

Equality Objectives for Richmond Methodist Primary and Nursery School, 2026 – 2030

Our theologically rooted Methodist vision of 'Doing all the good we can - for all' guides the creation and implementation of these objectives.

Impact Statement

By successfully achieving these equality objectives, Richmond Methodist Primary and Nursery School will ensure that all pupils, regardless of their background or needs, have equal opportunities to succeed and flourish. The school community will benefit from a deeper understanding and respect for diversity, reflecting the Methodist vision of “doing all the good we can – for all.” Vulnerable learners will experience fewer barriers to learning through targeted support and reasonable adjustments, leading to improved attainment and well-being. The school’s inclusive ethos will be strengthened, fostering a safe, respectful, and nurturing environment where every child feels valued, supported, and empowered to reach their full potential.

Child Friendly Objectives

1. We will check how well all children are learning, especially those who might need extra help, and make sure everyone has a fair chance to do their best.

2. We will learn about and celebrate different religions, cultures, and ways of life so that everyone feels respected and included.
 3. We will make sure that children who need extra support get the right help so they can join in all lessons and activities.
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Objectives

1. **Monitor and improve attainment and progress for all pupils, including those with protected characteristics - to ensure equality of opportunity.**
This addresses the Public Sector Equality Duty (PSED) requirement to advance equality of opportunity by identifying and removing barriers to learning for vulnerable groups.
 2. **Promote understanding, respect, and celebration of diversity, including different religions, cultures, and protected groups, through curriculum, Collective Worship and school life.**
This supports fostering good relations across all protected characteristics.
 3. **Ensure reasonable adjustments and targeted support are effectively implemented to enable all pupils, especially those with SEND and other vulnerabilities, to access the curriculum fully.**
This objective aligns with eliminating discrimination and advancing equality of opportunity.
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Action Plans

Objective 1: Monitor and improve attainment and progress for all pupils, including those with protected characteristics.

Actions	Person Responsible	Resources Needed	Time Frame	Success Criteria
Termly analysis of pupil progress data by protected characteristic groups	SENCo, DHT, HT	Data management software, Pupil Progress Forms	Termly	<ul style="list-style-type: none"> - Pupil progress meetings include detailed analysis of protected groups - Data shared with all relevant staff
Class teachers to identify vulnerable learners and report on progress	Class Teachers	Pupil Progress on Insight, Training on data interpretation	Termly	<ul style="list-style-type: none"> - Vulnerable learners are clearly identified and discussed at termly meetings
Implement targeted interventions based on identified needs	SENCo, Class Teachers	Intervention materials, external agency support	Ongoing	<ul style="list-style-type: none"> - Vulnerable pupils show progress at least in line with peers - Intervention impact monitored and recorded
Share attainment and progress data with all staff and hold them accountable	HT, DHT	Staff meetings, monitoring tools	Termly	<ul style="list-style-type: none"> - All staff demonstrate understanding of pupil progress data and take responsibility for outcomes

Objective 2: Promote understanding, respect, and celebration of diversity.

Actions	Person Responsible	Resources Needed	Time Frame	Success Criteria
Embed teaching of different religions and cultures within R.E. and wider curriculum	R.E. Lead, Curriculum Leads	Curriculum resources, training on cultural diversity	Academic year	<ul style="list-style-type: none"> - Curriculum includes diverse religious and cultural content - Pupils can articulate understanding of different cultures and beliefs
Use Collective Worship and school events to celebrate cultural festivals and diversity	HT, RE Lead	Planning time, community links	Ongoing	<ul style="list-style-type: none"> - Regular celebrations of diverse cultures and festivals - Pupils demonstrate respect and understanding through discussions and behaviour
Staff training on Equality Act responsibilities and promoting equality	HT, Governors	Training materials, external trainers	Annual	<ul style="list-style-type: none"> - Staff able to articulate their responsibilities under the Equality Act - Positive staff feedback on training effectiveness
Embed Methodist values and 'doing all the good we can' for all, through daily practice	All Staff	School vision materials, assemblies	Ongoing	<ul style="list-style-type: none"> - Pupils demonstrate values in behaviour and attitudes - Positive feedback from pupils and parents about school ethos

Objective 3: Ensure reasonable adjustments and targeted support enable full curriculum access.

Actions	Person Responsible	Resources Needed	Time Frame	Success Criteria
<p>Use monitoring and tracking to identify barriers to learning (involving teaching staff in this process). Ensure reasonable adjustments are in place for these children.</p> <p>Where appropriate, work with outside agencies to achieve the best progress for our children.</p>	<p>HT, DHT, SENCo, Class Teachers</p>	<p>Insight, SEND Policy documents including whole school provision map</p>	<p>Termly</p>	<p>- Pupils with adjustments make expected or better progress</p>
<p>Develop targeted interventions for vulnerable pupils, including use of 'The Sensory Room', Nurture sessions, Forest School and weekly Thrive sessions.</p>	<p>SENCo, Support Staff</p>	<p>Sensory Room resources, Thrive training</p>	<p>Ongoing</p>	<p>- Increased number of pupils accessing Sensory Room - Positive impact on pupils' engagement and wellbeing</p>
<p>Provide SEND and Inclusion CPD for all staff at least termly.</p>	<p>SENCo, SLT</p>	<p>Training materials, examples from school case studies</p>	<p>Termly</p>	<p>- All staff complete CPD - Staff demonstrate improved confidence and skills in supporting SEND pupils</p>



Doing all the good we can

Monitor impact of reasonable adjustments and interventions on pupil attainment	SENCo, Class Teachers	Monitoring tools, pupil progress data	Termly	<ul style="list-style-type: none">- Reasonable adjustments documented and reviewed- Pupils with adjustments make expected or better progress
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