



Equality Objectives 2022-2026

The Governing Body of South Moreton School has agreed the following Equality Objectives and will monitor and review these within Governing Body Meetings.

Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
To further develop 'quality first' teaching to meet the learning needs of all children through schemes of work and lesson planning.	Improved quality of teaching in all classes and increased progress of children at risk of underachievement.	Termly monitoring of quality of teaching and learning, including available teaching resources and deployment of Teaching Assistants,.	Advance equality of opportunity	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓
<u>Review 22-23</u> High quality schemes used across different areas of the curriculum. White Rose for maths enables teachers to scaffold appropriately for pupils and ensures that all children can access the work. Mastery approaches used ensure that the class moves at the right pace, keeping children of all prior attainment on track. Maths monitored by the maths lead and maths link governor with learning walks throughout the year.				

Computing scheme (ilearn2) enables children with SEN needs and those with EAL to access.
 Music scheme (Charanga) provides good quality lessons for teachers who are not music specialists.
 Broad and balanced curriculum provided, designed and monitored to ensure it caters for all needs and abilities.
 Use of Rosenshine Principles across the school. CPD given to teachers at the beginning of the year. A coaching model implemented for teachers to observe and share best practice.
 Learning policy is embedded and built around our feedback model. Regular moderation activities and sharing of best practice.
 Use of Blooms Taxonomy and Kagan Structures as embedded techniques to add challenge and depth to learning, and increase collaboration. Questioning and activities targeted to meet the needs of all pupils.
 Regular tracking of PP to highlight strengths and delayed attainment and any strategies that can be used to support them.
 Careful use of PP funding in line with EEF evidence and guidance to ensure a focus on high-quality teaching for all.
 Regular tracking of SEN children to ensure fast and accurate identification of barriers to learning if they occur. Designated leadership in these areas.

Review 23-24

All processes above continue to be used, including tracking, curriculum planning, staff development, Pupil Premium and SEND reviewing of spending.
 This year we have added to this offer with additional staff CPD on retrieval practice and adaptive teaching to support all pupils, including those with SEND. Both pedagogies are incorporated into our day to day teaching at South Moreton.

Curriculum leaders ensure that planning across the school is of a high quality. Medium terms plans shared across classes to ensure consistency and progression of skills across the school. Leaders support lesson planning and share expertise. Art and DT specialists mapped out a clear outline across the school to ensure the highest quality.

New PE scheme introduced to ensure that staff have access to high quality plans for sports they may not be familiar with. This enables the school to cover a wider range of sports whilst keeping equality matters in mind.

Review 24-25

As above. Introduction of evidence-based 'hinge questions', and an evaluation of all evidence-based teaching practice available to the profession with professional discussion on its relevance and impact on learners.
 Further developments in PE for enhanced provision
 All subjects now have a carefully-planned 'super-curricular layer' to increase opportunity beyond the National Curriculum.

To provide appropriate support for pupils to access education through SEND framework as required.	For SEND objectives to be fully met in order that all children have access to education	To work together with external agencies to identify and meet the needs of individual children, as required.	Eliminate unlawful discrimination Advance	Race Disability ☒ Gender Religion or Belief Sexual Orientation Age
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			equality of opportunity	
<u>Review 22-23</u> SENCo worked with external agencies throughout the year. SENSS service used with recommendations explored and incorporated into pupil profiles and targets for children with SEN. Educational psychologist invited in to work with specific children identified. Reports used to identify further areas of support within the classroom and set nurture based and academic targets. Reports collated together and used for EHCP applications with the SENCo liaising with SEN services on these. SEN meetings held regularly with parents throughout the year. Continued careful identification of children with SEN Tracking of attainment, progress and individual targets plus planning for next steps NB difficulties for children needing outcomes from OCC at high level e.g. EHCP outcomes / special school placements. Statutory timeframes not being met, casework is of poor quality. This is letting our children down. The Headteacher is working with the local Partnership to demand improvements to the statutory roles that OCC provides <u>Review 23-24</u> The above processes continue to be well organised and effective. Targets within SEND reviews are carefully written to be meaningful and achievable, to improve outcomes for our children with SEND. These are reviewed with the class teacher in Parent Reviews 3 times a year. Pupil voice is better incorporated into our Pupil Profiles ensuring that our children are heard. We experience difficulties securing effective outcomes for children requiring action from the LA. New pupil learning profiles and plans set up in line with the new assessment software. This has enabled the SENCo to track these children in greater detail and support teachers in identifying strengths and areas of development. SENCo continues to liaise with external services to offer support e.g. EP and ensure that targets reflect this advice. Use of external tutor being sourced through OCC for a child with EHCP. EHCP areas of development are incorporated into termly targets and assessed. Teaching assistants deployed to support 1:1 needs across the school for children with EHCPs. <u>Review 24-25</u> Learning plans embedded. Careful tracking of provision within EHCPs. Special school placement secured appropriately. Support for SEND includes use of evidence-based practice e.g. effective use of scaffolding and worked examples. New assessment software allows us to track children with SEND carefully and merges all day-to-day work into review documents.				
Continue to provide equal opportunities for all staff in terms of professional development and training.	That aspirations and training needs identified through the appraisal process are met.	Ensure all members of staff have participated in an appraisal process. Staff members have	Advance equality of opportunity	Race ☒ Disability ☒ Gender ☒ Religion or Belief ☒

		been given the opportunity to identify personal development points The needs that have been identified are addressed.	Foster good relations	Sexual Orientation ☒ Age ☒
<u>Review 22-23</u> - Appraisal cycle identifies individual strengths and development points, which outline individual training needs - In-house CPD also addressed any needs identified, in line with the School Development Plan - The School makes use of national training pathways e.g. Teacher training, Apprenticeships, National Professional Qualifications, and local training opportunities e.g. ODST / Didcot Partnership. Several staff take leading roles within networks e.g. as coaches on training programmes, as mentors, support network leads <u>Review 23-24</u> - Appraisal process moved to 'Growing Great People' methodology, meaning that opportunities for growth are more personalised and are owned by the employee. In house CPD e.g. writing moderation/maths moderation - External CPD within partnership - maths meetings with maths specialist/writing moderation - Maths hub work - sustaining mastery workgroup/mastering number at KS1 - National training pathways - apprenticeships/NPQs - ECT - training provided through OTSA/further maths support through Early career teacher training - SENCO training in line with national expectations - Leadership opportunities created due to temporary Executive Leadership model <u>Review 24-25</u> - Growing Great People appraisal process successfully embedded and now includes Headteacher and plans for support staff. - Wealth of opportunities for networked outward-facing practice, developing our staff in areas that are empowering for them. - New enrolments for staff on NPQs - NPQSL, NPQH, NPQSEN continues. Secondment of staff to develop in wider areas of expertise ensures we retain expert teachers whilst supporting their individual development. - ECT support continues successfully. - A teacher is an expert in equality, diversity and inclusion across Oxfordshire.				
To provide, monitor and review equal opportunities when recruiting staff to the	Equality duty is fully integrated within recruitment processes.	Continue to follow recruitment policy and	Advance equality of	Race ☒ Disability ☒

school.		procedures which include adherence and championing of the equality duty. Ensure good access arrangements for interview processes.	opportunity Eliminate unlawful discrimination	Gender ☒ Religion or Belief ☒ Sexual Orientation ☒ Age ☒
<u>Review 22-23</u> - Recruitment procedure follows the ODST policy which has been agreed by the LGB - only applications in the approved format are considered - the format promotes equal opportunities. - Safer recruitment procedures followed at all times - Positions advertised appropriately - Adjustments available to support candidates at interview if appropriate - For staff hired in this period, there were few candidates applying for the position and therefore this limited our opportunity to champion diversity at this stage. <u>Review 23-24</u> - Recruitment procedure follows the ODST policy which has been agreed by the LGB - only applications in the approved format are considered - the format promotes equal opportunities. - Safer recruitment procedures followed at all times - Positions advertised appropriately and wider than previously to ensure a greater pool of candidates - Adjustments available to support candidates at interview if appropriate - Opportunities for ECT/more experienced candidates e.g. former senior leader appointed to temporary post <u>Review 24-25</u> - As above. Safeguarding audit confirms high standards of safe recruitment practice. - Move to My New Term as advertisement platform - successful outcomes with more applications than previously. System ensures all recruitment steps are tracked and compliant. - A teacher is an expert in equality, diversity and inclusion across Oxfordshire and can provide advice where appropriate. - Close support from Trust HR services.				
To effectively monitor matters related to Equality in order to evaluate provision and	For systems to be effective in identifying equality issues in order for them to be	Equality objectives and rationale are clear	Eliminate unlawful	Race ☒ Disability ☒

development needs within the school	addressed.	across the school Equality matters are monitored and evaluated at Governor meetings Staff are appropriately trained to understand equality matters and their role in promoting equality across the school Development needs are noted and actioned accordingly	discrimination	Advance equality of opportunity Gender ☒ Religion or Belief ☒ Sexual Orientation ☒ Age ☒
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Review 22-23

- Annual reporting in line with objectives set by the Local Governing Body.
- Objectives and policy available on website
- Equality is a standing item on Governor agendas
- Teaching Staff and Leaders have undertaken training in Equality and Diversity
- Development needs raised and actioned where appropriate

Review 23-24

- Annual reporting in line with objectives set by the Local Governing Body.
- Objectives and policy available on website
- Equality is a standing item on Governor agendas
- Teaching Staff and Leaders have undertaken training in Equality and Diversity
- Teacher with expertise in supporting diversity within education (Masters thesis) and presenting this across the partnership
- Development needs raised and actioned where appropriate

Review 24-25

- As above - all embedded practice within the school year on year.

- A teacher is an expert in equality, diversity and inclusion across Oxfordshire.