



3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: Alderwood 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. In order 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 Trust Level Plan

Aim	Why	Trust level Focus	Lead individual/Time scales	Questions that indicate success
To develop a shared understanding of our trust values: ambition, optimism, and resilience	What we value influences how we conduct ourselves in every interaction we have. Our values dictate our	Initial work with Talent architects and strategic leaders to develop a shared understanding of what inclusion is	MB Summer 2022	Do we all have an overarching agreement on how our shared values are conveyed in behaviour

Understanding what they are, what they look like and their importance

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

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 explore what trust values look and feel like
Review of committees and agendas to ensure

MB/ JC Autumn 2022

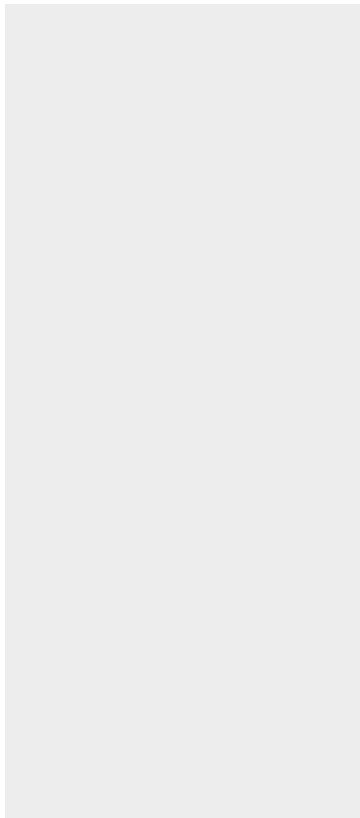
Do our shared values underpin our decision making?

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?

MB Spring 2023

JC/ KJS A
Autumn 2022



the values are the basis for all decision making

Work with parents forum to deeply exploring what trust values look and feel like

Gather insight on how these look to parents

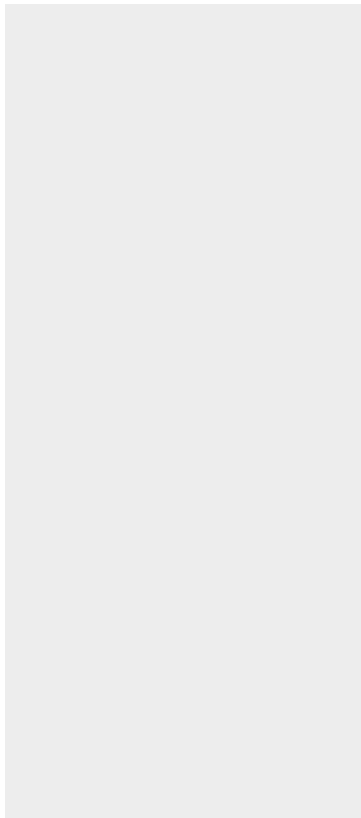
How we consult with parents to gather further insight?

Do our values define our schools?

Work with Compass council to develop an understanding of our trust values and their understanding from the children's perspective

How do we consult and work together?

JC/MB
Autumn 2022



To develop sophisticated evaluation of the data we hold to develop a strategy for the development of a more diverse work force

Using the data we hold more effectively will aid the identification of key areas where further exploration is needed

An evaluation of the use of Staff data

- What data do we currently hold?
- How do we use it most effectively to gain an improved workforce picture?

HC Autumn 2022

Are we able to empirically identify the areas where we need to focus on work force development?

Do we have an awareness of how we compare to other trusts schools?

Do we really know what it is like to be an minority

		<ul style="list-style-type: none"> How is data shared with schools to support work force planning <p>Explore ways of gaining a true picture of the thoughts and opinions of a diverse group of the workforce</p> <p>Ensure workforce data is shared with headteachers to enable an improved understanding when developing priorities</p>	<p>HC/MB Spring 2023</p> <p>HC Spring 2023</p>	<p>group employee in our trust?</p>
<p>To ensure all groups of children make good or better progress and achieve inline with all children nationally</p>	<p>In order 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>Develop trust systems to track and evaluate key information related to equity of opportunity Effective systems of trust data analysis</p> <p>Use examples that buck the trend and share examples of good practice</p> <p>Develop opportunities for leaders to problem solve approaches to explore areas that continue to raise concerns</p> <p>To embed assessment systems for children with complex needs across all</p>	<p>JG/MB Autumn 2022</p> <p>JG/MB Autumn 2022</p> <p>Exec team ongoing</p> <p>MB/RH Autumn 2022</p>	<p>Is the data sophisticated enough to identify marginalised groups who are underachieving?</p> <p>Do we know examples that buck the trend both within and beyond our trust? How are we using these?</p> <p>Do we devote time to consider research and innovate?</p> <p>Are resources spent effectively to target the underachievement of minority groups? What does the progress and attainment of our</p>

		<p>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>Exec and Strategic team ongoing</p>	<p>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
 Alderwood Primary School

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
<p>To ensure our Compass curriculum reflects diversity through content and delivery</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.</p>	<p>Subject leads to reflect and revise current curriculum documents within subject expert groups across Compass. Ensure that curriculum material can be adapted to suit the needs of all learners.</p>	<p>Compass Subject Groups 2023</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>
<p>To ensure our wider community understands our language around equality, diversity and inclusion</p>	<p>All children, families and staff need to be able to recognise that they are valued and they have a place in our school community. This is reflected in all aspects of school life, including ethos, policy, documentation, and practice.</p>	<p>Ensure all stakeholder understand the difference between equality and equity and understand our ethos behind it. Use opportunities such as BHM to highlight our position as a school.</p>	<p>Assemblies, newsletter, conversations with parents & special events – ongoing.</p>	<p>Do all members of the school community see themselves reflected within all aspects of school life? Are staff comfortable with our shared language and understand how we implement our EDI strategy?</p>

To improve recruitment processes to ensure that we attract and appoint the highest quality people that represent the community that we serve

It is important that our community feel that Alderwood reflects them and this supports better working relationships, which in turn, improves outcomes for children.

Review the current wording of our adverts to ensure our EDI ethos is clear.
Speak to current employees to discover what made them apply. Did anything discourage them? What changed their mind?

As vacancies appear.

Do candidates see themselves reflected in the workforce at Alderwood?
Do our recruitment processes reflect the diversity and talent within our workforce?
Do we know what attracts and discourages candidates and why?

To use our knowledge gathered from our involvement of the Cost of the School Day project to ensure that the school day is accessible to all

Through the extraordinary work done with the charity, we remain committed to identifying and reducing hidden costs for families.

Continue to be in tune with our community and acting on all feedback we receive about the financial accessibility of our school day.
To communicate fully with all stakeholders to ensure that all costs are clear and we have strategies to overcome them with families who need support.

Ongoing

Do families know the costs of the day? Are we communicating fully? Are key families being supported enough? Are all children involved and included in all aspects of the school day.

		Greenwich sessions focusing on BAME 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?
Achievement To ensure all children who are disadvantaged by society make good	To offer the best life chances for all our children, we must recognise those groups at a disadvantage and use	The success for all document is embedded across all schools	Headteachers/Exec headteachers – Autumn 2024	Are attainment gaps closing for key groups of children? Are appropriate systems in place to measure the

<p>progress and any identified gaps are quickly closed</p>	<p>data effectively to target support to close gaps in attainment</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>Exec headteachers – Autumn 2024</p> <p>MB – Autumn 2024</p>	<p>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</p> <p>CPD for governors to better understand their accountability</p> <p>Develop a trust pastoral group to ensure ongoing CPD and sharing of good practice</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>

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
<p>To ensure our Compass curriculum reflects diversity through content and delivery</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.</p>	<p>Our curriculum needs to be constantly reviewed in order to take account of social changes and events.</p>	<p>Compass Subject Groups 2023/2024</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? Does our curriculum respond to social changes and events?</p>
<p>To ensure our wider community feel represented and valued within our school</p>	<p>All children, families and staff need to be able to recognise that they are valued and they have a place in our school community. This is reflected in all aspects of school life, including ethos, policy, documentation, and practice.</p>	<p>Ensure all stakeholders understand the difference between equality and equity and understand our ethos behind it. Use social events and change to deliver learning opportunities.</p>	<p>Assemblies, newsletter, conversations with parents & special events – ongoing.</p>	<p>Do all members of the school community see themselves reflected within all aspects of school life? Are staff comfortable with our shared language and understand how we implement our EDI strategy?</p>
<p>To improve recruitment processes to ensure that we attract and appoint the highest quality people that represent the community that we serve</p>	<p>It is important that our community feel that Alderwood reflects them and this supports better working relationships, which in turn, improves outcomes for children.</p>	<p>Review the current wording of our adverts to ensure our EDI ethos is clear. Speak to current employees to discover what made them apply. Did anything discourage</p>	<p>As vacancies appear.</p>	<p>Do candidates see themselves reflected in the workforce at Alderwood? Do our recruitment processes reflect the diversity and talent within our workforce?</p>

		them? What changed their mind?		Do we know what attracts and discourages candidates and why?
To continue to use our knowledge gathered from our involvement of the Cost of the School Day project to ensure that the school day is accessible to all	Through the extraordinary work completed with the charity, we remain committed to identifying and reducing hidden costs for families.	Continue to be in tune with our community and acting on all feedback we receive about the financial accessibility of our school day. To communicate fully with all stakeholders to ensure that all costs are clear and we have strategies to overcome them with families who need support.	Ongoing	Do families know the costs of the day? Are we communicating fully? Are key families being supported enough? Are all children involved and included in all aspects of the school day.
To ensure that children have equal access to the school day through a commitment to regular attendance	PA figure here is high and school refusing for currently approx. 3 children is resulting in lost learning time weaker friendship groups.	Commit to improve attendance through RBG's AAO service. Leaders to support all staff to be curious and tenacious around regular attendance.	Academic Year 2023 - 2024	Has our PA figure decreased? Are all staff tackling attendance? Have we improved the life chances for children who find attending school difficult?
To ensure that the attainment gap between children disadvantaged and those who are not is minimised	It is crucial that children who may already be deemed as disadvantaged are supported to make rapid academic progress in order to achieve age related attainment.	To forensically look at data to see patterns. Use additional adults well to target children in receipt of PP funding.	Termly at data drop	Do we have a gap between groups? Has our gap diminished?

**Year 3- Embed
Trust Level Plan**
To be populated upon evaluation of year 2

Aim	Why	Actions	Lead individual Time scales	Questions that indicate success
Shared value permeates trust Deep exploration and work were there needs to be areas of focus				

**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
