



John Henry Newman Equality Objectives 2019 -2023

The governing body of John Henry Neman 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 of long-term memory 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 due to Covid will be at the detriment of any vulnerable learner - Adapt pedagogy to the restrictions of teaching online	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 Monitoring of remote learning provision CPD for staff about adapting pedagogy for online learning Online learning audit	Advance equality of opportunity for pupils who share protected characteristics	✓ Race ✓ Disability ✓ Gender ✓ Religion or believe
<u>Review 2020-21:</u> ☒ Continued professional development has happened throughout all the Covid Restrictions with staff undertaking a variety of courses and qualifications to improve their practice as well as developing their subject across the school (see staff CPD log and staff meeting schedules)				



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- ✓ CPD cycle has continued with lesson observations, environment checks and book looks
- ✓ Staff have continued to maintain their own CPD logs linked to their individual PM targets – KR reviews these regularly
- ✓ All curriculum statements, annual overviews and termly maps are published on the website
- ✓ All staff have reviewed the curriculum for 2021-22 to ensure that the provision meets our JHN Intent statement alongside ensuring there is progression across the year groups
- ✓ Policies have been reviewed and adapted throughout the year using Covid guidance alongside the normal policy review schedule
- ✓ Termly data meetings held with all year groups with SLT, reported on to Governors
- ✓ The monitoring and evaluation cycle for teaching and learning has continued this academic year, albeit with the confines of Covid.
- ✓ The assessment schedule has been in place and carried out in the terms 1, 2, 4, 5 and 6 – teaching has been adapted because of these assessments
- ✓ Moderation within bubbles, and more recently, within wider teams has happened with progression for writing targets being a focus
- ✓ Y6 moderation for writing has happened in T6 to ensure there is enough evidence for the children to meet ARE or ARE+ - see separate report
- ✓ See up-dates on curriculum from Leadership and Management
- ✓ Staff are aware of prior attainment data and using this to ensure that children are achieving their full potential; targeted interventions mapped out termly
- ✓ Achieved PSQM through the hard work and motivational leadership of Philippa Ben-Aldjia

Review 2021-22:

- ✓ Sharing best practice within staff meetings and briefing
- ✓ Well-being lead completed Masters
- ✓ BBO hub – lead teacher in mastery. Best practice shared with schools, modelled lessons and mentoring
- ✓ Class profiles used by teachers, learning walks show consistency of use and practice
- ✓ Recovery curriculum and tutoring package in place
- ✓ ODS curriculum meetings have enhanced provision for subject leadership and dissemination of key learning points have been crucial in developing better practice across the school
- ✓ In-class coaching happened in T6 with Claire Gadsby as well as in-house support for ECTs(+1) who have worked alongside JHN staff in areas they felt less confident with e.g. Science, Guided reading
- ✓ Cycle 3 lesson observations were good or better



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✓ All teaching staff attended Chris Quigley training in June to enable us to begin to think about our curriculum at JHN. This enabled staff to fully understand how our curriculum is going to be shaped moving forward – looking at learning within specific subject domains ✓ PPM continued throughout the year. Assessment cycle has been developed				
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 (via phone) will be attended by at least 95 % of the parents • ALL parents will be contacted (email and phonecall) if there has not been engagement with the meeting • 100% of parents will receive information about their child's progress via Tapestry • 95% of pupils will be positive about their learning • A variety of communication methods will be successfully used to communicate information about learning and extra-curricular opportunities • During lockdown or if a child/family is isolating, parents will be able to	• 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 • Studybugs, Instagram, Facebook, Parentmail, phonecalls and face-to-face meetings (Covid permitting) used to disseminate information according to the needs of the families	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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	access remote learning – see remote learning policy • Access to digital devices monitored and logged. Support with digital devices will be given in line with remote learning policy/DfE guidance			
<u>Review 2020-21:</u> ✓ School has developed the use of Tapestry throughout the school from September 2020 to ensure we had a learning platform that was familiar to use for all families in the event of further lockdowns or children having to isolate ✓ YouTube collective worship held during lockdown 3 – parents and children able to comment and engage with the videos in real time. These were also watched in school with the children who were in, so there was a connection with classmates ✓ A resilience fund has been set up using donations from the local community – some of this has been used to provide digital devices to our families ✓ Parent, child and staff voice collected at the end of lockdown 3 to improve quality of remote learning in the future – review of policy ✓ Parental engagement has been monitored and reported on from Sophie Welton in regards to social media impact. Natalie Chadaway who has been instrumental in the set up, and roll out of Tapestry. She has reported to teams about up-take and engagement so that support can be put in place where there has been concerns around access to online learning ✓ Parent consultations have happened remotely – all parents able to sign up for a time slot to have their phone call. EYFS focus child observations continued to happen ✓ All parents received information about their child's progress each term				
<u>Review 2021-22:</u> ✓ Resilience fund still being contributed to and used for our most vulnerable families – uniform, food vouchers, food boxes, IT equipment ✓ Good take up for parents' evenings. All families contacted who did not attend. Information sent to them ✓ Assessment information sent termly to parents				



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- ✓ Hub plans are evolving based on conversations with parents and staff
- ✓ Parent voice re. annual reports have changed reporting formats for this academic year based on the parents' feedback e.g more of a focus this year on emotional well-being as this came up a lot from parent voice

Parent voice survey found that:

- 94.1% of parents agree or strongly agree that the school informs them of their child's progress
- 92.2% of parents agree or strongly agree that the school helps them to support their child's learning
- 92.8% of parents agree or strongly agree that the school takes account of their suggestions and concerns

Comments from parent voice:

All the staff know all of the pupils and care about each and every family , such a welcoming and supportive school

As always we appreciate everything the school is doing to support X. We are pleased he is having time with a tutor and looking forward to the impact that has. He is happy in school and enjoying his latest topic especially! Thank you for all of your hard work.

My partner and I would like to thank all the staff for all their hard work. Our son's welfare and happiness is paramount and this school exceeds all our expectations. As a family we have only had a positive experience. Thank you and God bless you all.

Extremely happy with the services and care that my child receives while going to school. Would highly recommend this school

My children are all really enjoying school. Excellent school.

Attendance at Stay & Play

Pre Covid - average 6/max. 6

Post Covid - average 10/max. 17

Attendance at Nature Tots - a pre-school Forest school group – has been started this year for pre-school children to enjoy our school grounds. This has been set up in conjunction with Home-start

20 families engaged



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Total number of Growing Minds sign ups 47 children engaged Total number of families engaged with all JHN activities Pre-Covid 10 families Post-Covid 55 families				
To be mindful of the main pressures staff have on them which could be detrimental to their well-being, this includes bullying and harassment and pressures due to Covid19	• 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 • Remote-learning policy supportive of staff's well-being • Expectations of how staff work during lockdown or isolation are supportive of well-being	• 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 • Staff well-being survey to include pressure	Advance equality of opportunity staff who share protected characteristics	✓ Age ✓ Disability ✓ Sex ✓ Gender reassignment ✓ Sexual orientation ✓ Race ✓ Religion or believe ✓ Pregnancy and maternity ✓ Marriage of civil partnership



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		points around Covid19 and how we manage these will be reflected in changes to policy and procedures where needed		
<u>Review 2020-21:</u> ☒ Staff well-being has been important, we have done the following: ○ have received a Body shop gift bag ○ provided a weekly breakfast ○ we have set up a staff well-being treat tree ○ a Christmas well-being gift ○ set up a well-being raffle ○ set up a JHN appreciation board ○ gave all staff lockdown mug ☒ Team phonecalls to staff from line managers when isolating or working remotely to ensure well-being is ok – signposting to support where needed ☒ Employee Assistance support package in place and promoted to staff regularly ☒ Supportive risk assessments in place for staff who have a disability or short-term illness – adaptations made to timetables and job roles where needed				
<u>Review 2020-21:</u> ☒ Mulberry Bush supervision has been a supportive model for DSL and nurture leads ☒ Staff have accessed the support package in place via SR ☒ Clear timelines and timescales in place to ensure staff know when deadlines are due – these are given well in advance so that staff can manage their own time. Often staff meetings finish earlier so that staff can manage their own time ☒ TL completing Masters on mental health and well-being ☒ RW completed training to be Senior Mental Health lead - grant from DfE				



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☒ SLT focus on staff well-being towards the end of terms - home early nights, treats in the staffroom, thank you Christmas gift
