

Progress we are making towards the objectives		Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)
Overview to how your school delivers the protected characteristics within the five trust values, leading to your evaluation.		Alignment with Meridian Trust curriculum aims, content and high delivery.	Capacity of leadership to develop, support and contribute across Meridian Trust.
4	Replication	Fully Aligned and contributing significantly to Meridian Trust resources.	Capacity to support other schools.
3	Refinement	Successful delivery, some elements not yet aligned or aligned but delivery quality being developed.	Developed leadership in school setting.
2	Reinforcement	Working towards alignment in a clear timeframe and delivery needs improvement.	New leadership or lighter touch leadership support needed.
1	Recovery	Not yet aligned and delivery a concern.	Leadership support needed.

Area of focus	Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)
Bullet point why you have chosen your objectives, linked to the protected characteristic selected, as the priority for your school.	<p>Continue to develop opportunities for children to experience a diverse range of curricular and extra-curricular moments. This could include trips, residentials and inviting visitors into school. To continue to review curriculum to ensure that books and texts across the school reflect the diversity of the school and the values that it hold as important.</p>	<p>Ensure that staff welfare is regularly monitored and supported, with particular regard for those with protected characteristics. Welfare, including workload and wellbeing, will always be an ongoing priority for the school.</p>

<p>Outline how you will achieve your DEEI objectives. .</p>	<p>Ongoing curriculum reviews by curriculum leads in both Histon Schools. Regular meetings between SLTs at both schools.</p>	<p>Meridian Trust wellbeing surveys, staff appraisals, regular staff briefings and Academy Council conversations with staff.</p>
<p>Identify each term over a 2 year timeframe and who is Leading each objective</p>	<p>Assistant headteachers at HIBPS and HT and SLT at HIPPS</p>	<p>Headteacher and SLT</p>

Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)
Impact of delivery on outcome, with progress appropriate in all key phases.	Students experience of the whole school curriculum, behaviour, attitudes, personal development and extending the boundaries of learning.
Progress well above national with no variation between groups.	Behaviour and Attitudes (systems and culture) as well as Personal Development and Extending the Boundaries are all Replication or Refinement.
Progress above national with some variation between groups.	Behaviour and Attitudes (systems and culture) as well as Personal Development and Extending the Boundaries are all refinement or reinforcement.
Progress in line with national and some variation between groups.	Behaviour and Attitudes (systems and culture) as well as Personal Development and Extending the Boundaries are all reinforcement with one area of recovery.
Progress below national or significant variation between groups.	Behaviour and Attitudes (systems and culture) as well as Personal Development and Extending the Boundaries have more than one area of recovery.

for Histon and Impington Park Primary School

Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)
<p>Proactively engage members of the local community to support the taught curriculum. Promote school council and ensure diverse representation within this group. Develop our personal development offer to promote opportunities to showcase our school values. Monitor academic progress for vulnerable groups, including those with SEND.</p>	<p>Achieve at least silver award status as part of LOtC work which extends the boundaries of learning beyond the classroom. Ensure that vulnerable groups are strongly represented in this work.</p>

<p>Seek out opportunities in the local community that showcase diversity. School council to review make up of the council on an ongoing basis. Review data as part of regular SLT data monitoring and report back to staff about vulnerable groups.</p>	<p>Attend training and support sessions to achieve LOfC status. Monitor and discuss impact of the LOfC work, especially those vulnerable groups who should receive a strong entitlement here.</p>
<p>Assistant headteachers at HIBPS and HT and SLT AT HIPPS</p>	<p>HT and Assistant Headteacher and SLT</p>

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