

Equalities Review Action Plan - 2025-2026

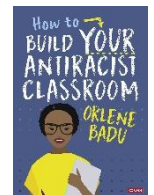
Item 2.1.1a

Strengths identified during Marva Rollins' review in Spring 2023 (measuring the impact of the school's equalities review action plan which was in place from 2020-2023).

- Radical changes have been made to the curriculum and wider engagement.
- Diversity is at all layers of staffing, including leadership.
- There is considerably greater representation within the curriculum, and this is evident in the curriculum maps, displays around the school, observations during learning walks and views of staff at all layers in the school.
- There is a wealth of evidence of diversity, representation and inclusion in the curriculum which demonstrate the leader's commitment to ensuring that all pupils know that they are valued. All staff also know that they are a key part of the school.
- In the previous review, it was noted that Black children talked openly about racism, but the White children didn't. Now all pupils are confident in talking about equality and fairness. They understand discrimination and now talk more about it. Pupils also have tools to use in unstructured settings.

We have updated our Action Plan to reflect our school priorities for 2025-26. Headline changes include:

- Black History Month Home Learning projects to continue yearly, with the theme of 'belonging' stretching through as a thread into other Home Learning projects e.g. the art projects in the Autumn Term - this learning continues to promote parental engagement
- Strengthening the partnership with Global School Alliance and developing partnerships with a link school for this academic year
- Further focus on the strategies outlined in Orlene Badu's 'How to Build your Anti Racist Classroom' and ensuring implementation of these across the curriculum.
- Collaborating with Bow Arts on a research and development project to further diversify the art curriculum, ensuring it fully reflects our school community and varied perspectives. The project is led by a Bow Arts artist in partnership with our Creative Arts Lead.



School Improvement and Development Plan - Equalities Actions

Actions	Success Criteria	Timescale	Led By	Resources	Monitoring (Who? What? When?)	Evaluation of impact (Who? What? When?)
Sustain the development of our whole-school curriculum offer in light of subject developments, curriculum reviews, Equalities Actions and feedback from other stakeholders and advisors.	- Review DT/Science schemes of work to ensure diverse representation - Working alongside Bow Arts to review Art schemes of work ensuring diversity and inclusion, as a theme, is woven through - Continue to evaluate the impact of the reviewed Humanities curriculum and adapt further as required - CL to develop lists of artists, scientists, musicians etc children encounter at primary school and ensure remains reflective of school community and wider world. - Continue to implement strategies from Orlene Badu's 'How to Build your Anti Racist Classroom', ensuring the curriculum is anti-racist, and teaches accurate narratives as well as representative and diverse. - To develop curriculum opportunities with our link school through Global School Alliance – e.g. KS1 curriculum learning about a contrasting locality.	Medium Term	Curriculum Leaders & DHT Quality of Ed	CPD Time Leadership Time Consultant and partnership work across the Trust and externally e.g. Bow Arts	Consultant visits Termly 1:1 meetings with curriculum leaders Book studies and other Quality Assurance	<i>Creatives Art lead is currently working with Bow Arts to diversify the curriculum and build in meaningful representation.</i> <i>Humanities curriculum includes schemes of work that are representative of our cohort e.g. Y2 pupils study Bangladesh now in Geography and Y1 pupils' study Ibn Battuta in History.</i> <i>Science and creative arts lead have been researching ways to ensure children are exposed to a range of artists, scientists and musicians. Science lead has ordered core texts that showcase diverse scientists e.g. female/BAME. THAMES music assemblies introduce children to music from around the world.</i>
Continue to strengthen partnerships with primary curriculum leaders in other primary schools within the Trust and with secondary colleagues to provide a coherent curriculum from EYFS to Sixth Form	- Facilitate liaison between curriculum leaders at primary and secondary, including curriculum meetings to discuss priorities for subject and opportunities for collaboration/development- identifying leaders who would benefit from this (e.g. via Trust Hubs) - Curriculum Leaders to continue to review schemes of work and long-term Curriculum Maps to ensure coherent offer, where pupil's knowledge builds over time	Longer Term	Curriculum Leaders & DHT Quality of Ed	CPD Time Leadership Time	Regular meetings with DHT from Secondary & Primary to review progress	<i>Curriculum leaders regularly attend Trust Hubs.</i> <i>Schemes of work are being reviewed as part of ongoing work to strength the primary offer.</i> <i>Moderation in reading has taken place</i>



	3. Carry out moderation of work between Year 5-8, and with other schools in the Trust 4. All CL Implementation plans to include action regarding working with other CL from Secondary 5. Develop transition units in some subjects for Year 6/7– English, maths etc.					
Develop the efficacy and impact of Pupil Progress Meetings as a tool to drive accelerated progress for all pupils	1. Implement UST Primary Pupil Progress proforma format- include the following: tracking of ethnicity groups and key lines of enquiry following this 2. Schedule in PPMs for term in advance to support preparedness for meetings + ensuring meetings are held at key points across year 3. Implement Pupil Progress Actions 'menu' [drawing on research] to support teachers in considering next steps to take in practice/adaptive planning if a child has not made expected progress (e.g. how to support key marginal children to make accelerated progress/how to support SEND learners to make accelerated progress/how to support gender/ethnicity groups to make accelerated progress). 4. Allocate directed time/PD could be given to teachers to collate data/generate reports in advance of meeting to encourage engagement/buy-in + up-skill teachers.	Medium Term	DHT Quality of Ed	Teachers time Arbot subscription and training	Strategy Day Feedback from DHT Quality of Ed's analysis	<i>To be reviewed & RAG Rated end of Autumn Term</i>
Continue to track participation of the co-curriculum offer, using this to adjust the strategic direction of co-curriculum and plan for additional opportunities for groups who are less engaged e.g. those with bespoke timetables, girls in sports in KS2, coding club etc.	1. Clearly and routinely track participation, identifying key lines of enquiry 2. Identify termly groups of children who are less engaged. 3. Plan additional opportunities for those pupils specifically. 4. Increase the number of SEND specific trips and visits, including for those children on bespoke timetables who would benefit from a bespoke plan of visits to develop their independence, local area knowledge and life skills.	Medium Term	DHT Quality of Ed/HoS	Tracking system Leadership time Sports Premium	Strategy Day Feedback from analysis	<i>To be reviewed & RAG Rated end of Autumn Term</i>

	5. Report on the number of Pupil Premium/EAL children participating in co-curriculum offer- adding to Pupil Premium report and reporting to governors as needed in Summer Term.					
Continue to engage in well-received co-curriculum projects, such as the Queen Mary identify project, and THEWs projects, to support children's development of character, independence, wellbeing and social skills etc.	1. Year 5 and 6 to participate in the Queen Mary identify project regarding Protected Characteristics 2. Liaise with THEWS to identify project work for the academic year 3. Evaluate the impact of the projects through pupil voice and evaluating trackers for behaviour, prejudicial incidents etc	Longer Term	DHT Quality of Ed/DHT Pastoral	Partnership work Leadership time Class time for pupils	Strategy Day Feedback from analysis	<i>To be reviewed & RAG Rated end of Autumn Term</i>
Implement the calendar of events to celebrate projects from both home and school and provide opportunities for parents to engage further in curriculum learning.	1. Identify opportunities for curriculum events across the year, including Black History Month, STEM events, creative arts opportunities etc. 2. Share calendar with parents and staff and other stakeholders. 3. Raise the profile of events with families and children through assemblies, workshops, newsletters 4. Collaborate with Friends of St Paul's Way to enhance this further 5. Share and celebrate successes of the calendar and events with the wider community and stakeholders	Medium Term	DHT Pastoral	Leadership Time Class time for pupils Admin support for parent comms	Strategy Day Feedback from parents - parent surveys etc.	<i>To be reviewed & RAG Rated end of Autumn Term</i>
To sustain Rights Respecting School approach to achieving the Gold Award	- See Rights Respecting Action Plan Term 1 onwards - Incorporate opportunities from link school work – to be explored further in Spring 1	Long-Term	Rights Respecting Schools assessment RRS- Lead	CPD Time Leadership Time	Rights Respecting Schools assessment	<i>To be reviewed & RAG Rated end of Autumn Term</i>