



**Cabot**  
Learning  
Federation

EDI Statement  
Queen  
Margaret  
Primary  
Academy

### History of most recent statement changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Oct 23		Format	Change of format to CLF
Sept 24	4		Update to reflect previous year's work and current practice

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## 1 Introduction

Queen Margaret Primary Academy, part of the Cabot Learning Federation (CLF), recognises and celebrates diversity within our student and staff populations and the communities we serve.

We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including disability, ethnicity, sex, gender reassignment, age (except pupils), marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all we do.

## 2 Commitment to Equalities Act

2.1 We recognise the following duties under the Equality Act 2010: -

- Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Act.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across characteristics - between people who share a protected characteristic and people who do not share it.

Regardless of the statutory responsibilities the CLF recognises the positive impact that a cohesive and inclusive EDI strategy can achieve. This includes but is not limited to:

- Ensuring that all students maximise their potential regardless of their background or characteristics.
- Responding to the changing diversity of our students, communities or colleagues and the opportunities this presents.
- Addressing under representation within the workplace and in particular within leadership positions. Broad representation is key to ensuring that both pupils and staff have positive role models to provide inspiration and ambition.
- Deliberately pursuing strategies to ensure fair and equal pay opportunities for different groups, including addressing the gender pay gap.
- Harnessing the power and leverage of leadership within the Academy.
- Celebrating the opportunities created through EDI.

## 3 EDI work and success at our Academy

During the year 2023/2024 we have had an increased focus on EDI within school. This has included making sure that the environment is suitable for all with a warm and welcoming feel.

Since February 2024 we have begun developing our curriculum using the shared CLF curriculum for, I am a Citizen as well as using the Agreed Syllabus for RE in Gloucestershire. Throughout all key stages and curriculum, the EDI agenda is being considered with it being embedded into PHSE. Furthermore, we are beginning to ensure that texts that are read for pleasure in the Reading Spine and the Whole Class Reading Curriculum have opportunities to develop EDI understanding.

Improvements for SEND provision (both universal and specific bespoke provision) has been a focus for all staff, driven by our SENDCo. Ensuring that pupil needs are communicated clearly, and information is up to date to ensure all pupils are able to receive a bespoke education, no matter of year group or curriculum being taught.

We have continued to work to improve parent and staff communication and have begun to engage with staff voice more regularly.

We continue to run Learning Together sessions to encourage parents to engage with our Reading, Writing and Maths curriculum so that they can see the benefit of supporting children at home.

#### **4 Objective/Actions for 2024-25**

##### **4.1 Communication**

Ensure communication method has clarity for staff and families and is accessible. This will ensure communications are able to reach all members of the QMPA community and allow stakeholders from all groups to engage with the academy.

Gather staff voice on a termly basis with this being collected and feedback completed to identify strengths and areas for development which is then revisited to ensure a sense of progress.

##### **4.2 Curriculum**

Raise awareness and understanding of EDI within subject and wider contexts with curriculum opportunities, within and beyond the QMPA community identified.

#### **5 How will this be achieved and by who?**

Our AIP this year includes areas of development around curriculum, attainment and a specific area that links directly with EDI development under Personal Development.

We are keen to also ensure our staff voice is high on our agenda. We continually review our current communication practice with questionnaires to staff and families and will work with all staff to ensure it is accessible for all. Staff training and clear processes have been created in response to our stakeholder voice.

Within our curriculum we are aiming to improve outcomes in Reading and phonics which focuses on all groups.

We have planned to relook at our books both Reading for pleasure and Whole class Reading whilst also looking at books that can be used within the curriculum to give a wide EDI focus.

#### **Closing Statement**

At Queen Margaret Primary Academy we are committed to building a diverse, equitable and truly inclusive academy.

We will proactively be addressing these to the best of our abilities, whether this be in respect of recruitment, the curriculum or culture:

- Through the implementation of transparent policies, practices, and procedures.
- Through appropriate training, development and experiences of all parties involved.
- Through promoting these principles across the curriculum.

At Queen Margaret Primary Academy we recognise that supporting a diverse organisation is a continuous process where long term and sustainable plans are key.

We recognise that attracting, advancing, developing, engaging and retaining a diversity of talent is important; alongside delivering equity of opportunity for our students, staff and families whilst fostering an inclusive culture where differences are valued and enhanced. This is a continuous process where long term and sustainable plans are key.