



## 3 Year strategic Equalities, Diversity and Inclusion plan

2022-2025

### Kidbrooke Park Primary School

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. 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 2022-23 Trust Level Plan				
Aim	Why	Trust level Focus	Lead individual/Time scales	Questions that indicate success
To develop a shared understanding of our trust	What we value influences how we conduct ourselves in every	Initial work with Talent architects and strategic leaders to develop a	MB Summer 2022	Do we all have an overarching agreement on how our shared values

values: ambition, optimism, and resilience  
Understanding what they are, what they look like and their importance

interaction we have. Our values dictate our behaviours as we work towards realising our trust vision. A shared understanding of the values that underpin an organisation is critical to developing culture.

shared understanding of what inclusion is

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

MB/ JC Autumn 2022

MB Spring 2023

JC/ KJS A  
Autumn 2022

are conveyed in behaviour

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?

		<p>the values are the basis for all decision making</p> <p>Work with parents forum to deeply exploring what trust values look and feel like</p> <p>Gather insight on how these look to parents How we consult with parents to gather further insight?</p> <p>Do our values define our schools?</p> <p>Work with Compass council to develop an understanding of our trust values and their understanding from the children's perspective</p> <p>How do we consult and work together?</p>	<p>JC/MB Autumn 2022</p>	
<p>To develop sophisticated evaluation of the data we hold to develop a strategy for the development of a more diverse work force</p>	<p>Using the data we hold more effectively, will aid the identification of key areas where further exploration is needed</p>	<p>An evaluation of the use of Staff data</p> <ul style="list-style-type: none"> <li>• What data do we currently hold?</li> <li>• How do we use it most effectively to gain an improved workforce picture?</li> </ul>	<p>HC Autumn 2022</p>	<p>Are we able to empirically identify the areas where we need to focus on work force development?</p> <p>Do we have an awareness of how we compare to other trusts schools?</p>

		<ul style="list-style-type: none"> <li>How is data shared with schools to support work force planning</li> </ul> <p>Explore ways of gaining a true picture of the 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>Embed system for blind short listing</p>	<p>HC/MB Spring 2023</p> <p>HC Spring 2023</p> <p>HC Autumn 2023</p>	<p>Do we really know what it is like to be a minority group employee in our trust?</p>
<p>To ensure all groups of children make good or better progress and achieve in line with all children nationally</p>	<p>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</p> <p>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>JG/MB Autumn 2022</p> <p>JG/MB Autumn 2022</p> <p>Exec team ongoing</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?</p>

		<p>To embed assessment systems for children with complex needs across all mainstream schools offering:</p> <ul style="list-style-type: none"> <li>• A clear measure of progress and achievement</li> <li>• Moderation opportunities</li> <li>• Support for teaching to target specific areas of need</li> </ul> <p>Ensure a continual review externally of examples of good practice and research to support development</p>	<p>MB/RH Autumn 2022</p> <p>Exec and Strategic team ongoing</p>	<p>What does the progress and attainment of our complex children look like?</p> <p>Are we confident that targeted provision for these children is effective and resources are targeted?</p>
<p><b>To ensure all children have equal access to the Compass Curriculum and wider school opportunities</b></p>	<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

Aim	Why	Actions	Equalities strand Lead individual Time scales	Questions that indicate success
<p><b>To ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community</b></p> <p><b>To ensure the attainment gap between disadvantaged and non-disadvantaged is minimalised and all pupils make good progress</b></p>	<p>All pupils have access to rich and broad learning experiences which reflect diversity of communities and help feel represented within the curriculum. All pupils see differences in representation and see themselves as a part of that and are proud of their heritage, culture and/or beliefs.</p> <p>To offer the pupils at KPPS the best possible life chances, we must identify disadvantaged groups and use data effectively to target support, closing gaps in attainment.</p>	<p>Subject leads to reflect and revise current curriculum documents as part of Trust meetings and 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 the learners.</p> <p>Ensure text choices for the curriculum focus reflect diversity with authors from a range of cultures.</p> <p>Half termly pupil progress check-ins/PPM with SLT for key pupils.</p> <p>Continue to engage with the most current research and practice to best inform CPD for all staff.</p>	<p>Subject Leads Ongoing</p> <p>SLT Ongoing after assessment points through the year.</p>	<p>Can pupils see themselves in their curriculum? Do pupils have recognisable role models in their curriculum? Does our curriculum represent the wider community? Do pupils feel valued and respected?</p> <p>Are we using our data accurately and making informed decisions? Are we using targeted interventions to support success in every class/year group?</p>

		<p>Provide across Trust collaboration opportunities to share good practice and successes including carefully planned CPD for the EYFS.</p> <p>Continue to evaluate data closely in early years to establish key lines of support for individual groups e.g. speech and language.</p> <p>Identify disadvantaged pupils with lower attainment or progress in all year groups and provide teacher led interventions/high quality interventions.</p>		<p>How quickly is the attainment gap closing?  How are we using data in KS1/GLD to inform strategic planning?  Are children who attend interventions making accelerated progress?</p>
<p><b>To ensure our wider community understands our language around equality, diversity and inclusion</b></p>	<p>All pupils, families and staff 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 the ethos, policy, documentation, and practice.</p>	<p>Ensure all stakeholders understand the difference between equality and equity and understand our ethos behind it. Use opportunities such as BHM to highlight our position as a school.</p>	<p>Assemblies, newsletters, conversations with parents/carers, special events: visitors, educational visits etc.  Ongoing</p>	<p>Do all members of the community see themselves reflected within all aspects of school life?  Are staff comfortable with our shared language and understand how we implement our EDI strategy?</p>
<p><b>To improve recruitment processes to ensure that we attract and appoint the highest quality people</b></p>	<p>Kidbrooke Park Primary can continue to provide the best possible education because it is fully staffed by a</p>	<p>Review the current wording and format of teacher and TA job advertisements including: Bringing diversity to</p>	<p>HT/Office Lead  Ongoing as vacancies arise</p>	<p>Do candidates see themselves reflected in the workforce at KPPS?</p>

<p><b>that represent the community that we serve</b></p>	<p>committed, diverse and dynamic team who have the right skills and attributes for their roles.</p>	<p>messaging and ensuring language is inclusive.</p>		<p>Can candidates see how much they could thrive at KPPS? Do our recruitment processes reflect the diversity and talent within our workforce?</p>
<p><b>To ensure all pupils and families have equal access to the school day; ensuring the cost of the school day is not a barrier that impacts pupils' opportunities</b></p>	<p>KPPS recognises that some families may require additional support to access all opportunities within school, including but not limited to healthy snacks, school journeys, PE kits/school uniform.</p>	<p>Work with school catering company (Chartwells) to publicise and engage parents/carers in taster sessions to ensure more children take up their FSM entitlement.</p> <p>Review annual educational visits so that all pupils are offered free/affordable visits where possible, alongside whole school events to support fund raising for opportunities for pupils to access enrichment opportunities.</p> <p>Communicate fully with all stakeholders to ensure that all costs are clear and we have strategies to overcome them with families who need support.</p>	<p>Ongoing DH/HT/AHT Phase Leaders</p>	<p>Are pupils able to access all aspects of the school day? Are financial costs for parents/carers considered at strategic level when activities/ed visits are planned? Do families feel confident in seeking support from school? Do families know the costs of the day? Are we communicating fully? Are key families being supported enough?</p>



Aims	Why	Actions	Lead individual/Time scales	Questions that indicate success
<p><b>Policy development</b></p> <p>To review policy and practices to our commitment to EDIB underpins all policies</p>	<p>For Compass to deepen and embed our commitment to equality, diversity, inclusion and belonging there needs to be a shared understanding and commitment that is at the heart of all policy development</p>	<p>Policy evaluation</p> <p>Development of a prompt of key considerations to evaluate policy development against our EDIB commitment</p> <p>Identified group of Greenwich leaders to attend the 'Difference' Inclusive Leadership course</p>	<p>MB and HC- Autumn 2023</p> <p>Exec team - ongoing</p> <p>MB/BT Autumn 2023</p>	<p>Do all policies have the same commitment EDIB?</p> <p>Is the commitment understood and shared?</p>
<p><b>Staffing and representation</b></p> <p>To work towards developing a more diverse and representative staff team, including increasing numbers of ethnic minority staff in leadership positions</p>	<p>A diverse work force is morally and socially right, and research indicates it improves the output of the organisation</p>	<p>To develop systems that enable equalities data to be easily collated and analysed to support effective action planning.</p> <p>Use data collated to review our recruitment processes. Consideration of the need for positive action</p> <p>Use PDC as an opportunity to encourage ethnic minority staff to attend specific Greenwich sessions focusing on ethnic</p>	<p>HC – Spring 2024</p> <p>HC – Spring 2024</p> <p>Exec and strategic team – Autumn 2024</p>	<p>What does the data tell us about our staff demographics?</p> <p>Who are applying for posts?</p> <p>How does our staff demographics compare with other trusts/schools in similar contexts?</p> <p>How does it feel to be a ethnic minority member of staff within our trust?</p> <p>How are we using PDC's to promote career</p>

		minority representation in leadership and leadership shadowing		development for BAME staff?
<b>Curriculum</b> <b>To ensure all stakeholders have with a clear understanding of content and purpose of the PHSE curriculum</b>	<p>The PHSE curriculum supports the development of knowledge, skills and attitudes needed to contribute successfully to life in modern Britain.</p> <p>Clarifying the curriculum aims and content will gain improved buy in and collaboration between home and school</p>	<p>Develop a shared presentation for parents focusing on the PHSE curriculum, including the 'No Outsiders' programme.</p> <p>Schools to offer parental workshops</p> <p>PHSE curriculum evaluation in line with adaption to government guidance</p> <p>Develop summary policy and curriculum guidance readily available to parents</p> <p>Explore and share ways in which schools recognise and celebrate events that support the curriculum offer</p>	<p>MB Autumn 2023</p> <p>Headteachers- Autumn term</p> <p>PHSE Leads</p> <p>MB – Spring 2023</p> <p>MB – Autumn 2023</p>	<p>Is the PHSE curriculum a high profile across all schools?</p> <p>Do our parental communities know the content of the curriculum?</p> <p>Are parents confident in schools to deliver the content in an age-appropriate way?</p> <p>Is the PHSE curriculum regularly reviewed and adapted to meet national policy and support the understanding of key issues that our children encounter?</p> <p>Does our wider curriculum offer promote and celebrate equalities?</p>
<b>Achievement</b> <b>To ensure all children who are disadvantaged by society make good progress and any identified gaps are quickly closed</b>	<p>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>The success for all document is embedded across all schools</p> <p>Pedagogy outlined in the Compass teaching and learning framework embedded</p>	<p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Headteachers/Exec headteachers – Autumn 2024</p>	<p>Are attainment gaps closing for key groups of children?</p> <p>Are appropriate systems in place to measure the progress and attainment of our most complex children?</p>

		<p>The BEST framework is embedded as a focus of school improvement</p> <p>Data used effectively to identify trends and share good practice</p>	<p>Exec headteachers – Autumn 2024</p> <p>MB – Autumn 2024</p>	
<p><b>Attendance</b></p> <p>To ensure all groups of children have equal access to a high-quality education,</p>	<p>Good attendance is a prerequisite of good attainment and can determine future life chances</p>	<p>Trust attendance data is analysed, published half termly</p> <p>Sharing of school's successes and challenges, highlighting good practice and problem solving</p> <p>Develop a directory of services available to support parents CPD for governors to better understand their accountability</p> <p>Develop a trust pastoral group to ensure ongoing CPD and sharing of good practice</p>	<p>MB – Autumn 2023</p> <p>MB – Spring 2024</p> <p>MB – Spring 2024</p> <p>MB -Spring 2024</p> <p>BT – Autumn 2023</p>	<p>Is attendance at or above national expectations?</p> <p>Is attendance of all significant groups in line with their peers</p> <p>Is appropriate sign posting available to ensure timely support for children and families?</p> <p>Are systems in place to ensure impact of long-term medical absence is where possible minimised?</p>

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
<p><b>Ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community</b></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 at a school level to best meet needs of our children. Ensure that curriculum material can be adapted to suit the needs of all learners. Ensure text choices for curriculum focuses reflect diversity with authors from a range of cultures. Ensure the curriculum is constantly reviewed in order to take account of social changes and events.</p>	<p>Subject leads Ongoing</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><b>Attendance To ensure all groups of pupils have equal access to a high quality education</b></p>	<p>Good attendance is a prerequisite of good attainment and can determine future life chances for pupils</p>	<p>School attendance data is analysed half termly. Attendance is shared in assemblies with class certificates in place. Attendance lead is in contact with the AWO</p>	<p>HT/DHT Attendance Lead (all staff) Ongoing</p>	<p>Is attendance at or above national expectations?  Is attendance of all significant groups in line with their peers?</p>

		<p>and has meeting regularly regarding cases of concern and next steps to increase attendance of all pupils.</p> <p>Attendance is shared in weekly briefing, ensuring all adults in the school are part of the culture change to ensure all pupils are in school every day.</p> <p>All staff are aware of the vulnerable families and support is in place for them through the building of relationships with families.</p> <p>Children with EBSA are identified and staff are working hard with building relationships with those families.</p> <p>Liaising with office lead to ensure we target families who require additional support.</p>		<p>Are systems in place to ensure impact of long-term medical absence minimised where possible? Is PA reduced?</p>
<p><b>Ensure the attainment gap between disadvantaged and non-disadvantaged is minimalised and all children make good progress</b></p>	<p>The low starting point upon entry is a contributing factor. This data must be used effectively to find ways to close the gap as quickly as possible.</p> <p>Continue to analyse data and identify trends etc and address the gaps through interventions between disadvantaged</p>	<p>Continue to engage with the most current research and practice to best inform CPD for all staff.</p> <p>Provide across Trust collaboration opportunities to share good practice and successes including carefully planned CPD for the EYFS.</p>	<p>LT EYFS lead Phase Leads HT/DHT</p>	<p>How quickly is the attainment gap closing? How are we using data to inform strategic planning? All pupils who are provided interventions making accelerated progress?</p>

	and non-disadvantaged across the school.	Continue to evaluate data closely in Early Years and across the school to establish key lines of support for individual groups for example speech and language or interventions. Identify disadvantaged children with lower attainment or progress in all year groups and provide teacher led interventions.		
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**Year 3- Embed Trust Level Plan 2024-25**

Aim	Why	Actions	Lead individual Time scales	Questions that indicate success
<b>To develop an overarching inclusion continuum that underpins all policy and processes, codifying inclusive practice across schools.</b>	Embedding all aspects of inclusion frameworks into policy and processes ensures a the framework is a starting point for all consideration and changes	The difference leadership working group to expand and finalise the Compass Inclusion continuum  Pull together policy and strategy to ensure all	Autumn 2024    Autumn 2024	Is a clear understanding of the continuum of inclusion and the role of staff within this?  Do all staff understand the many ways in which

	<p>A clear framework that codifies inclusion, linking policy and practice together ensures clarity off message</p>	<p>information is consistent and accessible to all</p> <p>Map out what may be needed to ensure shared understanding</p> <p>Consider induction of new staff. Develop training materials which ensure the shared understanding and ethos is understood</p> <p>Publish strategy and launch</p> <p>Relational practices set out in document are embedded across schools</p>	<p>Spring 2025</p> <p>Summer 2025</p> <p>Autumn 2024</p> <p>Autumn 2025</p>	<p>children and families feel excluded?</p> <p>Wider staff understand the concepts of relational practices and the impact of this?</p> <p>Does attendance improve?</p> <p>Do suspensions decrease</p>
<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</p> <p>Year 1 related to understanding of the experience of Black afro Caribbean pupils.</p> <p>Individual Schools and central team to receive anonymous feedback and plan for supporting common commitments</p>	<p>Autumn 1 MB to organise</p> <p>Autumn 2 HT</p>	<p>Is there improved understanding of bias?</p> <p>Are staff more confident to discuss race?</p> <p>Do staff understand experience of staff and pupils from ethnic minority backgrounds</p>

		<p>to change across all aspects of school</p> <p>Review and share learning</p>	<p>Summer 2 MB to facilitate</p>	<p>Does data reflect outcomes for ethnic minority pupils is inline or better than white British peers?</p>
<p><b>Staffing and representation</b></p> <p>To work towards developing a more diverse and representative staff team, including increasing numbers of ethnic minority staff in leadership positions</p>	<p>A diverse work force is morally and socially right, and research indicates it improves the output of the organisation</p>	<p>To develop systems that enable equalities data to be easily collated and analysed to support effective action planning.</p> <p>Including data related to promotion and retention of staff from ethnic minority groups</p> <p>Use data collated to review our recruitment processes. Consideration of the need for positive action</p> <p>Use PDC as an opportunity to encourage ethnic minority staff to attend specific Greenwich sessions focusing on ethnic minority representation in leadership and leadership shadowing</p> <p>Adapt the wording of our equalities statement on advert.</p>	<p>HC – Spring 2025</p> <p>HC – Spring 2025</p> <p>Exec and strategic team – Autumn 2024</p>	<p>What does the data tell us about our staff demographics?</p> <p>Who are applying for posts?</p> <p>How does our staff demographics compare with other trusts/schools in similar contexts?</p> <p>How does it feel to be a ethnic minority member of staff within our trust?</p> <p>How are we using PDC's to promote career development for BAME staff?</p>



		Consider where we advertise for roles		
Staff feel that the workplace is one in which they belong, whatever their protected characteristics	This is the morally right approach but a sense of belonging also increases staff engagement which in turn ensures that we are providing excellent education for our pupils	Put in place actions to enact the new duty on sexual harassment	HC - By 26/10/24	<p>Do all staff understand what our standards of behaviour are?</p> <p>Are staff clear about our anti-harassment and bullying stance?</p> <p>Do staff know what to do if they experience or witness sexual harassment?</p> <p>Do we deal with such matters swiftly and clearly?</p>
<p><b>Achievement</b></p> <p>To ensure all children who are disadvantaged by society make good progress and any identified gaps are quickly closed</p>	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>The success for all is firmly established and evaluated in all schools</p> <p>Pedagogy outlined in the Compass teaching and learning framework embedded in schools with a particular focus on embedding responsive teaching</p> <p>The BEST framework sits at the heart of school improvement</p>	<p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Headteachers/Exec headteachers – Autumn 2024</p> <p>Exec headteachers – Autumn 2024</p> <p>MB and SP – Autumn 2024</p>	<p>Are attainment gaps closing for key groups of children?</p> <p>Are appropriate systems in place to measure the progress and attainment of our most complex children?</p>

		Data used effectively to identify trends and share good practice		
		Implement additional CPD via Ambition Institute at identified schools	Headteachers and Exec team	
<b>Attendance</b> To ensure all groups of children have equal access to a high-quality education,	Good attendance is a prerequisite of good attainment and can determine future life chances	Trust attendance data is analysed, published half termly	HG – Autumn 2024	Is attendance at or above national expectations?
		Sharing of school's successes and challenges, highlighting good practice and problem solving	HG – Autumn 2024	Is attendance of all significant groups in line with their peers
		Develop a directory of services available to support parents	HG/MB/BT/RH– Spring 2025	Is appropriate sign posting available to ensure timely support for children and families?
		CPD for governors to better understand their accountability	HG -Autumn 2024	Are systems in place to ensure impact of long-term medical absence is where possible minimised?
		Embed EBSA training approaches	– Autumn 2024	Is PA reduced?

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
<p><b>Ensure our curriculum reflects diversity through content and delivery and is reflective and accessible to our community.</b></p>	<p>Pupils continue to have access to rich and broad learning experiences which reflect diversity of communities and help to feel represented within their curriculum. Pupils 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 continue to reflect and revise the current curriculum documents as part of Trust meetings and at a school level to best meet needs of our pupils. Continue to ensure that curriculum material can be adapted to suit the needs of all the learners. Continue to ensure text choices for curriculum focus reflects diversity with authors from a range of cultures.</p>	<p>Subject Leads Ongoing – reviewing throughout the year</p>	<p>Can children see themselves in their curriculum?  Do children feel valued and respected?</p>
<p><b>Improve recruitment processes is to ensure that we attract and appoint the highest quality people to Kidbrooke Park Primary, both as staff and governors, who represent the community that we serve.</b></p>	<p>KPPS can continue to provide the best possible education to pupils 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 reviewing the use of the school website and media for advertising job vacancies to ensure this is as effective as possible.</p>	<p>HT</p>	<p>Do candidates see themselves reflected in the workforce of KPPS?  Do our recruitment processes reflect the diversity and talent within our workforce?  Does the values-driven culture at KPPS and key aspects of the ethos of</p>

				the school impact on candidates positively?
<p><b>Ensure all pupils and families have equal access to the school day, ensuring that the cost of the school day is not a barrier that impacts pupils' opportunities.</b></p>	<p>KPPS recognises that some families may require additional support to access all opportunities within school.</p>	<p>Continue to work with Chartwells to engage parents/carers. Invite Chartwells to 'meet and greet' new families of the reception intake. Continue to evaluate communication with parents/carers, offering a range of school journey opportunities to access social enrichment opportunities.</p>	<p>All staff</p>	<p>Are pupils able to access all aspects of the school day?</p> <p>Are financial costs for parents/carers considered at a strategic level when activities/educational visits are planned?</p> <p>Do families feel confident in seeking support from school?</p>