The CARE Federation – Woodland View Junior School
Equality Objectives – Action Plan

2025-26 Evaluation

Identified Concern Link to Objective 1 (see policy)	**Many of our children do not have a broad experience of the world around them including the cultures or traditions of those within and outside of their own race or religion and consideration of their place and possibilities.**
Objective	To promote cultural and personal development through a rich range of experiences.
Strategy	• Embed Silver Rights Respecting School values across the school. • An enhanced curriculum offer including a full range of visits and visitors instated to enable children to access unfamiliar cultures, traditions and wider experiences first hand • Every opportunity to be taken across the curriculum to demonstrate the positive contribution made by people from all backgrounds • Assemblies to further develop knowledge of the experiences of children from around the world • Inter-house events are used to enhance cohesion of groups across the school. • A steel drum unit will be built into the music curriculum for all year groups as detailed in our Music Action Plan. • Pupils to continue to collect and share child voice through School Council and support charitable fund raising • Embed Career Related Learning which enables children to understand the links between skills taught in school and the world of work. • Continue to embed Bystander training and enhance curriculum provision through the introduction of Pol-Ed resources.
Lead Person/ Responsibility	Head of School and PSHE lead
Success Criteria	Silver RRSA embedded within policies and practices. A full complement from the enhanced curriculum will be experienced. The federation culture, including what is seen and heard, implementation of our policies and agreed practices, will be inclusive and uphold all federation values. Music is used a tool to broaden children's experiences of other cultures. School council meet regularly to discuss issues that are important to them and their school community, Monitoring shows that pupils continue to aspire to a varied range of vocations and will be able to recall and discuss experiences and learning making links to the wider world.

	Pol-Ed resources are built into the curriculum ton develop children's understanding, resilience and willingness to support each other.
Time Scale	Summer 2026
Evaluation	• UN Rights of the Child links are embedded within curriculum Medium Term plans for History and Geography. This is ongoing across other subjects supported by whole school CPD sessions 29/09, 26/01, 13/04 • Trips offered to all year groups, trip planning for 26-27 is complete and forms part of the Summer 2026 curriculum update for parents. • Y5 took part in Carnival of Culture workshop for Royal Norfolk Show. • Increased range of visitors this year, for example vet, doctor, farmer, football referee, BSL, AA. Explicit links to Career Related Learning. This has been extended for next year and we are redeveloping our enhanced curriculum offer to become '50 things to do before you leave Woodland View.' We are extending our career related learning next year to host an Aspiration Day next academic year. • Assembly programme has been diverse and is linked to British Values and UN Rights. Resources from Pol-Ed have been integrated. • Inter-house events: House Captain elections, Cross Country, Spelling Bee, Sports Day. • Steel Drum order received. Y6 unit developed. Pupils Voice: 'They are soothing', 'It always sounds good', 'It's really interesting to learn about things from other countries'. Plan to include an aspect of singing into every assembly next year. Peri Music concert performance at the end of the year to the whole school and parents. • School Council have met regularly, different clocks purchased from hall, survey from Childre's Commissioner, development of break and lunchtime play. • PSHE curriculum has Pol-Ed integrated within PSHE and assemblies e.g. 10/11 Anti-bullying assembly, Summer 2 Water safety assembly. and follows the PSHE Association framework to ensure complete coverage of the September 2026 updates.

Identified Concern Link to Objective 2 (see policy)	**There is a need to strengthen knowledge and skills and improve environments so that we can improve positive outcomes for all children, especially neurodivergent children, so that they achieve and thrive.**
Objective	For every staff member to have high expectations and to make full use of available information for every child, regardless of their protected characteristics or needs, to best support them in meeting at least age-expected outcomes.
Strategy	• New Federation SENCO is supported to quickly become familiar with pupils, families and processes • Participation in the DfE Pins Project 2025-2026 • All classrooms to actively promote diversity through visual images and resources • Secure a viable alternative for our Y6 Life Coach who retired at the end of the summer term • Colleague to successfully complete the National Professional Qualification for SEN and begin to support the SENDCO • Participation in the Key Stage 2 Norfolk Writing Project • Format, accountability and follow-up of Pupil Progress meetings will be strengthened • Work from last year's 'No Silver Bullet' will be embedded • Subject Leads will access VNET professional communities
Lead Person/ Responsibility	Head of School, SENCO
Success Criteria	Regular supervision meetings take place for our SENCO and they are supported to be impactful in their role. We will promote inclusive school cultures that embrace neurodiversity e.g. School Council, clubs, assemblies, classroom displays. Positive outcomes for neurodivergent students through practical and systematic adjustments. Strengthened collaboration between educators, families and allied professionals. Our 24-25 Life Coach Programme is replaced by an impactful alternative. NPQ SEN completed successfully by our Assistant SENCO. Teachers have a thorough understanding of writing expectations for their year group and standards of writing improve. Pupil Progress meetings are restructured using a new format to dig deeper into the progress of groups and individuals within a cohort. Work from the Silver Bullet project continues and consistency across the school improves as all work towards our core purpose with clarity. Full attendance at professional communities and NPQ events for relevant staff. Engagement with other agencies is high.
Time Scale	Summer 2026
Evaluation	• Fortnightly SENCO supervision meetings in autumn term followed by half-termly meetings. We continue to engage with a range of other agencies through TAS meetings, screenings, referrals and requested reports for diagnosis. Half-termly SENCO meetings are planned for next year. • Whole school participation in PINS project.

	• Collaboration with VNET, Momentum Learning Collaboration, Sprowston Junior School, Ludham Priamry School and Nursery, St John's, Lakenham Primary School – and of course, our own CARE Federation. • School clubs are open to all. We have included some lunchtime clubs this year and will continue to do this next academic year. • Life Coaching has been replaced by Rise Up! Transition work, Stormbreak and work provided by the School and Community Team. • We are awaiting results from the NPQSEN final assessment submission. • All teachers have received training from Norwich Writing Project. 2 colleagues have undertaken training for Writers for Life from the National Literacy Trust. Progression maps for writing and medium term plans have been reviewed, we are confident that the progress of pupils will increase next year as a result of this work. • We continue to work on No Silver Bullet and have extended this to look at 'Not what, how' and to review Medium Term Planning – this has led to the ongoing development of knowledge maps. • Professional communities and/or training have been attended for all curriculum areas.

Identified Concern Link to Objective 3 (see policy)	**Information on our school website is not accessible and useful to pupils or families, information is not always up-to-date.**
Objective	To establish a virtual environment where all current and future members of the community can equally access our school.
Strategy	• To clarify roles and responsibilities for the upkeep of the website. • Development of a child-friendly page within our school website containing our child-friendly policies and links to pages to support learning and potential pastoral needs. • Development of pastoral support page.
Lead Person/ Responsibility	School Business Manager Head of School
Success Criteria	• Selected colleagues from across the school staffing structure have delegated responsibility to ensure allocated areas within the website are up to date • The school website has a child-friendly page. • Pupils are aware of the content of the page, and this has been shared with the wider community. • Child-friendly policies are accessible to children within school (via safeguarding website) and virtually (via the website). • Pupils and families are aware of the content within the pastoral page. • Contents are updated at least termly to keep them relevant.
Time Scale	Summer 26

Evaluation	• Website has been significantly updated across all areas and information has been presented in a much more user friendly format – current work is related to refreshing our school prospectus. • The learning links page for children is much more visual and takes children straight to where they need to be: Learning Links – Woodland View Junior School The contents of the page have been shared in an assembly, as part of transition evenings and in a Head of School Newsletter. • Due to a change in our staffing structure for 26/27 the pastoral page needs to be adjusted. • Child friendly policies are available within school as part of the safeguarding display – they are attached in a wallet as a hard copy, they are also available as a pdf at the bottom of the classes page on the website.