



# Equality Objectives Progress Tracker

Agreed at FGB 23.01.20

Last updated 22.06.23

	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>Aut- Spr Attainment data % of SEN achieving ARE in R, W, M remain below the rest of the cohort. In Year R attainment remains at least the same and has increased in Y2/Y3. % of SEN pupils achieving ARE in M is lower since Autumn term in Y2,3, % and remains 0 in Y1.</p> <p>Introduction of NCETM 'catch-up' materials for use in Maths lessons. Supporting pupils independence and confidence in Maths.</p> <p>Successful application to take part in the Autism in Schools pilot scheme.</p> <p>Whole school 'Autism Pilot' INSET day for all staff 21.03.22</p>	<p>100% of teaching on the QTLP is at least Good. Aut- Spr Attainment data % of SEN achieving ARE in R, W, M remain below the rest of the cohort.</p> <p>Ofsted monitoring confirmed, <i>Pupils' needs are well met, including pupils with special educational needs and/or disabilities (SEND). Pupils with SEND access the full curriculum. Staff are well trained to meet the needs of pupils with SEND. They adjust the curriculum in most subjects well to support pupils' learning. Consequently, pupils with SEND make the same strong progress in their learning as their classmates.</i></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>	<p>-Ensure good quality PSHE &amp; SMSC curriculum - Ensure caring behaviour policy in place - Assembly program to explore themes of love, tolerance, respect etc - Good quality adult modelling of expectations across the school -Display photos of Christian Values in practice displayed within school ground - Themed weeks &amp; visitors - Clear accessibility plan - Monitor provision of whole school RE curriculum - RE leader to monitor &amp; deliver CPD where appropriate</p>	<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>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>	<p>Termly prayer spaces proving space to reflect on hope, love, peace, trust Aut: Bishop's Harvest Appeal Spring – Easter series (Hope, big questions, worry, thankfulness, forgiveness)</p> <p>Newsletter translated on request.</p> <p>Mr Scott (AHT) assigned EAL lead.</p> <p>Key workers identified within the Inclusion team to support families.</p> <p>Behaviour policy reviewed and introduction of the Pod.</p>	<p>Introduction of St Catherine's Anti-Racism statement.</p> <p>Curriculum has been reviewed to make explicit the opportunities to celebrate cultures, beliefs, gender identification (e.g Reading Spine, History Curriculum).</p> <p>Commissioned School Visit Race Equality with Shammi Rahman suggested outcomes to feed in to next year SDP.</p> <p>Ofsted monitoring confirmed; <i>Pupils understand and know about the different forms of bullying. Incidents, on the rare occasion they arise, are dealt with swiftly.</i></p>	

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						<i>Pupils develop well both academically and socially. Staff encourage pupils to excel in all they do. Pupils rise to the challenge and do their best. Most achieve well.</i>	
<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>School continues to have high mobility. In the Spring term 32 new starters / 16 pupils left.  Families with EAL offered translated newsletters and introduction to families with the same home language (if within school community and appropriate). New to school (particularly EAL) meet with experienced TA to complete a specific welcome questionnaire to find out context, families support, level of spoken and written English)  BELL assessment used to identify baseline language skills for pupils with EAL.  **Enhanced transition for the pupils identified through liaison with nurseries</p>	<p>School continues to have high mobility. Since Sept 2022, the number of pupils on roll has increased by 36 pupils (more than a class size). Sept 22 = 331 pupils June 23 = 367 pupils 87% capacity</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>	<p>Y6 participation in Watford FC Mental Health program.  Mental Health support team providing support to pupils and families 1x group (Y3) 3x 1:1 family support **In house school counselling for 5 pupils Trainee counsellor sees 2 pupils  Families assigned to key workers within the Inclusion team.  Flexible working practices continue for staff (PPA offsite, no weekend communications).</p>	<p>Y6 continue to participate in Watford FC Mental Health program.  Ofsted confirmed; <i>Leaders ensure that staff workload and well-being are prioritised. Staff appreciate their efforts and enjoy working at the school. Governors take steps to retain staff, meaning staff turnover is low. Consequently, staff know the pupils and their families well.</i></p>	

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