

This statement details the school’s progress towards it’s Equalities Objectives for the period 2019-2022.

It also outlines our Equalities Objectives for the period 2022-25, how we plan to achieve these and the outcomes we hope to achieve.

School overview

Detail	Data
School name	Bow School
Number of pupils in school	1201
Number of staff in school	
Academic year/years that our Equalities Objectives Cover	2021/22, 2022/23, 2023/4, 2024/25
Date this review was published	
Date on which it will be reviewed	
Review authorised by	Bow School Governing Body
Equalities Lead	Headteacher

Equalities Data – Current School Population

Protected Characteristics - Gender %			
	Male	Female	Other
Staff	44%	56%	DNC*
Student	66%	44%	DNC
Overall	64%	36%	DNC
Gender by Staff Role %			
Support/ Admin Staff	30%	70%	DNC
Teaching Staff	57%	43%	DNC
Gender by position %			
Middle Leadership Positions	59%	41%	DNC
Senior Leadership Positions	53%	47%	DNC
Governance	75%	25%	DNC

Protected Characteristics - Religion								
	Buddhism	Christianity	Hinduism	Judaism	Islam	Sikhism	Other	None
Students	0.5%	11%	0.4%	0.08%	67%	0.5%	1.2%	14.4%
Staff	DNC							

Protected Characteristics - SEND						
SEND	Male	%	Female	%	Overall	%
EHCP	35	2.9%	6	0.5%	41	3.4%
SEN K	81	6.7%	28	2.3%	109	9.0%
Overall	116	9.6%	34	2.8%	150	12.4%

Protected Characteristics - Ethnicity		
	Staff	Students
White Irish	0.61	0.33
White British	28.48	11.3
White, Any Other	4.85	1.1
White European	0.61	1.4
North African	0.61	0.16
Mx White/Black African	-	1.2
Mx White/Caribbean	0.61	2.5
Mx Any Other	3.64	3.3
Mx White/Asian	0.61	1.1
Latin/Sth/Cent America	-	0.08
Chinese	0.61	0.16
Black British, Caribbean	7.88	2.3
Black/Black British, Other	3.64	1.4
Black British, African	8.48	-
Black African	0.61	8.7
Pakistani	0.61	1.8
Indian	3.64	1.8
Bangladeshi	29.7	66
Other Asian	1.0	-
Asian/Asian British	0.01	-
Arab	-	0.74

Protected Characteristics - Age						
Age	20-29	30-39	40-49	50-59	60-69	70+
Staff	44	61	33	21	13	0

Other Characteristics						
EAL	Non EAL	PP	NPP	FSM	LAC	Med
77.5%	22.5%	51.6%	49.4%	33.5%	0.5%	20.25%

Equalities Objectives 2022-2025

Statement of intent

Bow School is an inclusive school where we focus on the well-being and progress of every member of our school community and where all members are equal.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles:

All members of our community are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.☒

- We recognise, respect and value difference. We take account of this and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected, embraced and celebrated by all those who learn, teach and visit here.☒
- We actively promote positive attitudes, mutual respect and relationship building between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We have the highest expectations of all our students. We expect that all students can make good progress and that all members of the community can achieve to their highest potential.
- We work to raise standards for all students, with a distinct focus on the most vulnerable and disadvantaged. We believe that improving the quality of education for our most vulnerable students raises standards for all.

Intended outcomes 2022-25

This explains the outcomes we are aiming for **by the end of the upcoming period (2022-25)**, and how we will measure whether they have been achieved.

	Intended outcome	What we will do	Success criteria
1.	To further improve outcomes and narrow attainment gaps for all students, but in particular for those with protected characteristics (e.g. WBR and SEN K students) where attainment and progress does not match expectation	<p>Use Assessment Data to review the impact of the curriculum and consider impact on those with protected characteristics (e.g. ethnicity/SEND)</p> <p>Ensure that the curriculum is reviewed, in line with this analysis of assessment, and that curriculum planning, resources and learning activities are adjusted to further improve outcomes and narrow gaps</p> <p>Ensure that assessment are well-planned, mapped to the curriculum and provide equal opportunity for all students including those with protected characteristics to achieve high quality outcomes.</p> <p>Analyse the outcomes of these assessments for impact on those with protected characteristics adjusting lessons or intervention as appropriate to close learning gaps</p> <p>Ensure that additional support, where in place (e.g. Academic Mentors), is well planned. Target the use of such resources, where appropriate, to support those with protected characteristics making progress at a similar/the same rate as their peers</p> <p>Ensure that gaps in attendance/punctuality data for those in protected/vulnerable groups, where these exist are narrowed over time.</p>	Gaps in attainment and progress data for those with protected characteristics will narrow/close – e.g. Attainment and progress of WBR students will be at least in line with expected outcomes
2.	To further develop a coherent, rigorous and ambitious personal development curriculum which support students in becoming world and career ready; ensuring that there is equality of	<p>Strengthen the personal development curriculum so that it is coherent with schools values and supports students in become World Ready and Career Ready</p> <p>Develop a process for students to ‘capture’ experiences and map their</p>	Data shows - An even take up/spread of opportunities for all learners with no significant differences between learners from different groups

	access to this curriculum across all groups including those with protected characteristics	<p>personal development overtime supporting them in being able to confidently articulate their own professional development</p> <p>Monitor and track access to Enrichment, Personal Development, Cultural Capital, Student Leadership and other opportunities to ensure that this is evenly spread and access by all students, including those with protected characteristics.</p> <p>Where appropriate work with students/parents to identify and understand barriers to access and adjust processes to overcome these barriers</p>	<ul style="list-style-type: none"> - Student Voice indicates positive impact of development programme, levels of engagement and value placed on this by students - Disadvantaged/Protected groups engage with activities at the same rate as their peers and are supported to do so where this is not the case
3.	Further develop the mental health and wellbeing provision including at the school so that it supports the wellbeing of all members of the school community providing access to additional support where required, ensuring that there is equality of access to such support.	<p>Strengthen use of wellbeing and other data to target support at areas of most need</p> <p>Analyse wellbeing, behaviour, safeguarding and other data to adjust and adapt curriculum plans, pastoral support and the wellbeing programme to areas of most need</p> <p>Review and further develop PSHE curriculum to ensure its rigour, coherence and appropriateness for learners at different stages/ages</p> <p>Review and re-institute the use of house days to support the delivery of the PSHE/Safety/Wellbeing Curriculum</p> <p>Broaden wellbeing services including working with THEWS to further strengthen wellbeing services</p>	<p>Data shows:</p> <ul style="list-style-type: none"> - Even take up/engagement with wellbeing opportunities/services <p>Evidence of Curriculum and other plans adapted based on emerging trends/needs</p> <ul style="list-style-type: none"> - Student Voice/MER shows that PSHE curriculum is well-received, impactful and supports wellbeing for students <p>Access to external wellbeing services improved</p>
4.	To ensure that all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation of gender have the professional development opportunities they need to, where appropriate, progress in their careers.	<p>Ensure all school leaders are 'equalities in recruitment' trained including training which develops leader understanding of conscious and/unconscious bias</p> <p>Increased pool of staff safer recruitment trained to ensure that recruiters are representative of the school population</p> <ul style="list-style-type: none"> - Further development programmes of professional development, for all staff, to include access to leadership development programmes, training and professional coaching. - Ensure that there is a career 'pathway' identified and route mapped for all colleagues including both internal and external progression 	<p>Recruitment reflects make up of school population/diversity of community</p> <p>Proportions of those recruited to leadership positions map the wider make-up of the school</p> <p>There are strong succession plans in place for positions across the school.</p>

		<p>routes</p> <ul style="list-style-type: none"> - Ensure that induction, probation and appraisal processes support the professional development of all members of staff - Use data from exit interviews to plan for further developments - Involve staff in development of school policy, training programmes and other professional development - Develop, where appropriate, a suite of apprenticeship opportunities <p>Strengthen practice/support for those returning from maternity or shared parental leave</p>	<p>Exit Interviews and other analysis demonstrate that there a high quality CPD/Development opportunities which impact of professional practice</p>
5.	<p>To further develop recruitment practice, particularly to leadership positions within the school so that there is diverse representation reflective of the make-up of the wider school community</p>	<p>Ensure all school leaders are 'equalities in recruitment' trained including training which develops leader understanding of conscious and/unconscious bias</p> <p>Increased pool of staff safer recruitment trained to ensure that recruiters are representative of the school population</p>	<p>Proportions of those taking up leadership positions with the school more closely reflect the other all make-up of the school community (i.e in terms of gender, ethnicity etc)</p> <p>Gaps, where they exist, have been narrowed and, as a result, representation has improved.</p>

Part B: Review of intended outcomes in the previous period (2019-22)

This details our intended outcomes for the previous period, what we did and the impact of this activity.

Objective 1	
To improve outcomes for all students including those with protected characteristics so that they make progress at least in line with expectations based on their prior attainment and ability	
What we said we would do	<ul style="list-style-type: none"> - Analyse the progress of all students regularly, looking at the progress of groups with protected characteristics and other groups, which are not protected, for example Pupil Premium - Report the progress of all students, including those with protected characteristics, and implement timely interventions where required. - Carry out regular quality assurance checks through the school's monitoring and review processes, ensuring that all colleagues who are part of this process give due regard to those groups with protected characteristics - Where applicable, use external examination results and internal data analysis to set up interventions to improvement outcomes, reviewing these on an ongoing basis for any group where intervention has occurred, whether they are protected or not.
What we did	<ul style="list-style-type: none"> - All exam results and other data is analysed by groups including those which contain students with protected characteristics - Behaviour and attendance data is analysed by key groups including those which contain students with protected characteristics - Analysis of information from school partners such as Greenhouse Sports, Place2Be and StepForward considers this information through the lens of protected characteristics - Monitoring and Review Quality Assurance Checks consider protected characteristics (i.e. SEND) - Interventions such as Accelerated Learning, RAPS, Attendance, Behaviour and other interventions are analysed for their impact on groups including those with protected characteristics - Consider and plan for adjustment to intervention strategy where impact is not as evident for some groups (e.g. Attendance of WBR students)
Impact Examination Outcomes for some key groups narrowed in 2019. Cancellation of exams in 2020 and 2021 – mean that externally standardised data is not available. However, internal 'centre assessed' data shows that: <ul style="list-style-type: none"> - There was a marked improvement, overall, in the progress and attainment of students across a range of subjects - Outcomes for the most-able, those who were disadvantaged and those with 	Next Steps <ul style="list-style-type: none"> - Look at data from the point of view of those students who fall into more than one group – improving understanding of the intersectionality of data to support a sharper approach to intervention planning - Use Assessment Data to review the impact of the curriculum and consider impact on those with protected characteristics (e.g. ethnicity/SEND) - Ensure that curriculum review work is mindful of analysis of

<p>SEND improved significantly across a range of measures/subjects</p> <p>Behaviour Data shows that</p> <ul style="list-style-type: none"> - Attendance for 2019 was above national average. Persistence Absence rates were below showing that work to ensure good attendance to school had a positive impact on attendance overall. - Despite the impact of the CoVid-19 pandemic, attendance of most groups of students remained <u>above</u> national in 2020 and 2021. In 2021/22 attendance has returned to above national levels and is improving over time. - Greenhouse Sports and data from other partners shows that there is a representative spread of uptake. However, this can continue to be improved moving forwards and is a focus of the work of our AHT for personal development and wellbeing. - MER Processes consider the impact of the curriculum on some groups (e.g. Boys/Girls, SEND) with feedback provided at class, subject and school level to support improvement. Further emphasis needed for some groups (e.g. Pupil Premium) this to be developed moving forwards. - RAP Meetings focus on progress of key groups/individuals and ensure these are considered in intervention planning – impact evident in CAG data highlighted above - 	<p>assessment data and adjust curriculum planning, resources, or learning activities as appropriate</p> <ul style="list-style-type: none"> - Ensure that assessments are mapped to the curriculum and to assessment criteria. Analyse the outcomes of these assessments for impact on those with protected characteristics adjusting lessons or intervention as appropriate to close learning gaps <p>Ensure that additional support, where in place (e.g. Academic Mentors), and the use of these resources are adjusted/targeted where necessary to support those with protected characteristics making progress at a similar/the same rate as their peers</p>
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Objective 2	
To enable all students including those with protected characteristics, to make a positive contribution to school life	
What we said we would do	<ul style="list-style-type: none"> - Identify students who do not participate regularly in extra-curricular enrichment activities and work with their parents to improve participation - Analyse school attendance and behaviour data to identify students, or groups of students, where additional intervention will support their involvement and engagement in school life - Ensure that all engagement, attendance, behaviour and exclusions data is reported regularly to governors including data related to students in groups with protected characteristics - To report to parents, partners and the wider school community, via the school magazine, newsletter, website and social media, all activities that take place for students especially where these relate to equality and diversity - Strengthen the range of ways in which student voice is collected and heard around equalities issues such as gender, sexuality and ethnicity - Strengthen student leadership opportunities for students across the student body regardless of ethnicity, SEND, Gender, or Sexual Orientation

<p>What we did</p>	<ul style="list-style-type: none"> - Engagement in Enrichment Activities participation data analysed - Behaviour, Attendance and Exclusions data regularly analysed and used to support reporting to governors, parents as well as for the planning of interventions and actions - Regular weekly reporting to SLT/HT on Behaviour, Attendance and Exclusions Data - Regular Termly reporting to governors including details of attendance and behaviour of students including those with protected characteristics - Equalities Officer in Post support regular promotion of equalities themes. - School Societies Leading on Diversity Issues - AHT for wellbeing and personal development strengthening BowExtra! Enrichment Programme, Tutor Time, Assemblies, Student Voice and Student Leadership Provision - School SIP has clear focus on improving outcomes, engagement and participation in school-life.
<p>Impact</p> <p>Participation data for engagement in Bow Extra was reviewed regularly up to March 2020. This showed that there was a strong uptake of extra-curricular activity across the school with large proportions of students taking up at least one activity other the school year. Data also demonstrated that provision was taken up by a representative group of students from across the school population.</p> <p>The impact of the Covid-19 pandemic meant that the school’s regular enrichment programme ceased to function for much of 2019-20 and 2020-21.</p> <ul style="list-style-type: none"> - Attendance of most groups of students remains <u>above</u> national (2019). - Although attendance was impacted, by the Covid-19 pandemic, this remained relatively strong. In 2021/22 attendance has returned to above national levels and is improving over time. - Greenhouse Sports and other partners data shows that there is a representative spread of uptake. However, this can continue to be improved moving forwards. <p>Behaviour Data is outweighed by Achievement Data by a factor of 10:1 Exclusions are low, and falling. There have been no permanent exclusion since 2018 Governors have a clear understanding of attendance, behaviour and exclusions data. Parents/Staff/Community well-informed about enrichment via Magazine, Website and Social Media supporting improved impression of the school. Applications for a place at the school – in Y7 – have increased year-on-year. Regular student voice collected as part of QOE MER and Pastoral MER, this shows</p>	<p>Next Steps</p> <p>Strengthen the personal development curriculum so that it coherent and supports students in become World Ready and Career Ready</p> <ul style="list-style-type: none"> - Develop a process for students to ‘capture’ experiences and map their personal development overtime - Monitor and track access to Enrichment, Personal Development, Cultural Capital, Student Leadership and other opportunities to ensure that this is evenly spread and access by all students, including those with protected characteristics <p>Work with student/parent voice to understand barriers to accessing the personal development curriculum and adjust processes to overcome these barriers</p>

<p>that students enjoy being at school, feel valued, heard and safe. It also shows that students enjoy their curriculum, have positive relations with their teachers and value the opportunities they are presented with.</p> <p>The school is now picking up these strands and seeking to strengthen further through the creation of an AHT for Wellbeing and Personal Development Post.</p>	
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Objective 3	
To promote mental health and wellbeing so that all members of the school community are equally valued and supported, regardless of SEND, Disability, Gender Ethnicity and Sexual Orientation	
What we said we would do	<ul style="list-style-type: none"> - Develop an ethos and culture where all members of the community respect each other, work together, and celebrate the diverse nature of the school community - Design a broad and balanced school curriculum, including PSHE and House Days, which include a focus on wellbeing and support the development of wider skills to make safe and happy choices in school and in their lives. - Ensure that all students, and staff, across the school have equal access to group and/or 1:1 counselling or supervision services provided as part of the school's offer. - Monitor referrals to counselling, and other services, to do with supporting wellbeing for both staff and students including analysing data by protected characteristic - Analyse data to internal and external services to ensure that any specific issues related to a group with protected characteristics are picked up and acted upon - Ensure that student voice is heard in relation to policy and process around anti-bullying, especially in relation to gender, ethnicity, SEND and Sexual Orientation - Where required, specific groups – both with and without protected characteristics – will receive interventions to promote their wellbeing and their health
What we did	<ul style="list-style-type: none"> - Increased the number of days of support for students who need counselling support through Place2Be, Step Forwards, XLP Mentors, Osmani Mentors - Increased access to occupational health support, counselling and supervision for members of school staff

	<ul style="list-style-type: none"> - Improved analysis of participation data - Conducted a full review of the school's Behaviour for Learning, Anti-Bullying, RSHE Policies - Provided Training for Staff on Wellbeing - Trained Mental Health First Aiders - Appointed an AHT for wellbeing and personal development
<p>Impact</p> <ul style="list-style-type: none"> - There is a positive environment in the school. Students and teachers enjoy positive relationships. The school's culture is one that recognises positive achievement as reflected by a 10:1 ratio in achievement to behaviour data. - The school's curriculum remains broad and balanced with access to PE, PSHE, Academic and Arts-Based Subjects maintained for all young people. Are PSHE/RSHE Curriculum focuses on supporting young people in making healthy and safe choices to protect both their physical, social and mental wellbeing. - The school has a well-established counselling provision which has a positive impact on young people and staff. In the Autumn term of the 2021-22 academic year, for example, the provision was accessed by 72 young people across 159 separate sessions. Support has also been accessed by parents through Parent Partnership Sessions and Staff through our Place2Think Provision. The school also supplies access to 'supervision' for key members of safeguarding and pastoral staff as well as access to occupational health support. - Analysis of the uptake of this range of provision shows that it is representative of the school community and across those with protected characteristics. - Student voice used in development of policy 	<p>Next Steps</p> <ul style="list-style-type: none"> - Strengthen use of wellbeing and other data to target support at areas of most need - Analyse wellbeing, behaviour, safeguarding and other data to adjust and adapt curriculum plans, pastoral support and the wellbeing programme to areas of most need - Review and further develop PSHE curriculum to ensure its rigour, coherence and appropriateness for learners at different stages/ages - Review and re-instigate the use of house days to support the delivery of the PSHE/Safety/Wellbeing Curriculum - Broaden wellbeing services including working with THEWS to further strengthen wellbeing services - Train students as mental health first aiders - Develop a list of students known to be supported by CAHMs - Develop a 'handle' with care briefing process to support students wellbeing - Work with THEWs to develop and strengthen wellbeing support at the school <p>Achieve the school's wellbeing award</p>

Objective 4
To develop processes around transition points for all students including those with protected characteristics ensuring that appropriate advice, guidance and support is in place to ensure successful transition to next steps

<p>What we said we would do</p>	<ul style="list-style-type: none"> - Senior staff will work with Heads of Year to ensure that all transition points are carefully planned for all students including entry to secondary school from Y6, Key Stage 3 to 4 (including the pathways process), transition from Key Stage 4 to 5 (into FE, Vocational Education, Apprenticeships, the work of work) and Transition from Key Stage 5 (into F/HE, Vocational Education, Apprenticeships, the work of work). - Ensure that in-year admission transition processes support a successful start to school life - Report and Analyse data at all transition points to ensure that all groups, regardless of characteristics, receive equal access to high quality advice and guidance supporting successful next steps. - Ensure that destinations data at KS4 and KS5 is reported and analysed by key group, including those with protected characteristic. - Ensure that, at transition points, students new destination has any/all relevant data to support successful transition - Make sure that, at any point of transition, staff are aware of each young person's specific needs, the best way to meet those needs and the relevant colleague to whom they should report.
<p>What we did</p>	<ul style="list-style-type: none"> - SEND Transition Processes begun as early as possible for EHCP students - SENDCO/Inclusion Team attend annual review of Y6 Students - Visits to primary schools to aid information gathering for all Y6 Students - Planned Transition Programme, developed yearly, to support Y6-7 Transition - Appointed Early Help and Admissions Manager - In-Year Admissions for students with SEND led by members of the inclusion team - LT for EAL attends all in-year admissions for EAL Students - Y9 Pathways Process/Materials developed to support student choice transition from Y9-10 - Curriculum Review and Development (ongoing) at all key stages to ensure that it promotes breadth of opportunity for all - Attendance of Bow Staff at LBTH AP Providers Information Event - Appointment of dedicated Careers and Transition Offer - Impartial CEIAG from LBTH - KS4-5 and KS5 onward transition support - Analyse of destinations data - LAC, PEP and e-PEP processes improved
<p>Impact</p> <ul style="list-style-type: none"> - Transition programme supports successful transition into year 7 and mid-phase. - Staff well briefed on SEND prior to students joining school - Early-Help and Admissions manager works with LBTH to ensure correct identification of need and funding to support successful transition. - Broad and Balanced Curriculum offer ambitious pathways for all students - Destinations data positive – above local/national averages. Low numbers of NEET. High uptake of HE, with significant proportion attending Russell Group 	<p>Next Steps</p> <ul style="list-style-type: none"> - Continue to improve analysis of destinations data at KS4/5 to ensure this supports ongoing curriculum and pastoral planning - Develop processes around exit 'interviews' when students leave Bow Mid-Phase - Continue to improve processes for in year admissions and admissions via the FAP - Ensure strong processes to support the transition of SEND/Vulnerable learners as they transition between key stages

Objective 5	
To promote equal working conditions for all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation of gender	
What we said we would do	<ul style="list-style-type: none"> - Monitor and evaluate the impact of our recruitment practices - Introduce wide-ranging CPD for all staff and support those from under-represented groups to access CPD including those who have been identified as having the potential and aspiration to gain promotion - Offer development opportunities to all staff that develop their leadership skills, targeting groups that are under-represented in leadership positions in our workforce - Increase awareness of equalities, diversity and inclusion through our communications, training and recruitment processes - Ensure that all new employees undertake equality training and that all managers undertake equality in recruitment practices training - Complete exit interviews with all staff that address issues of equality and diversity in order to improve practice
What we did	<ul style="list-style-type: none"> - Staff exit interviews completed regularly and outcomes reported to HT/GB - CPD Programme, at a range of levels, available for all staff including Women in Leadership Programmes, ECT, NPQSL, NQPML, Coaching Qualifications. - Staff Appraisal Process linked directly to professional development - Bespoke Training Programme in Place for TAs and other support staff - Introduced blind shortlisting - Strengthened recruitment processes and practice - Appointment of Equalities Officer - HR training and support for all school leaders - HR team widened, additional HR Officer
Impact <ul style="list-style-type: none"> - CPD well received by staff. High levels of satisfaction with CPD offer and its impact. - Access to suite of NPQ and Other Qualifications – develop staff practice and supporting successful transition/promotion. - Recruitment practice supports diverse candidate field – supporting high quality recruitment - Equalities Officer ensure regular monthly focus on equalities issues across the school - HR consultant to support and advice leaders with HR issues – supporting successful outcomes - Greater capacity in HR team 	Next Steps <ul style="list-style-type: none"> - Equalities in recruitment training for school leaders - Increased pool of staff safer recruitment trained - Further development programmes of professional development, for all staff, to include access to leadership development programmes, training and professional coaching. - Ensure that there is a career ‘pathway’ identified and route mapped for all colleagues including both internal and external progression routes - Ensure that induction, probation and appraisal processes support the professional development of all members of staff - Use data from exit interviews to plan for further developments - Involve staff in development of school policy, training programmes and other professional development - Develop, where appropriate, a suite of apprenticeship opportunities

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| | <ul style="list-style-type: none">- Strengthen practice/support for those returning from maternity or shared parental leave |
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