



## 3 Year strategic Equalities, Diversity and Inclusion plan for Horn Park 2024-2025

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 at a disadvantage.

Aim	Why	Actions	Lead individual Time scales	Questions and statements that indicate success
<p><b>To develop the understanding of bias and how this impacts on interactions</b></p>	<p>Understanding the psychology of bias in a safe and scientific way will lead to improved reflection and consideration of self and own</p>	<p>All staff Hemisphere training Year 1 related to understanding of the experience of Black afro Caribbean pupils.</p> <p>Feedback from training and baseline questionnaire to inform whole trust and school planning for supporting common commitments</p>	<p>Week 1 – September 24</p> <p>Autumn 2</p>	<p>All children achieve well</p> <ul style="list-style-type: none"> <li>• The attainment gap between children eligible for pupil premium and those who are not continues to reduce</li> <li>• Children with SEND make good progress</li> </ul> <p>Attendance for all groups of children is above national</p> <p>Reduction in suspensions</p> <p>Parental satisfaction is above 90%</p>

		<p>to change across all aspects of school</p> <p>Review and share learning</p>	<p>Summer 2</p>	<p>Reduction in racists incidents</p> <p>Increase in staff knowledge and confidence (as measured through Hemisphere survey)</p>
<p><b>To ensure all children who are disadvantaged by society make good progress and any identified gaps are quickly closed</b></p>	<p>Having recognised there is a large attainment gap 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)</p>	<p>Continue to engage with the most current research and practice to best inform CPD for all staff. Provide across trust collaboration opportunities to share good practice and successes.</p> <p>To continue to evaluate data closely in early years to establish key lines of support for individual groups e.g. speech and language</p> <p>All staff to continue to engage in ongoing CPD in Direct Instruction and Mastery</p> <p>Data used effectively to identify trends and share good practice</p>	<p>HT/DH - ongoing</p> <p>HT – Aut 2</p> <p>ongoing HT/DH</p> <p>ongoing HT /DH- Autumn 24</p> <p>Ongoing HT/DH/all staff</p>	<p>The attainment gap continues to close for key groups of children.</p> <p>Data in Key Stage 1 is used effectively to inform teaching and assessment through a rigorous approach of analysis.</p> <p>Effective systems are in place to measure the progress and attainment of our most complex children.</p>

To ensure our children and wider community feel represented and valued within our school

All children, families and staff need to be able to recognise that they are valued, and they have a place in our school community. This is reflected in all aspects of school life, including ethos, policy, documentation, and practice.

Ensure all stakeholders understand the difference between equality and equity and understand our ethos behind it. Use delivery of curriculum, policy, social events, assemblies, newsletter, events, parent meetings to deliver learning opportunities.

Embed My Happy Mind with all children. Workshops extend to wider community to explore key community themes and barriers

Continuation and further development of Community groups within school- School council, play leaders/buddies, online champions, community daily jobs

Staff engaged with findings and actions as a result of engaging with the 'Difference Project' completed in July 24 by Senior leaders across the trust.

Leadership - ongoing

SEMH lead Leadership

Leadership/subject leads – AUT 1

DH - ongoing

All members of the school community see themselves reflected within all aspects of school life.

Staff are comfortable with our shared language and understand how we implement our EDI strategy.

To ensure that children have equal access to the school day through a commitment to regular attendance

Good attendance is a prerequisite of good attainment and can determine future life chances.

Commit to improve attendance through RBG's AAO service and personalised approach to key families.

DH/Office Lead - ongoing

The school's PA figure continues to decrease.  
All staff continually tackle attendance. The school has improved the life chances for children who find attending school difficult. The school PA is above national.

Sharing of school's successes and challenges, highlighting good practice and problem solving with governors Celebrate attendance in newsletters and assembly and phonecalls.

DH/HT - ongoing

The attainment gap continues closes for key groups of children.

All leaders to work with key families and analyse patterns and key groups to inform decision making.

Leaders/all staff - ongoing  
DH/SENCO/Office lead

Leaders and teachers use data in Key Stage 1 to inform teaching and assessment.

Leaders to support all staff to be curious and tenacious around regular attendance.

Ongoing - Leaders  
JG

Are systems in place that measure the progress and attainment of our most complex children effective?

Engage with and implement trust inclusion framework created by trust leaders as a result of being a part of 'Difference' project in 23/24

DH -AUT 1