



Through our Christian Values -
Friendship, Compassion, Trust
and Respect:

We Encourage, Build & Hope
together...no one left behind.

Based on 1 Thessalonians 5-11



Public Sector Equality Duty review

Nov 2025

Progress since March 2025

Quality of Education	Achievement	Wellbeing	School
<p>All learners will have access to the highest quality of teaching and will be able to access a rich, deep curriculum with fulfilling life experiences.</p>	<p>Our aspiration is to raise outcomes for all pupils, creating a learning environment where all pupils feel supported, rewarded and inspired, accelerating the progress of less advantaged pupils and those with special educational needs.</p>	<p>Foster an inclusive, safe and healthy environment, where everyone can be themselves, give their best and feel proud to work and learn. We believe that wellbeing is an entitlement for all.</p>	<p>To develop all our children's understanding of diversity through an ambitious curriculum which embraces equality, diversity and inclusion. To prepare our children for a multi-cultural Britain.</p>
<p>Progress:</p> <ul style="list-style-type: none"> ● Curriculum: ● Secured new staff-subject leadership-Long Term Plan has been reviewed to ensure that we are delivering a curriculum which takes advantage of life experiences; trips, special days and visitors have also been planned for immersive experiences. ● Sproatley community and 	<p>Progress:</p> <ul style="list-style-type: none"> ● Data capture/Pupil progress meetings and PIXL focus on disadvantaged children and those with SEND. ● The school's strategic use of TA support has been reviewed and made more effective so that additional support in and out of the classroom prioritises children with gaps to 'catch up and keep up'. 	<p>Progress:</p> <ul style="list-style-type: none"> ● Three tiered system has been implemented which means that everyone is responsible for wellbeing. ● Robust second and third tier in place which includes assessment systems such as SDQs and ● School strengthened its partnership with the East Riding Mental Health team who continue to run 	<p>Progress:</p> <ul style="list-style-type: none"> ● School library has had a remodel and books have been checked to ensure that EDI is represented. Books have been bought for the main library and the class libraries. ● MFL subject has been redesigned for Summer Term so that children are being taught weekly lessons and are able to learn about the different

<p>local history has been strengthened with the links to Burton Constable and the celebration of the farming community.</p> <ul style="list-style-type: none"> ● Subject leads have been given designated time to review and triangulate subjects: gather pupil voice, book looks and lesson drop ins. A strong focus on Inclusion. ● Staff meetings and training days focus on the curriculum-to ensure that the LTP is diverse, inclusive and challenging. ● Maths Subject lead is continuing with the local Maths Hub at Molescroft. ● Subject leads have been attending the EBOR network meetings. <p>Strong focus on Quality-first Teaching</p> <ul style="list-style-type: none"> ● A key focus on the SDP and a main driver for narrowing the disadvantaged gap ● Invested in Steplab which is an evidenced-based Professional 	<ul style="list-style-type: none"> ● Adaptive teaching and appropriate PD has been addressed and delivered by SENDco ● Monitoring system and overviews of SEND and Wellbeing updated and training delivered to staff to ensure a more robust procedure is in place ● All EYFS children screened on Wellcomm and Wellcomm used as a screener for all children prior to a speech and language referral taking place ● All TSPs now on insight and have been reviewed with provisions and interventions for all children ● SENDCO reviewed interventions taking place and speech and language training provided for TAs and teachers ● Introduction of TEACCH work for EYFS high needs children ● Introduction of precision teaching for phonics catch up 	<p>workshops/assemblies for children in school. Also expanded this to include Stay and Connect sessions and coffee mornings for parents/carers.</p> <ul style="list-style-type: none"> ● School works closely with the East Riding Mental Health team to refer children that may need additional mental health support. ● Forest School has been extended with money from the Bridget Biggs Trust (£10k) to include a pond, reflection area etc. ● Governor Mrs Mills in the process of applying for funding from the Withernwick Wind Farm Fund which can be used on enhancing Forest School and outdoor learning. ● School is on a one year project with Early Excellence promoting STEM outdoor learning in EYFS and KS1 	<p>countries and cultures that speak french. Language Days are being celebrated with a focus on our EAL children sharing their culture and language.</p> <ul style="list-style-type: none"> ● The LTP has been reviewed by teachers and subject leads to ensure that EDI is represented. ● Lyfta is being used and children are accessing live lessons so that other children from other schools, countries and cultures are heard. ● Diwali Day, Sikhism Experience are examples of visitors that have been invited into school this academic year to promote different religions and cultures ● PSHE/RSE lead has reviewed the curriculum and prioritised EDI.
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Development system to enhance the quality of teaching-50% of staff meetings devoted to quality-first teaching.

ORACY and building children's resilience and growth mindset:

- School started its journey of oracy with the sentence stems-next step is looking at the quality of talk in the classroom. Maths TRGs are also focussed on oracy in maths. Maths lead to cascade information in staff meeting.
- English subject lead has completed five day training by [Outwood English Hub](#) with Spotlight on Oral Language Development
- New [Sproatley Self Support system](#) has been put in place across the school to ensure that children start to become independent learners.

Evidence:	Evidence:	Evidence:	Evidence:
<p>LTP and MTP Shared curriculum drive Newsletters/curriculum documents shared with families Staff meeting agendas and PD material Lesson observations on Steplab</p>	<p>Data capture and Pupil progress meetings Insight to track attainment/progress and PIXL to identify gaps/provide therapies Specific SEND learning walk throughs PD material for SEND staff meetings</p>	<p>Pupil and parent voice High attendance rate Safeguarding audits and surveys Collaborative work with DSL/Trust Safeguarding Lead Sensory room and specific areas in school assigned to promote calmness and reflective thought School behaviour tracker</p>	<p>Refurbished book offer and libraries Audits and surveys from Diversity Role models Pupil voice LTP</p>
<p>Impact: Teachers are confident that the curriculum is progressive and takes maximum advantage of the EDI aspect with the use of Lyfta.</p> <p>Steplab approach is consistent and is used throughout school for maximum impact</p>	<p>Impact: Children are being identified quickly and given the support needed. Data shows that children are making progress.</p>	<p>Impact: Pupil voice shows that children know the robust systems in place and are using them effectively. Lesson drop ins show that children are accessing and making progress in their lessons when their wellbeing is supported.</p>	<p>Impact: EDI is woven through the curriculum and pupil voice demonstrates that children know and understand what it means to believe in our Christian vision.</p>