



EQUALITY OBJECTIVES for academic years 24/25

Rush Common School

We have chosen these objectives as a result of reviewing children's, pupils' and students' outcomes in summer 2019. There are clear themes running across the trust in terms of bringing about greater equality:

| Objective | Actions | Timescale | How will we know we have achieved this objective? | Responsibility |
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| <p>Our schools will provide good outcomes for all learners</p> | <p>Robust monitoring timetable (and feedback) across a range of subjects to ensure the quality of education remains very high, in turn ensuring strong outcomes for all pupils.</p> <p>Data analysis which informs pupil progress meetings with all year groups, with specific focus on SEN and disadvantaged pupils.</p> <p>Precise, and tailored interventions and 1:1 phonics 'tutoring' to ensure all pupils can succeed, including those in the bottom 20%. All staff continue to receive CPD that is tailored to school improvement priorities and bespoke to their development journey.</p> | <p>3 data collections per year.</p> <p>Ongoing monitoring and CPD process.</p> <p>Final outcomes at end of year.</p> | <p>Monitoring feedback that demonstrate continually improving practice.</p> <p>Assessment summary report for all pupils and groups.</p> <p>Pupil outcomes at end of year show strong/improving outcomes for all pupils.</p> | <p>Headteacher and Leadership team.</p> <p>DHT has specific responsibility for quality of education priorities.</p> |

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| <p>Our schools will deliver a broad and rich curriculum that is ambitious for all learners, ensuring readiness for the next stage</p> | <p>An ambitious, robust and well sequenced curriculum, designed and driven by subject leads, continues to be implemented and monitored effectively.</p> <p>Long and medium term planning, which demonstrates the clear, coherent, balanced and progressive sequences of lessons in every subject, continues to be adjusted regularly.</p> <p>All subject leads are driving forward knowledge revisiting strategies in all subjects to ensure all children know and remember more over time.</p> <p>The vision for the school, that aims to embed 6 learning characteristics continues to be fully embedded. An overview and progression of these learning characteristics for each subject has been produced to show how pupils develop as they move through the school.</p> | <p>Ongoing process of regular monitoring.</p> | <p>Monitoring shows the long and medium term plans being implemented effectively.</p> <p>Revisiting key knowledge and interleaving activities in all subjects are evident in planning.</p> <p>Pupils recall and revisit key knowledge in a range of ways to demonstrate that they know and remember more.</p> | <p>Headteacher and Leadership team.</p> <p>DHT has specific responsibility for quality of education priorities.</p> |
| <p>Our schools will take positive action to educate all adults and learners about the diversity and value of people, promoting equality in all that we do</p> | <p>Continue to implement our JIGSAW PSHE curriculum. The topic of 'Celebrating difference' is studied in term 1b by all pupils.</p> <p>Balanced assembly programme which aims to ensure diversity and the value of people is celebrated. E.g. PSHE assemblies, range of speakers from different religions including</p> | <p>Implemented throughout the year</p> | <p>Pupil voice shows pupils talk positively about the importance of diversity and equality.</p> <p>Incidents relating to race, religion, disability, gender or any other protected characteristic are very rare.</p> | <p>Headteacher and Leadership team.</p> <p>PSHE Lead and pupil support and welfare lead.</p> |

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| | <p>humanism, Paralympian assembly, and weekly celebration assemblies.</p> <p>Diversity to continue to be recognised as having a positive role to play in all aspects of school life. E.g. Class teachers celebrating the different cultures and/or languages of pupils in their classes, range of books and resources with characters that represent a range of backgrounds.</p> <p>We promote positive attitudes towards disability by ensuring all children with a disability are able to participate in all activities.</p> | | | |
| <p>Our schools will uphold cultures that seek to eliminate bullying, discrimination and harassment through effective policy into practice</p> | <p>Anti-bullying ambassadors (Y5 pupils) work with the Pupil Support and Welfare Lead to communicate anti-bullying messages to pupils across the school.</p> <p>A consistent behaviour policy is implemented effectively to ensure that any bullying or harassment related incidents are dealt with swiftly and effectively, and recorded clearly.</p> <p>A culture of restorative practice is embedded in the school.</p> | <p>Ongoing implementation</p> | <p>Incidents of bullying are very rare or non-existent.</p> <p>Number of suspensions reduced.</p> <p>Restorative practice is evident across the school.</p> <p>Incidents relating to race, religion, disability, gender or any other protected characteristic are very rare.</p> | <p>Headteacher and Leadership team.</p> <p>AHT has specific responsibility for behaviour across the school.</p> |

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| <p>Our schools will provide a range of interesting, aspirational and culturally rich opportunities that</p> | <p>A Personal Development overview of activities is implemented, so that there are a broad and balanced range of opportunities for all pupils.</p> | <p>Ongoing implementation Pupils leadership roles</p> | <p>Personal development overview to be in place and implemented.</p> | <p>Headteacher and Leadership team.</p> |
| <p>promote learning as enjoyable, stimulating and ambitious for all learners.</p> | <p>Enrichment activities are designed to be interesting, rich, enjoyable and inclusive for all pupils. E.g. Egyptian Workshop in Year 3, Forest school in Reception and Year 1, and immersive experiences and trips across the school.</p> <p>Student leadership opportunities are broad, balanced and inclusive. These include House Captains, Sports Captains, Digital Leaders, Play Leaders and School Parliament.</p> <p>Attendance at after school clubs is analysed to ensure that disadvantaged pupils are attending. Disadvantaged pupils strategically targeted to be able to attend clubs.</p> | <p>elected in term 1.</p> | <p>Pupil voice that demonstrates the positive impact of the enrichment opportunities.</p> <p>Clubs attendance lists show good representation of disadvantaged pupils</p> | |

*All learners for us means each child, including those who are from disadvantaged backgrounds, with protected characteristics, or with SEND, who are members of our Trust community