



Part One – Public Information Report

The published Equality Objectives for the period January 2024- January 2025 were:

- 1) To introduce and embed oracy across the school to allow all groups to be better engaged in the curriculum, especially writing.***
- 2) Strengthen and develop the expertise of all staff, in order to recognise and remove/mitigate barriers to learning (inc. those caused by SEND, poverty or mental health), so that all children are fully engaged and focused on their learning at all times.***

Analysis/actions:

Objective 1-

Emma Anderson, subject leader for English has attended training courses on oracy. This has led to some staff meetings on the importance of oracy and also practical teaching techniques for how to embed oracy across lessons in seamless ways. Subject plans have oracy / key vocabulary made explicit for each unit of work. Emma ran an after-school debating club to further develop her own skills and give opportunities for children. She hopes to repeat and develop this in spring / summer 2025. Children are given a range of speaking opportunities during curriculum time and also during performances such as assemblies, Church services and performances e.g. Christmas. In terms of embedding oracy this will continue to be built on and reminders given over the year to come too.

Objective 2-

Mr Beresford and Mrs Alston have attended all 6 RADY ([Raising Attainment of Disadvantaged Youngsters](#)) sessions and been fully immersed in these twilight sessions. We have carried out a pre and post RADY evaluations. RADY is Golden Threaded across the current school development plan. RADY has been introduced to teaching staff and they have begun to trail techniques in the classroom and these were (and continue) reviewed at termly pupil progress meetings. School has engaged with [NEU Poverty Proofing](#) techniques and reached out to charities (e.g. [School Coat Company](#)) to support our disadvantaged youngsters. We have audited after school clubs and School Council to ensure our disadvantaged children are proportionally represented at these clubs. Looking to the future there is much more work to do here – lots of it is relational work with parents, strong links to attendance and overall school culture. Headteacher is fully committed to this.

Due to the transition to Cumbria Education Trust (CET) in March 2025, no school specific equality objectives will be set and we will follow CET lead on this area.

Mr Beresford.

REPORT ENDS