St Christopher's Equality Objectives

2025-2027

Review 2024-25

The joint governing body of St Christopher's and John Henry Newman Academy have agreed the following Equality Objectives:

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
To further develop effective pedagogy to meet the needs of all pupils, to ensure teaching impacts long term membory and the ability to apply learning regardless of ability or group	• Improved quality first teaching for all children • Vulnerable groups identified at termly PPM and a cycle of 'Assess, plan and do' in place for these • Staff training related to long-term memory and application of skills taught • Increased progress of children at risk of under achievement • Remote teaching and blended learning approach will be at the detriment of any vulnerable learner • Adapt pedagogy to the restrictions of teaching online • The curriculum will reflect protected characteristics	• Termly monitoring of data • Observations and training to focus on teaching strategies and effective deployment of TAs • Monitor and look for trends or patterns in the data that require additional support for pupils • Termly monitoring of quality of teaching and learning, including availability of resources and deployment of teaching assistants • Monitoring of the curriculum content to ensure protected characteristics are reflected in our teaching	Advance equality of opportunity for pupils who share protected characteristics Abundance of provision and opportunity in line with the school's vision	✓ Race ✓ Disability ✓ Gender ✓ Religion or belief ✓ Age ✓ Sexual Orientation

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Improved Quality First Teaching for all children

- ✓ Conducted regular learning walks, pupil and staff voice and feedback sessions to enhance teaching practises across all year groups and all subjects.
- ✓ Focus on pedagogy as part of CPD – use of ODST networks as well as in-house training with pedagogy lead
- ✓ QA calendar

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- ✓ Holistic Understanding of pupils' needs through ongoing assessment: Teachers regularly use the 'assess, plan, do, review' cycle to build a nuanced understanding of each pupil's learning needs, including those with SEND, EAL, and disadvantaged backgrounds. This ongoing assessment informs tailored teaching approaches and timely interventions
- ✓ Consistent Embedding of Phonics Across Key Stages: embedded the phonics programme in Reception and Key Stage 1, ensuring that teaching is systematic and consistent. Additionally, phonics is used as targeted intervention in Key Stage 2, supporting pupils who need extra help with decoding and reading
- ✓ Training and support with adaptive teaching to ensure teaching has been adapted to meet the diverse needs of pupils. Teachers are using professional judgement to extend pupils with prior knowledge while providing additional support for those who need it ensuring no child is left behind
- ✓ The school has fostered a positive classroom culture where all pupils feel valued and supported. This environment encourages engagement and risk-taking in learning, which is essential for effective Quality First Teaching.

Vulnerable groups identified at termly PPM with a cycle of 'Assess, Plan, and Do' in place

- ✓ Established a systematic approach during termly Pupil Progress Meetings (PPMs) to identify vulnerable groups and track their progress.
- ✓ Developed Individual Learning Plans (ILPs) for identified pupils, ensuring targeted support and interventions are regularly reviewed and adjusted.
- ✓ Established strong Inclusion Team to support needs of our most vulnerable pupils, including establishing 'Blossom' within the school (focus on children who need AEP)

Increased progress of children at risk of underachievement

- ✓ Implemented targeted intervention programmes for pupils identified as at risk of underachievement, with regular monitoring of progress through year group PPM.
- ✓ Adult deployment is phase and needs based, not classroom based
- ✓ Re-focus on wave 1 teaching and adult deployment.
- ✓ Utilised data analytics to identify trends and adjust teaching strategies accordingly to support these pupils effectively.
- ✓ Whole school focus on raising expectation for all. Collective understanding and shared ownership on each phase being crucial to the next. Reached national for end of KS2 assessments this year
- ✓ Use of Data to Identify and Address Learning Gaps - assessment data is systematically analysed to identify gaps in knowledge and skills, particularly for disadvantaged and SEND pupils. This data-driven approach has helped teachers adapt their teaching to close gaps and accelerate progress.

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Remote teaching and blended learning approach will not detriment vulnerable learners

Adapt pedagogy to the restrictions of teaching online

Procedures are in place should online teaching be needed again; there is currently no call for online education.

The curriculum will reflect protected characteristics

- ✓ Reviewed and revised the curriculum to ensure inclusivity and representation of protected characteristics, promoting diversity and equality.
- ✓ Opportunities sought and planned for throughout the school year to promote diversity and equality

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
To work together with parents and pupils to increase engagement in learning and school life, across all activities; to ensure equity and fairness in access and engagement to improve outcomes	• Participation in parent consultation meetings will increase year-on-year • ALL parents will be contacted (email and/or phone call) if there has not been engagement with the meeting • 100% of parents will receive information about their child's progress via Evidence Me • There will be year-on-year improvement in pupils' attitudes to learning • A variety of communication methods will be successfully used to communicate information	• Phone calls and follow-up appointments made for parent consultation meetings • Pupil voice (from a range of children to represent the protected characteristics groups) gathered across a variety of subjects via QA calendar • Instagram, Facebook, My Child at School, phonecalls and face-to-face meetings used to disseminate information according to the needs of the families • Specific teaching around protected characteristics	Advance equality of opportunity for pupils and parents who share protected characteristics	✓ Race ✓ Disability ✓ Gender ✓ Religion or believe ✓ Age ✓ Sexual Orientation

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	about learning and extra-curricular opportunities			

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Participation in parent consultation meetings will increase year-on-year

- ✓ Implemented a structured schedule for parent consultation meetings, ensuring they are well-publicised through multiple channels (newsletters, social media, and school website).
- ✓ Offered meeting times over two-day period and virtual option (phone conversation) to accommodate different parental schedules, increasing accessibility and participation.

ALL parents will be contacted (Email and/or phone call) if there has not been engagement with the meeting

- ✓ Established a follow-up protocol where staff members reach out to parents who did not attend consultation meetings. Notes on Insight and class profiles, phone calls used
- ✓ Information sent through Insight

100% of parents will receive information about their child's progress via Evidence Me

- ✓ Ensured that all teachers are trained to use Evidence Me effectively for sharing updates on pupil progress, including achievements and areas for improvement.
- ✓ Insight is now used across the school – this is used for Annual end of year reports, termly updates and pupil profiles
- ✓ Parent Workshops and Learning Support Sessions: the school runs workshops to help parents support their children's learning at home, such as phonics or maths sessions. These sessions are scheduled flexibly
- ✓ Learning showcases introduced so that families can share in their children's learning

There will be Year-on-Year improvement in pupils' attitudes to learning

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- ✓ Continued approaches used in promoting positive attitudes towards learning. These are celebrated through Jigsaw themes each week as well as values-linked certificates
- ✓ Regularly collected pupil feedback through pupil voice to identify areas for improvement and adjust strategies accordingly, ensuring that pupils feel heard and valued. Part of the QA calendar for all subject leaders and what is going well and 'even better ifs'

A variety of communication methods will be successfully used to communicate information about learning and extra-curricular opportunities

- ✓ Developed a multi-channel communication strategy that includes newsletters, social media updates, and parent workshops to disseminate information about learning; a focus has been on phonics and school readiness through Growing Minds work.
- ✓ Evidence me used to share learning across the school
- ✓ Social media and newsletters used to promote learning as well as extra curricula opportunities – activities celebrated

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
To be mindful of staff's mental health and factors which could be detrimental to their well-being, this includes bullying, harassment and work load	• Staff wellbeing surveys will show a decrease in areas of concern around workload and mental health concerns • Work with partners to support and care for staff's wellbeing • Decreased staff absence • Staff will know where to access support to support their wellbeing and mental health	• Develop leaders, including ODST, understanding of the link between workload and mental health and wellbeing and how these can have a negative impact on outcomes for children • Clear systems of support in place through line management and supportive conversations • Policies and procedures are supportive in safeguarding staff's well-being, including protection against vexatious behaviour	Advance equality of opportunity staff who share protected characteristics	✓ Age ✓ Disability ✓ Sex ✓ Gender reassignment ✓ Sexual orientation ✓ Race ✓ Religion or believe

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		• Staff well-being survey to include a focus on equal opportunities • Senior leaders to become mental health lead champions • Adaptations made for staff where concerns are raised about their mental health or physical health		✓ Pregnancy and maternity ✓ Marriage of civil partnership

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- ✓ Promoting a Positive and Respectful Workplace Culture: the school fosters a culture of mutual respect and trust, where all staff are encouraged to model and expect courteous behaviour. Clear policies against bullying and harassment are communicated and enforced, ensuring staff feel safe and valued
- ✓ Workload Management and Prioritisation: the leadership team actively monitors staff workload, seeking feedback through surveys and meetings. Efforts are made to reduce unnecessary administrative burdens, streamline processes, and prioritise tasks that directly impact teaching and learning
- ✓ Clear Procedures for Reporting and Addressing Bullying or Harassment: the school has transparent, confidential procedures for staff to report concerns (StaffSafe) about bullying or harassment. Investigations are handled promptly and sensitively, with appropriate actions taken to resolve issues
- ✓ Leadership Visibility and Open-Door Policy: Senior leaders maintain an open-door approach, making themselves accessible for staff to discuss concerns or seek advice, which helps build trust and early identification of well-being issues
- ✓ Reduction in Staff Absence Rates – monitored and procedures in place for absence reviews

Increased Awareness of Support Resources

- ✓ Executive headteacher is mental health first aider
- ✓ Line management systems in place
- ✓ Supportive measures in place where needed e.g. mental health support plan – access to new ODST package of support SAS
- ✓ Referrals to occupational health when needed
- ✓ Directed time timetable in place to reduce workload and stress

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics

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Continue to provide equal opportunities for all staff with their professional development and training.	• That aspirations and training needs identified and then met through a supportive model to develop staff (Growing Great People) • Staff feel valued and able to enrich their opportunities and practice	• Ensure all members of staff have participated in a supportive professional development model • Staff members have been given the opportunity to identify personal development points • Needs that have been identified are met through a supportive development model	Advance equality of opportunity Foster good relations Develop high trust environments	✓Disability ✓ Gender ✓ Religion or believe ✓ Age ✓ Sexual Orientation ✓ Race

Identification and support of aspirations and training needs (through GGP):

- ✓ Regular one-on-one meetings: Staff engaged in scheduled discussions with line managers to articulate their professional goals and training requirements.
- ✓ Personal development plans: Each teaching staff member developed a tailored Personal Development Plan (PDP) that outlined specific training opportunities aligned with their aspirations; CPD package developed for support staff.
- ✓ Coaching groups beginning to be implemented and used – these ensure stronger staff relationships across the school
- ✓ Open Access to CPD for All Staff: ensure that all staff, including teaching, support, and leadership roles, have equal access to high-quality professional development opportunities, regardless of their role or contract type
- ✓ Support for Staff with Additional Needs: provide reasonable adjustments or additional support for staff with disabilities, those with caring responsibilities, or other specific circumstances to enable their full participation in professional development.
- ✓ Celebrate and Share Learning: Create opportunities for staff to share insights and skills gained from training with colleagues, promoting a culture of continuous learning and collective improvement.

Comprehensive training and development opportunities

- ✓ CPD through ODST, in-house training; On-line learning (such as National College), focusing on pedagogical strategies, subject leadership, mental health awareness, and effective classroom management.
- ✓ Coaching: A coaching system was established, allowing staff to support one another, fostering a collaborative learning environment

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Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
To ensure equality of access to: The physical environment The learning environment Out-of-school activities including afterschool clubs and educational visits	• For all children to have the opportunity to progress and achieve well and to be prepared for life in a diverse society. • Academic and pastoral opportunities to ensure all children 'live life in all its fullness' • Enrichment opportunities will not be at the expense of any protected group	• Termly meetings with SEND governor to ensure provision of access to the curriculum by all. • Raising staff awareness of disability through training as need arises. • Ensure all staff are trained in protected characteristics • Ensure accessibility plan is reviewed, in date and audited • Ensure enrichment opportunities are available for all pupils to access – review these termly	Advance equality of opportunity Increase access and opportunity for all	✓ Gender ✓ Religion or believe ✓ Age ✓ Sexual Orientation ✓ Race ✓ Disability

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Inclusive curriculum design:

- ✓ The curriculum was reviewed to begin to reflect the diverse backgrounds of our pupils, incorporating a range of perspectives and experiences to prepare them for life in a multicultural society.
- ✓ Targeted support programmes: Additional support was provided for pupils with Special Educational Needs and Disabilities (SEND), ensuring they had the necessary resources to thrive academically. These have also included support for parents. I
- ✓ Blossom provision continues to flourish
- ✓ Cultural awareness initiatives: We implemented various initiatives aimed at fostering cultural awareness and understanding among pupils, such as multicultural events and workshops that celebrated diversity and inclusion.

Academic and pastoral opportunities to ensure all children can 'live life in all its fullness'

- ✓ Student leadership across the school, including Head Student, House Captains, sports captains, Buddy systems and other leadership roles

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- ✓ Extracurricular activities: We expanded our extracurricular offerings to include clubs and activities that catered to various interests, enabling pupils to explore their passions and talents outside the classroom. Links with Magdalen College, Trinity College and HRO and Radley have supported these.
- ✓ Mentorship and guidance: Staff provided mentorship and guidance to Y6 pupils, helping them set and achieve personal and academic goals, fostering a sense of belonging and purpose.

Enrichment opportunities will not be at the expense of any protected group

- ✓ Equitable access to enrichment activities: We ensured that all enrichment activities, such as educational visits, sports events, and cultural experiences, were available to every pupil, with provisions made to support those from disadvantaged backgrounds.
- ✓ Feedback mechanisms: We are beginning to research a range of feedback mechanisms to gather input from pupils and parents regarding enrichment opportunities, allowing us to continually assess and improve our offerings to meet the diverse needs of our school community.
- ✓ Inclusive Club Offerings: Provide a wide range of clubs and activities that cater to varied interests and abilities, ensuring no pupil feels excluded due to cultural, physical, or financial barriers.

- ✓ Financial Support and Subsidies: offer resilience fund, transport assistance, or equipment loans to remove cost barriers for disadvantaged pupils.

- ✓ Risk Assessments and Reasonable Adjustments: Conduct thorough risk assessments for educational visits and make necessary adjustments to enable participation by all pupils, including those with SEND or medical needs.

- ✓ Parental Engagement and Communication: Proactively communicate with parents to understand and address any barriers to participation, ensuring information is accessible and translated where needed