



MOULSHAM HIGH SCHOOL 2026 – 2029

Equality Statement

Vision Statement About Equality

Moulsham High School is a place where:

- Students **Enjoy** learning;
- Students are **Enriched** with opportunities to develop personally, enhance their cultural capital and prepare for their next steps;
- Students **Achieve** high standards;
- Students are taught the values of equality and diversity;
- All efforts are acknowledged and celebrated;
- Everyone is valued and respected as an individual;
- Everyone is encouraged to be part of and contribute to the local community.

Equality Objectives

Objective Group	Objective	Milestone/Progress
Student Achievement	• All students' academic data is recorded on Arbor which enables progress to be tracked by senior and middle leaders and subject teachers. • In addition, all KS4 students' data is entered on to 4Matrix to enable progress against expectation to be monitored. • All KS5 students' data is entered on ALPS and 4Matrix to enable progress against expectation to be monitored.	Termly data entry shows that all students are on track to fulfil their academic potential. School Improvement Funding is used to support students who are underachieving in the core subject. PPG funding used to provide appropriate additional support for disadvantaged students. National Tutoring Programme funding is used to support students who are under achieving in the core subjects.

	• All students' progress across the curriculum is monitored regularly and appropriate intervention is applied where necessary. • All students are able to participate in a full range of extracurricular opportunities.	School development priorities 2026-27 include further develop teachers' expertise in assessment for learning, identifying misconceptions and adaptive teaching. These have been selected to ensure that all students continue to make maximum progress across subjects. Termly data from Evolve Clubs shows that take up for extra- curricular activities is strong with all pupil groups participating.
Behaviour And Safety	• Students respect one another, feeling safe and valued. • When students struggle with consistently behaving well and showing a high level of self-control and a positive attitude to their education, the school takes appropriate action to support them to success. • Students, staff and parents know that misconduct and gross misconduct will be challenged. • All students demonstrate an acceptance of all cultures and religious beliefs and show an understanding of British Values.	The school's Student Behaviour Policy is consistently applied to all students. Corridor conduct initiative implemented and evaluated. The role of the tutor and form registration in promoting personal development and self-control further developed. Students are accepted for who they are and CPOMS shows that any discrimination or stereotyping is tackled confidently by staff. Student voice shows all students feel safe at school. CPOMS shows that instances of child- on- child abuse are tackled confidently and sensitively by staff.

		Students have opportunities to develop their understanding and respect for those from different cultures and those protected characteristics within the school community. British values feature in personal development lessons, assemblies and registration programmes.
Teaching	• All students consistently experience highly effective teaching.	Quality assurance shows that all students receive high effective teaching across the curriculum. Quality assurance shows all students receive regular, high quality marking and feedback which enables them to make progress. Where the quality of teaching is not consistently 'highly effective' staff receive bespoke support. A revised and more bespoke professional learning programme supports the further enhancement of the quality of teaching across the curriculum.

Leadership And Governance	• The staff and Local Governing Committee reflect the diversity of the community Moulsham High School serves. • All staff are mindful of the academic, emotional and social needs of all children, especially potentially vulnerable children and ensure that none of these are disadvantaged. • The Senior Deputy Headteacher (Behaviour/Attitudes and Safeguarding) is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.	Equality data, including records of prejudice related incidents, is presented to SLT and the Local Governing Committee termly and any actions taken as appropriate. All staff receive appropriate Professional Learning which enables the academic, emotional and social needs of all students to be met, thereby ensuring that none are disadvantaged. All students enjoy opportunities to develop character.
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