

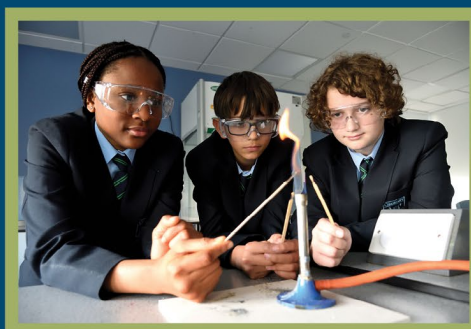
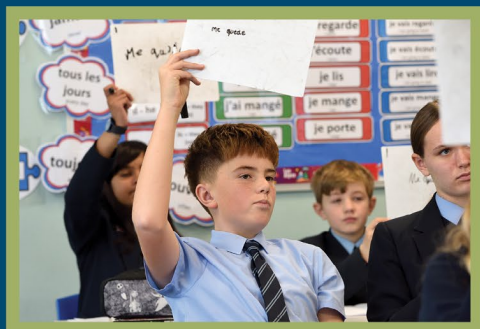


CHARLTON SCHOOL

Building Knowledge • Developing Character • Inspiring Futures



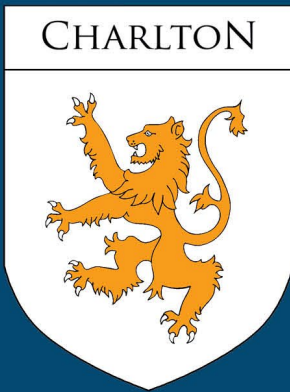
Principals Report



Equality Objectives and Public Sector Equality Duty Report Year 1 Annual Impact Report



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Introduction

At Charlton, our commitment to equality, diversity and inclusion is key to everything we do. We recognise that this work is not an add-on, but a fundamental driver of school improvement and positive outcomes for pupils, staff and the wider community. Through our responsibilities under the Equality Act 2010 and the Public Sector Equality Duty, we actively seek to remove barriers, challenge inequality and ensure that every individual is treated with dignity, respect and fairness.

This Equality Duty Progress Report for the academic year outlines how Charlton has implemented and embedded the Learning Community Trust's Equality Objectives within daily practice. These priorities are not only reflected in policies and plans, but are visible in classrooms, staff development, leadership decisions and engagement with families. Equality considerations are routinely built into self-evaluation, improvement planning and the review of curriculum, behaviour and safeguarding arrangements, ensuring that inclusive practice is sustained and responsive.

The Learning Community Trust plays a vital role in supporting and challenging Charlton in this work. Through regular review, professional dialogue and trust-wide monitoring, equality objectives are evaluated alongside educational outcomes and organisational performance. This ensures that progress is both accountable and meaningful, and that learning from across the trust is used to strengthen provision at school level.

We value this work highly because of its direct impact on lived experience. By embedding equality priorities into our practice and review processes, Charlton continues to move forwards as a school where diversity is celebrated, opportunity is equitable, and everyone is supported to thrive.

The following document writes a summary position against each priority:

Summary of Position – Priority 1

Promoting Equality in Access, Success, Progression, and Outcomes for Pupils with Protected Characteristics

Charlton has demonstrated a strong and purposeful approach to Priority 1, with equality of access and outcomes clearly embedded within everyday practice and improvement activity. The school systematically collects and reviews key data sets, including attainment, progress, attendance, behaviour and exclusion information, to identify emerging trends or gaps for pupils with protected characteristics. This evidence is actively used to inform targeted academic, pastoral and mentoring support, ensuring that disadvantage is identified early and responded to appropriately.

Curriculum and provision have been critically reviewed to strengthen inclusion and representation. Charlton has evaluated learning materials to ensure they reflect a diverse range of cultures, identities and experiences, while also reviewing admissions, grouping and setting practices to ensure fairness and transparency. Practical barriers to participation have been considered, with steps taken to widen access to enrichment opportunities and strengthen communication with families, including making reasonable adjustments where required.

Overall, Charlton's position against Priority 1 reflects a school that moves beyond compliance and uses equality data, curriculum review and enrichment access as levers for improvement. The introduction of initiatives such as the Passport pilot further evidences a proactive commitment to engagement and opportunity for underrepresented pupils. This work provides a secure foundation for continued progress, with equality considerations embedded within monitoring, self-evaluation and ongoing review alongside the Learning Community Trust.



Summary of Position – Priority 2

Building an Inclusive Workplace that Attracts Diverse Talent and Fosters Respect

Charlton has made secure and purposeful progress against Priority 2, with equality and inclusion increasingly embedded within workforce practices and professional culture. Recruitment and selection processes have been reviewed to ensure they promote equality of opportunity, including the use of inclusive language in job descriptions and advertisements. Staff involved in recruitment have received training to support fair and unbiased decision-making, strengthening consistency and confidence in recruitment practices across the school.

The school has taken steps to better understand and respond to workforce diversity through the monitoring of staff data by protected characteristic. Equality expectations are clearly embedded within induction processes, ensuring that all new staff understand shared values, professional behaviours and the Trust's commitment to dignity and respect from the outset. This is reinforced through ongoing professional development opportunities focused on inclusive leadership, equality legislation and respectful workplace culture.

Charlton's position against Priority 2 reflects a workplace that is consciously developing its culture as well as its processes. By combining fair recruitment practices, targeted training and clear expectations around inclusive behaviour, the school is building a workforce that feels valued, supported and confident to contribute. This work continues to be reviewed in partnership with the Learning Community Trust, ensuring that inclusion, representation and staff experience remain integral to organisational review and improvement planning.

Summary of Position – Priority 3

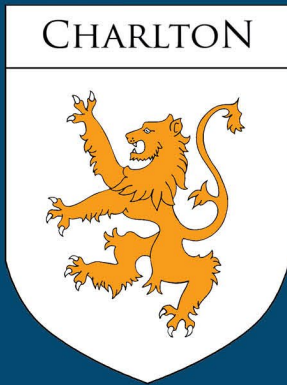
Nurturing Safe, Open, and Equitable Working and Learning Environments

Charlton has secured a positive and developing position against Priority 3, with a clear focus on creating environments where pupils and staff feel safe, respected and confident to raise concerns. Key policies, including behaviour, anti-bullying and safeguarding, have been reviewed to ensure that discrimination, harassment and prejudice-based incidents are explicitly addressed. This provides a consistent and transparent framework for expectations, response and accountability across the school.

Respectful conduct and inclusive behaviour are actively promoted through assemblies, staff briefings and classroom practice, reinforcing shared expectations across the school community. Charlton has strengthened systems for reporting, recording and responding to incidents, ensuring that concerns are taken seriously, investigated appropriately and resolved in a timely and proportionate manner. Training for staff and pupils has further supported understanding of discriminatory behaviour, bullying and bias, helping to build confidence in recognising and challenging issues when they arise.

Pupil and staff voice play an important role in shaping this work, with feedback used to evaluate experiences of safety, inclusion and belonging. Where appropriate, restorative approaches are used to support resolution and relationship-building, promoting reflection, understanding and positive behaviour change. Overall, Charlton's position against Priority 3 reflects a school that is actively nurturing a culture of openness, respect and equity, with this work embedded into daily practice and reviewed regularly in partnership with the Learning Community Trust.





Next Steps

Building on the progress outlined in this report, Charlton will continue to strengthen its work against the Learning Community Trust's Equality Objectives through a focus on consistency, impact and sustained evaluation.

For Priority 1, the school will further refine the use of pupil data to monitor trends by protected characteristic over time, ensuring that emerging gaps are identified early and addressed through targeted academic, pastoral and enrichment support. Curriculum review will remain ongoing, with a continued emphasis on representation, inclusion and access, alongside further evaluation of initiatives such as the Passport pilot to assess impact on engagement and outcomes.

For Priority 2, Charlton will continue to embed inclusive practice within workforce development by maintaining fair and transparent recruitment processes and strengthening staff confidence through ongoing professional development. Workforce data will be used more effectively to inform planning and support, and equality and inclusion will remain a core focus within induction, leadership development and performance review processes.

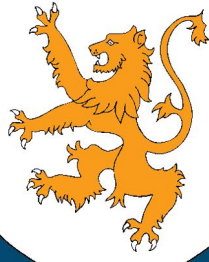
For Priority 3, the school will build on established systems by continuing to review policies, training and reporting procedures to ensure they remain robust and responsive. Pupil and staff voice will be used more systematically to inform evaluation of safety, inclusion and belonging, and restorative approaches will continue to be refined to support learning, behaviour and positive relationships.

Across all priorities, equality considerations will remain embedded within self-evaluation, school improvement planning and regular review with the Learning Community Trust. This will ensure that progress is monitored consistently, good practice is shared, and support and challenge remain sharply focused on impact.

Charlton remains fully committed to advancing equality, inclusion and fairness for all members of its community. The progress outlined in this report demonstrates that equality objectives are not treated as standalone requirements, but as integral to the school's culture, practice and continuous improvement. Through strong partnership with the Learning Community Trust, clear accountability and a willingness to reflect and adapt, Charlton will continue to move forwards as a school where diversity is valued, opportunity is equitable, and everyone is supported to thrive.



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