

All Hallows C of E Primary School Equality Objectives Action plan, 2026 - 2029

<u>OBJECTIVE</u>	<u>WHY WE HAVE CHOSEN THIS OBJECTIVE</u>	<u>TO ACHIEVE THIS OBJECTIVE WE PLAN TO:</u>	<u>MONITORING</u>	<u>SUCCESS CRITERIA</u>
<p>To narrow the attainment gap in writing and reading between boys and girls by improving boys' engagement, motivation and attainment in reading across all year groups.</p>	<p>This objective has been selected because school assessment information shows that, on the whole, boys' reading attainment and progress are not as strong as those of girls. This gap has remained broadly consistent over time and requires timely action to ensure that boys develop secure reading skills and make steady progress towards age-related expectations.</p> <p>Pupil voice and classroom observations further indicate that some boys demonstrate lower engagement and confidence as readers, reinforcing the need for targeted support and high-quality provision. Addressing this disparity is essential to ensuring equitable outcomes, maintaining high expectations for all, and enabling every pupil to access a rich and meaningful curriculum.</p> <p><i>By prioritising this objective, the school aims to improve reading enjoyment, accuracy and stamina for boys so that statutory requirements are met and identified needs are tackled effectively.</i></p>	<ul style="list-style-type: none"> • Introduce more boy-friendly texts and high-interest reading materials across the curriculum and in the school library. • Develop targeted reading/writing interventions for boys at risk of falling behind. • Provide staff training on strategies to motivate reluctant readers/ writers, with a focus on boys. • Increase opportunities for positive male reading/writing role models (e.g., dads' reading events, older male pupils, community volunteers). 	<ul style="list-style-type: none"> • Termly pupil progress reviews. • Half-termly monitoring of intervention impact. • Pupil voice outcomes reviewed twice yearly. • Analysis of reading attainment and progress data by gender. • English Lead and SLT review reading provision and resources annually. 	<ul style="list-style-type: none"> • The percentage of boys achieving age-related expectations increases yearly • The gap between boys' and girls' reading attainment narrows year-on-year • Pupil voice surveys show improved attitudes to reading among boys • Learning walks/book looks show improved reading engagement and stamina. • Increased participation of boys in reading enrichment activities.
<p>To develop a more inclusive and representative curriculum that increases understanding of diversity, equity, inclusion and belonging for all stakeholders—</p>	<p>This objective has been identified because curriculum monitoring, stakeholder feedback and policy reviews show that, while provision is generally positive, there is a need to ensure that diversity, equity, inclusion and belonging (DEIB) are represented more consistently and coherently across all subjects and key stages.</p> <p>Ensuring that pupils encounter a broad range of perspectives and lived experiences is essential to preparing them for life in modern Britain and meeting statutory duties, including the Public Sector Equality Duty. Staff, parent and governor feedback also</p>	<ul style="list-style-type: none"> • Conduct a full curriculum audit to identify gaps in representation and inclusivity. • Update curriculum maps to integrate diverse texts, voices, histories and cultural perspectives. • Provide high-quality DEIB CPD for staff and governors. • Develop assemblies, displays and resources that celebrate diversity throughout the year. • Offer parent workshops and share DEIB information through newsletters/website. 	<ul style="list-style-type: none"> • Annual curriculum audit and subject leader deep dives. • Termly learning walks and book scrutiny. • Staff CPD evaluations reviewed after each session. • Annual stakeholder surveys analysed and actions identified. 	<ul style="list-style-type: none"> • Curriculum maps reflect increased representation and diversity across subjects. • Staff and governors report improved confidence in teaching and understanding DEIB themes. • Stakeholder surveys show improved sense of belonging and inclusion. • Pupils demonstrate improved understanding of diversity and respect for others (seen in

<p>including pupils, staff, governors and parents.</p>	<p>highlights a desire for greater clarity, confidence and shared understanding around DEIB principles so that the whole school community feels valued and included.</p> <p>Strengthening this area will ensure the curriculum is high-quality, increasingly representative, and suitable for all learners, promoting respectful attitudes, constructive relationships and a strong sense of belonging for every stakeholder</p>	<ul style="list-style-type: none"> Review policies to ensure they reflect inclusive language and practice. 	<ul style="list-style-type: none"> Governor committee reviews DEIB progress termly. 	<p>workbooks, discussions, behaviour logs).</p> <ul style="list-style-type: none"> Increased participation of parents in DEIB events and workshops.
<p>Within the next 12 months our school will foster a strong sense of identity and belonging for every pupil by embedding inclusive practices, celebrating diversity, and promoting pupil voice, so that at least 95% of pupils report in pupil surveys that they feel valued, respected, and proud to be part of our school community.</p>	<p>This target was chosen because evidence from pupil voice, behaviour logs, and curriculum and environment reviews indicates that, while pupils generally feel happy and safe, there is scope to strengthen the consistency with which all pupils experience a strong sense of identity and belonging across the school.</p> <p>National research highlights the positive impact of belonging on pupils' wellbeing, engagement and academic outcomes, and our own internal monitoring shows that some groups, particularly those with additional needs or from minority backgrounds benefit from more opportunities to see their identities reflected, to share their views, and to participate actively in shaping school life.</p> <p>By setting an ambitious aim that at least 95% of pupils will report feeling valued and respected, the school is ensuring that inclusive practice is coherent, that diversity is celebrated meaningfully, and that the best interests of pupils remain central. This objective therefore reflects the school's commitment to high expectations, equitable experiences and the creation of a community where every child feels proud to belong.</p>	<ul style="list-style-type: none"> Develop and implement a whole-school Belonging and Inclusion Framework outlining consistent expectations for inclusive practice. Introduce regular opportunities for pupil voice (e.g., class forums, surveys, school council projects). Increase representation of pupils' cultures, identities and achievements in displays, assemblies and curriculum materials. Plan themed inclusion and diversity events across the year (e.g., identity weeks, cultural celebrations, kindness campaigns). Train staff on inclusive language, representation, and belonging-focused strategies. Strengthen restorative and relationship-based approaches to behaviour to ensure pupils feel heard and respected. 	<ul style="list-style-type: none"> Termly pupil surveys and pupil-voice reviews. Half-termly learning walks with a focus on inclusion and belonging. Behaviour and pastoral data analysed monthly. Staff training evaluated through feedback and impact reviews. Governor monitoring through termly link-governor visits. 	<ul style="list-style-type: none"> At least 95% of pupils state in the end-of-year survey that they feel valued, respected and proud to be part of the school. Pupil voice activities show increased confidence, empowerment and participation across all groups. Learning walks evidence consistent inclusive practices in classrooms. Displays and environments reflect the diversity of the school community. Positive behaviour data improves, with fewer incidents linked to relationships or discrimination.