

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

John Mason School

We have chosen these objectives as a result of reviewing pupils' outcomes in summer 2025. 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
Our schools will provide good outcomes for all learners	<p>Curriculum planning and delivery empowers teachers and students to exceed expectations through challenging and carefully planned assessment, rigorous data analysis, targeted mentoring and support & high-quality intervention.</p> <p>All staff maintain a continues cycle of learning and professional development. They are supported in doing so with high quality CPD, and efficient use of meeting time.</p> <p>Teaching and Learning foci are developed from the findings of Quality Assurance . These are used to improve the learning experience for students.</p>	<p>Continuous process of improvement</p> <p>Measured at key assessment points throughout the year.</p> <p>Exam results at the end of each academic year</p>	<p>Student voice shows assessment is rigorous and challenging in all areas at all key stages.</p> <p>Stronger results at whole school level and in underperforming subjects</p> <p>A positive P8 score.</p> <p>Leadership confidence in accuracy of data collected. Subject/faculty lead confidence improves in analysing and using data for high quality planning</p> <p>Appraisal documentation shows support, clear communication and personalised targets for all.</p> <p>CPD take-up by all, including participation in and sponsorship of staff in NPQ and other professional qualifications.</p>	Headteacher and the leadership team, with a particular focus for DHT, AHT Learning and Teaching .

			Improved outcomes in all subject areas, at all key stages.	
Our schools will deliver a broad and rich curriculum that is ambitious for all learners, ensuring readiness for the next stage	<p>Curriculum discussions to take place with bespoke attention to subject-specific needs and nuances, supporting all middle leaders to develop their curricula.</p> <p>KS4 curriculum to be developed to ensure it meets .</p> <p>Key Stage 5 to have a secure curriculum identity within the school, in line with the new vision for the sixth form.</p> <p>Action plans and support to be in place for key subject areas to enhance the curriculum and ensure high quality intent, implementation, and impact.</p>	<p>This is a continuous and ongoing process across the school.</p> <p>Regular checking of the process will occur through quality assurance processes in school.</p>	<p>Curriculum resources to be updated regularly. Quality Assurance process implementation to demonstrate consistent links between intended Scheme of Learning and the experience of pupils.</p> <p>A broader range of options for pupils in Key Stage 4 which allows them to find appropriate pathways which link to likely Key Stage 5 pathways offered at both JMS and other local providers.</p> <p>A clear and distinct Key Stage 5 provision linked with Fitzharrys school.</p>	Headteacher, Associate Assistant Head (Curriculum focus), and middle leaders with responsibility for a curriculum area.
Our schools will take positive action to educate all adults and learners about the diversity and value of people, promoting	<p>PSHE curriculum review led by PSHE lead followed by staff training put in place on key PSHE topics in line with existing Schemes of work.</p> <p>New PSHE resources created and shared with teaching staff.</p>	<p>This will be a phased approach with curriculum changes taking place across the year.</p> <p>In the next academic year, the curriculum will be</p>	<p>Behaviour incidents which demonstrate low levels of respect reduce year on year.</p> <p>Incidents of bullying, racism or misogyny are very rare and are tackled effectively.</p> <p>Staff voice shows training is effective.</p> <p>Bullying records show a year-on-year reduction.</p>	Assistant Head – Personal Development, PSHE lead.

<p>equality in all that we do</p>	<p>A refined anti-bullying process is created, shared, and embedded with stakeholders.</p> <p>Opportunities for Diversity to be celebrated are increased.</p> <p>Utilise the OX14 partnership and other external sources of expertise to inform, challenge and educate stakeholders on issues such as misogyny.</p>	<p>further developed and grown.</p> <p>Changes around bullying and opportunities for diversity will take place in year 1, with further embedding in consequent years.</p>	<p>Increased involvement with external agencies and organisations through wider learning days, OX14 events, and greater presence in school.</p>	
<p>Our schools will uphold cultures that seek to eliminate bullying, discrimination and harassment through effective policy into practice</p>	<p>A culture of restorative practice is embedded alongside the robust behaviour policy, building on the positive relationships between staff and students.</p> <p>Key pastoral staff trained to hold restorative conversations delivered by external partners.</p> <p>All staff trained in how to ensure enhanced restorative conversations in follow up to behaviours they observe so that they can take ownership of the behaviours in their own school zone.</p>	<p>There will be a continuous process of implementation.</p> <p>The school will aim to decrease incidents of bullying and discrimination year on year.</p>	<p>Reduction in repeat R3s for key students in subjects. Reduction in FTS and repeat FTS.</p> <p>Staff feel supported to build and restore relationships where appropriate.</p>	<p>Headteacher, AHT – Connectedness and Behaviour, AHT Personal Development..</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>Student leadership opportunities are enhanced and allow students to enact the core values.</p> <p>Embed a careers programme which implements the Gatsby benchmarks, helps inspire pupils towards further study and enables them to make informed decisions whenever choices are available to them.</p> <p>Provide alternative provision which appropriately meets the specific, personal, social, and academic needs of pupils to help them overcome any barriers to engagement with education.</p> <p>Students have access to a consistent, high-quality, and effective reading curriculum.</p> <p>A culture of scholarship is evident in all subject areas, with opportunities to develop passionate learners inside and outside the classroom.</p>	<p>Gatsby benchmarks to be fully met at the end of the year.</p> <p>Where appropriate, Alternative Provision plans are put in place in a timely manner and are regularly reviewed.</p> <p>Needs based approach to the literacy and reading curriculum, with focus based on regular evaluation of need to plan next steps.</p>	<p>Document mapping opportunities across the school.</p> <p>JPD/ learning walks show active student leadership.</p> <p>Quality assurance and appraisal processes report use of reading protocol in lessons.</p> <p>Staff voice, following CPD, to report increased confidence.</p> <p>All new Gatsby benchmarks met.</p> <p>Evaluations evidence that activities have supported students in making informed decisions. Students in Year 11 and 13 secure appropriate destinations.</p>	<p>AHT – Connectedness and Behaviour, AHT – Personal Development, Associate Assistant Head – Director of English.</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