ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



INCLUSION STRATEGY 2026 - 2029

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MISSION STATEMENT

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

'Act justly, love tenderly, walk humbly with your God.'

1. INTRODUCTION

Inclusion at St. Anne's is not a programme of support for some students; it is the lived expression of our Catholic mission and the foundation upon which every aspect of school improvement is built. We believe that every child is created in the image and likeness of God and therefore deserves dignity, belonging, challenge and opportunity. Our commitment to "Leaving No One Behind" requires us to remove barriers, raise aspirations and ensure every young person flourishes academically, spiritually and personally.

"Leaving No One Behind" is more than our theme—it is our promise.

At St. Anne's we believe inclusion is achieved not through lowering expectations but through removing barriers, providing the right support at the right time and ensuring every young person has the opportunity to thrive. Guided by our Catholic values, we will continue to develop a learning community where all students experience dignity, belonging, achievement and hope, and where every member of our community is empowered to shine with purpose.

2. WHY INCLUSION MATTERS AT ST. ANNE'S

At St. Anne's, inclusion is the lived expression of our Catholic mission and the foundation of everything we do. Guided by the belief that every person is created in the image and likeness of God, we are committed to ensuring that every student is known, valued and given the opportunity to flourish academically, spiritually, socially and emotionally. Inclusion is not about providing additional support for some; it is about creating a school where every young person belongs, participates and achieves.

Our diverse community reflects the richness of modern London. We serve students from a wide range of cultural, linguistic and faith backgrounds, many of whom face additional barriers associated with social disadvantage, SEND, English as an additional language or interrupted educational experiences. We recognise that these factors can influence students' opportunities, but they do not determine their potential. Our role is to identify barriers early, remove them wherever possible and maintain consistently high expectations for every learner.

Knowing our learners is central to our inclusive approach. Through strong transition arrangements, robust assessment, effective pastoral care and close partnership with families and external agencies, we develop a deep understanding of each student's strengths, needs and aspirations. This enables us to provide timely, evidence-informed support while ensuring that all students access the same ambitious curriculum and the full life of the school.

Our strategic theme, **"Leaving No One Behind,"** reflects our commitment to equity rather than equality. We recognise that students need different levels and types of support to achieve equally high outcomes. Through high-quality teaching, adaptive practice, exceptional pastoral care and a culture of belonging, we seek to remove barriers to learning and participation so that every student can flourish.

Inclusion is therefore not a separate strategy or responsibility delegated to a single team; it is the lens through which leadership, curriculum, safeguarding, behaviour, attendance and personal development are viewed. It is the shared responsibility of every member of our learning community and the means by which we fulfil our mission to bring equality of educational experience to every student.

3. OUR STRATEGIC FRAMEWORK FOR INCLUSION

At St. Anne's, inclusion is a whole-school commitment that underpins every aspect of our mission, decision-making and practice. Guided by our vision of bringing equality of educational experience to every student and our commitment to *Leaving No One Behind*, our Inclusion Strategy is built around six interconnected strategic pillars. Together, these pillars ensure that every student is known, valued, supported and challenged to achieve their full potential.

(i) Belonging

We foster a culture where every student feels safe, respected and valued. Through our Catholic ethos, strong relationships and inclusive community, we ensure that every young person experiences a genuine sense of belonging and has the confidence to thrive.

(ii) Ambitious Learning

We are uncompromising in our ambition for every learner. Through high-quality teaching, an inclusive and knowledge-rich curriculum, adaptive practice and high expectations, all students are supported to access the full curriculum and achieve success from their individual starting points.

(iii) Responsive Support

We identify barriers to learning early and respond swiftly with evidence-informed support. Through effective transition, pastoral care, SEND provision, safeguarding and targeted intervention, we ensure that students receive the right support, at the right time, enabling them to flourish academically and personally.

(iv) Flourishing Beyond the Classroom

Inclusion extends beyond academic achievement. We provide rich opportunities for leadership, enrichment, chaplaincy, careers education, service and personal development, ensuring that every student develops the confidence, character and skills to contribute positively to society.

(v) Partnership

Successful inclusion is built on strong relationships. We work collaboratively with parents and carers, governors, parishes, external agencies and the wider community to remove barriers, raise aspirations and ensure every student receives the support they need to succeed.

(vi) Leadership for Inclusion

Inclusive practice is led strategically and embedded across the school. Leaders at every level champion inclusion through continuous professional development, rigorous quality assurance, evidence-informed decision-making and a shared commitment to securing the best possible outcomes for every student.

Together, these six pillars provide a coherent framework through which St. Anne's will continue to strengthen inclusive practice, sustain high standards and ensure that every student is empowered to **shine with purpose**, fulfilling our commitment to **leave no one behind**.

4. OUR AMBITION 2026–2029

Our Inclusion Strategy is underpinned by six strategic priorities that will guide school improvement between 2026 and 2029. These priorities reflect our commitment to *Leaving No One Behind* and will ensure that inclusion continues to shape every aspect of school life.

Priority 1: Strengthen Belonging and Wellbeing ***(£8300 assigned)***

Our ambition

To ensure every student feels safe, valued, respected and connected to the St. Anne's community, enabling them to flourish academically, spiritually and personally.

Success criteria by 2029

- Student voice demonstrates consistently high levels of belonging, safety and wellbeing.
- Whole-school attendance remains above national averages.
- Persistent absence remains significantly below national figures.
- Suspension and exclusion rates remain exceptionally low.
- All students access high-quality pastoral support when required.
- Participation in leadership, enrichment and chaplaincy continues to increase across all student groups.

Priority 2: Deliver Ambitious Learning for Every Student ***(£16,200 assigned)***

Our ambition

To provide every student with access to an ambitious, knowledge-rich curriculum through consistently high-quality teaching and adaptive classroom practice.

Success criteria by 2029

- High-quality adaptive teaching is consistently evident across all departments.
- Progress and attainment continue to improve for all groups.
- Gaps between disadvantaged students, SEND students and their peers continue to narrow.
- Reading outcomes improve across Key Stages 3 and 4.

- Curriculum quality assurance demonstrates consistently strong implementation.

Priority 3: Provide Responsive and Timely Support ***(£3800 for attendance specific support)***

Our ambition

To identify barriers early and provide evidence-informed support that enables every learner to participate fully and achieve success.

Success criteria by 2029

- Early identification processes are consistently effective.
- Intervention programmes demonstrate measurable impact.
- Attendance and achievement of vulnerable groups continue to improve.
- Students with SEND, EAL and those eligible for Pupil Premium make strong progress from their starting points.
- Parents report confidence in the school's inclusive support.

Priority 4: Enable Every Student to Flourish Beyond the Classroom ***(£3000 assigned)***

Our ambition

To ensure every student benefits from a rich programme of personal development, leadership, enrichment and careers education that prepares them for adult life.

Success criteria by 2029

- Participation in enrichment and leadership opportunities increases year on year.
- Students demonstrate confidence, resilience and leadership through wider school life.
- Careers and destination outcomes remain consistently strong.
- Student voice evidence positive attitudes towards personal development.
- All groups are represented in enrichment and leadership opportunities.

Priority 5: Strengthen Partnerships to Remove Barriers ***(£2000 assigned)***

Our ambition

To work collaboratively with families, governors, parishes and external agencies to secure the best possible outcomes for every student.

Success criteria by 2029

- Parent surveys demonstrate high levels of confidence in the school's inclusive culture.
- Multi-agency working continues to support timely intervention.
- Transition arrangements are recognised as highly effective.
- Governors receive robust evidence of inclusion impact.
- Partnerships enhance attendance, wellbeing and achievement.

***Priority 6: Embed Leadership for Inclusion** (£5000 assigned)*

Our ambition

To ensure inclusion remains a strategic responsibility at every level of leadership through evidence-informed practice, professional development and rigorous quality assurance.

Success criteria by 2029

- Inclusion is evident in all school development planning.
- Staff demonstrate confidence in adaptive teaching and inclusive practice.
- Professional development reflects emerging research and school priorities.
- Leaders use data effectively to evaluate impact and inform decision-making.
- Governors receive regular monitoring reports demonstrating sustained development across inclusion priorities.

Measuring Success

Progress against each strategic priority will be reviewed termly through:

- Academic outcomes and progress measures.
- Attendance and persistent absence data.
- Behaviour and suspension information.
- SEND disadvantaged and EAL performance.
- Reading and intervention impact.
- Student, parent and staff voice.
- Quality assurance activities.
- Governor monitoring and challenge.
- Destination and participation data.

Through these priorities, St. Anne's will continue to fulfil its mission of providing equality of educational experience for every student, ensuring that all young people are known, valued, challenged and empowered to **shine with purpose**, leaving no one behind.

5. WHAT SUCCESS WILL LOOK LIKE BY 2029

By the end of this strategy, we will see:

- Every student experiencing a genuine sense of belonging.
- High-quality adaptive teaching evident in every classroom.
- Strong academic outcomes for all groups, with gaps continuing to narrow.
- Excellent attendance across all vulnerable groups.
- Exceptionally low suspension and exclusion rates maintained.
- Increased participation in enrichment and leadership.
- Positive wellbeing and student voice outcomes.
- Parents reporting high levels of confidence in the school's inclusive ethos.
- Staff recognised as experts in inclusive practice.
- St. Anne's continuing to be recognised as a school where every child can flourish because no one is left behind.