

# ISA Awards 2024 Case Study: Excellence & Innovation in EDI



## ROSEMEAD PREP SCHOOL

**JUNE 2025**

### History of the School

Located in the heart of South East London, Rosemead Preparatory School is a co-educational independent school for children aged 2½ to 11. Founded over 75 years ago, Rosemead has a strong reputation for academic excellence, pastoral care, and a rich breadth of opportunities. The school is firmly rooted in its local community and reflects the vibrant diversity of the families it serves.

In recent years, Rosemead has made equity, diversity and inclusion (EDI) a cornerstone of its ethos and strategy. Recognising that inclusion is not a single initiative but a sustained cultural shift, the school appointed a dedicated EDI Lead in 2022. Since then, Rosemead has implemented a wide-ranging and deeply embedded programme to ensure that all children, families, and staff feel seen, valued, and empowered to thrive.



Mr Graeme McCafferty  
Head Teacher

Over its long history, Rosemead has evolved to meet the changing needs of its pupils and the wider educational landscape. While maintaining a strong academic core, the school has continually embraced new pedagogical approaches, digital learning tools, and enrichment opportunities to prepare its pupils for life beyond primary education. Strong links with local senior schools, creative arts partnerships, and community engagement projects reflect Rosemead's commitment to a holistic, outward-looking education.

Rosemead has demonstrated an ability to combine tradition with innovation. While upholding high standards in literacy, numeracy, and critical thinking, the school also encourages children to become compassionate citizens and confident global learners. This dual focus—on character and academic development—has made Rosemead a nurturing yet aspirational environment, where children not only succeed but also feel seen and celebrated for who they are.



<https://www.rosemeadprep.org.uk>

## Aims

Rosemead is committed to creating a school culture where every member of its community feels a sense of belonging. At the heart of its EDI vision is a belief that diversity strengthens learning, builds empathy, and equips children to thrive in a globalised world. The school's EDI journey has focused on listening, reflection, and bold action.

The core aims of Rosemead's EDI strategy are to:

- Champion representation and visibility across all areas of school life
- Develop a curriculum that reflects and respects a range of voices and histories
- Empower pupils to celebrate their identity and advocate for others
- Ensure policies, procedures and practices actively promote equity
- Foster meaningful partnerships with families and the wider community

This whole-school approach recognises that inclusive education is not an add-on, but central to preparing children for life in modern Britain and beyond.

## Key Strategies and Innovation

### 1. Celebrating Diversity – 'We Are Rosemead'

Launched in January 2024, the 'We Are Rosemead' initiative is a cornerstone of the school's inclusive ethos. This pupil-led assembly programme enables children to share their cultural backgrounds, religious traditions, and family stories. Through these weekly celebrations, the school community has explored events such as Ramadan, Chinese New Year, Windrush Day, and International Women's Day—fostering empathy and strengthening bonds among pupils.

The creation of an EDI calendar ensures meaningful engagement with key cultural dates throughout the year. The initiative extends to school displays, social media, and events where families and staff contribute stories and artefacts from their own heritage. Visual displays in shared spaces, including a staircase-length historical timeline, reflect diverse narratives from around the world—building pride and recognition.

### 2. Curriculum Development

Rosemead has reviewed and rewritten key curriculum areas to integrate diverse voices and experiences. In Humanities, children explore multicultural contributions to major historical events—such as the internationalism of the Roman army, the role of Black Britons during the Victorian era, and the global scope of the Second World War. Year 6 pupils complete a cross-curricular project called "Who Do You Think You Are?" inspired by Benjamin Zephaniah's *Windrush*, which invites them to explore their own cultural





identities.

Black History Month is marked by whole-school participation in an art and history project inspired by the Windrush: Portrait of a Generation exhibition. Every class studied a portrait and recreated it through collaborative artwork. This exhibition was so powerful it received a personal commendation from the Royal Collection Trust. Diverse literature underpins all year groups, with class novels chosen to reflect a range of cultures, voices, and lived experiences. Visiting authors such as Jasbinder Bilan and Sara Momtaz enrich the curriculum by bringing personal storytelling into the classroom.

### *3. Awareness and Visibility*

High-profile events have enhanced visibility and deepened understanding of inclusion across the school. A highlight of the year was a visit from George Webster (CBeebies presenter with Down's Syndrome), which inspired children to think differently about disability and celebrate individuality. Another standout moment came during Prize Giving, where keynote speaker Mark De-Lisser spoke movingly about identity and creativity, leaving a lasting impression on pupils and parents alike.

Resources in classrooms have also been carefully reviewed and diversified. Children now learn with books, toys, and visuals that reflect a spectrum of identities and experiences. Skin-tone pencils, inclusive imagery, and representative learning materials ensure that every child sees themselves mirrored in their environment.

### *4. Policy, Training and Professional Development*

Rosemead has developed a clear suite of EDI policies to guide its work, all of which are accessible to families and staff. These include a reviewed Gender Identity Policy, aligned with evolving DfE guidance. The EDI Lead provides ongoing staff training and updates through regular CPD sessions, weekly bulletins, and collaborative discussions.

Staff across all roles—from teaching to catering—contribute to inclusive practice. For example, school productions now feature a global range of music, and themed







lunches honour cultural festivals. Partnering with schools like St Dunstan's and participating in ISA groups has broadened staff understanding and kept practice aligned with national developments.

### *5. Whole-School Participation*

At Rosemead, inclusion is not the responsibility of one person—it is embedded throughout the school. All staff have EDI professional development objectives and contribute to initiatives across the year. Regular EDI meetings between the Head and EDI Lead ensure accountability and strategic focus.

The school community has embraced a collaborative spirit. Whether designing menus for Diwali, scripting class assemblies, or curating historical displays, the entire Rosemead team plays a role. Parental engagement is also growing, with plans underway to establish a stakeholder forum for EDI conversations and community-building events.

### **Outcomes**

The impact of Rosemead's inclusive strategy is visible throughout the school. Children demonstrate empathy, curiosity, and a strong awareness of social justice issues. In assemblies and discussions, they confidently articulate their own identities and show respect for others. Through projects like the Windrush gallery, students engage deeply with complex histories and demonstrate outstanding creativity and understanding.

Parents report a strengthened sense of belonging and pride in the school's commitment to representation. Staff feel empowered to lead initiatives and report a strong sense of shared purpose. There is clear evidence that the inclusive approach is supporting not only emotional wellbeing but also academic engagement—particularly among pupils from underrepresented backgrounds.





Throughout the school, the effects of Rosemead’s EDI work are evident in children’s confidence, empathy, and enthusiasm for difference. Pupils regularly take the lead in school-wide events, celebrate their heritage with pride, and engage in mature, reflective conversations around identity and equality. Across age groups, students demonstrate increasing awareness of how their actions contribute to an inclusive community.

## NEXT STEPS

Rosemead’s EDI journey is dynamic and forward-looking. The school’s next steps include:

- Establishing pupil EDI Ambassadors to promote peer-led advocacy
- Creating stakeholder forums to engage parents and the wider community in open dialogue
- Expanding bursary and scholarship provision to increase access for local families
- Analysing academic outcomes through an equity lens to ensure inclusive excellence
- Reviewing recruitment and admissions procedures to further enhance representation
- Launching a rolling EDI training programme for all staff, including new joiners
- Undertaking a whole-staff visit to the Black Cultural Archives in Brixton to deepen collective learning

These actions are rooted in the belief that EDI is never “done”—but an ongoing commitment to progress, integrity, and meaningful change.

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