

Strategic Aim 2022/23:	To foster an environment which eliminates discrimination, advances equality of opportunity and fair access to services, and builds good relations between different groups based on a mutual respect for all			Current RAG rating
Overall Success Criteria:	<ul style="list-style-type: none"> Any gaps between outcomes – academic, pastoral or in terms of destinations - for different groups of pupils are closed 			
Practical Strategies for Implementation	People Responsible	Specific success criteria	Timescales and Milestones	Evaluation/evidence to date
1.1 To plan strategically to ensure that no pupils or groups of pupils are disproportionately disadvantaged academically or pastorally by the legacy of COVID-19		<ul style="list-style-type: none"> Staff know how to identify and support the most vulnerable pupils, including all who have ever been open to Children’s Services No deficit of attendance, progress or personal development of most vulnerable pupils – with all key measures restored to pre-pandemic levels Effective use of new Pastoral Review process to monitor trends and ensure impactful interventions 	<ul style="list-style-type: none"> HOS/PLs identify most vulnerable pupils and provide targeted support Monitoring of sub-groups across data points and at weekly KIT meetings demonstrates progress in line with all students Pastoral reviews completed by PLs in conjunction with Heads of School and reviewed by DHT 	<ul style="list-style-type: none"> VP, EverSoc and ‘Handle With Care’ lists in place and disseminated to relevant staff for support and monitoring Gaps broadened post-pandemic – support for sub-groups to remain an area for focus Pastoral review process launched 2021/22 with positive feedback from PIs and SIP
1.2 To continue to address variation in academic progress across different groups, where it exists	HT and LSHip team; SCL; SPL;	<ul style="list-style-type: none"> Common Lesson Format and Curriculum Maps evident in and impacting on teaching over time Questioning, marking and feedback contribute to improved oracy and deeper understanding Implementation of agreed strategies to impact on progress of HPAB and DIS students SOWs and lessons reflect and respect the context of students 	<ul style="list-style-type: none"> Ongoing use of Common Lesson Format and Curriculum Map ensures consistent quality-first teaching for all pupils High quality questioning and marking and feedback for all pupils observed in lessons Use of PP and catch up funding to further develop specific strategies to support and challenge HPAB and DIS students High quality contextualisation modelled to staff and observed in lessons 	<ul style="list-style-type: none"> CLF and Curriculum Maps in place and being used effectively Continue to monitor through QA process Continue to monitor through QA process Continue to monitor through QA process

<p>1.3 To pro-actively and pre-emptively promote SMSC development as a means of combatting hate-based conflict</p>	<p>DHTKS4/5 Lay Chaplain PLs, FTs</p>	<p>a. Low/negligible instances of hate- based conflict as a result of strong sense of community b. Equality is taught and contextualised through the curriculum c. Diversity is celebrated d. Broad, accessible and high-quality curriculum for all pupils e. Notre Dame Values used to promote engagements and inclusivity</p>	<p>a. Assemblies and daily Sacred Time reinforce equality of all b. RSE curriculum implemented and evaluated c. Awards Evening winners and nominees (Hallmarks and Mission Statement) d. Further development of Global Citizenship Curriculum e. ND Values lived out through Year-Group charity events and as focus in Collective Worship calendar</p>	<p>a. Ongoing b. Ongoing c. March 2023 d. Ongoing e. Ongoing</p>	<p>a. Instances of bullying/hate based conflict remain very rare and are tackled robustly b. RSE and PSHE curricula reviewed Summer 2022 and launched Sept 2022 c. Awards distributed April 2022; d. GCz now embedded with curriculum offer in Year 9 e. PLs to decide on allocated value and charity; weekly focus on vales with collective worship calendar</p>
<p>1.4 To reduce inequality in the attendance of groups</p>	<p>Head of Middle School; PLs and FTs; EWO</p>	<p>a. Staff, students and parents know and understand roles & responsibilities, expectations and graduated response. b. Attendance returns to pre-pandemic levels c. No significant gaps in attendance of groups</p>	<p>a. Attendance policy updated in consultation with key stakeholders b. Attendance continues to sit as priority within SG Action Plan c. Weekly attendance updates sent to FTs and shared with pupils d. Monitored through weekly PL/EWO meeting and through pastoral review process showing reduction in gaps for attendance across groups</p>	<p>a. Summer 2022 b. Ongoing c. Ongoing d. Weekly and termly</p>	<p>a. Policy updated and approved b. SG Action Plan updated accordingly c. Weekly updates for Term 3 2021/22 showed ongoing impact on pandemic – further work required d. Await data for 2022/23</p>
<p>1.5 To provide an environment in which all feel safe and welcome</p>	<p>All staff</p>	<p>a. Low/zero incidences of bullying and hate incidents demonstrates that students are and feel safe b. Additional provision for vulnerable students in unstructured time c. Students and families affected by mental</p>	<p>a. Weekly SG meetings and termly SG reports and student voice b. STARS area to continue c. Mental health resources provided via FTs and additional CAMHS support sessions; promoted via Chaplaincy section of website</p>	<p>a. Ongoing b. Ongoing c. Ongoing</p>	<p>a. Weekly meetings and Termly Gov reports continue b. STARS running and fully staffed c. Regular 'handle with care' updates sent out'; KRo continues to be SMH Lead ,additional</p>

		health issues feel supported and able to access all opportunities			staffing provided
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<p>1.6 To raise awareness of the nature and importance of equality of opportunity, including in relation to emerging issues</p>	<p>All staff</p>	<p>a. School review and adapt relevant policies to promote equality of access and provision b. Staff and pupils know and understand the contribution made by positive female, BAME and LGBTQ+ role models c. High participation rates from eligible students in super-curricular activities designed to promote equality of opportunity d. Community awareness of the positive contribution of member of minority communities</p>	<p>a. Whole school pupil survey inviting sharing of views around issues relating to equality of provision, including in respect of uniform. Analysis and response to follow b. Use of projection walls to highlight positive role models, reinforced through assemblies and Sacred Time c. Continuation of Brilliant Club and Social Mobility Foundation Aspiring Professional Programme d. Continuation of LGBT working party</p>	<p>a. 10/2020 – 12/2020 b. Ongoing c. Ongoing d. Ongoing</p>	<p>a. Survey conducted, awaiting analysis b. Black History Month activities in place but awaiting wider launch c. Brilliant Cub launched; awaiting SMF launch d. Awaiting first meeting</p>
<p>Mission Statement Focus - <i>We aim to be a Catholic learning community</i></p>	<ul style="list-style-type: none"> • which respects and embraces the diversity of all God's people • where opportunities allow for all individuals to discover their potential and to develop and share their unique talents • where friendship and enjoyment are experienced by all and a welcome is offered to those who visit • which provides all with a safe and secure environment 				
<p>OFSTED Focus</p>	<ul style="list-style-type: none"> • Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. • Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. • Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. 				