Trust Equality, Diversity & Inclusion (EDI) Strategy Statement 2025-26

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.

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.

Progress towards current objectives

• **Continue to strengthen and develop our safe, inclusive, and trusting environment by fostering and 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.**	
Progress made:	**Impact:**
Biannual safeguarding culture checklist completed by Headteachers	Local school action plans are created and monitored by ASIPs, with reports to the Board outlining areas for improvement. LGCs are able to monitor and challenge effectively
Headteacher reports to LGC include safeguarding culture and incidents (e.g., racist, homophobic, child-on-child)	Strengthens transparency and accountability at local level, ensuring that patterns of behaviour are identified early and addressed swiftly.
Monitoring that Pupil Voice informs school policy and process	ASIP monthly reports demonstrate that pupil voice directly shapes local initiatives and the PSHE curriculum, ensuring that safeguarding responses reflect lived experience

Biannual Trust Section 11 audit examining safeguarding culture and reporting practices, with accompanying action plan	Annual safeguarding report ensure consistent monitoring across all schools, driving Trust-wide improvement and shared standards.
Annual wellbeing staff survey undertaken, including questions on safety, culture, and reporting confidence	Increased uptake (almost 900 staff; 65% of workforce) provides a robust evidence base for understanding staff experience, enabling targeted action to strengthen trust and psychological safety.
• **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.**	
Progress made:	**Impact:**
Every Trust school has a carefully planned, evaluated PSHE programme published on the school website	Ensures transparency, consistency, and high-quality delivery of PSHE, supporting pupil wellbeing and personal development across all schools
All Trust schools promote Catholic Social Teaching (CST) within their SIPs, with primary schools identifying specific CST actions	Embeds CST as a lived experience, strengthening pupils' spiritual formation and moral development
Curriculum plans in every school identify where cultural capital is promoted	Guarantees that all pupils—regardless of background—access enriching experiences that broaden horizons and deepen cultural understanding
All secondary schools and most primary schools are delivering the Oscar Romero Award, with others preparing to begin	Strengthens pupils' understanding of social justice, service, and Catholic mission, contributing to spiritual and moral growth
RED delivered in EYFS, KS1, and KS3 across all schools	Provides a consistent, age-appropriate approach to relationships education, supporting safety, respect, and healthy personal development
Catholic School Inspectorate outcomes all at least 'Good', with several 'Outstanding' judgements	Demonstrates strong spiritual, moral, and religious education provision across the Trust
Ofsted inspections and SI visits note the efficacy of PSHE programmes	External validation confirms that PSHE is well-planned, impactful, and contributing to pupil wellbeing and safeguarding
23 out of 27 primary schools have achieved at least the Participator level of the Oscar Romero Award 1 out of 5 secondary schools have achieved at least the Participator level of the Oscar Romero Award	Indicates growing engagement with the Award at primary and secondary level, supporting whole-school Catholic identity and mission
• **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.	
Progress made:	**Impact:**
Trust-wide SEND and Inclusion Strategy developed and implemented, with ambitious action plans	A coherent, consistent Trust-wide model of inclusion, fully aligned with National Inclusion Standards and Ofsted's new inclusion judgement, ensuring predictable high-quality provision in every school.
Trust expectation established that all teaching is grounded in Quality First Teaching (QFT) alongside planned and reactive Adaptive Approaches (AA).	Improved classroom-level practice, with teachers confidently planning adaptive, approaches to delivery, allowing for adaptive reactive instruction. Unnecessary escalation reduced, ensuring needs are met at Universal and Targeted levels in line with the national Universal → Targeted → Targeted+ model.
Teaching for Mastery and Mastering Number programmes embedded	More consistent progress for SEND pupils in mathematics, particularly in EYFS and KS1, supported by ongoing action research and mastery-based adaptive approaches.
Evidence-informed pedagogy shared through subject leader hubs, ensuring consistent	Systematic, Trust-wide sharing of effective practice, enabling all schools to benefit from innovation, reducing variance in provision and improving pupil outcomes.
SEND Peer Reviews being planned	By 2026, peer reviews embedded annually, offering external challenge, supporting Ofsted preparedness, and ensuring high-quality identification, Individual Support Plans (Digital ISPs) use, and curriculum adaptation.
Action research projects	Evidence-based early years provision leading to stronger early identification and accelerated early support, reducing later need for EHCP escalation.
Trust-wide review of Primary and Hub provision completed	By 2026 all schools will operate a three-tier provision model reflecting new national expectations for Universal, Targeted, and Targeted Plus support, ensuring earlier intervention and reduced reliance on EHCP pathways.
Whole Trust EHCP review completed	Schools able to predict and plan for future need, ensuring sustainable resourcing and alignment with national Specialist Provision Package reforms.
Development of a comprehensive Trust directory of Local, Targeted and Specialist offers,	By 2026, schools will have fully transparent, accessible provision maps, aligned with the national Digital ISP system and clear for parents, Ofsted, and multi-agency partners.
Increased SENCO collaboration through the AEN Network, including	More confident and highly skilled SENCO workforce, equipped to implement the new SEND Code of Practice requirements (early identification, high-quality ISPs, co-production).

Strategic Inclusion Lead established with Trust-wide oversight and capacity to lead reform implementation.	Stronger leadership capacity, ensuring all schools meet the expectations in the new Ofsted inclusion judgement and the national SEND reforms.
Preparation underway for the new SEND White Paper (2026) and	By 2026, full Trust alignment with national policy, including Universal Offer, Digital ISPs, Experts at Hand, and Inclusive Mainstream Fund requirements.
Equalities and Inclusion statements embedded across Trust policies.	Improved outcomes and belonging for disadvantaged and SEND pupils, in line with Ofsted behaviour, attitudes, and personal development expectations.
• **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.** • **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**	
Progress made:	**Impact:**
Talent Matrix integrated into performance management/appraisal guidance	Ensures all staff engage in structured conversations about development and aspiration, increasing fairness and transparency in identifying future leaders.
Apprenticeship offer in place for NPQSL, MA in Education, School Business Management, and TA-to-Teacher routes	Provides an inclusive ladder of opportunity, enabling under-represented groups to access leadership pathways and other specialist roles, supporting long-term reduction of gender pay disparities.
SCITT established as a Trust-specific route into teaching with large cohort of SCITT trainees for 2025/26	Creates a sustainable, diverse pipeline of future teachers and strengthens representation across the workforce. Expands the diversity and capacity of the teaching workforce, supporting equitable recruitment and succession planning
Broadened CPD offer to include all staff groups, including TAs	Ensures equitable access to high-quality CPD, improving consistency of practice and strengthening teaching quality across all schools
Non-linear staff development pathway introduced with bespoke CPD Team guidance	Allows all staff to see clear progression routes, reducing structural barriers and supporting career mobility across roles. Development is not confined to teaching roles, promoting fairness and recognition across the wider workforce.
Learning Management System providing online courses for all staff	Removes barriers linked to time, location, or working pattern, ensuring equitable access to CPD.
Cross-school collaboration facilitated across staff cohorts including Subject Networks delivering up-to-date research and curriculum knowledge	Builds inclusive professional communities, and strengthens consistency of practice across the Trust.
KCSP CPD Day with Tom Sherrington on inclusive teaching	Enhances staff understanding of inclusive pedagogy, supporting equitable classroom practice and improved student outcomes.

Future leaders identified and provided with opportunities (e.g., secondments to “act up”)	Strengthens leadership diversity and ensures access to experience that supports progression.
Good take-up of the TA development programme	Expands the pipeline of future teachers and leaders, supporting representation, social mobility and long-term workforce sustainability.

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			
	2023	2024	2025	
Kent Catholic Schools Partnership	64%	69%	70%	
Kent LA	62%	64%	64%	
State-funded School National	63%	64%	66%	
Key Stage 2 Boys	Expected Standard RWM			
	2023	2024	2025	
Kent Catholic Schools Partnership	60%	69%	68%	
Kent LA	57%	59%	60%	
State-funded School National	57%	57%	59%	

Impact:

The 2% gap between boys and girls at the end of Key Stage 2 (EXP RWM) is narrower than across Kent and across the country. The gender gap continues to be a feature of national outcomes, with a persistent difference of at least 7% since 2016.

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

Progress made:

Key Stage 2 All SEN	Expected Standard RWM			
	2023	2024	2025	
Kent Catholic Schools Partnership	23%	32%	22%	
Kent LA	19%	21%	23%	
State-funded School National	20%	22%	24%	

Impact:

Primary outcomes for pupils with Special Educational Needs or Disabilities are slightly lower than across Kent and across the country. Year-to-year changes in need type and severity, combined with small denominators, can distort trends and make the series appear erratic. In 2024 seventeen pupils with a EHCP reached the end of Key Stage 2, in 2025 forty pupils with a EHCP reached the end of Key Stage 2.

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

Progress made:

Key Stage 2 Deprivation Gap	DFE Definition			
	2023	2024	2025	
Kent Catholic Schools Partnership	-24%	-19%	-22%	
Kent LA	-27%	-24%	-26%	
State-funded School National	-22%	-21%	-22%	

Impact:

The disadvantaged gap continues to be narrower than on average across Kent. The gap is the same as across the country.