



Cottesmore St Mary Catholic Primary School



Equalities information, objectives and action plan

2026-2029



'Mane nobiscum Domine'

(Abide with us O Lord)

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Our Mission



*As a community of life-long learners,
with Christ at the centre,
we strive to do our best and make a difference to the world.*

*Dare to dream and always have hope,
revealing Jesus to others through the choices we make,
while living life to the full.*



*Mane nobiscum Domine
(‘Stay with us Lord’ Luke 24:29)*

*Mane Nobiscum Domine – Stay with us Lord
Luke 24:29*

LOVE BELIEVE ACHIEVE

Equalities Information

Cottesmore St Mary Catholic Primary School seeks to foster a warm, welcoming and respectful culture in which every individual is valued. We actively challenge discrimination, promote equality of opportunity and ensure that all members of our community are able to learn and work in a safe and inclusive environment.

Our Catholic ethos underpins our commitment to recognising the dignity and uniqueness of every person. We acknowledge that individuals and groups may have different needs and that equality does not mean treating everyone the same. Instead, we strive to remove barriers to participation, achievement and wellbeing so that all pupils, staff and families can flourish.

Under the Equality Act 2010, schools are required to publish information to demonstrate how they comply with the Public Sector Equality Duty. In carrying out our duties, we have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between different groups

Protected characteristics under the Equality Act include:

- disability
- sex
- race
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity

In addition, the school monitors the progress and wellbeing of other vulnerable groups, including:

- pupils with special educational needs
- pupils eligible for free school meals
- disadvantaged pupils
- pupils with English as an additional language
- looked-after and previously looked-after children
- young carers
- Gypsy, Roma and Traveller pupils
- pupils with social, emotional or mental health needs
- any other group identified through school monitoring

Our work on equality also supports our duty under the Education Reform Act 1988 to provide a broad and balanced curriculum which:

- promotes pupils' spiritual, moral, social and cultural development
- prepares pupils for the opportunities, responsibilities and experiences of adult life
- reflects the diversity of modern Britain
- enables all pupils to achieve their full potential

We welcome the involvement of pupils, parents, staff and governors in developing and reviewing our equality objectives. Further information can be found in our Equality Policy, RSHE Policy, Behaviour Policy, Anti-Bullying Policy, SEND Information Report and Accessibility Plan.

School context

Mission and Values

As a community of life-long learners, with Christ at the centre, we aim to make a difference in the world.

Dare to dream and always have hope, whilst revealing Jesus to others through the choices we make.

Mane nobiscum Domine

(‘Stay with us Lord’ Luke 24:29)

LOVE BELIEVE ACHIEVE

Our curriculum is also supported by 7 Learning Muscles – cooperation, persevere, enjoy learning, curious, keep improving, concentrate and imagination.

Contextual Information

Cottesmore St Mary Catholic Primary School is a two-form entry primary school serving pupils aged 4–11 years. The school currently has 436 pupils on roll and serves a diverse and inclusive community reflecting a wide range of faiths, cultures and backgrounds.

As a Catholic school, the majority of pupils come from Christian families. Approximately 56% of pupils are Roman Catholic, with Christianity overall representing around 87% of the school population. The school community also includes pupils from other faith backgrounds, including Greek Orthodox, Muslim, Hindu, Jewish and Buddhist families, as well as pupils with no declared religion, who make up approximately 10% of the school population. The school serves the local community of Hove, particularly families from the feeder parishes of St Peter’s, Sacred Heart and St George’s.

The school has a linguistically diverse population. Around 79% of pupils speak English as their first language, with the remaining pupils identified as having English as an Additional Language (EAL). Over 20 different languages are spoken within the school community. The most commonly spoken languages other than English include Arabic, Polish, Spanish and Albanian.

The ethnic composition of the school reflects the diversity of the local area. Approximately 44% of pupils are White British, with the remaining pupils coming from a wide range of minority ethnic backgrounds, including White Other, Arab, Black African, mixed heritage and other ethnic groups. In total, more than 15 different ethnic backgrounds are represented across the school.

The gender balance across the school is broadly even, with approximately 56% boys and 44% girls currently on roll, although this varies slightly between year groups.

The proportion of pupils identified as disadvantaged is above previous years. Approximately 15% of pupils are eligible for Pupil Premium funding and around 14–15% of pupils are eligible for Free School Meals. The school carefully monitors the attainment and wellbeing of these pupils to ensure equality of opportunity and to support positive outcomes for all.

Cottesmore St Mary Catholic Primary School is committed to promoting equality of opportunity, celebrating diversity and eliminating discrimination. The school actively works to ensure that all pupils, regardless of faith, ethnicity, gender, disability, language background or socio-economic circumstance, are supported to achieve their full potential within a caring Catholic community.

The school belongs to the Newman Family of Schools (Brighton and Hove Deanery of Catholic schools) and plays an active role, leading several curriculum groups. The school also belongs to the APLL partnership of LA schools. Cottesmore also belongs to the Teaching School Alliance.

The schools’ Core Values and Mission Statement underpin all that happens in the school and reflect the distinctive Catholic ethos of the school. Another distinctive feature of the school is its commitment to all areas of the curriculum – particularly seen with the employment of a specialist Art, Music, PE, Computing, French and Forest School teachers to ensure that we deliver the highest quality lessons possible in all areas of the school curriculum.

School Context Data

	2023	2024	2025
School number on roll	Above average 421	Above average 433	Well above average 435
School % FSM6	Close to average 18.53	Close to average 19.17	Below average 16.09
Local area % FSM6	Below average 18.20	Below average 16.45	Below average 18.14
School % SEN support	Close to average 11.40	Close to average 12.70	Below average 11.49
Local area % SEN support	Below average 10.47	Below average 11.25	Close to average 14.22
School % EHC plan	Close to average 1.90	Close to average 2.31	Close to average 2.07
Local area % EHC plan	Close to average 1.50	Close to average 2.55	Below average 2.16
School % EAL	Close to average 32.10	Close to average 28.20	Close to average 25.30
Local area % EAL	Close to average 21.60	Close to average 18.30	Close to average 20.00
School % CIN	Below average 1.19	Close to average 3.93	Close to average 2.53
Local area % CIN	Below average 1.92	Below average 1.06	Below average 1.08
School % stability	Close to average 77.29	Close to average 77.21	Close to average 84.80
School pupil base deprivation	Below average	Below average	Below average
Local area pupil base deprivation	Below average	Below average	Below average
School location deprivation	Well below average	Well below average	Well below average

EAL data October 2025

Year group	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total of whole school
No of chn EAL This includes those who are bilingual and Trilingual who's English is NOT their first language)	19	11	11	19	19	9	18	106/437
%of year group	32%	18%	18%	30%	30%	14%	28%	24.2%
No of children Bilingual and Trilingual whose English is their first language.	1	2	0	3	2	3	2	13/437

EAL first languages	Percentages of school% (EAL/Bilingual and first language of Trilingual)
Arabic=44 Polish=16 Italian= 11 Albanian/Shqip= 11 Spanish= 7 Portuguese=5 Greek= 3 French= 2 Cantonese=2	Arabic-10.32% Polish- 5.04% Spanish-3.2% Albanian-1.8% Italian=1.8% School EAL-24.2% Average IN Brighton and Hove schools- 19%

German=2 Finish=2 Catalan= 2 Ukrainian=1 Lingala= 1 Hindi=1 Chinese=1 Slovak= 1 Tagalog=1 Igbo=1 Malayalam=1 Turkish=1	Total languages represented
Trilingual (First language highlighted)	
German/French/English French/Greek/English Arabic/Italian/English Arabic/Spanish/English Dutch/Flemish/English Finish/Catalan/English	

Eliminating discrimination and other conduct that is prohibited by the Act

Cottesmore St Mary Catholic Primary School is committed to meeting its duties under the Equality Act 2010 by eliminating discrimination, advancing equality of opportunity and fostering good relations between all members of the school community.

Our Catholic ethos, mission and values underpin all aspects of this work. We actively promote respect, dignity and compassion and ensure that all pupils, staff and families feel valued, safe and included.

We regularly review our policies, curriculum and practice to ensure that no individual or group is disadvantaged and that barriers to participation, achievement or wellbeing are identified and removed.

We work in partnership with pupils, parents, staff, governors and the wider community to prevent all forms of discrimination, bullying and prejudiced behaviour.

All incidents of bullying, discrimination or prejudice are taken seriously, recorded and monitored. Information is used to inform staff training, assemblies, RSHE teaching and curriculum planning. Incidents are reviewed by senior leaders and reported to governors.

We also use pupil surveys, parent/carers surveys and local authority data to monitor how safe and included pupils feel in school and to identify areas for improvement.

What we do well at Cottesmore St Mary

- We have clear policies which reflect our commitment to equality and non-discrimination, including:
 - Anti-Bullying Policy
 - Behaviour Policy
 - RSHE Policy
 - SEND Information Report
 - Equalities Policy
 - Anti-Racist and Racial Literacy Strategy
- All policies are reviewed using equality impact considerations to ensure that decisions do not disadvantage any group.
- All safeguarding, behaviour and prejudice-related incidents are recorded electronically (CPOMS) and reviewed regularly by senior leaders.
- Staff receive training in safeguarding, equality, racial literacy, inclusion and SEND to ensure consistent and fair practice.
- The RSHE curriculum teaches pupils about respectful relationships, protected characteristics, diversity and inclusion.
- Pupils are taught how to recognise bullying, prejudice and discrimination and how to report concerns.
- Anti-bullying work takes place throughout the year, including assemblies, class lessons and Anti-Bullying Week.
- Pupils identify trusted adults and understand how to seek help if they feel unsafe (Helping hand).
- Online safety is taught regularly through RSHE, Computing and assemblies (termly lessons, celebrating online safety week).
- Parent/carers are supported through newsletters, meetings and information on the school website.
- The school works closely with external agencies to support pupils with additional needs.
- Bespoke plans are created for pupils with significant SEMH needs to ensure they can access learning and feel safe.

Ofsted (2023) stated:

"Relationships across the school are positive and caring. All staff take responsibility for developing a culture of support, respect and positivity."

Our curriculum and RSHE Impact

Equality, diversity and respect are taught through the curriculum, especially through RE, RSHE, assemblies and collective worship.

- Pupils learn about protected characteristics
- Pupils learn about different faiths and cultures
- Pupils learn about racism, stereotyping and discrimination
- Diverse books and resources are used across the curriculum
- The school celebrates languages, cultures and faith traditions
- Staff are trained to deliver RSHE in line with equality legislation

The curriculum prepares pupils for life in modern Britain and promotes spiritual, moral, social and cultural development.



Advancing equality for opportunity all

We are committed to ensuring that all pupils have equal access to high-quality teaching, a broad curriculum and wider opportunities, regardless of background, need or circumstance. We recognise that some pupils may require additional support in order to achieve their full potential. Through careful monitoring and targeted provision, we work to close gaps in attainment, progress and participation.

What we do well at Cottesmore St Mary

- We analyse attainment and progress data for different groups, including:
 - disadvantaged pupils
 - SEND pupils
 - EAL pupils
 - minority ethnic groups
 - boys and girls
- We provide targeted interventions and additional support where needed.
- Pupil Premium funding is used to support pupils who require additional help to achieve their potential.
- We ensure that all pupils can take part in trips, clubs and wider opportunities.
- Teaching is adapted to meet the needs of individuals and groups.
- We work closely with parents to support learning and wellbeing.
- Staff receive training in inclusive teaching and unconscious bias.
- We promote high expectations for all pupils.
- We monitor attendance, behaviour and participation to ensure equality of access.
- We work with external agencies to support pupils with additional needs.

Ofsted (2023) stated:

“Leaders ensure that staff identify pupils’ needs carefully and precisely. Pupils receive the support they need to access learning.”

Section 48 (2022) stated:

“Almost all pupils make good progress from their starting points and the progress of pupils with SEND is comparable with other groups.”



Fostering good relations across all characteristics

At Cottesmore St Mary Catholic Primary School, we are committed to promoting equality of opportunity, eliminating discrimination and fostering good relations between all members of our community. We actively work to ensure that staff, pupils and parents/carers are treated fairly and with respect, in accordance with our duties under the **Equality Act 2010**. Our Catholic ethos underpins our commitment to valuing the dignity and uniqueness of every individual and to promoting understanding and respect between people of all backgrounds, faiths and abilities.

What we do well at Cottesmore St Mary

- All pupils are given opportunities to take on positions of responsibility, including School Council, R.E. Council and other pupil leadership roles, ensuring that all voices are heard and valued.
- We hold regular forums for parents and carers of pupils with SEND and pupils with English as an Additional Language (EAL). Parenting support programmes, including Triple P, are offered and adapted where possible to meet language needs.
- The school actively promotes cultural awareness and inclusion through events such as Black History Month, themed curriculum work and whole-school activities.
- All staff receive training in racial literacy, equality and inclusion to ensure that teaching and practice reflect current guidance and promote respect for all.
- Pupils have access to a wide range of high-quality texts that reflect diversity, equality, race, faith and acceptance.
- Our well-sequenced RSHE curriculum promotes respect, tolerance and understanding of difference. Pupils learn about relationships, diversity, equality, protected characteristics and how to treat others with dignity, preparing them to live positively in a diverse society.
- Positive messages about equality and diversity are promoted through displays, assemblies, collective worship, the curriculum, visitors and whole-school events.
- The school participates in national and local initiatives that raise awareness of equality issues, including those relating to race, disability and gender.
- Each year the school holds curriculum focus weeks exploring other faiths, including Judaism and Islam and assemblies are used to celebrate key religious festivals from a range of traditions. By the end of Key Stage 2, all pupils will have visited both a synagogue and a mosque.
- The school recognises and celebrates the faith traditions represented within our community, including Coptic Christianity and other Christian denominations.
- Our buddy system between older and younger pupils promotes positive relationships, mutual respect and a strong sense of community across year groups.
- Extra-curricular clubs provide inclusive opportunities for all pupils, including opportunities to learn additional languages.
- Through the RSHE curriculum, pupils are taught strategies such as Peaceful Problem Solving, enabling them to manage conflict respectfully and understand the importance of empathy and fairness.
- Our school uniform policy is designed to be fair, inclusive and affordable, ensuring equality of access for all pupils.
- All pupils are encouraged to participate fully in extra-curricular activities, clubs and wider school life.
- The curriculum and learning environment reflect the diverse nature of our school and wider community. We aim for all pupils to see themselves positively represented in the books we read, the curriculum we teach, the displays we create and the assemblies we hold.
- All prejudice-related incidents are recorded and dealt with promptly by senior leaders in partnership with pupils and parents/carers.
- Pupils are taught about different forms of bullying, including prejudice-based bullying and understand the importance of reporting concerns and acting as responsible bystanders and upstanders.
- Trained Play Buddies support younger pupils at playtimes and help to promote positive relationships through the use of peaceful problem-solving strategies.

Ofsted (2023):

"The uniqueness of each child is celebrated and valued."

Section 48 Inspection (2022):

"Children are encouraged to share their gifts and talents, to respect each other's differences and to show care for others in school, at home and in the wider community."

Evidence, Monitoring and Impact

The school regularly monitors the impact of its equality work through analysis of pupil outcomes, behaviour records, surveys, safeguarding information and feedback from pupils, parents, staff and governors. This information is used to identify strengths, address areas for development and inform future equality objectives.

We ensure that our policies and practice promote inclusion, remove barriers to learning and support the wellbeing of all pupils.

Behaviour, Bullying and Safeguarding Monitoring

All incidents of bullying, discrimination or prejudice are recorded and reviewed by senior leaders.

- Records are kept electronically and analysed regularly (CPOMS)
- Information is used to inform assemblies, RSHE lessons and staff training
- Data is shared with governors
- The school takes part in local authority surveys to monitor pupil wellbeing
- Staff receive regular safeguarding, equality and racial literacy training

Anti-bullying work includes:

- Anti-Bullying Week
- RSHE lessons on respectful relationships
- assemblies on equality and inclusion
- helping hands / trusted adult systems
- worry boxes in classrooms
- trained play buddies to support positive play

Pupils understand the difference between bullying, conflict and unkind behaviour and know how to seek help.



Pupil Survey data

Pupil Satisfaction Survey- February 2025		Total Yes 256	Total Most of the time 256	Total No 256	Total: Yes/most of the time (combined) 256
Statement					
The school teaches me how to be respectful to others		255 100%			
Pupils treat each other with respect around the school		237 93%		19 7%	
I feel safe and supported at school		180 70%	63 25%	13 5%	193 95%
I have somebody to go to if I am feeling unsafe (somebody on my helping hand)		242 95%	2 1%	12 4%	254 96%
I enjoy coming to school		151 59%	92 36%	12 5%	243 95%
This school supports me in making helpful behavioural choices		228 89%	25 10%		253 99%
I feel like I belong in this school		177 69%	53 21%	13 5%	230 95%
I enjoy learning at school		202 79%	55 20%	7 2%	257 98%
Behaviour is good at this school		147 57%	103 40%	6 4%	250 97%
Behaviour in lessons is good		144 56%	104 41%	8 3%	248 97%
Behaviour is good in the playground		142 55%	110 43%	4 2%	252 98%
Behaviour is good in the corridors		177 69%	75 29%	4 2%	252 98%
My school is good at dealing with bullying (remember bullying is Several Times On Purpose by the same person)		245 96%	2 1%	9 4%	247 97%
This term, I have not been bullied, however someone has been relationally aggressive to me.		77 30%	27 11%	152 61%	104 41%
This term, I have been bullied (physical, verbal, relational aggression, cyber). Remember bullying is Several Times On Purpose by the same person.		16 6%		240 94%	
If you feel you have been bullied this term, did you tell your teacher? (Remember bullying is Several Times On Purpose by the same person).		10 4%		11 4%	

If you feel you have been bullied this term what type of bullying was it? (Remember bullying is Several Times On Purpose by the same person)				
Where did the bullying mostly take place? (remember bullying is Several Times On Purpose by the same person)				
The school teaches me how to keep safe online (through RSHE lessons, Computing lessons and assemblies, etc)	253 99%		3 1%	
The school teaches me how to look after my wellbeing (through RSHE lessons and meditation)	241 94%	5 2%	10 4%	246 96%
The school teaches me how to be an anti-racist (through RSHE lessons, workshops, assemblies, etc)	245 99%		1 1%	
The school teaches me to be an upstander	251 98%		5 2%	
We use our kindness doors to show when someone has been kind	227 89%	9 4%	20 8%	236 93%
The school teaches me to be inclusive of everybody (welcome everybody)	249 97%	5 2%	1 1%	255 99%
The school teaches me how to keep healthy (exercise, sleep, diet, wellbeing, etc)	242 95%	5 2%	9 3%	247 97%
In lessons, children work well in teams	97 38%	131 51%	28 11%	228 89%
I have a healthy snack in my lunchbox	225 88%		31 12%	
I have a bottle of water to drink at school	247 96%		9 4%	
I know how to eat healthily	250 98%		6 2%	

Strengths (all/most of the time)

- I feel safe and supported at school (95%)
- I have somebody to go to if I am feeling unsafe (somebody on my helping hand) (96%)
- I enjoy coming to school (95%)
- This school supports me in making helpful behavioural choices (99%)
- I feel like I belong in this school (95%)
- I enjoy learning at school (98%)
- Behaviour is good at this school (97%)
- Behaviour in lessons is good (97%)
- Behaviour is good in the playground (98%)
- Behaviour is good in the corridors (98%)
- My school is good at dealing with bullying (remember bullying is Several Times On Purpose by the same person) (97%)

- The school teaches me how to keep safe online (through RSHE lessons, Computing lessons and assemblies, etc) (99%)
- The school teaches me how to look after my wellbeing (through RSHE lessons and meditation) (96%)
- The school teaches me how to be an anti-racist (through RSHE lessons, workshops, assemblies, etc) (99%)
- The school teaches me to be an upstander (98%)
- The school teaches me to be inclusive of everybody (welcome everybody) (99%) At Cottesmore St Mary, we are committed to fostering good relations across all protected characteristics. We promote a whole-school ethos and values which challenge prejudice- based discriminatory language, attitudes and behaviour. We aim to provide a school environment that welcomes, protects, respects and celebrates diversity. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through RE, RSHE, assemblies and across the curriculum. We also ensure that materials and resources reflect the diversity of the school population and local community. This includes a wide range of diverse reading material in the library.
- The school teaches me how to keep healthy (exercise, sleep, diet, wellbeing, etc) (97%)
- I have a bottle of water to drink at school (96%)
- I know how to eat healthily (98%)

Areas for development (all/most of the time)

- In lessons, children work well in teams (89%)
- I have a healthy snack in my lunchbox (88%)
- This term, I have not been bullied, however someone has been relationally aggressive to me (44%)
- We use our kindness doors to show when someone has been kind (89%)

These outcomes show that pupils feel valued, safe and included and understand the importance of respect, equality and positive relationships.

Areas identified for development include strengthening teamwork skills and continuing to promote positive relationships during playtimes.



Parent/carer Survey data 2024

Pupil Satisfaction Survey- June 2024 Statement	Total Strongly Agree ≈ 140	Total Agree ≈ 140	Total Neutral ≈ 140	Total Disagree ≈ 140	Total Strongly disagree ≈ 140	Total: Strongly agree/agree (combined) ≈ 140	Total: Disagree/Strongly disagree (combined) ≈ 140
My child is happy at school.	65% (90)	31 % (43)	4% (5)		1% (1)	96% (133)	1% (1)
My child feels safe at school.	73% (101)	25% (35)	1% (1)		1% (1)	98% (136)	1% (1)
My child is well looked after at this school.	72% (100)	25% (36)	2% (3)			97% (136)	
My child is supported to form healthy relationships.	58% (81)	37% (51)	5% (7)			95% (132)	
This school supports pupils to ensure that they are well behaved / make helpful behavioural choices.	58% (80)	40% (55)	3% (4)			98% (135)	
This school deals effectively with bullying.	39% (55)	49% (65)	11% (16)	1% (2)	1% (2)	88% (120)	2% (4)
This school deals effectively with prejudice / racism.	52% (71)	38% (53)	9% (13)	1% (1)		90% (124)	1% (1)
The school promotes its Catholic values strongly which positively impacts my child.	58% (81)	33% (46)	7% (10)	1% (2)		91% (127)	1% (1)
The school seeks to promote the children's spiritual and moral development.	64% (88)	31% (43)	5% (7)			95% (131)	
Pupils are encouraged to support others by helping those in need in the community and wider world.	63% (87)	30% (42)	7% (9)	1% (1)		93% (129)	1% (1)
My child is taught well at this school.	64% (89)	31% (43)	5% (7)			95% (132)	
My child makes good progress at this school.	56% (76)	38% (52)	6% (8)	1% (1)		94% (128)	1% (1)
I receive valuable information from the school about my child's progress and how I can support them.	42% (58)	45% (63)	8% (11)	4% (3)	1% (1)	87% (121)	5% (4)
My child receives appropriate homework for their age.	37% (51)	42% (58)	12% (17)	8% (13)		79% (109)	8% (13)
The school is well led and managed.	74% (103)	23% (32)	2% (3)	1% (1)		97% (135)	1% (1)
The schools communicates with parents well.	52% (73)	37% (52)	7% (10)	3% (4)	1% (1)	89% (125)	4% (5)
This school responds well to any concerns I raise.	61% (84)	29% (40)	8% (11)	3% (4)	1% (1)	90% (124)	4% (5)
I would recommend this school to another parent.	84% (117)	13% (18)	2% (3)	1% (1)		97% (135)	1% (1)

The school encourages my child to take regular exercise.	56% (78)	28% (39)	13% (18)	3% (4)			84% (117)	3% (4)
The school teaches my child about kindness and the importance of equality	66% (92)	30% (42)	4% (5)				96% (134)	
The school provides a good variety of extra-curricular activities.	65% (90)	29% (40)	7% (9)				94% (130)	

Strengths (all/most of the time)

My child is happy at school. 96% (133 families)

My child feels safe at school. 98% (136 families)

My child is well looked after at this school. 97% (136 families)

My child is supported to form healthy relationships. 95% (132 families)

This school supports pupils to ensure that they are well behaved / make helpful behavioural choices. 98% (135 families)

The school seeks to promote the children's spiritual and moral development. 95% (131 families)

My child is taught well at this school. 95% (132 families)

My child makes good progress at this school. 94% (128 families)

The school is well led and managed. 97% (135 families)

I would recommend this school to another parent. 97% (135 families)

The school teaches my child about kindness and the importance of equality. 96% (134 families)

The school provides a good variety of extra-curricular activities. 94% (130 families)

Parents recognise the strong Catholic ethos, inclusive culture and high expectations for behaviour and respect.



Equality and Anti-racism

Education is central to our approach as a school. At Cottesmore St Mary, we are committed to promoting honest and open conversations so that we learn from one another and listen to the lived experience of under-represented groups within our community.

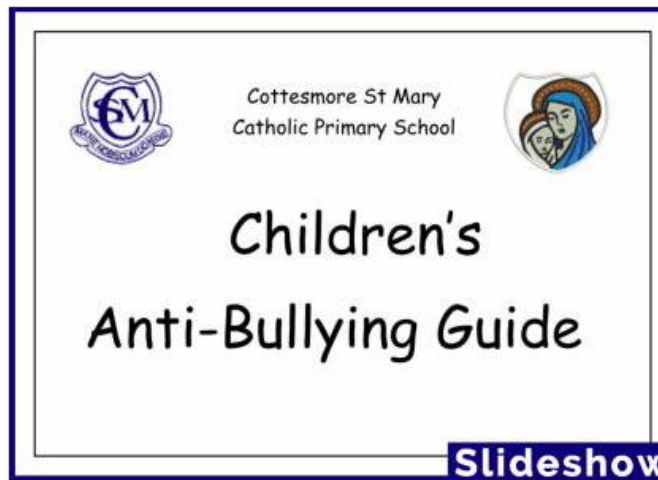
What we are doing to foster good relations across all protected characteristics:

- We promote a whole-school ethos and values which challenge prejudice- based discriminatory language, attitudes and behaviour.
- We provide a school environment that welcomes, protects, respects and celebrates diversity.
- In order to prepare children for life in a diverse society, we ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through RE, RSHE, assemblies and across the curriculum.
- We ensure that materials and resources reflect the diversity of the school population and local community. This includes a wide range of diverse reading material in the library.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We are developing further opportunities for students to contribute to our work in equality and diversity, e.g. through School Council initiatives, celebration of diversity and whole-school competitions.
- We promote positive messages about equality and diversity through displays, school assemblies, visiting speakers and whole school events.
- All school staff regularly take part in racial literacy training.
- Parents feel confident in reporting racist concerns and know where to go to if need help.



Anti-bullying work

- The Anti-Bullying Policy was enhanced to reflect our Positive Behaviour Policy and processes updated with all stakeholders as well as a range of information for parents added to the school website. In addition to this, our a "child-friendly" version of this policy, 'Cottesmore St Mary's Guide to Anti-bullying' was also updated, post children's input and shared with all. This is referred to throughout the year and bespoke class sessions delivered linked to it.
- The RSHE lead unpicks data received with individual classes and offers supervision for children who feel they have been bullied but may not have reported it. They also remind children of examples of bullying (STOP) and what they can do.
- Each year, we participate in Anti-Bullying Week. Over the course of Anti-Bullying Week, we hold school assemblies and each class completes a number of activities, educating the children about what bullying is and how to deal with its different forms effectively. Children dress up in od socks and have increased focus on kindness.
- Throughout the year, anti-bullying teaching takes place via assemblies and through our RSHE curriculum. At the beginning of every term, children identify 'helping hands' which is a list of trusted adults they can go to for help if needed. This is in addition to class worry boxes and regular class promotion on being an up stander
- Our pupils play a positive role in creating a school environment in which our similarities are celebrated and our differences are valued and nurtured. Bullying, harassment and violence are not tolerated. This is evidenced through the manner in which we listen to our pupils and take action to support their needs. Staff are fully aware of and follow procedures to report and record bullying, racist, homophobic and sexual harassment incidents and a log is kept of these on CPOMS and reviewed regularly by SLT and reported to the Full Governing Body and annually to the Local Authority. In our most recent
- We have a Playground Buddies to look after children in the playground. Playground buddies have had training in Peaceful Problem Solving.
- Teaching of online safety is revisited regularly through assemblies, explicit online safety lessons, in addition to mini sessions throughout the year. Parents / cares are supported with this via information on the school website, newsletter and meetings, all of which make links to various organisations that give parents and pupils' advice, technological knowledge and emotional support. Children understand the importance of internet safety and the consequences of cyber-bullying and these issues are integral aspects of the Computing Curriculum. We have procedures for dealing with reported instances of cyberbullying, linked to our behaviour policy, whether these events occur inside or outside of school. 99% children say that the school teaches me to be safe online (February 2024, online survey).



Extra provisions

For children with significant SEMH, a bespoke behaviour plan is written, in addition to their Provision Map. These are shared with relevant stakeholders involved, including external agencies. In line with Assess, Plan, Do, Review, further investigations take place to explore identified need. Just Right is used in all classes to support children in identifying their own strategies to self-regulate and explicitly teach emotional literacy. The school works very effectively with outside agencies and this, alongside the dedicated school staff, ensures high quality pastoral care and curriculum access. A strength of this process has resulted in successful outcomes for those with significant SEMH preventing the trajectory of exclusion.

Ofsted (2023)

'Relationships across the school are positive and caring. All staff take responsibility for developing a culture of support, respect and positivity.'

'Personal development is a strength of the school. Pupils understand their role as active citizens.'

'Pupils have a strong moral compass. One pupil explained, 'we treat others as we would like to be treated.'

'Pupils have a strong social awareness. Pupils learn about different cultures and communities.'

Section 48 (2022)

'The dignity of each person is at the heart of everything the school does providing many opportunities for the moral and spiritual development of all pupils and staff.'

'Acts of worship are inclusive of all faiths and none. The school has recently diversified by including saints of other ethnicities and a greater number of female saints.'

"Cottesmore St Mary is a community where all involved promote high standards of behaviour. Through modelling behavioural expectations, staff promote high standards of behaviour among the pupils which contributes to a harmonious community of mutual respect and forgiveness."



Attainment, Progress and Inclusion Data

The school carefully monitors attainment, progress, attendance and participation for different groups of pupils to ensure equality of opportunity and to identify any barriers to learning. Data is analysed regularly by senior leaders and governors to ensure that all pupils are able to achieve their full potential regardless of background, need or protected characteristic.

We analyse outcomes for key groups including:

- disadvantaged pupils
- pupils with special educational needs and disabilities (SEND)
- pupils with English as an Additional Language (EAL)
- pupils from minority ethnic backgrounds
- boys and girls
- pupils with social, emotional and mental health needs
- looked-after and previously looked-after children

This information is used to:

- identify strengths and areas for development
- plan targeted support and interventions
- inform staff training
- evaluate the impact of provision
- set equality objectives
- inform the School Development Plan

School leaders review data termly through pupil progress meetings, leadership monitoring and governor reports. Where gaps are identified, additional support is put in place to ensure that pupils are able to access the curriculum fully and make good progress from their starting points.



School Data

The data below shows attainment and progress over time and demonstrates the school's commitment to improving outcomes for all pupils, particularly those who may be vulnerable to underachievement.

The school carefully monitors attainment, progress and participation for all pupils to ensure equality of opportunity and to identify any differences between groups. Data is analysed termly by senior leaders and governors and is used to inform the School Development Plan, equality objectives and targeted provision.

Overall attainment across the school remains strong, with most pupils making good progress from their starting points. Outcomes in Reading, Writing and Mathematics are broadly in line with or above national figures in most year groups, with particularly strong performance in phonics, Early Years and Key Stage 2 outcomes.

2025 Summer Term Data Analysis

EYFS Results 2024 - % children achieving GLD						
	2023	2024	2025	LA 2025	National 2025	Place in LA
% achieving GLD	67	76	75	70.4%	Not known yet 2024 – 68%	8th out of 49

Phonics Results 2024						
Year 1	2023	2024	2025	LA 2025	National 2025	Place in LA
% working at	95	88	95	80.8%	Not known yet 2024 – 80%	1 st out of 49
By end of Y2	88	95	67% 2/6 disapplied - SEN all others passed	Not known yet 2024 – 91%	Not known yet 2024 – 91%	NA

KS2 Results 2024						
All Pupils	2023	2024	2025	National [July 25 data]	LA [2024 Nov data]	Place in LA
% ARE reading	81	91	80	75	Data available in Sept 2025	Data available in Sept 2025
% GDS reading	40	42	42	33	Data available in Sept 2025	Data available in Sept 2025
% ARE writing	75	80	84	72	Data available in Sept 2025	Data available in Sept 2025
% GDS writing	13	6	9	13	Data available in Sept 2025	Data available in Sept 2025
% ARE <u>maths</u>	78	77	78	74	Data available in Sept 2025	Data available in Sept 2025
% GDS <u>maths</u>	24	34	38	26	Data available in Sept 2025	Data available in Sept 2025
% ARE GPS	83	84	88	73	Data available in Sept 2025	Data available in Sept 2025
% GDS GPS	46	41	53	30	Data available in Sept 2025	Data available in Sept 2025
ARE RWM combined	67	70	67	62	Data available in Sept 2025	Data available in Sept 2025
GDS RWM combined	5	5	6	8	Data available in Sept 2025	Data available in Sept 2025

Year 4 Multiplication Tables Check June 2025				
Marks	2023	2024	2025	National 2024 (published Nov 24)
25 out of 25	39%	39%	64%	34%
Above 20 marks	83%	79%	92%	No measure given
Average score	22.4	22.5	23.7	20.6

Early Years

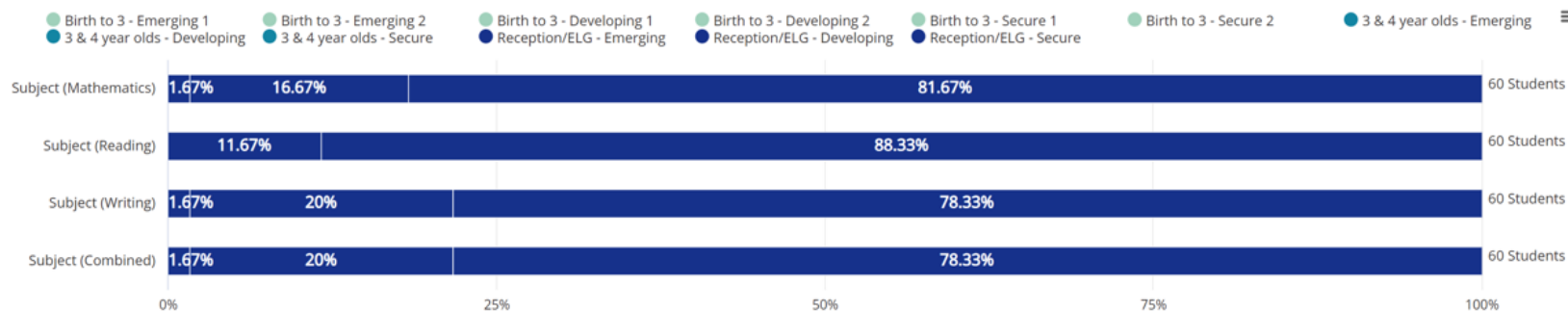
- 100% of children have made good or better progress from their starting points at baseline. % of children making better progress is high compared to other year groups.
- Level of 'good development' (GLD) has been maintained from last year at 75% - this is above National average from last year.
- % of children achieving the Writing ELG was slightly higher than last year.
- Writing attainment is the lower of the three core subjects, slightly behind Maths and Reading attainment but above last year's national.

Interventions/actions taken:

- Continue to refine 'The Write Stuff' delivery, as per feedback from SPA review.
- PPMs to monitor who is on track to achieve the GLD .
- Continue to run interventions for Reception in core areas.

Reception attainment July 2025

Source: Scholarpack



Reading

- ARE reading attainment is at or above national in all year groups except Year 2 (68%).
- GDS attainment is below national in all year groups other than Year 6. In KS1, 2 St Monica class is slightly below the national. In KS2, 2 St Martin is marginally below 2024 national.
- Progress rates are about 80% in most year groups, other than in Year 2, which has 67% of children making good or better progress, however 19% did make better than expected progress.
- Phonics Screening check data is a strength – 95% pass rate and top out of the schools in the LA. All those retaking in Year 2 passed, other than 2 children who were exempt for SEN reasons.
- SATs reading was above national and LA from previous years. It has taken a slight dip based on last 3 years. 5 children's SATs results have been resubmitted for remarking. Reading GDS is broadly in line with last year and well above national.

KS2	ARE	GDS
National 24	75	33
Local	NA	NA
Cottesmore 2025	78	41

Interventions/actions taken:

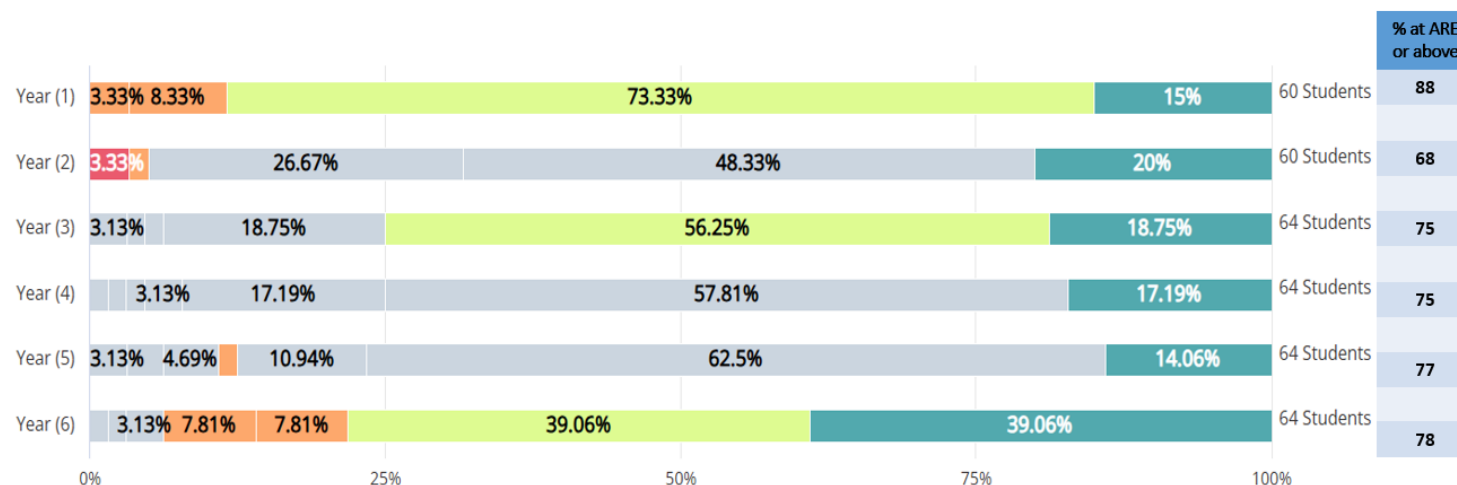
- targeted fluency groups
- phonics support across KS1 and KS2
- additional reading interventions funded through Pupil Premium
- targeted support for pupils working towards Greater Depth
- Y6 target setting meeting to identify the children in need to intervention to achieve ARE/GDS.
- PP budget to fund afternoon reading interventions in every year group (lowest 20% readers, fluency groups).
- Phonics interventions for Reception, Year 1, Year 2 and KS2, in the afternoons.
- Ordering of Pira tests to support end of year teacher judgements.
- GDS is predominantly below national (Not end of KS2). Reading lead to support teachers in levelling children.
- Reading lead to compare Insight testing data to teacher judgements to check how this compares to teacher judgement.
- SDP focus next year.

Target: Increase GDS Reading Y1-6. Increase ARE Reading in Y6

Reading attainment July 2025

Source: Scholarpack (In house not SATS)

KS2	ARE	GDS
National 24	75	33
Local	NA	NA
Cottesmore 2025	78	41



Reading progress July 2025

Source: Scholarpack (In house not SATS)



Reading	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% making good or better progress	100%	89% (57 chn accounted for)	67%	95%	84%	81%	83%
% making better progress	37%	16%	19%	12%	13%	17%	30%
2023/24 progress [to allow for comparison]	100 [72]	78 [15]	82 [7]	87 [18]	93 [7]	74 [15]	92 [29]

Writing

- ARE or above is in line with last years national average, other than in Year 4 (67%) and Year 5 (63%).
- GDS attainment is not yet in line with last years national data, but is in line with or above last years LA data in years 1, 4, 3 and 6.
- Progress rates are good, with all year groups showing above 80% of children are making good or better progress.
- End of KS2 Statutory assessment's Writing was moderated by the LA. All assessments agreed. ARE significantly above last years national. GDS slightly lower (2 children) but a moderated YG and still above last years GDS.

KS2	ARE	GDS
National 24	72	13
Local	NA	NA
Cottesmore 2024	84	9

Interventions/actions taken

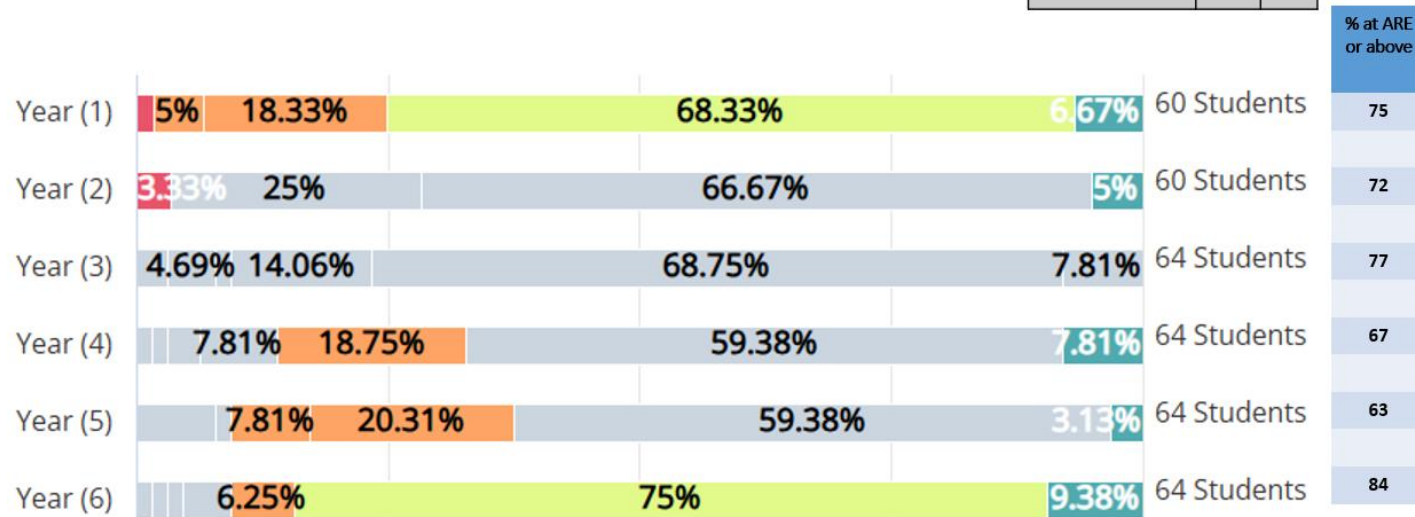
- New Writing scheme (The Write Stuff) launched in November 2024. Trialled by SLT in Year 1 and Year 6. Whole staff training in January INSET and regular subsequent staff meeting.
- SPA visit monitored implementation in Year R ,Year 2 and Year 5 with positive feedback.
- Year 6 were moderated for writing and all of their judgements were agreed.
- Writing interventions in Y4, Y5 and Y6.
- Phonics booster 2x weekly from Summer term 1.
- Y6 Writing conferencing with class teacher (covered) and an additional, experienced teacher for one day, weekly.
- Specialist teacher cover classes, in addition to PPA (nice to have sessions), so teachers can run Writing interventions across each YG.
- New writing assessment grids shared by the local authority to assist teachers in levelling children, including at greater depth.
- Moderation by learning community leads of 'cuspy' children for both ARE and GDS in all year groups.
- Teaching staff will continue to implement 'The Write Stuff' in Sept, as it has not run for a whole year yet.
- SLT will continue to develop the new writing policy.
- KS1 lead will look at transition from Reception to Year 1, using 'The Write Stuff' framework.
- SDP focus for Writing.

Target: Focus on using scaffolds to facilitate independent writing, during Big Writes.

Writing attainment July 2025

Source: Scholarpack (In house not SATs but moderated)

KS2	ARE	GD S
National 24	72	13
Local	NA	NA
Cottesmore 2024	84	9



Writing progress July 2025

Source: Scholarpack (In house not SATs but moderated)

KS2	ARE	GD S
National 24	72	13
Local	NA	NA
Cottesmore 2024	84	9



Writing	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% making good or better progress	100%	89%	81%	95%	85%	80%	88%
% making better progress	45%	11%	11%	12%	7%	6%	20%
2023-24 progress - to allow for comparison	98 [55]	83 [14]	88 [18]	90 [16]	89 [0]	72 [13]	95 [13]

Mathematics

- All year groups are at or above 2024 national. This is improved from this point last year (Summer 2024), where one YG (Y5) was not.
- GDS Maths is below national in all KS1 year groups. Two KS1 classes (St George(Y1) and St Monica (Y2) are attaining just at or lower than national last year.
- GDS in St Monica (Y2) is lower than other YGs.
- In KS2, Attainment in one YG is lower than others (Y5). We know this YG has had 3 new children who have required SEN support, this year and it has been one of the most transient YG in the school, at present.
- Progress rates are high in all YG (Above 80%).
- SATs: Maths was above national and LA from previous years. Joint highest % over last 3 years. Maths GDS is significantly above national and highest of last 3 years.

KS2	ARE	GDS
National 24	74	26
Local	NA	NA
Cottesmore 2024	78	38

Interventions/actions taken:

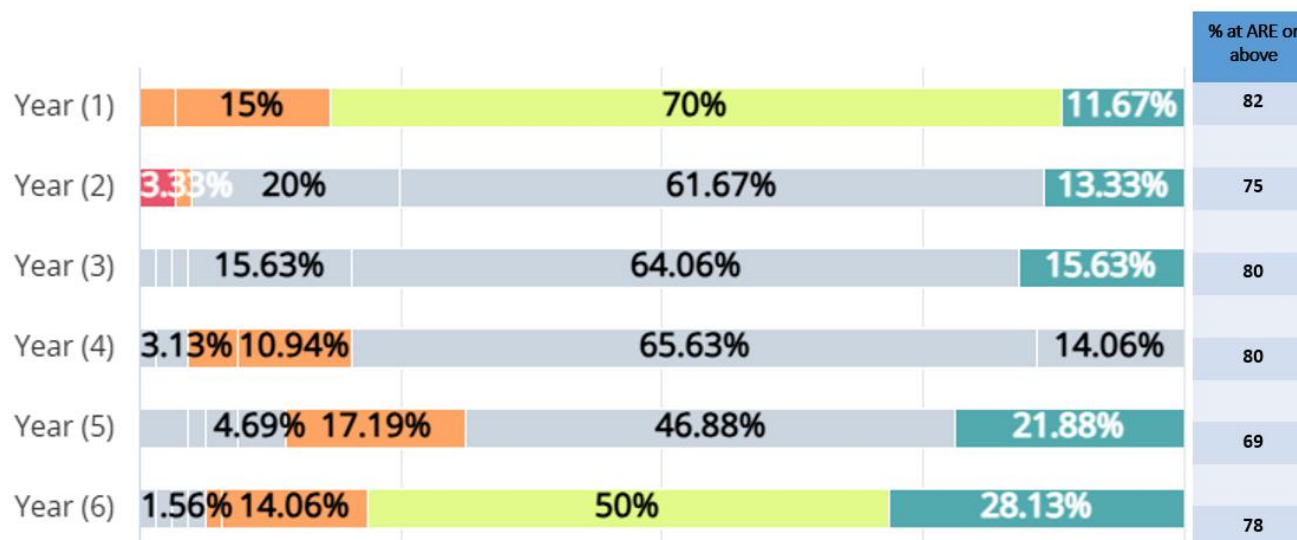
- Year 6 target setting meeting to identify the children in need of intervention to achieve ARE/GDS.
- Times tables are tracked weekly for LKS2.
- Using leadership time to monitor and feedback on Maths progress and complete book looks to keep consistency across the school. Used time in leadership time to complete these 2/3 terms.
- Moderation in all YG.
- Experienced teacher works 2 X pm, weekly on interventions for Y6 cuspy ARE.
- Specialist teacher cover classes, in addition to PPA (nice to have sessions), so teachers can run Maths interventions across each YG.
- Maths specialist running Year 6 and GDS interventions 5 x AM and 2/3 PMs, weekly.
- Following Spring review, INCo addressed the TA timetable to support Y5. Specialist Maths TA also worked with this class 5x mornings weekly after SATs.

Target: To raise percentage of GDS in Maths across KS1. To raise ARE across all YG

Maths attainment July 2025

Source: Scholarpack (In house not SATs)

KS2	ARE	GDS
National 24	74	26
Local	NA	NA
Cottesmore 2024	78	38



Maths progress July 2025

Source: Scholarpack



Maths	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% making good or better progress	100%	91%	84%	95%	80%	81%	87%
% making better progress	35%	14%	14%	11%	10%	17%	32%
2023-24 progress to allow for comparison	98 [42]	95 [2]	95 [2]	89 [16]	95 [9]	69 [5]	90 [22]

Religious Education

- RE attainment is above Reading and Writing in all Year Groups, except Y6 (as no national measure, this is what is used by Inspectors).
- GDS attainment has maintained since Autumn. No GDS pupils have been identified in Years 2 and 6, as stipulated on RED courses.
- Progress is broadly in line with previous data other than in Year 5, where it is slightly lower, albeit still at 84%, which compares to R/W/M progress is still satisfactory progress .
- RED scheme has been rolled out in Year R,1, 2, 5 and 6.
- Staff and SLT have attended training with the Diocese.
- Internal comparison with Writing results showed parity in all YG except Y4 and y6, which were slightly below.

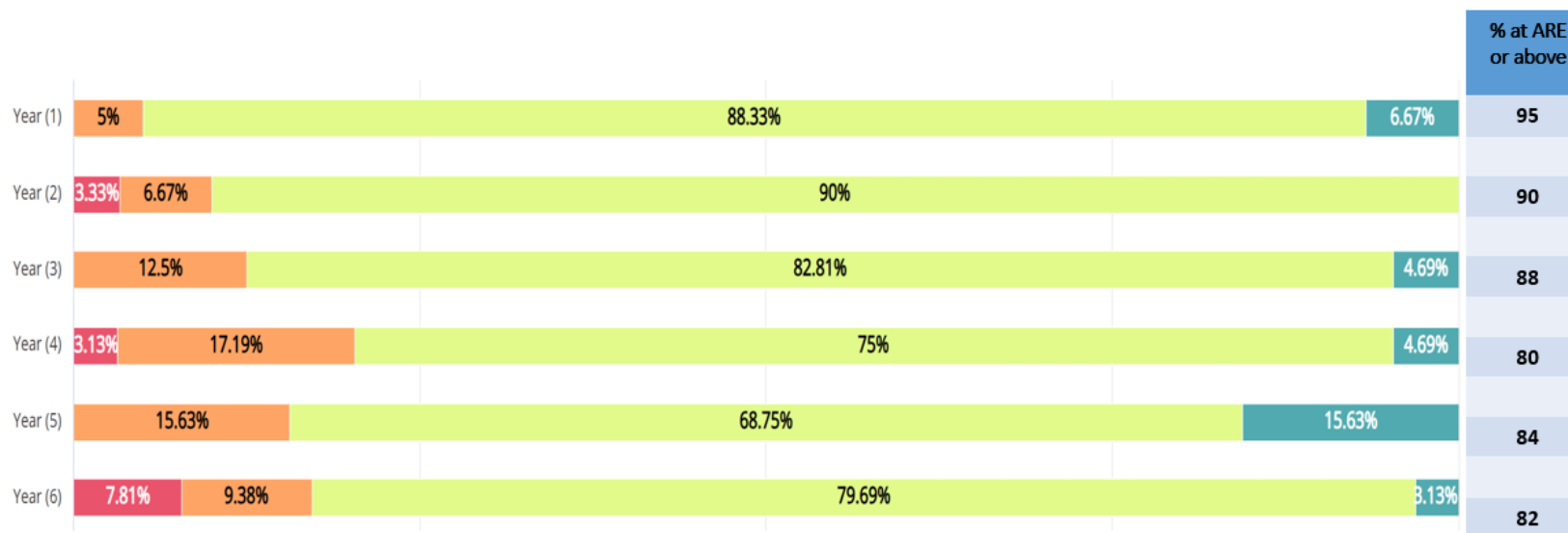
Interventions/actions taken:

- Re Assessment process has been defined. These have been shared with the RE leaders' group and used as a format for the other local Catholic schools.
- These have been trialled by Y2,5 & 6. Next steps and refinement will then take place.
- Y3/4 teachers have attended the full RED training and will roll out in September 25



RE attainment July 2025

Source: Scholarpack



RE progress September 2024 to July 2025

Source: Scholarpack



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% making good or better progress	97	90	97	91	84	98
% making better progress	5	0	5	0	16	3
2022-23 progress to allow for comparison	No reception RE data	No Y1 RE progress data as no starting data	95 [11]	95[4]	89 [21]	85 [25]

Pupil Premium

Results taken from School Information Pack

(Does not include uplift from appeals)

Disadvantaged Pupils	2023	2024	2025	LA	National
Number of pupils	9	22	17	805	
% Expected standard in Reading	100.0	90.9	64.7	59	63
% Expected standard in Writing	77.8	68.2	64.7	53	59
% Expected standard in Maths	66.7	59.1	58.8	51	61
% Expected standard in GPS	88.9	77.3	70.6	54	60
% Expected standard in RWM	66.7	54.5	47.1	39	47

- ARE attainment in RWM for PP pupils is below national and local for 2024.
- GDS attainment continues to be below national in RWM.
- PP attainment is below peers in RWM.
- Combined PP R/R/W was 21% lower than peers who do not qualify for PP.
- PP data is reflecting some decline. INCO will lead a Sussex Uni, research driven project, using pupil voice to impact data. This starts in September 2026.

Pupil Premium attainment July 2025

[compared to peers]

Source: Scholarpack

KS2	PP National 2025	PP Local 2025
Reading ARE [GDS]	Data available in Sept 2025	Data available in Sept 2025
Writing ARE [GDS]	Data available in Sept 2025	Data available in Sept 2025
Maths ARE [GDS]	Data available in Sept 2025	Data available in Sept 2025

Subject	Pupil Premium	Below	Working Towards	At	Above	%at or above
Mathematics	N — (307)	2.61%	16.29%	61.89%	19.22%	81%
	Y — (69)	10.14%	30.43%	49.28%	10.14%	59%
Reading	N — (307)	2.93%	15.31%	57%	24.76%	82%
	Y — (69)	14.49%	28.99%	49.28%	7.25%	57%
Writing	N — (307)	4.23%	19.87%	68.08%	7.82%	76%
	Y — (69)	15.94%	24.64%	57.97%	1.45%	59%
Combined	N — (307)	4.56%	26.71%	62.87%	5.86%	69%
	Y — (69)	20.29%	31.88%	46.38%	1.45%	48%
		5.72%	21.28%	60.31%	12.7%	

EAL

- ARE attainment in RWM for EAL pupils is below national and local for 2024.
- GDS attainment continues to be well below national in RWM.
- EAL attainment is below peers in RWM combined.
- A significant numbers of new starter children have had EAL and this is reflected in the data.

EAL attainment July 2025

[compared to peers] Source: Scholarpack

KS2	EAL National 2025	EAL Local 2025
Reading ARE [GDS]	Data available in Sept 2025	Data available in Sept 2025
Writing ARE [GDS]	Data available in Sept 2025	Data available in Sept 2025
Maths ARE [GDS]	Data available in Sept 2025	Data available in Sept 2025

Subject	English as an Additional Language	Below	Working Towards	At	Above	
Mathematics	N — (273)	2.56%	16.85%	61.9%	18.68%	81%
	Y — (103)	7.77%	24.27%	53.4%	14.56%	<u>68%</u>
Reading	N — (273)	3.66%	13.92%	57.14%	25.27%	82%
	Y — (103)	8.74%	28.16%	51.46%	11.65%	<u>63%</u>
Writing	N — (273)	4.4%	17.95%	70.7%	6.96%	78%
	Y — (103)	11.65%	28.16%	54.37%	5.83%	<u>60%</u>
Combined	N — (273)	5.13%	23.81%	65.93%	5.13%	71%
	Y — (103)	13.59%	37.86%	43.69%	4.85%	<u>49%</u>
		5.72%	21.28%	60.31%	12.7%	

SEND

- Progress has been made since March 2025.
- SEN progress across R/W/M is strong in Y1,3 and 5.
- Writing progress for SEN is strong in Y1,2,3 and 6, but is slower in Y4/5.
- Maths progress for SEN is strong in Y1,2,3,5 and Y6 but remains slower in Y4.
- Reading progress for SEN is strong in Y1,3,4 and Y5 but is slower in Y1 and Y6. Y6 data is teacher assessment and this does not reflect SATs scores
- INCO will identify key children and offer support to teachers via drop in and lesson observations

Writing	Year 1 (11)	Year 2 (6)	Year 3 (6)	Year 4 (9)	Year 5 (6)	Year 6 (8)
% making expected/ accelerated progress	60%	67%	83%	56%	57%	63%
% making accelerated progress	10%	0%	17%	0%	0%	25%

WRITING

Maths	Year 1 (11)	Year 2 (6)	Year 3 (6)	Year 4 (9)	Year 5 (6)	Year 6* (8)
% making expected/ accelerated progress	80%	67%	83%	33%	83%	63%
% making accelerated progress	0%	0%	33%	11%	33%	0%

MATHS

Reading	Year 1 (11)	Year 2 (6)	Year 3 (6)	Year 4 (9)	Year 5 (6)	Year 6* (8)
% making expected/ accelerated progress	70%	50%	83%	67%	72%	37%
% making accelerated progress	10%	17%	33%	11%	29%	0%

READING

SEND progress September – July 2025 Source: Scholarpack
Based on teacher data and not SATs for Y6.

OFSTED (2023)

‘Leaders ensure that staff are able to identify the needs of pupils with SEND carefully and precisely. These needs are met well, both in the classroom and through additional input when needed. Teachers ensure that pupils receive any necessary support to help them to access lessons.’

Section 48 (2022)

‘Almost all pupils make good progress from their starting point and progress of pupils with SEND is comparable with other groups.’



Cottesmore St Mary Catholic Primary School



Equalities Objectives

2026-2029



'Mane nobiscum Domine'

(Abide with us O Lord)

In accordance with the Equality Act 2010, the school publishes equality objectives every four years. These objectives are based on analysis of school data, pupil and parent voice, behaviour and safeguarding records and evaluation of the effectiveness of our policies and curriculum. The objectives below reflect the needs of our current school community and support our commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations.

Equality objective 1: To raise awareness and minimise the effects of unconscious bias and stereotypes within the educational environment to ensure equitable learning opportunities for all students.

Planned outcome	Action	Timescale	To be actioned by	Monitored by
To encourage pupils and staff to recognise and challenge unfair assumptions about people based on gender, ethnicity, ability or background. Awareness and Training: All staff will participate in regular training to recognise and mitigate unconscious bias and challenge stereotypes in teaching, assessment and interactions with children. Inclusive Practices: Teaching practices will actively promote inclusivity and equity, ensuring that no student is disadvantaged by bias or stereotypical assumptions. Curriculum and Materials: Curriculum will be reviewed to eliminate content that perpetuates stereotypes and to include diverse perspectives. Community Engagement: Parents, caregivers and students will be engaged in promoting awareness of bias and stereotypes to support an inclusive learning environment. E.g. through assemblies, newsletter.	• Further embed race equality and anti-racism and equalities practice at Cottesmore St Mary • Refresh training in racial literacy and unconscious bias for staff, governors and encourage parents/carers to attend training when available from the local authority. • Focus on more diverse events to encourage all members of the community into our school, e.g. celebration of foods/cultural events to increase the engagement levels of parents and carers and pupils in our school community. • Include discussions in RSHE or assemblies about fairness, stereotypes and respect. • Train staff in unconscious bias awareness. • Use books and stories with children that challenge stereotypes. • Children to look at Protected Characteristics throughout RSHE lessons	Ongoing from September 2025	All staff	Leadership Team Headteacher

Equality objective 2: To promote equity in learning outcomes for all children.

Planned outcome	Action	Timescale	To be actioned by	Monitored by
To close gaps in learning and achievement between different groups of pupils, ensuring that everyone reaches their full potential. Disadvantaged children will show measurable improvement in core subjects within a set timeframe. The performance gap between disadvantaged children and their peers will decrease. Higher attendance rates and participation in learning activities among disadvantaged children. Number of disadvantaged students receiving targeted support or access to resources will increase. Families, teachers and schools will be better equipped to support disadvantaged learners, e.g. through staff training. Children will develop resilience, confidence and motivation to learn. This will be assessed through survey scores for self-efficacy, motivation or well-being.	• Monitor the progress of pupils from disadvantaged backgrounds or underrepresented groups. • Provide targeted support, like booster group, to those who need extra help. • Encourage high expectations for all pupils, regardless of background or ability. • Staff meetings for teaching staff on targeting children and unconscious bias • Take part in the 'Belonging Project'	Ongoing from September 2025	All staff	Leadership Team Headteacher

Equality objective 3: Strengthen Emotional Wellbeing for all

Planned outcome	Action	Timescale	To be actioned by	Monitored by
To provide opportunities for pupils to develop emotional resilience, confidence and social skills. Improvement in self-reported resilience surveys or teacher assessments of coping skills. Pupils engage positively with peers, showing teamwork, communication and empathy.	• Provide peer support or “Wellbeing Ambassadors” for children experiencing social challenges. • Celebrate achievements beyond academics, like kindness, teamwork or creativity. • Children to be taught about good sportsmanship during sporting activities and throughout RSHE lessons. • Wellbeing Ambassadors to organise assemblies and wellbeing activities across the school	Ongoing from September 2021	All staff	Leadership Team Headteacher

Accessibility Plan

Cottesmore St Mary Catholic Primary School is committed to ensuring that all pupils, staff and visitors are able to access the school environment, curriculum and information fully and fairly. In line with the Equality Act 2010 and the Special Educational Needs and Disability Act (SENDA), the governing body has a duty to plan for increased accessibility for pupils with disabilities and additional needs.

We are committed to providing an inclusive environment in which all pupils can participate fully in school life and achieve their potential. We recognise that some pupils may require reasonable adjustments in order to access the curriculum, the physical environment or information provided by the school.

The school's Accessibility Plan aims to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of the school to enable greater access
- improve the availability of information for pupils, parents and visitors with disabilities

We understand disability as defined in the Equality Act 2010, where a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

In fulfilling our duties, the school will:

- ensure that pupils with disabilities are not treated less favourably
- make reasonable adjustments to policies, practice and provision
- work in partnership with parents, carers and external agencies
- monitor the progress and wellbeing of pupils with additional needs
- review accessibility arrangements regularly

What we do well at Cottesmore St Mary

- The school already has a number of arrangements in place to support accessibility and inclusion:
- The school environment is organised to allow access for pupils, staff and visitors with disabilities wherever reasonably possible.
- Meetings and events are held in accessible areas of the school.
- The curriculum is adapted to meet the needs of individual pupils.
- Teaching takes account of different learning styles and additional needs.
- Staff work closely with parents and external professionals.
- Pupils with SEND have provision maps, support plans or EHCP targets where appropriate.
- Information can be provided in different formats when required.
- The school promotes inclusive practice through its SEND Policy, Equality Policy and Behaviour Policy.
- The school recognises the importance of removing barriers to learning and participation.
- Planning takes account of equality duties relating to disability, race, religion, sex and other protected characteristics.

The Accessibility Plan is reviewed regularly by senior leaders and governors to ensure that the school continues to meet its statutory duties and provide an inclusive environment for all.

Please follow link to look at our [Accessibility Plan](#)