

Trust Equality, Diversity & Inclusion (EDI) Strategy Statement

Introduction

The Kent Catholic Schools' Partnership ("the Trust") is committed to supporting each person to live in the freedom God desires for us. We strive to foster a vision of what it means to flourish as a human being, living in relationship with a loving God, growing closer to him throughout life's journey. We are immensely proud of all the young people in our schools for all they achieve and of our school leaders, staff, and governors. Together we share the responsibility for forming our young people so that they can not only live and work in the world, but also bring Christ's compassion, forgiveness, healing, and love to our society. Our belief as a catholic community of schools is that following Christ requires us to love and respect every single human being as a fellow child of God irrespective of their individual personal characteristics.

The Trust is strongly committed to equality, diversity and inclusion in all aspects of the Trust's work. As a Catholic Multi-Academy Trust, we value the different contributions and experiences of all who make up our community. While the Equality Act 2010 focuses on preventing discrimination and ensuring equal treatment; to achieve this requires equitable treatment - recognising and valuing the unique needs, backgrounds and circumstances of every individual. The Trust equality objectives, therefore, seek to recognise and address the diverse needs and circumstances of each individual by providing an environment where everyone has equal opportunity to reach their potential and fully experience a rich, fulfilling, and happy school life.

The Trust aims to be an employer of choice, known for recruiting and developing school leaders, teachers and support staff that reflects the diversity of the local population. The Trust also seeks to equip our children and young people with the knowledge and skills they need to ensure that they fulfil their potential, whatever their background or need.

Over the past three years, our Trust has been working towards a number of Trust Equality Objectives. This review outlines the achievements, impact, and key developments in relation to our strategic EDI objectives. Additionally, it sets the direction for future progress with renewed objectives.

Progress towards current objectives

- For all those in our Trust community, there will be a culture that enables anyone to be confident to disclose harassment or bullying in the secure knowledge that issues will be addressed promptly and effectively
- To prevent and respond to all hate incidents and prejudice-based bullying

Progress made:

Biannual safeguarding culture checklist completed by Headteachers

Headteacher reports to LGC include safeguarding culture, reporting on incidents including racist, homophobic or child on child

Monitoring that Pupil Voice is informing school's policy and process

Biannual Trust Section 11 audit examines the safeguarding culture across KCSP which includes reporting of such incidents and an action plan will come out of this

Headteacher training taken place on the new duty to prevent sexual harassment, all staff training rolled out

Impact:

Local school action plan, monitored by ASIPs with a report to the Board which sets out the Areas for Improvement. LGC able to monitor and challenge

ASIP monthly reports demonstrate that Pupil voice is used to inform local initiatives and PSHE curriculum offer

KCSP safeguarding action plan, safeguarding annual report monitoring which ensures that there is a consistent method of monitoring

Staff survey covered sexual harassment for the first time in 2025 survey, findings showed that some sexual harassment comes from students

- Personal, Social and Emotional education across our schools will link together to enable a holistic understanding for all, with clear links to PSHE, RE, RSE, safety and development
- To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum

Progress made:

Every Trust school has a PSHE programme which has been carefully planned, evaluated and is published on the school website.

Every Trust school has promotion of Catholic Social Teaching strands in their SIP and all primary schools/ departments have identified ways to promote CST.

Every Trust school have curriculum plans which identify where 'cultural capital' may be promoted.

All secondary schools are delivering the Oscar Romero Award. Most primary

Impact:

Catholic School Inspectorate outcomes all at least 'Good' and a number of judgement areas are 'outstanding'.

Ofsted inspections and SI visits note the efficacy of PSHE programmes.

<p>schools are delivering the Award and if not have plans in place to embark on the Developer Award.</p> <p>RED is in place and is being delivered in Key Stage 3 in all schools.</p>	
<p>Research based strategies are adapted and embedded as appropriate, so all our pupils are enabled to flourish academically, physically, and emotionally</p>	
<p>Progress made:</p> <p>It is a Trust requirement that pedagogy is based on the principles of Quality First Teaching (QFT).</p> <p>One of the KCSP SEND Working Groups for 2024-25 has been focused on sharing best practice in relation to QFT.</p> <p>Teaching for Mastery is being embedded in primary schools' approach to maths pedagogy including the Mastering Number programme in EYFS and KS.</p> <p>EEF research used to inform approaches to pedagogy and planned actions in PP strategies.</p> <p>Evidence informed research shared as part of subject leader hub meeting.</p>	<p>Impact:</p> <p>Action research undertaken in EYFS around strategies to improve writing with a particular focus on boys' writing. KCSP was represented at a regional EEx conference to share learning from action research.</p> <p>Action research project underway in 2024/25 focused on maths in EYFS.</p> <p>Topical Talk impact report will be shared in July 2025.</p>
<ul style="list-style-type: none"> • Our schools will be recognised for their excellent inclusive practice for our children and young people with SEND • Strategies and plans always include recognition of those with additional needs • Schools will work together as part of the partnership to offer mutual support, to act as critical friends, to explore research-based evidence and to develop excellent practice in the provision for our pupils with AEN/SEND 	
<p>Progress made:</p> <p>Trust-wide strategy for SEND provision and inclusion, including ambitious action plans in place and regularly reviewed.</p> <p>SEND working groups established, with foci on Quality First Teaching, SEND-specific curriculum and peer reviews of SEND provision.</p>	<p>Impact:</p> <p>Improved understanding and use of QFT and curriculum-based SEND solutions in schools.</p> <p>Plans in place to allow meaningful peer reviews of SEND provision to be carried out.</p>
<ul style="list-style-type: none"> • Strategic leadership across schools, groups of schools and hubs will enable current and aspiring leaders, from diverse backgrounds, to gain 	

further professional development and the ability to share their skills widely across the Trust

- Talent spotting of future leaders and development programmes will be in place, accessed and evaluated for impact.

Progress made:

Talent matrix pilot carried out in 2024, talent matrix is now integrated into performance management/appraisal guidance

Process rolled out to use apprenticeship levy to fund training for identified future leaders for NPQSL and MA in Education, future School Business Managers, and teaching training for TAs with aspirations to become teachers

SCITT in place as a pipeline for new, diverse cohort of future teachers

Larger cohort of SCITT teachers recruited into both primary and secondary phase for 2025-2026

Broadening of the CPD offer to cover all staff, for example the inclusion of TAs in a development programme for the first time

Skills Audit to identify gaps and also areas of expertise

Impact:

All staff to have a wider discussion during performance management to look at personal development and career aspirations

Future leaders identified with appropriate opportunities provided – this has included secondments to “act up” or development programmes

KCSP-specific route into teaching via SCITT

Good take up of the TA development programme

Narrow the attainment gap between boys and girls in English, Mathematics and Science at all key stages

Progress made:

Key Stage 2 Girls	Expected Standard RWM			
	2022	2023	2024	
Kent Catholic Schools Partnership	71%	64%	69%	
Kent LA	63%	62%	64%	
State-funded School National	63%	63%	64%	

Key Stage 2 Boys	Expected Standard RWM			
	2022	2023	2024	
Kent Catholic Schools Partnership	63%	60%	69%	
Kent LA	55%	57%	59%	
State-funded School National	55%	57%	57%	

Impact:

Currently there is no gap between boys and girls at the end of Key Stage 2 (EXP RWM).

Narrow the gap in performance of all pupils with special educational needs or disabilities

Progress made:

Key Stage 2 All SEN	Expected Standard RWM		
	2022	2023	2024
Kent Catholic Schools Partnership	20%	23%	32%
Kent LA	17%	19%	21%
State-funded School National	18%	20%	22%

Impact:

Primary outcomes for pupils with Special Educational Needs or Disabilities, in comparison to the Kent and national averages, are good. Year-to-year changes in need type and severity, combined with small denominators, can distort trends and make the series appear erratic.

Narrow the gap in performance between disadvantaged and non-disadvantaged groups

Progress made:

Key Stage 2 Disadvantaged Gap	DFE Definition		
	2022	2023	2024
Kent Catholic Schools Partnership	-20%	-24%	-19%
Kent LA	-26%	-27%	-24%
State-funded School National	-23%	-22%	-21%

Impact:

The gap continues to be narrower than on average across Kent and across the country.

Looking to the future: Trust EDI Objectives 2025-2029

As our Trust continues to grow and evolve, we recognise the importance of refining and expanding our objectives to ensure a truly inclusive, equitable, and high-achieving environment for all pupils, staff members and the wider Trust community. Guided by Catholic values, our renewed objectives, set out below, seek to deepen our commitment to inclusion, equity, and opportunity for all, ensuring that every pupil—especially those with SEND and from disadvantaged backgrounds—receives the best possible provision to thrive academically, socially, and spiritually.

1. Continue to strengthen and develop our safe, inclusive, and trusting environment by fostering reinforcing a culture of openness, where all individuals feel empowered to report bullying and harassment (including sexual harassment) without fear, ensuring swift and effective resolution.
2. Establish equitable leadership and staff development pathways across the Trust, ensuring diverse representation while actively reducing gender pay disparities through structured development, recruitment, and gender pay audits.
3. To nurture spiritual development, pupil wellbeing, and cultural capital through an integrated approach to PSHE, RE, RSE, safety, and personal growth, ensuring enriching experiences both within and beyond the curriculum.
4. Continue to ensure that Trust and school-based CPD provides equitable opportunities for all colleagues to engage with and apply research-based strategies, strengthening teaching quality and student outcomes
5. Continue advancing a Trust-wide culture of excellence in inclusive practice, by strengthening collaboration among schools, enhancing the sharing of research-based strategies, and further improving high-quality provision for pupils with Special Educational Needs or Disabilities or those pupils with Additional Educational Needs (AEN). Building on established frameworks, the Trust will actively align with and

respond to inclusion strands in the latest Ofsted framework to enhance support, accessibility, and educational outcomes.

In addition, we will:

- Track and analyse attainment differences between boys and girls at the end of KS2 and KS4 to identify gender-related barriers to achievement.
- Identify and analyse any different attendance patterns between boys and girls, ensuring targeted interventions to support all pupils equitably
- Maintain strong attainment and progress for pupils with Special Educational Needs or Disabilities (SEND) at KS2 and KS4, ensuring that SEN K and SEN EHCP pupils in KCSP schools achieve progress rates above the national average
- narrow the gap between disadvantaged and non-disadvantaged pupils (DFE measure), and ensure that progress rates for Pupil Premium (PP) pupils in KCSP schools are above those of PP pupils nationally.