to be gaps of varying degrees in attainment between disadvantaged and non-disadvantaged across the school.</p> <p>This gap has widened significantly with the impact of Covid-19 and is a key focus for all.</p>	<p>Continue to engage with the most current research and practice to best inform CPD for all staff. Provide across Trust collaboration opportunities to share good practice and successes including carefully planned CPD for the EYFS.</p> <p>Continue to evaluate data closely in early years to establish key lines of support for individual groups e.g. speech and language.</p> <p>Identify disadvantaged children with lower attainment or progress in all year groups and provide teacher led booster classes through our Pupil Premium funding and School Led Tutoring funding.</p>	<p>AHT with responsibility for the EYFS, Headteacher, Deputy Headteacher</p> <p>Leadership Team and Deputy Head with responsibility for Assessment</p>	<p>How quickly is the attainment gap closing? How are we using data in Key Stage 1 to inform strategic planning? Are children who attend booster sessions making accelerated progress?</p>



Year 2- Explore
2023-24
Trust Level Plan

Aims	Why	Actions	Lead individual/Time scales	Questions that indicate success
<p>Policy development</p> <p>To review policy and practices to our commitment to EDIB underpins all policies</p>	<p>For Compass to deepen and embed our commitment to equality, diversity, inclusion and belonging there needs to be a shared understanding and commitment that is at the heart of all policy development</p>	<p>Policy evaluation</p> <p>Development of a prompt of key considerations to evaluate policy development against our EDIB commitment</p> <p>Identified group of Greenwich leaders to attend the 'Difference' Inclusive Leadership course</p>	<p>MB and HC- Autumn 2023</p> <p>Exec team - ongoing</p> <p>MB/BT Autumn 2023</p>	<p>Do all policies have the same commitment EDIB?</p> <p>Is the commitment understood and shared?</p>
<p>Staffing and representation</p> <p>To work towards developing a more diverse and representative staff team, including increasing numbers of ethnic minority staff in leadership positions</p>	<p>A diverse work force is morally and socially right, and research indicates it improves the output of the organisation</p>	<p>To develop systems that enable equalities data to be easily collated and analysed to support effective action planning.</p> <p>Use data collated to review our recruitment processes. Consideration of the need for positive action</p> <p>Use PDC as an opportunity to encourage ethnic minority staff to</p>	<p>HC – Spring 2024</p> <p>HC – Spring 2024</p>	<p>What does the data tell us about our staff demographics?</p> <p>Who are applying for posts?</p> <p>How does our staff demographics compare with other trusts/schools in similar contexts?</p> <p>How does it feel to be a ethnic minority member of staff within our trust?</p>

		attend specific Greenwich sessions focusing on ethnic minority representation in leadership and leadership shadowing	Exec and strategic team – Autumn 2024	How are we using PDC's to promote career development for BAME staff?
Curriculum To ensure all stakeholders have with a clear understanding of content and purpose of the PHSE curriculum	The PHSE curriculum supports the development of knowledge, skills and attitudes needed to contribute successfully to life in modern Britain. Clarifying the curriculum aims and content will gain improved buy in and collaboration between home and school	Develop a shared presentation for parents focusing on the PHSE curriculum, including the 'No Outsiders' programme. Schools to offer parental workshops PHSE curriculum evaluation in line with adaption to government guidance Develop summary policy and curriculum guidance readily available to parents Explore and share ways in which schools recognise and celebrate events that support the curriculum offer	MB Autumn 2023 Headteachers- Autumn term PHSE Leads MB – Spring 2023 MB – Autumn 2023	Is the PHSE curriculum a high profile across all schools? Do our parental communities know the content of the curriculum? Are parents confident in schools to deliver the content in an age-appropriate way? Is the PHSE curriculum regularly reviewed and adapted to meet national policy and support the understanding of key issues that our children encounter? Does our wider curriculum offer promote and celebrate equalities?



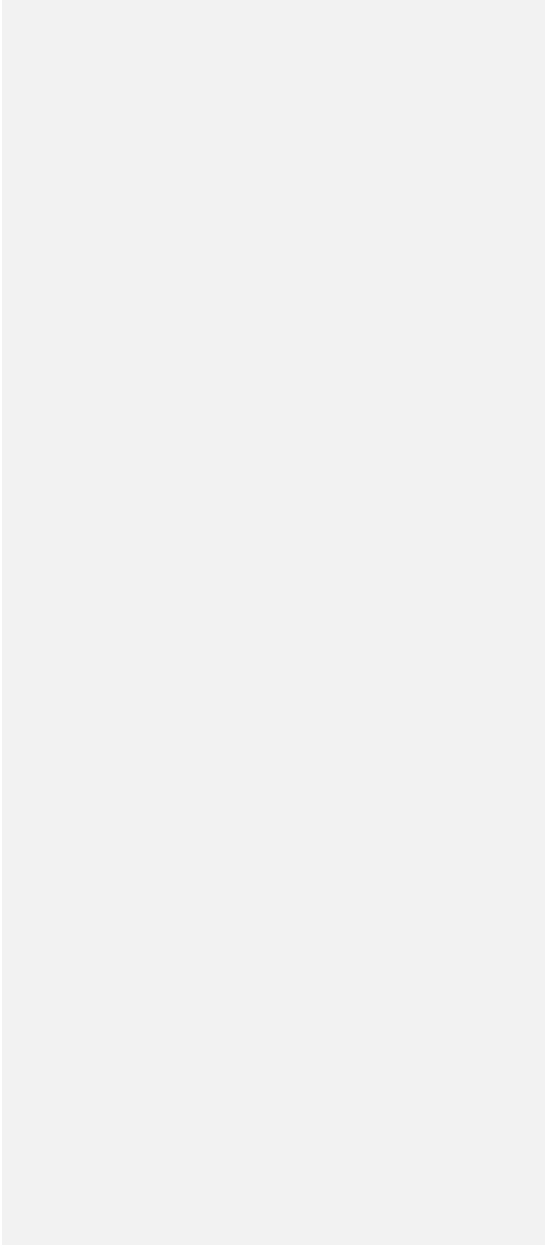
<p>Achievement</p> <p>To ensure all children who are disadvantaged by society make good progress and any identified gaps are quickly closed</p>	<p>To offer the best life chances for all our children, we must recognise those groups at a disadvantage and use data effectively to target support to close gaps in attainment</p>	<p>The success for all document is embedded across all schools</p> <p>Pedagogy outlined in the Compass teaching and learning framework embedded</p> <p>The BEST framework is embedded as a focus of school improvement</p> <p>Data used effectively to identify trends and share good practice</p>	<p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Exec headteachers – Autumn 2024</p> <p>MB – Autumn 2024</p>	<p>Are attainment gaps closing for key groups of children?</p> <p>Are appropriate systems in place to measure the progress and attainment of our most complex children?</p>
<p>Attendance</p> <p>To ensure all groups of children have equal access to a high-quality education,</p>	<p>Good attendance is a prerequisite of good attainment and can determine future life chances</p>	<p>Trust attendance data is analysed, published half termly</p> <p>Sharing of school's successes and challenges, highlighting good practice and problem solving</p> <p>Develop a directory of services available to support parents CPD for governors to better understand their accountability</p> <p>Develop a trust pastoral group to ensure ongoing</p>	<p>MB – Autumn 2023</p> <p>MB – Spring 2024</p> <p>MB – Spring 2024</p> <p>MB -Spring 2024</p> <p>BT – Autumn 2023</p>	<p>Is attendance at or above national expectations?</p> <p>Is attendance of all significant groups in line with their peers</p> <p>Is appropriate sign posting available to ensure timely support for children and families?</p> <p>Are systems in place to ensure impact of long-term medical absence is where possible minimised?</p>

CPD and sharing of good practice

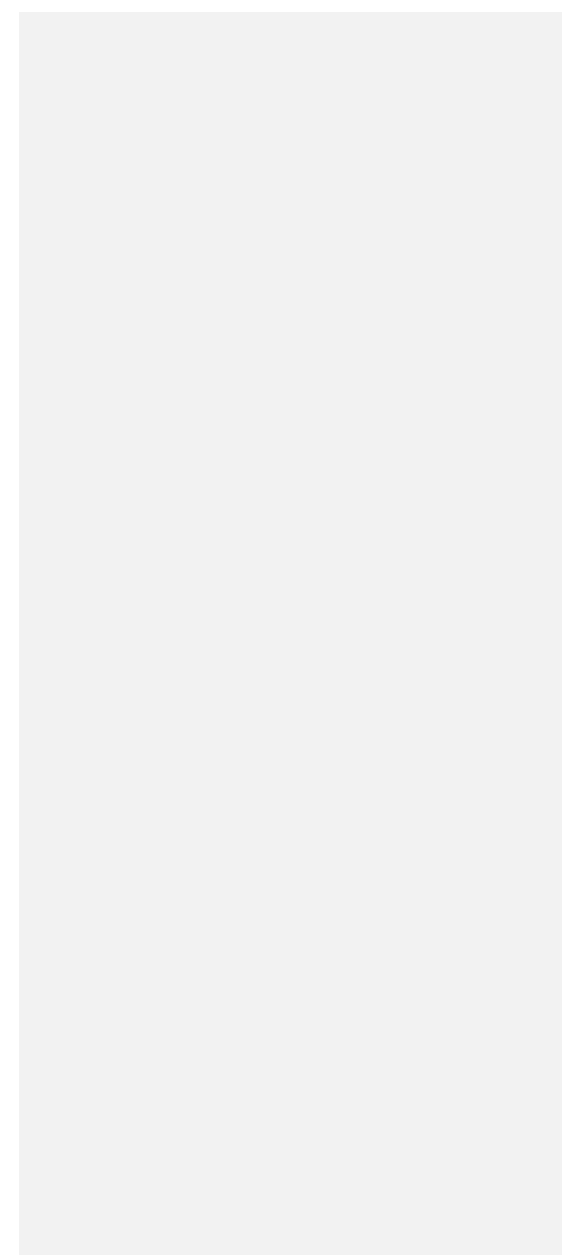
Year 2- Explore
School Level Plan
To be populated by individual school

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
Ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community	Children have access to rich and broad learning experiences which reflect diversity of communities and help to feel represented within their curriculum. Children see differences in representation and see themselves as a part of that and are proud of their heritage, culture and or beliefs.	Subject leads to reflect and revise current curriculum documents as part of Trust meetings and at a school level to best meet needs of our children. Ensure that curriculum material can be adapted to suit the needs of all learners. Ensure text choices for curriculum focus reflect diversity with authors from a range of cultures. History leader to introduce Trail Blazers project to ensure Black History is celebrated throughout the school year. Music leader to explore composers from different	Subject leads Ongoing throughout the year.	Can children see themselves in their curriculum? Do children have recognisable role models in their curriculum? Does our curriculum represent the wider community? Do children feel valued and respected?

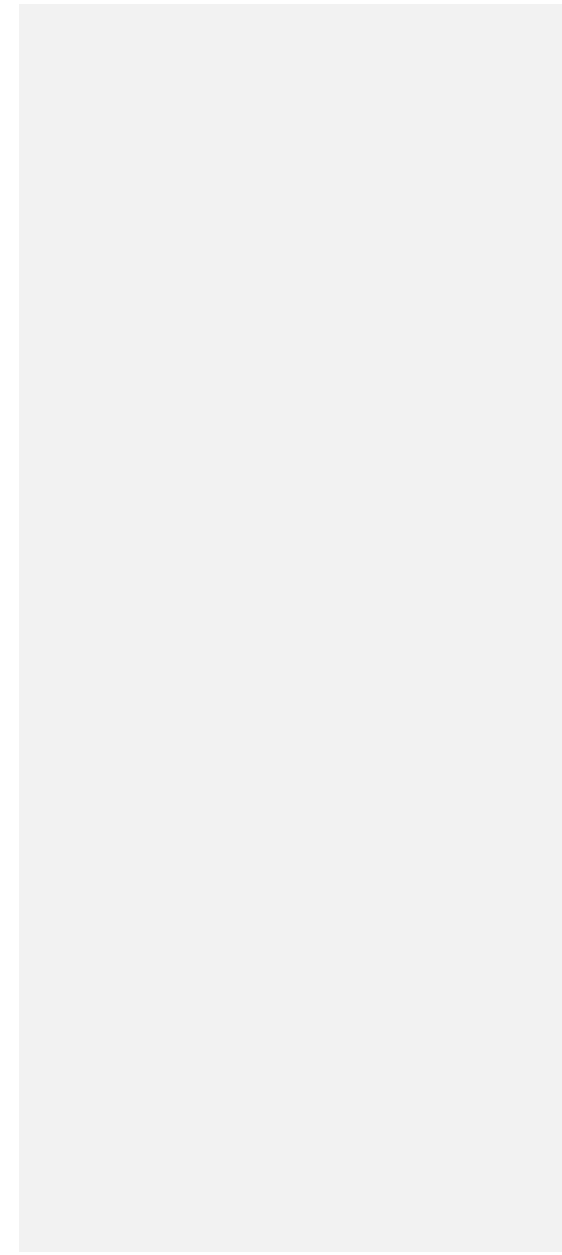
		cultures as part of our Composer of the Month. Introduce 'Awareness Days' for a range SEN groups within South Rise.		
<p>Improve recruitment processes to ensure that we attract and appoint the highest quality people to South Rise, both as staff and governors, who represent the community that we serve.</p>	<p>South Rise can continue to provide the best possible education to children because it is fully staffed by a committed, diverse and dynamic team who have the right skills and attributes for their roles.</p>	<p>Review the current wording and format of Teacher and TA Job Advertisements including:</p> <ul style="list-style-type: none"> • Bringing diversity to messaging • Ensuring language is inclusive • Ensuring what South Rise has to offer is attractive <p>Review school tours/interviews in the light of candidate feedback to:</p> <ul style="list-style-type: none"> • Ensure candidates can talk to people from different teams or functions • Understand the ethos of the school • Can see how careers can grow and develop • <p>Review the use of the school website and social</p>	<p>Headteacher/Office Lead</p>	<p>Do candidates see themselves reflected in the workforce at Horn Park? Can candidates see how they could thrive at South Rise</p> <p>Do our recruitment processes reflect the diversity and talent within our workforce?</p> <p>Does the values-driven culture at South Rise and key aspects of the ethos of the school impact on candidates positively?</p> <p>By advertising effectively using routes that are current and do not target geographically, are we attracting a larger and more diverse field?</p>



		<p>media for advertising job vacancies to ensure this is as effective as possible.</p> <p>Governors to produce a Governor Recruitment pack aimed at encouraging all members of the community to apply.</p>		
<p>Ensure all children and families have equal access to the school day, ensuring that the cost of the school day is not a barrier that impacts children's opportunities.</p>	<p>South Rise recognises that some families may require additional support to access all opportunities within school, including but not limited to: healthy snacks, school journeys and PE Kits/School Uniform.</p> <p>Research project carried out with Child Poverty Action Group identified cost of clubs such as music lessons, school dinners and trips were the main barriers to children accessing these elements of the school day.</p>	<p>Work with the school Catering Company to publicise and engage parents in taster lunches to ensure more children take up their FSM entitlement.</p> <p>Continue to evaluate communication with parents, offering a range of school journey opportunities to ensure children are offered affordable and appropriate opportunities to access social enrichment opportunities.</p> <p>Establish a Pre-Loved uniform service for parents who struggle to clothe their children.</p> <p>Set up the Toy Library for parents to donate and buy pre-loved toys.</p>	<p>AHTs with responsibility for Parents and Community working with Learning Mentors</p>	<p>Are children able to access all aspects of the school day? Are financial costs for parents considered at a strategic level when activities/trips are planned? Do families feel confident in seeking support from school?</p>



		Review annual trips so that children are offered free trips where possible. Review planning of charity fundraising days alongside whole school events.		
Ensure the attainment gap between disadvantaged and non-disadvantaged is minimalised and all children make good progress.	<p>Having recognised there is a large attainment gap upon entry to education, we must use this data effectively to find ways to close the gap as quickly as we can. (Usually done so by year 6)</p> <p>There continues to be gaps of varying degrees in attainment between disadvantaged and non-disadvantaged across the school.</p> <p>This gap has widened significantly with the impact of Covid-19 and is a key focus for all.</p>	<p>Continue to engage with the most current research and practice to best inform CPD for all staff. Provide across Trust collaboration opportunities to share good practice and successes including carefully planned CPD for the EYFS.</p> <p>Continue to evaluate data closely in early years to establish key lines of support for individual groups e.g. speech and language.</p> <p>Identify disadvantaged children with lower attainment or progress in all year groups and provide teacher led booster classes through our Pupil Premium funding and School Led Tutoring funding.</p>	<p>AHT with responsibility for the EYFS, Headteacher, Deputy Headteacher</p> <p>Leadership Team and Deputy Head with responsibility for Assessment</p>	<p>How quickly is the attainment gap closing? How are we using data in Key Stage 1 to inform strategic planning? Are children who attend booster sessions making accelerated progress?</p>



Year 3- Embed
Trust Level Plan
2024-25

Aim	Why	Actions	Lead individual Time scales	Questions that indicate success
<p>To develop an overarching inclusion continuum that underpins all policy and processes, codifying inclusive practice across schools.</p>	<p>Embedding all aspects of inclusion frameworks into policy and processes ensures a the framework is a starting point for all consideration and changes A clear framework that codifies inclusion, linking policy and practice together ensures clarity off message</p>	<p>The difference leadership working group to expand and finalise the Compass Inclusion continuum</p> <p>Pull together policy and strategy to ensure all information is consistent and accessible to all</p> <p>Map out what may be needed to ensure shared understanding</p> <p>Consider induction of new staff. Develop training materials which ensure the shared understanding and ethos is understood</p> <p>Publish strategy and launch</p>	<p>Autumn 2024</p> <p>Autumn 2024</p> <p>Spring 2025</p> <p>Summer 2025</p> <p>Autumn 2024</p>	<p>Is a clear understanding of the continuum of inclusion and the role of staff within this?</p> <p>Do all staff understand the many ways in which children and families feel excluded?</p> <p>Wider staff understand the concepts of relational practices and the impact of this?</p> <p>Does attendance improve?</p> <p>Do suspensions decrease</p>

		Relational practices set out in document are embedded across schools	Autumn 2025	
To develop the understanding of bias and how this impacts on interactions	Understanding the psychology of bias in a safe and scientific way will lead to improved reflection and consideration of self and own	All staff Hemisphere training Year 1 related to understanding of the experience of Black afro Caribbean pupils.	Autumn 1 MB to organise	Is there improved understanding of bias? Are staff more confident to discuss race?
		Individual Schools and central team to receive anonymous feedback and plan for supporting common commitments to change across all aspects of school	Autumn 2 HT	Do staff understand experience of staff and pupils from ethnic minority backgrounds Does data reflect outcomes for ethnic minority pupils is inline or better than white British peers?
		Review and share learning	Summer 2 MB to facilitate	
Staffing and representation To work towards developing a more diverse and representative staff team, including increasing numbers of ethnic minority staff in leadership positions	A diverse work force is morally and socially right, and research indicates it improves the output of the organisation	To develop systems that enable equalities data to be easily collated and analysed to support effective action planning.	HC – Spring 2025	What does the data tell us about our staff demographics? Who are applying for posts?
		Including data related to promotion and retention of staff from ethnic minority groups	HC – Spring 2025	How does our staff demographics compare with other trusts/schools in similar contexts?
		Use data collated to review our recruitment		

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Staff feel that the workplace is one in which they belong, whatever their protected characteristics

	<p>processes. Consideration of the need for positive action</p> <p>Use PDC as an opportunity to encourage ethnic minority staff to attend specific Greenwich sessions focusing on ethnic minority representation in leadership and leadership shadowing</p> <p>Adapt the wording of our equalities statement on advert. Consider where we advertise for roles</p>	<p>Exec and strategic team – Autumn 2024</p>	<p>How does it feel to be a ethnic minority member of staff within our trust?</p> <p>How are we using PDC's to promote career development for BAME staff?</p>
<p>This is the morally right approach but a sense of belonging also increases staff engagement which in turn ensures that we are providing excellent education for our pupils</p>	<p>Put in place actions to enact the new duty on sexual harassment</p>	<p>HC - By 26/10/24</p>	<p>Do all staff understand what our standards of behaviour are?</p> <p>Are staff clear about our anti-harassment and bullying stance?</p> <p>Do staff know what to do if they experience or witness sexual harassment?</p> <p>Do we deal with such matters swiftly and clearly?</p>

<p>Achievement</p> <p>To ensure all children who are disadvantaged by society make good progress and any identified gaps are quickly closed</p>	<p>To offer the best life chances for all our children, we must recognise those groups at a disadvantage and use data effectively to target support to close gaps in attainment</p>	<p>The success for all is firmly established and evaluated in all schools</p> <p>Pedagogy outlined in the Compass teaching and learning framework embedded in schools with a particular focus on embedding responsive teaching</p> <p>The BEST framework sits at the heart of school improvement</p> <p>Data used effectively to identify trends and share good practice</p> <p>Implement additional CPD via Ambition Institute at identified schools</p>	<p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Exec headteachers – Autumn 2024</p> <p>MB and SP – Autumn 2024</p> <p>Headteachers and Exec team</p>	<p>Are attainment gaps closing for key groups of children?</p> <p>Are appropriate systems in place to measure the progress and attainment of our most complex children?</p>
<p>Attendance</p> <p>To ensure all groups of children have equal access to a high-quality education,</p>	<p>Good attendance is a prerequisite of good attainment and can determine future life chances</p>	<p>Trust attendance data is analysed, published half termly</p> <p>Sharing of school's successes and challenges, highlighting good practice and problem solving</p>	<p>HG – Autumn 2024</p> <p>HG – Autumn 2024</p>	<p>Is attendance at or above national expectations?</p> <p>Is attendance of all significant groups in line with their peers</p> <p>Is appropriate sign posting available to ensure timely support for children and families?</p>

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		Develop a directory of services available to support parents CPD for governors to better understand their accountability	HG/MB/BT/RH– Spring 2025	Are systems in place to ensure impact of long-term medical absence is where possible minimised?
		Embed EBSA training approaches	HG -Autumn 2024 – Autumn 2024	Is PA reduced?

Year 3- Embed School Level Plan
To be populated by individual school at the end of year 2

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
Ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community	Children have access to rich and broad learning experiences which reflect diversity of communities and help to feel represented within their curriculum. Children see differences in representation and see themselves as a part of that and are proud of	Subject leads to reflect and revise current curriculum documents as part of Trust meetings and at a school level to best meet needs of our children. Ensure that curriculum material can be adapted	Subject leads Ongoing throughout the year.	Can children see themselves in their curriculum? Do children feel valued and respected?

	their heritage, culture and or beliefs.	to suit the needs of all learners. Ensure text choices for curriculum focus reflect diversity with authors from a range of cultures.		
Improve recruitment processes to ensure that we attract and appoint the highest quality people to South Rise, both as staff and governors, who represent the community that we serve.	South Rise can continue to provide the best possible education to children because it is fully staffed by a committed, diverse and dynamic team who have the right skills and attributes for their roles.	Review the current wording and format of Teacher and TA Job Advertisements including: Review the use of the school website and social media for advertising job vacancies to ensure this is as effective as possible.	Headteacher	Do candidates see themselves reflected in the workforce at South Rise? Can candidates see how they could thrive at South Rise? Do our recruitment processes reflect the diversity and talent within our workforce? Does the values-driven culture at South Rise and key aspects of the ethos of the school impact on candidates positively?
Ensure all children and families have equal access to the school day, ensuring that the cost of the school day is not a barrier that impacts children's opportunities.	South Rise recognises that some families may require additional support to access all opportunities within school. Research project carried out with Child Poverty Action Group identified cost of clubs such as music lessons, school dinners and trips were the main barriers to children accessing these elements of the school day.	Continue to work with Chartwell's to engage parents. Invite Chartwells to 'meet & greet' new Rec Intake parents. Continue to evaluate communication with parents, offering a range of school journey opportunities to ensure children are offered affordable and appropriate opportunities to access social	AHTs with responsibility for Parents and Community working with Learning Mentors	Are children able to access all aspects of the school day? Are financial costs for parents considered at a strategic level when activities/trips are planned? Do families feel confident in seeking support from school?

<p>Ensure the attainment gap between disadvantaged and non-disadvantaged is minimalised and all children make good progress.</p>	<p>There continues to be gaps of varying degrees in attainment between disadvantaged and non-disadvantaged across the school.</p>	<p>enrichment opportunities.</p> <p>Continue to engage with the most current research and practice to best inform CPD for all staff. Provide across Trust collaboration opportunities to share good practice and successes including carefully planned CPD for the EYFS.</p> <p>Continue to evaluate data closely in early years to establish key lines of support for individual groups e.g. speech and language.</p>	<p>AHT with responsibility for the EYFS, Headteacher, Deputy Headteacher</p>	<p>How quickly is the attainment gap closing? How are we using data in Key Stage 1 to inform strategic planning? Are children who attend booster sessions making accelerated progress?</p>
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