



3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

School name: Horn Park

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 Understanding what they are, what they look like and their importance	What we value influences how we conduct ourselves in every interaction we have. Our values dictate our behaviours as we work	Initial work with Talent architects and strategic leaders to develop a shared understanding of what inclusion is	MB Summer 2022 MB/ JC Autumn 2022	Do we all have an overarching agreement on how our shared values are conveyed in behaviour

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 the values are the basis for all decision making

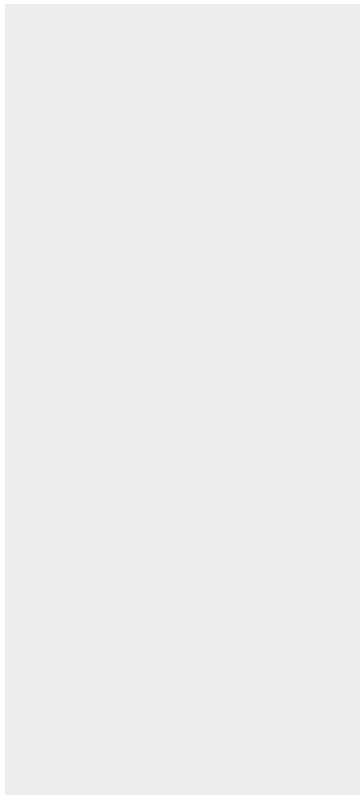
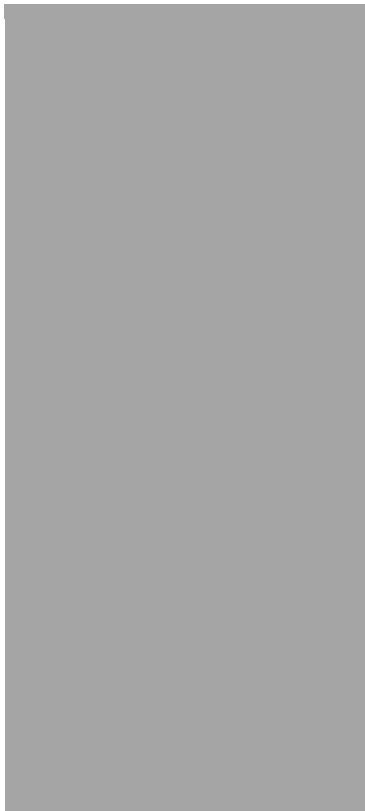
Do our shared values underpin our decision making?

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



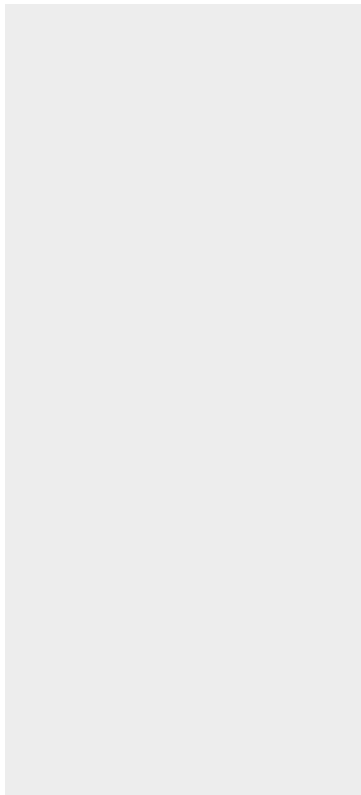
Work with parents forum to deeply exploring what trust values look and feel like
 Gather insight on how these look to parents
 How we consult with parents to gather further insight?

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?
- How is data shared with schools to support work force planning

Explore ways of gaining a true picture of the

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 group employee in our trust?

		<p>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>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 mainstream schools offering:</p> <ul style="list-style-type: none"> • A clear measure of progress and achievement • Moderation opportunities 	<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 complex children look like? Are we confident that targeted provision for these children is effective and resources are targeted?</p>

		<ul style="list-style-type: none"> 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>	Exec and Strategic team ongoing	
To ensure all children have equal access to the Compass Curriculum and wider school opportunities	<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
Horn Park School**

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
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<p>Ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community</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 and are proud of their heritage, culture and or beliefs.</p>	<p>Subject leads to reflect and revise current curriculum documents as part of trust meetings and that at a school level to best meet needs of our children.</p> <p>Ensure that curriculum material can be adapted to suit the needs of all learners</p> <p>Reflect text choices for curriculum focus reflecting diversity with authors.</p>	<p>Subject leads 2023</p> <p>Autumn- spring</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>Improve recruitment processes to ensure that we attract and appoint the highest quality people to Horn Park that represent the community that we serve</p>	<p>Horn Park can continue to provide the best possible education to children because it is fully staffed by a committed, diverse and dynamic team who have the right skills and attributes for their roles.</p>	<p>Review the current wording and format of Teacher and TA Job Advertisements including: Bringing diversity to messaging Ensuring language is inclusive Ensuring what Horn Park has to offer is attractive Review school tours in the light of candidate feedback to: Ensure candidates can talk to people from different teams or functions</p>	<p>ZC/JG- Autumn-Spring</p> <p>ZC/JG- Autumn-Spring</p>	<p>Do candidates see themselves reflected in the workforce at Horn Park? Can candidates see how they could thrive at Horn Park. Do our recruitment processes reflect the diversity and talent within our workforce? Does the values-driven culture at Horn Park and key aspects of the ethos of the school impact on candidates positively? By advertising effectively using routes that are current and do not target</p>

		<p>Understand the ethos of the school Can see how careers can grow and develop Review the use of the school website and social media for advertising job vacancies to ensure this is as effective as possible</p>	<p>ZC/JR/JG- Autumn 23</p>	<p>geographically, are we attracting a larger and more diverse field?</p>
<p>Ensure all children and families have equal access to the school day, ensuring that the cost of the school day is not a barrier that impacts children's opportunities.</p>	<p>Horn Park will recognise families who may require additional support to access all opportunities within school. Including but not limited to, healthy snacks, school journeys and PE Kits/School Uniform.</p>	<p>Research project carried out with Child Poverty Action Group identified cost of clubs such as music lessons, school dinners and trips were the main barriers to children accessing these elements of the school day. Work with Catering company to publicise and engage parents in lunches at main school events, parents' evenings. Continue to evaluate communication with parents, offering a range of school journey opportunities to ensure children are offered affordable and appropriate opportunities to access social enrichment opportunities. Review planning of charity fundraising days alongside whole school events.</p>	<p>ZC/JG Autumn – Spring</p>	<p>Are children able to access all aspects of the school day? Are financial costs for parents considered at a strategic level when activities/trips are planned? Do families feel confident in seeking support from school?</p>
<p>Ensure the attainment gap between</p>	<p>Having recognised there is a large attainment gap</p>	<p>Continue to engage with the most current research</p>		<p>How quickly is the attainment gap closing?</p>

disadvantaged and non-disadvantaged is minimalised and all children make good progress

upon entry to education, we must use this data effectively to find ways to close the gap as quickly as we can. (Usually done so by year 6)

and practice to best inform CPD for all staff.

Provide across trust collaboration opportunities to share good practice and successes.

To continue to evaluate data closely in early years to establish key lines of support for individual groups e.g. speech and language

How are we using data in Key Stage 1 to inform strategic

Year 2- Explore Trust Level Plan
 To be populated upon evaluation of year 1

Aims	Why	Actions	Lead individual/Time scales	Questions that indicate success
To review policy and practices to ensure it is underpinned by and drives our trust values		Policy evaluation Consistency of values thread throughout		
Developing a more inclusive workforce		Positive action		

		What do our recruitment processes say		
Leadership development		Diverse leadership development Shadowing Mentoring Coaching		
		Career representation		

Year 2- Explore
School Level Plan
To be populated by individual school

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success

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
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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