

# Equity & Equality Objectives Progress Tracker

Agreed at FGB 23.01.20

Last updated 15.06.21



	Specific Actions – How?	Specific monitoring	Making Progress... (some of the actions taking place)				Impact Check/Review
			2019-2020	2020-2021	2021-2022	2022-2023	
<p><b>QUALITY TEACHING</b> Effective teaching &amp; learning in order to raise progress &amp; attainment for all, specifically those with a SEND.</p>	<p>Robust monitoring plan in place Regular monitoring Effective Performance Management Focused CPD Effective use of assessment</p>	<p>T&amp;L over time is consistently good and better Learning walks Book looks Book looks for specific disadvantaged groups. 'In house' termly and half termly data. End of Key Stage data (statutory)</p>	<p>Teacher Trio focused on AfL, Questioning and Supportive environments for all.</p> <p>Attainment remains low. SEN pupils (<i>Y6 unvalidated</i>) made better progress than the whole cohort and all groups within the cohort.</p> <p>Due to the Corona virus pandemic, school closed to the majority of children from the end of March (a term and a half of virtual learning) SEN pupils with an EHCP were contacted weekly to check that support in place was sufficient. Online learning was monitored for all pupils and contact made as appropriate for those not engaging.</p> <p>Transition meetings are planned between Staff for Sum 2 – with a particular focus on those with SEND, FSM and EAL whilst recognising the need for a planned 'recovery' and return to school for all pupils</p>	<p>From Sept, the creation of an Inclusion Team consisting of 3 members of staff (SENCO, an assistant SENCO and a Nurture/ Family Support worker), led by J. Fitzgerald in her role as INCO.</p> <p>Covid: school closed to the majority of children between Jan-March SEN pupils with an EHCP were contacted weekly to check that support in place was sufficient, offered a school place &amp; online learning monitored.</p> <p>Termly Pupil progress meetings continue – and support/intervention planned as a result.</p> <p>Catch UP – Year 6 smaller groups had a good impact on behaviour, self-esteem and achievement (stakeholder voice/case study/work sample)</p>			
<p><b>RESPECT FOR ALL</b> <i>Within the Diocesan Vision of 'Living God's Love' develop a caring, tolerant and understanding school community which respects and values other cultures, faiths, beliefs, gender identification and relationships;</i></p>	<ul style="list-style-type: none"> <li>-Ensure good quality PSHE &amp; SMSC curriculum</li> <li>- Ensure caring behaviour policy in place</li> <li>- Assembly program to explore themes of love, tolerance, respect etc</li> <li>- Good quality adult modelling of expectations across the school</li> <li>-Display photos of Christian Values in practice displayed within school ground</li> <li>- Themed weeks &amp; visitors</li> <li>- Clear accessibility plan</li> <li>- Monitor provision of whole school RE curriculum</li> </ul>	<p>Behaviour/bullying/ICT log(s) Book looks (PSHE/ SMSC) Behaviour policy Assembly themes Pupil and parent voice Planning, books and lesson observations Pupil voice</p>	<p>One toilet block in the Junior building has been remodelled (following guidance) and is now gender neutral and suitable for all children.</p> <p>During the Coronavirus pandemic care, consideration and support for all staff and families has been ongoing, especially for those in or with family members within Vulnerable groups or the BAME group to carefully plan a return to school or work.</p> <p>New therapeutic approach to managing behaviour (Hertfordshire 'Steps') introduced to whole staff Sept 2019 and implemented thereafter. Behaviour policy rewritten to reflect changes. Focus on restorative justice and exploring reasons for challenging behaviour.</p> <p>RE lead on year-long course to develop RE teaching</p>	<p>RE development week –</p> <p>PSHE development week – children feel PSHE gives them 'freedom of speech' and children felt comfortable with sharing opinions, there's never a right or wrong answer.</p> <p>School review taking place – considering lived experiences of families within BAME community – future SDP/future Governor training.</p>			

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	- RE leader to monitor & deliver CPD where appropriate						
<p><b>INCLUSIVE ON ENTRY</b>  <i>Children feel welcome and ready to learn when they join St Catherine's at any age or stage.</i></p>	<p>-The Main Reception area is welcoming and inclusive                      -Families meet with SLT for a welcome and getting to know you 'meet and greet'                      -Ensure transition information is shared from school to school                      -Develop a supportive induction process for new pupils in class.</p>	<p>Entry/Exit Family Surveys                      Pupil and parent Voice                      Behaviour/bullying/ICT logs                      Pupil Progress</p>	<p>All new families meet with HT/DHT before starting at St Catherine's.                      Where EAL or SEND needs are known, support is planned for the first week by SENCO or EA and or where possible a reduced timetable to aid transition is arranged.                      The website has been updated to ensure all curriculum information and staff are up to date and comprehensive.</p>	<p>An online prospectus with all relevant information is due to be completed in the Autumn term.                      New starter pupil voice Apr 2021 (Y4)- Positive experience. Liked having a buddy to look after them on first day/two and felt supported in class. Like the children and teachers.</p>			
<p><b>SUPPORTING MENTAL HEALTH</b>  <i>Develop strategies and professional partnerships to enhance and support pupil and staff wellbeing</i></p>	<p>Provide targeted support for focus pupils:                      Nurture Pastoral                      Behavioural Counselling                      Attendance SEND Interventions                      Parent support/workshops/info</p>	<p>Roots and Fruits,                      Learning walks,                      Behaviour support plans                      Pupils individual progress monitored through :                      Pupil progress meetings                      Book Looks                      Boxhall profiles                      individual case studies                      parent/pupil voice                      Pupil passports</p>	<p>Staff deployment is now revised termly by members of the SLT to ensure support staff are deployed based on level of need across the school.                      The school based Nurture offer has been increased to a full time role.                      Teacher trios, CPD and support from advisors to support Professional development.                      Teacher deployment on rare occasion changes if in best interest of staff and children; recognising teaching as a professional partnership.</p>	<p>From Sept, the merger of an Inclusion Team consisting of 3 members of staff (SENCO, an assistant SENCO and a Nurture/ Family Support worker), led by J. Fitzgerald in her role as INCO.                      Introduced BARGE at lunchtimes – addressing behaviour in a supportive/restorative approach.</p>			