



How does Oxford Spires Academy comply with the Public Sector Equality Duty?

Oxford Spires' is an inclusive Academy founded on the values of respect, honesty and integrity. The Academy has a range of policies which make explicit the school's long established commitment to actively promoting equality of opportunity for all. The main policies that deal with equality of opportunity are:

- [Accessibility plan](#)
- [British Values](#)
- [Behaviour Policy](#)
- [Anti-Bullying Policy](#)
- [RSE Policy](#)
- [SEND policy](#)
- [Whole-School Equality Policy](#)

Oxford Spires Academy prides itself on being an inclusive school that cares for every individual child, parent/carer and member of staff. In doing so, we promote and deliver a range of strategies to ensure that we comply to the Public Sector Equality Duty.

Some of these are:

- Active promotion of the school values respect, honesty and integrity of whilst remaining inclusive of all faiths and none
- Promoting the rights of each individual as outlined in the United Nations Charter through our ethos, Behaviour Policy and curriculum content
- Promoting tolerance, individual liberty, friendship and understanding by actively promoting British Values through assemblies and workshops and the PSHE curriculum
- Promoting tolerance, mutual respect and understanding through RE and PSHE lessons, assemblies and tutor lead sessions. Working with the community by inviting in leaders of local faith groups to speak in assemblies and deliver class workshops
- Promoting tolerance and mutual respect through Black History Month projects and celebration events
- Taking steps to meet the needs of individuals – for example, provision of a prayer space on site for staff and student use
- Promoting inclusion, tolerance, friendship and understanding through different aspects of our curriculum. This includes teaching in RE, PSHE and other subjects. In English, a variety of text from a range of cultures will be used. Scientists, historians, artists, poets, engineers and designers who represent the protected characteristics will be embedded within the updated curriculum



- Autism awareness day is marked
- Working to decolonise our curriculum
- Working to provide LGBTQ+ training for staff, with an equality and diversity lead based on site
- Ramp and access to the school premise
- Leading assemblies to explore and deal with relevant issues; including assemblies focused on tolerance and respect for difference and identifying as LGBTQ+
- Fundraising for many charities
- Monitoring and evaluating the attainment and progress of all pupils; looking at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it
- Supporting all staff and children to reach their potential in their career and school life
- Interventions to maximise the progress of all groups of children
- Encouraging children who have a particular character to participate fully in all activities – for example; after school clubs, lunchtime clubs, enrichment activities and whole school productions
- Curriculum trips that meet the needs of all children
- Active promotion of our robust and inclusive Behaviour Policy
- Active promotion of the Anti-bullying Policy
- Restorative justice approach to behaviour and relationships – supporting any tensions between different groups of pupils within the school
- Onsite therapeutic work that provides a counselling service for students who may be facing mental health problems
- Pupil participation in school activities; ensuring that is formed of pupils from a range of backgrounds.



Oxford Spires Academy Curriculum Intent

The academy's Curriculum Intent Statement demonstrates a commitment to a quality of education that is fully inclusive and allows every child to see examples of excellence that represent their race, gender or sexuality. The intent statement is:

At Oxford Spires Academy we define the curriculum as meaning everything that we do that holistically impacts on a child's learning and development. This includes but is not limited to:

- Formal classroom teaching
- Super-curricular learning
- Extra-curricular activities
- Literacy, numeracy and other interventions
- Behaviour for learning
- Tutoring
- Personal development
- Leadership development
- PSHE, citizenship & healthy lifestyles
- Forming and maintaining good relationships with others
- Self-regulation
- Independent learning skills and attributes.

Our curriculum is planned with the intent to:

- Provide an ambitious, broad and balanced curriculum that celebrates the value of each subject equally
- Fulfil and go beyond the requirements of the National Curriculum and examination syllabi to enrich student knowledge and skills and ensure students are well prepared for the next phase of their education or employment and life in modern Britain taking account of pupil's aspirations, the local, national and global job markets
- Rapidly develop student's literacy and numerical skills so they can access the curriculum fully
- Sequence learning in a logical manner that enables students to improve knowledge and skills over time, building on previous learning
- Ensure deep learning by interleaving expected knowledge within subjects and helping students make connections between their learning in different subjects
- Enable students to secure their knowledge through regular retrieval practice utilising regular quizzing and starter recall tasks



- Enable all students to achieve their best whatever their ability on entry and career goals. This is achieved through a fully inclusive curriculum and individualised advice, guidance and support
- Provide students with engaging lessons by highly skilled teachers who have extensive subject knowledge and who provide opportunities for enrichment outside the classroom
- Develop character and add to student's cultural capital. Ensure diversity is celebrated to ensure all students feel welcomed, supported and valued in and contributing to the school community
- Motivate all students to want to learn and develop lifelong learning skills and attitudes by encouraging them to learn from mistakes and value the opportunities to evaluate gaps in their learning and plan how to address those gaps
- Respond to the different and changing needs of students by ensuring learning activities are informed by regularly collected assessment information.
- Ensure a consistent approach to teaching and learning across all subjects while maintaining the flexibility needed for different subjects to teach in the most effective manner for their subject
- Develop knowledge and skills in parallel. Knowledge underpins and enables the application of skill, and skills need to be developed to enable a student to gain knowledge. Our best teaching develops both

Equality objectives (2020-2024)

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives. Our published information must be updated annually and objectives published at least once every four years. In order to further enhance our ability to allow these values to positively influence the lives of all those we serve, the following targets have been set in accordance with the Equalities Act (2010).

The following guidance has been used to inform these targets:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf



Area	Target
Curriculum	We are committed, through our curriculum intent statement, to ensuring that our curriculum does not favour one particular race, culture or gender. This involves auditing our curriculum using staff, pupils, parents/carers, governors and an external company. The academy has worked to deliver thought provoking CPD for staff as part of this inclusivity framework. We have also increased our celebration of black excellence as part of the wider curriculum both within and outside of the classroom.
Inclusive Language and practice for the LGBTQ+ community	We recognise that staff, students and families require regular training and support when understanding how to use the most inclusive language for students and staff who identify as part of the LGBTQ+ community. For students, this continues to be facilitated by our PSHE curriculum and any in school mentoring. For staff we will continue to work with various providers to ensure that gendered language is eradicated.
Raising attainment in English/Maths for boys	We recognise that the attainment and progress of boys in the core subjects of English and mathematics has lagged behind girls and it is a key priority to raise this attainment so that boys have equal access to Post-16 opportunities. Targeted Intervention aimed at raising the attainment of boys in English and mathematics will be a priority for the coming year so that the gap between boys and girls closes.
LGB diversity	Our LGB is a diverse group of members, representing the local community.