



# The Federation of Spixworth Schools Equality Objectives – Action Plans

## 2023-24

<b>Identified Concern</b>	<b>A large majority of our children do not regularly experience the cultures or traditions of those outside of their own race or religion or of different communities within their own race or religion</b>
<b>Objective</b>	To promote cultural development and respect for all people through a rich range of experiences
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Every opportunity taken to enrich every child’s language and vocabulary development</li> <li>• An enhanced curriculum offer including a full range of visits and visitors instated to enable children to access unfamiliar cultures, traditions and wider experiences first hand</li> <li>• All classrooms to actively promote diversity through visual images and resources</li> <li>• Every opportunity to be taken across the curriculum to demonstrate the positive contribution made by people from all backgrounds</li> <li>• Assemblies to further develop knowledge of the experiences of children from around the world</li> <li>• Federation House groups to be fully exploited, through termly events, increasing peer awareness</li> <li>• Both schools to submit evidence toward UN Rights Gold Award</li> <li>• Federation pupils to continue to collect and share child voice through School Council and support charitable fund raising</li> <li>• Buddy system to be embedded for children joining the school from the motel (emergency housing)</li> <li>• Children within vulnerable groups, including those within more than one group, to be uniquely supported (SENDCo to lead)</li> </ul>
<b>Lead Person/ Responsibility</b>	KH/HoS
<b>Success Criteria</b>	<p>Gold RRSa will be achieved</p> <p>A full complement from the enhanced curriculum will be experienced</p> <p>House events will be regular</p>

	<p>The federation culture, including what is seen and heard, implementation of our policies and agreed practices, will be inclusive and uphold all federation values</p>
<b>Time Scale</b>	<p>Summer 2024</p>
<b>Evaluation</b>	<p>We are continuing to work towards the Gold RRSA and have continued to embed good practice from achieving the Silver RRSA.</p> <p>Child voice is collected regularly across the year covering a range of academic and non-academic feedback. The School Council are becoming more effective and take a more active role in feedback and evaluation.</p> <p>Children within vulnerable groups continue to be well-supported and their progress monitored closely. An improved within-year transfer process means children and families are as supported as those transferring at typical times. The addition of home visits as part of transition to school for new Reception pupils has proved very effective.</p> <p>The playground buddy system is in place and all Year 2 pupils take part in supporting other pupils at break time and lunchtimes. This also includes significant improvements to activities available at lunchtimes ensuring all pupils have equal access to experiences.</p> <p>A two-year cycle of our enhanced curriculum has been developed by the team. Our offer has been aligned to our Federation Values and is available to view on our Federation Website  <a href="http://www.spixworth.norfolk.sch.uk/federation/curriculum/enhancements/">http://www.spixworth.norfolk.sch.uk/federation/curriculum/enhancements/</a> This ensures continued equal access to such visits and visitors to all year groups, timed purposefully across the academic year.</p> <p>House groups are embedded and included in weekly celebration assemblies. Each child, and teacher, is assigned a House Group. We have exciting events planned for this academic year – a House Cross County event, a House Spixworth Has Talent Show and House competitions for Sports Days.</p> <p>Signage in school provides reminders of our values. Policies are shared and reviewed, they embody our values. Our Behaviour Policy has been rewritten with stakeholders and is now our Relationships and Behaviour Policy. Incidents of discrimination remain rare. Access to a large number books addressing a range of issues linked to the protected characteristics has been improved significantly with books being on display and available in the refurbished library.</p> <p>Feedback from parent/carer survey:</p>

	<p>‘The school community is supportive and friendly, children are encouraged to interact across classes and this builds positive relationships.’</p> <p>‘There is community spirit and a range of out of school clubs.’</p> <p>‘Good with supporting children that need the extra help.’</p>
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<b>Identified Concern</b>	<b>Due to the wide range of pupil abilities and life experiences, not all staff have the tools required to respond rapidly to each pupil’s needs and not all children are making as much progress as possible</b>
<b>Objective</b>	For every staff member to have high expectations for every child, regardless of their protected characteristics or needs, to best support them in meeting at least age-expected outcomes
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Every opportunity taken to enrich every child’s language and vocabulary development</li> <li>• Staff CPD to further develop understanding of Rosenshine Principles, securing success in writing at KS2 and internal alternative provision</li> <li>• Staff to have access to Trauma Informed Schools training, dyslexia training and access to both school-led SEND and specialist training as required</li> <li>• Pupil Progress meetings will continue to monitor, challenge and signpost provision and parent/teacher meetings will continue to ensure home and school work together to support children to meet their targets</li> <li>• All staff will make excellent use of information available to them including Pupil Asset, Learning Support Plans including One-page profiles, CPOMS and their daily formative assessments</li> <li>• Pastoral support for the children will be timely. Additional hours with trained staff will be accessed fully including an increased family offer provided by the Family Support Advisor through the Community Hub facility</li> </ul>
<b>Lead Person/ Responsibility</b>	HP/NO to lead in collaboration with JK
<b>Success Criteria</b>	All classroom staff to be aware of children’s needs and their next steps and act upon these. Staff champion every child, having the highest expectations for all children’s progress

	<p>Outcomes for children will be at least in line with national</p> <p>Pupil, parent and staff surveys all demonstrate positive feedback on the curriculum and progress</p>
<b>Time Scale</b>	Summer 2024
<b>Evaluation</b>	<p>Collaborative and challenging pupil progress meetings continue to take place 3 times per year; staff have demonstrated good knowledge of their children and barriers for learning. Understanding vocabulary is central to the learning that is taking place and is prominently displayed in all classrooms.</p> <p>Three different performances carried out each year provide children with confidence building, musical, dramatic and self esteem activities aimed at developing vocabulary and language skills.</p> <p>Lesson monitoring visits have demonstrated that the Rosenshine principles of ‘I do, we do, you do’ are embedded across the schools.</p> <p>Staff have undertaken Trauma Informed Schools Training.</p> <p>The SENCO has gained the Level 3 Dyslexia Awareness Qualification and the schools have achieved their Year 1 Dyslexia Quality Mark certificate of achievement.</p> <p>All support staff continue to implement their recent training showing increased knowledge, understanding and confidence. A further 4 teachers across the federation have completed NPQ qualifications and 2 more have also enrolled on NPQ qualifications, further enhancing skills.</p> <p>In the infant school, speech and language support pathways have been much more thorough and consistent, targeting pupils who are ‘just below’ expectations and those with significant challenges. Using the Wellcomm diagnostic assessment tool enables this to be quickly acted upon. This also includes expanding children’s vocabulary.</p> <p>Interventions have been timely, entry and exit data from Learning Support Plans shows that pupils are making progress.</p> <p>A focus on ensuring positive behaviour support plans are in place to further support and enhance learning support plans has enabled more precise support for individuals.</p> <p>Pastoral support continues to be embedded into day to day school life both through the FSA and support staff. Children have been actively involved in MIND partnership working. Children’s Mental Health Champions have not yet been established but hearing all</p>

	<p>pupil's voices has increased through a range of methods and approaches.</p> <p>Feedback from parent questionnaire:</p> <p>At least 97% felt their child was happy at school, safe and well cared for. They felt the school makes sure their child behaves well and their child does well at school.</p> <p>At least 95% felt children with SEND are well supported and the information sent home is useful.</p> <p>‘They are inclusive, nurturing and supportive.’</p> <p>‘The ability to be able to speak to the teachers and them answering any queries of providing help quickly and efficiently. Nothing is ever too much trouble.’</p> <p>Pupil voice shows that the strategies that have been agreed are being used across all classes, in most classes these are fully embedded – where this has not been the case staff have been supported by SLT and Subject Leads.</p>
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<b>Identified Concern</b>	<b>Some physical access arrangements around the school are low quality</b>
<b>Objective</b>	To establish a physical environment where all current and future members of the community can equally access our school
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Improve directional signage</li> <li>• Install slopes to further exits to support physical access</li> <li>• Install hearing loop hardware</li> <li>• Develop the learning environment to ensure the positive impact of disabled persons on the wider world is represented and text and images used are accessible to all</li> </ul>
<b>Lead Person/ Responsibility</b>	<p>HJ/DB to lead on premises</p> <p>HP/NO to lead on environment</p> <p>Financial implications to be planned</p> <p>All staff to be aware of their responsibilities with regard to equality and accessibility</p>

<b>Success Criteria</b>	<p>Physical barriers to access will be removed</p> <p>The physical environment will reflect all members of the school community and beyond</p>
<b>Time Scale</b>	Summer 24
<b>Evaluation</b>	<p>The junior classrooms have been painted neutral colours and the presentation of materials has been standardised across the classrooms using muted colours and natural tones. In both schools, staff carefully evaluate what is placed on display boards and working walls in order to support children and reduce cognitive load. The positive impact of these actions was reflected in the Year 1 Certificate of Achievement for our Dyslexia Quality Mark Award – this is part of a 2-year journey.</p> <p>Directional signage is still an area to develop.</p> <p>The hearing loop hardware has not yet been installed due to financial constraints.</p> <p>There is access to all classrooms via ramps, other areas of the school such as the music room are accessible via the inside of the school but there is no external ramped access. Access to the school from the road is now available for all as there are dropped curbs, a designated pedestrian area and improved parking facilities for all users.</p> <p>Visual and physical accessibility has been improved. Examples of this are contrast markings, window glass safety and improved fire systems. Access to website information has also been enhanced.</p> <p>The Reading curriculum is broad and exposes all children to a range of religions, cultures and diverse backgrounds through high quality texts. Accessible texts have also been added to the infant refurbished library making them more visible and attractive to children to explore.</p>