



EQUALITY OBJECTIVES for academic years 25/26 to 26/27

Rush Common School

The table below shows how the equality objectives chosen by the Trust are implemented at Rush Common School. Across the Trust, evidence indicates that it is vulnerable pupils that do not achieve as well as they could. Therefore reference to these groups is seen throughout the document.

Objective	Actions	Timescale	How will we know we have achieved this objective?	Responsibility
Our schools will provide good outcomes for all learners	<p>Robust monitoring timetable (and feedback) across a range of subjects and pupil groups (e.g. SEND, Pupil Premium) to ensure inclusive high-quality teaching results in strong outcomes for all pupil groups. Adaptations made for individual pupils based on feedback from monitoring.</p> <p>Data analysis and monitoring in classrooms informs pupil progress meetings, with specific focus on SEN and disadvantaged pupils.</p> <p>Precise, and tailored measurable interventions for SEND and disadvantaged pupils with pre and post intervention assessments to understand progress made. Individual pupil progress folders kept for each child to evidence this progress.</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 and PSW Lead to work together to ensure achievement is linked to next steps/adaptations and support.</p>

	All staff continue to receive CPD that is tailored to school improvement priorities and bespoke to their development journey.			
Our schools will deliver a broad and rich curriculum that is ambitious for all learners, ensuring readiness for the next stage	<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 to continue driving forward knowledge revisiting strategies in all subjects to ensure all children know and remember more over time.</p> <p>Subject leads of foundation subjects to ensure that assessment is implemented effectively so that any gaps in SEND and disadvantaged pupil's knowledge is quickly addressed, so they retain knowledge and this builds over time.</p> <p>Specific monitoring of these pupils to take place to check how well they are retaining knowledge.</p> <p>The vision for the school, that aims to embed 6 learning characteristics continues to be fully embedded. An</p>	Ongoing process of regular monitoring.	<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>Monitoring demonstrates good knowledge retention of SEND and disadvantaged pupils across all foundation subjects.</p> <p>All pupils recall and revisit key knowledge in a range of ways to demonstrate that they know and remember more.</p>	Headteacher and Leadership team. DHT has specific responsibility for curriculum and teaching.

	<p>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>			
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>Continue to implement our JIGSAW PSHE curriculum effectively. The topic of 'Celebrating difference' is studied in term 1b by all pupils.</p> <p>Continue to implement and review our Personal Development programme, which contain a DEI strand.</p> <p>Implement our progression in school for teaching children about protected characteristics and review effectiveness of this progression.</p> <p>Regular reference to the British Value of tolerance and respect through PSHE lessons and assemblies</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 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</p>	<p>Implemented throughout the year</p>	<p>Pupil voice shows pupils talk positively about the importance of diversity, equality and inclusion.</p> <p>Children know the British Value of tolerance and respect and the importance of this value in society.</p> <p>Children know what the protected characteristics are and can talk about their importance.</p> <p>Incidents relating to race, religion, disability, gender or any other protected characteristic continue to be very rare.</p>	<p>Headteacher and Leadership team.</p> <p>PSHE Lead and PSW Lead.</p>

	<p>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 children with a disability are able to participate in activities, including the chance to represent the school e.g. in sports activities.</p>			
Our schools will uphold cultures that seek to eliminate bullying, discrimination and harassment through effective policy into practice	<p>A consistent behaviour policy is implemented effectively to ensure that any bullying or harassment related incidents are dealt with swiftly and robustly, recorded clearly, parents informed and resulting educational opportunities provided for individuals.</p> <p>Assembly programme to continually reinforce anti-bullying messages of tolerance and respect towards others</p> <p>Anti-bullying ambassadors (Y5 pupils) continue to work with the Pupil Support and Welfare Lead to communicate anti-bullying messages to pupils across the school.</p> <p>A culture of restorative practice is embedded in the school, so that children understand how their actions impact others.</p>	Ongoing implementation	<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>

<p>Our schools will provide a range of interesting, aspirational and culturally rich opportunities that promote learning as enjoyable, stimulating and ambitious for all learners.</p>	<p>A Personal Development overview of activities is implemented, so that there are a broad and balanced range of opportunities for all pupils. Enrichment activities are designed to be interesting, rich, enjoyable and inclusive for all pupils. E.g. Forest school in Reception and Year 1, immersive experiences and trips, Science fair, team building/orienteering, parliament week, cycle training.</p> <p>Ensure pupil leadership opportunities are broad, balanced and inclusive of different pupil groups. 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>Ongoing implementation Pupils leadership roles elected in term 1.</p>	<p>Personal development overview to be in place and implemented. Pupil voice that demonstrates the positive impact of the enrichment opportunities. Clubs attendance lists show good representation of disadvantaged pupils</p>	<p>Headteacher and Leadership team.</p>
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*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