



Castlechurch Primary School Equality Targets 2023-26

Targets	Success Criteria	Actions	April 2026 Impact Review
<p>All stakeholders with additional needs including:- disabilities, medical or special educational needs have equal access to the curriculum.</p>	<ul style="list-style-type: none"> All discrimination is eliminated against those who have a disability, medical or special educational need. 	<ul style="list-style-type: none"> A range of teaching styles and assessment methods are adopted to ensure accessibility to the curriculum. Reasonable adjustments are made for all stakeholders to ensure their health, well-being and success. Strategies may include Targeted Teaching Plans, additional teaching opportunities, equipment to support, buddies/coaches/peer mentors, phased return plans, care plans. 	<ul style="list-style-type: none"> A mastery approach is embedded across the school. This has enabled accessibility and ambition for all and has increased attainment and progress outcomes. The revised graduated responses to supporting pupils with SEMH and Cognition and Learning needs are embedded across the school. Staff and pupil voice indicate increased rates of engagement across the curriculum. Personalised risk assessments written in collaboration and agreed by staff and parents to ensure full and safe access to the curriculum. Bespoke curriculum to suit the needs of children with SEND. This has been quality assured by outside agencies for example – Educational Psychologists, Autism outreach team. PLPs are SMART to ensure accelerated progress is made. These are monitored by the SENDCo and shared with parents. Data analysis shared termly with link Governor and Director. All relevant pupils have care plans and staff are trained to provide care where required. PEEPs are in place for all pupils with additional medical and SEND needs.

			<ul style="list-style-type: none"> • The percentage of SEND pupils attending a club in the Spring 2026 has increased from the Autumn term 25. • 100% of SEND have experienced a visit / visitor <p><i>(Supporting evidence sources include: Staff and Pupil voice, Internal and external monitoring records, outside agency reports, behaviour records/analysis, medical and care plan records, CPI training records/feedback, Link Inclusion Meeting minutes, Headteacher School in Action Report, HR Records)</i></p>
All stakeholders regardless of gender have the same opportunity to thrive in all areas of school life.	<ul style="list-style-type: none"> • All gender discrimination is eliminated. • Gender attainment gaps close • Gender based attendance gaps close 	<ul style="list-style-type: none"> • Any gender attainments gaps are monitored and actions place to address. • The curriculum and home learning is designed with a range of interest. • Attendance is closely monitored with the EWO and actions/support put in place in line with the attendance policy. • Wider aspects of school life (clubs, trips, pupil leadership groups) are varied, appeal to both sexes/interests, and attendance is monitored by gender. • The non-core homework is varied and aims to address all interests. • Compliance with CFLP HR policies and CFLP recruitment and selection process. 	<ul style="list-style-type: none"> • Any gender attainments gaps are monitored and actions in place to address these– <i>gender gaps have been identified in some year groups see internal attainment and progress data analysis. Continue to address actions and narrow gender attainment gaps identified.</i> • <i>Reading and writing texts are carefully chosen to ensure they are engaging for both boys and girls</i> • The curriculum and home learning is designed with a range of interest – <i>analysis of homework demonstrates no gender discrimination/gaps in terms of access /engagement.</i> • Attendance is closely monitored with the EWO and actions/support put in place in line with the attendance policy – <i>attendance records and attendance officer records. March 2025 demonstrates a slight gender gap in attendance - 94.2% male 95.8% female.</i> • Wider aspects of school life (clubs, trips, pupil leadership groups) are varied, appeal to both sexes/interests, and attendance is monitored by gender – <i>March 2025 clubs gender analysis demonstrates 41% males 53% females are</i>

			<p><i>attending clubs.</i> <i>(Supporting evidence sources include: Internal data analysis, pupil progress meeting minutes, homework analysis, attendance records and CFLP Attendance Officer records, clubs analysis – School in Action report, HR policies, recruitment records and audits.)</i></p>
<p>All stakeholders are equal regardless of their religious beliefs or race.</p>	<ul style="list-style-type: none"> • All race discrimination is eliminated. • Children have good knowledge of different religions and their associated beliefs. 	<ul style="list-style-type: none"> • A broad and balanced RE curriculum following the SACRE guidance is delivered. • Carefully chosen assemblies in line with the RE & PSHRE curriculum. • Theme weeks – eg Faith in Focus • Resources promote cultural diversity eg library books, class texts, role play, display materials. • Work in partnership with outside agencies to seek advice to ensure fairness, inclusivity, and equality for all. • A work place inclusive culture is promoted in line with CFLP policy. 	<ul style="list-style-type: none"> • A broad and balanced RE curriculum following the SACRE guidance is delivered – <i>RE monitoring including pupil voice, scheme of work is compliant with Staffordshire RE Syllabus (see website).</i> • <i>A comprehensive assembly plan is in place that covers a range of festivals, celebrations and links to our Trust 'CHILDREN' values and school rules of: 'Be Safe, Be Respectful and Be Ready'</i> • Carefully chosen assemblies in line with the RE & PSHRE curriculum – <i>detailed assembly rota.</i> • Theme weeks – eg Faith in Focus an opportunity for children to learn about all aspects of a given faith. • PHSE Ed Curriculum offers opportunities to develop an age-appropriate understanding of aspects of the protected characteristics. Pupil voice indicates pupils are tolerant and celebrate diversity. <ul style="list-style-type: none"> • 2% racist incidents reported. • 0% discriminatory incidents reported.

			<ul style="list-style-type: none">• Resources promote cultural diversity eg library books, class texts, role play, display materials - <i>Ofsted report Dec 2023, CFLP Triad Reports, Link Inclusion Meeting minutes.</i>• Work in partnership with outside agencies to seek advice to ensure fairness, inclusivity, and equality for all- <i>continue to develop relationships with/seek advice from outside agencies to meet pupils' diverse needs via Earliest and Early Help agency support, MHST, medical and SEND specialists.</i>• CFLP staff well-being survey results this academic year demonstrate that staff feel there is an inclusive culture within the workplace in line with CFLP policy.

<p>Differences are recognised, respected and valued.</p>	<ul style="list-style-type: none"> • Diversity is promoted and celebrated. • All stakeholders value each other and have a mutual respect and tolerance. • Positive relationships and attitudes are fostered. 	<ul style="list-style-type: none"> • A broad and balanced PSHRE curriculum • Carefully chosen assemblies with a variety of themes including current affairs and matters of the wider world. • Visits and visitors including members of the community/families are planned. • Theme weeks – eg anti-bullying week • Resources promote diversity eg library books, class texts, role play, display materials. • Staff code of conduct, volunteer & work experience handbooks promoted high expectations and positive culture. • School policies, practice and procedures ensure diversity & equality, eg Behaviour policy, staff/LAB recruitment • Behaviour is explicitly taught and modelled • Behaviour is regularly monitored through a variety of ways eg behaviour incident log. Actions are taken to address and reported to governors. • Discriminatory incidents are logged and reported to governors. 	<ul style="list-style-type: none"> • A broad and balanced PSHRE curriculum. 3D PSHE Ed curriculum is used within school, the protected characteristics are woven through this curriculum and monitored by the leader. • Carefully chosen assemblies with a variety of themes including current affairs and matters of the wider world. • The revised behaviour policy and updated SEMH graduated response (Sept 2025) are now in place. All stakeholders are aware and support this, as a result, behaviour incidents have reduced on Arbor including for those with SEMH needs e.g. 45 incidents in Aut 2025 reduced to 28 in Spring 2026. • Visits and visitors including members of the community/families are planned. • Theme weeks – eg anti-bullying week • Resources promote diversity eg library books, class texts, role play, display materials - <i>Ofsted report Dec 2023, CFLP Triad Reports, Link Inclusion Meeting minutes. Complete order for resources to match Cycle A of the curriculum – summer 25.</i> • Staff code of conduct, volunteer & work experience handbooks promoted high expectations and positive culture. • School policies, practice and procedures ensure diversity & equality, eg Behaviour policy, staff/LAB recruitment – <i>website, Ofsted report 2023, CFLP QA visits, stakeholder views.</i> • Behaviour is explicitly taught and modelled – <i>new behaviour policy 2024 embedded, Ofsted report, CFLP QA visit.</i> • Behaviour is regularly monitored through a variety of ways e.g. behaviour incident log. Actions are taken to address and reported to governors – <i>LAB minutes, CFLP QA</i>
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			<p><i>visit, Link Inclusion Governor meeting minutes.</i></p> <ul style="list-style-type: none">• Discriminatory incidents are logged and reported to governors – <i>Link Inclusion Governor meeting minutes.</i><ul style="list-style-type: none">• Pupil and staff voice is used to ensure all feel valued and respected-this is then acted upon accordingly.• 100% staff report their working environment is free from bullying and harassment. <p>(Supporting evidence sources include: Policy and procedure- website, Internal and external monitoring including B&A QA visit Feb 2026, behaviour and discriminatory incidents records, external agency reports, stakeholder voice including wellbeing survey, School in Action report, link governor mtg minutes, HR recruitment records and audits.)</p>
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