



Annual report on how the school complies with the Public Sector Equality Duty (PSED)

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

School vision: *An aspirational and supportive church school community, working together to wonder, trust and achieve. Striving to recognise life's rich opportunities, while developing talented lifelong learners; through respect, empathy, hope, trust and wonder.*

Christian Ethos: *'I came that they may have life and have it abundantly' (John 10.10b)*

St John's CE Primary School is an inclusive, diverse school, where we value all members of our community equally. Our school vision underpins all we do. Through rigorous monitoring and tracking, we ensure that every child has the opportunity and support needed to achieve, and we aim to nurture all our children, so that they develop into lifelong learners. Our Christian Ethos recognises that an abundant life is available for all, and as a school, we play a crucial role in ensuring that children have access to a rich curriculum, and high quality teaching and provision, so that our children have the best start to their learning journey.

Equality is a high priority at St John's, and this is reflected in our school policies, school improvement plan, and our everyday practice. We are continually modelling positive attitudes and respectful relationships to our children, and actively foster these within our school community. We have the highest expectations of all our children, and support them to reflect on their choices and actions. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, addressing discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to address issues of disadvantage and underachievement of different groups. Robust monitoring and tracking systems are in place. Any patterns affecting groups of children are identified through: analysis of summative and formative assessments; progress made at key points in the school year, IPP target reviews, SEND meetings, and analysis of behaviour concerns. Steps are taken swiftly to address any issues.

Equality Information

Number of pupils on roll at the school: 467

Age of pupils: 3 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

- Gender: 40.4% male, 59.6% female
- Pupils eligible for Free School Meals (FSM): 21.2%
- Pupils eligible for Pupil Premium Finding: 21.2%
- Pupils with Special Educational Needs (SEND): 19.4%
- Pupils with English as an Additional Language (EAL): 62.8%
- Young carers: 0%
- Looked after children: 0.4%
- Ethnic Groups:
 - Black-African: 20%
 - Indian: 25.1%
 - Pakistani: 9.6%
 - Bangladeshi: 2.1%
 - Arab Other: 0.4%
 - White and Asian: 3.4%
 - Any other Ethnic Group: 2.3%
 - White- British: 9.6%
 - Any Other Asian Background: 9.4%
 - Any Other Mixed Background: 2.8%
 - Any Other White Background: 5.3%
 - Other Black: 0.2%
 - Any other Black Background: 0.9%
 - White and Any other Ethnic Group: 0.2%
 - White and Black African: 1.9%
 - Black Caribbean: 0.4%
 - Iraqi: 0.2%
 - Chinese: 0.4%
 - White and Black Caribbean: 1.9%
 - Nepali: 0.2%

- Refused: 1.7%
- Black-Nigerian: 0.4%
- Turkish: 0%
- Thai: 0.2%

Equality runs through everything we do at St John's. Below, sections from this year's School Improvement Plan, show how we have complied with our Public Sector Equality Duty, and how invested we are as a school, in ensuring all of our children receive the very best learning opportunities. Where children have gaps in their learning, or SEND needs, targeted support is quickly put in place to maximise their progress.

St John's LGB July 2025

Objective One – The quality of education: To develop our learners detailed knowledge and skills across the curriculum which, as a result, allows them to be within or above ARE. This is reflected in the work pupils produce – 'beautiful books' and 'pupil voice' which demonstrates good recall/understanding. Main focus MATHEMATICS & Writing.					
QUALITY OF EDUCATION					
TARGET	ACTIONS	WHAT WILL THIS LOOK LIKE?	WHO?	WHEN	EVALUATION – Cumulative across the year
Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve within or above ARE. This is reflected in the work pupils produce:	KO's in action and useful.		Whole school	End of school year	School data compared with local and national: evidence of substantial and sustained progress from pupils' starting points.
Books	Support and scaffold children to learn key	Beautiful books- in line with Great Expectations. Presentation and content.			Maths book look- shared with SIA- books are well presented. Small steps are evident. Scaffolds seen. QQ/Retrieval also there. Next steps; Develop opportunities to journal/identify misconceptions and

	pieces of knowledge.				celebrate mistakes. (Model this in; I do, We do) Pupil voice reflected need to develop understanding and opportunities for challenge. Also, children were unsure of how their teachers fed back. Focus on developing effective feedback opportunities. (Nov24) ● Geog. book look – SIA Visit 3. 03FEB25 ● Science Book look – good coverage of curriculum. Focus on LO's as questions and assessment (Formative and summative- key pieces of work and quick quizzes.
Pupil Voice	● Regular revisiting – Rosenshine – small step teaching	Pupil Voice – reflects progress and relevant skills and knowledge – children can explain learning with confidence			● Reading Pupil Voice – Main focus, reading for pleasure opportunities – monitor protected time in classrooms
Test Outcomes	● Great Expectations – high and aspirational expectations for all learners	Progress is being made. Is the difference diminishing? (Key gpg – PP/SEND – Disadvantaged)			● How end of Key Stage Result has improved? ● The curriculum sets out the aims of a programme of education and a structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the school to evaluate pupils' knowledge and skills against those expectations
Attention is paid to embedding learning – small steps.	● Review curriculum /KO ● Review and develop task design – middle attainers – checking for	Writing Developments and Impact. Creative writing standards. Develop JC units/ complement with elements from 'Opening Doors' Project (UKS2/GD). Upskill all staff. Outcomes improve	SLT Team		● Angela Jenkins is a KS2 writing moderation manager for 3 local authorities, an LA school improvement adviser and independent English consultant. She is currently Chair of the National Association of Advisers in English. (Opening Doors) w/c 27.01.25. Review and update writing curriculum in Yr6 to support GD. Compare and quality assure JC alongside.

	deep understanding	across KS2. Crafting a rich and ambitious reading landscape. Envisaging the journey from reading into writing. Maths – Vocab list and expectations. Improved pace and learning acquisition within each session. Maths hub/ Early Number Mastery in EYFS/KS1. Coaching model in place and supporting learners to know and understand more.			● Mobius Maths hub- attend and cascade. First meeting with lead – (Gill Knight – 09DEC24) Planned staff meeting focus – what makes a great mathematician – collaborative planning / coaching teachers (T&L). ● Mastering Number in FS2/Yr1 – attend and cascade. In place in classes. Resources in place (FS2-Yr2) Discrete math’s session – teachers report signs of early impact – SEN chn. ● Consider using it as an intervention in LKS2 (KB/SW/CP to discuss) ● Develop what is to be a mathematician at our school – developed by staff and children. Common language embedded – common display.
DFE/GOV REVIEW – Leaders to keep up to date with review outcomes and adapt as required; The Curriculum and Assessment Review is being led by Professor Becky Francis CBE who is an expert in education policy including curriculum and social inequality. The 8 week consultation was opened on the 25 September 2024.’			Leaders		Awaiting outcome.
Leaders need to put in place an effective assessment process	● Lesson structures – pit	Predictions are accurate	SLT Team		● School data (Standardised Assessments completed DEC24 – Data reporting in Jan25. Foundation Subject

across foundation subjects so that teachers can identify and quickly remedy any gaps in pupils' knowledge and understanding	stop plenaries in all lessons ● Understanding meta cognition – no overload ● Planned cumulative assessment opportunities to revisit and test learning ● Summative/ standardised assessments to support accurate teacher assessment	Feedback in books and lessons effectively assess attainment and support quick addressing of misconceptions. In lesson checking (I do/We Do/ You Do – understand – checking element) Interventions are designed following identification of gaps and used to remedy pupil's knowledge and understanding quickly. Support staff planning in place to support learning. Regular review.			end of term assessments completed - to be moderated and reviewed Spring 1) ● Math's Learning Walk (1) completed with SIA (OCT24): Children engaged, lessons were consistent across year groups, progressions evident. Consider – is the passivity? Are children truly understanding the delivery? Children asked were not always sure what the learning was, and at times were unsure of what to do. Those who were engaged in the task, when completed did not know what to move on to. ACTIONS – Staff training – Amjad Ali – no assumptions. Leaders to measure impact. Math's collaborative planning focus ● Feedback is appropriate and used by children to move their learning forwards ● Feedback needs attention in some areas. ● Review in line with GGP – some have identified this as a target – will consider a broader piece of work. ● Interventions are planned, delivered and monitored in line with children's needs and regular checking in with progress made/attainment – AFL ● Yr 6 Intervention are in place, consistent and regularly quality assured. ● Yr 5 Pre-teach Maths/English. Touch typing. ● Yr 4 phonics/MTC intervention – regular. FLASH – EAL ● Yr 3 – pre-teach is evident ● Yr 2 – phonics ● Yr1 – Phonics ● EYFS – Neli ● Develop pre- teach – over teach
--	---	---	--	--	---

					MTC needs focus (JAN25) Challenges due to staffing capacity – support in place
Leaders need to ensure that teachers have the necessary expertise they need to match activities carefully to be able to check what pupils know and remember	- Support schemes - Structure of learning – Maths development - Writing Focus– ODST/ in house - KN – sticky knowledge – are in regular practice - Rosenshine in action - Questioning, clear and useful – moving learning forward, Children explaining their thinking. - Coaching – RWI CP - Maths – AK/SW - Science – BB	Review and update MTPs to reflect needs of learners and still reflect full coverage of the NC. Subject Co-ords work with 'experts'/other subject leaders and cascade to wider staff group Lesson planning reflects needs of learners with appropriate scaffolding and challenge. Lesson delivery shows understanding of small steps to embed key concepts			- Monitoring and refining of curriculum. In place and progressing well. Next steps – formatting finalised, website and centralised in staff shared. Quality assuring and developing formative assessing. - New subject Co-Ords/Co-Ords are up to date with action planning and actions taken/required for their subject (SPR1 Focus) - CPD for subject co-ords is undertaken - ODST leaders' meetings advertised/encouraged. Co -Ords are attending the ODST offer. Thames Hub is beginning to take shape – MP to cascade. - Maths hub work is successfully cascaded to wider staff group and impact monitored. Mastery of Number – EYFS/KS1 In process - Action plans have been updated and 1:1 sessions have been booked with the Curriculum lead to support alignment to SDP. - Children can explain learning, explain mistakes and work through misconceptions. - Reading

	• CPD – small steps • Key knowledge • Sequence/pace				
--	---	--	--	--	--

QUALITY OF EDUCATION – EVALUATION

- Learners detailed knowledge and skills – Aware of cognitive load.
- Work Produced / Quality of Books – pockets of excellent. Develop consistency
- Pupil Voice – GOV visits show good levels of understanding in RE. Some passivity across a range of subjects – develop challenge. Children must be 'thinking'.
- Test Outcomes and leaders review - Yrs 2 & 5 are weak spots
- Embedding of small steps teaching – Maths focus. Good gains. Working with the Maths hub has also supported teacher knowledge and delivery
- Review of writing – JC up until yr4. Yr5 & 6 work with Opening doors – Curriculum lead and phase lead to develop writing units over the next year. Work began this year. Good writing moderation. Some things to be added. Handwriting across the school to have a main focus. Dictation in each class at least once weekly. Ensure key spelling words for each year group are evident in the dictation.
- Review of Curriculum, incl RE. RE review took place. Moving to Discover RE with Understanding Christianity. Broader world view now required.
- Assessment Rationale – gaps are recognised and supported. Rationale in place and supports teacher judgements.
- Teachers expertise to match leaning ops appropriately – CPD in place. Monitoring ongoing

QUALITY OF EDUCATION – NEXT STEPS

- Maths – Maths hub work
- Writing – develop KS2 Provision. Ensure quality of JC across the rest of the school
- Handwriting- RWI Programme and then Letterjoin from yr3. Daily and writing and high expectations in all books. Link with presentation and teacher modelling. Letterjoin to roll out across the school. Last few weeks
- RE – HT worked with Diocese (Anne Andrews) to reevaluate the curriculum. Awaiting Pan Berkshire Agreed Syllabus to be completed (there have been delays) – moving to Jigsaw RE with Understanding Christianity from September 2025. This will reflect wider world view whilst maintaining a Christian thread. Understanding Christianity will support this too.
- CPD Ongoing – structured to ensure teachers have high aspiration/expectations and children meet them. (Revisit Rosenshine/Walkthrus)
- Look at smart log training – quality and time allocation (Support staff also)
- Assessment Rationale – in use and useful – Regular review that the non standardised assessments are meeting need and supporting teachers in making accurate judgements. Insight training to support all teachers to understand and use data effectively.
- Sample work to support moderation. Develop a shared folder.

QUALITY OF EDUCATION – BARRIERS

- Awaiting Curriculum Updates and Ofsted review outcomes
- Updated RE Pan Berkshire Syllabus – still waiting for confirmation of new curriculum/syllabus
- Developing Leadership Team – succession planning
- New Subject leads to develop