



EDIB ANNUAL REPORT 2025-2026

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INTRODUCTION

Introduction

As part of its duties under the Equality Act 2010, Marches Academy Trust publishes an annual report to demonstrate progress against its EDIB Strategy and equality objectives. This report provides an overview of activity undertaken during 2025-26, outlines progress against agreed objectives and includes the workforce equality data required for publication.

Embedding EDIB across the Trust

Equality, diversity, inclusion and belonging are central to our vision of *Achievement through Caring*. We are committed to creating an inclusive culture where staff, children and young people feel valued, respected and able to thrive.

Through this work, we continue to raise awareness, remove barriers, promote equality of opportunity and foster positive relationships across our Trust communities. By valuing every individual and strengthening inclusive practice, we support collaboration, creativity and better outcomes for all.



Annual Report 2025 - 2026

This report reflects the work of our EDIB Ambassadors, schools and wider Trust, led by the Executive Director of Professional Learning and Development. It demonstrates how Marches Academy Trust has considered its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty.

The Equality Act 2010 (Specific Duties) Regulations 2011 require Marches Academy Trust to:

- Publish information annually to demonstrate compliance with the Public Sector Equality Duty.
- Publish equality objectives at least every four years.

The Public Sector Equality Duty requires us to have due regard to the need to:

- Eliminate 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 those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Advancing equality of opportunity includes:

- Removing or minimising disadvantage experienced by people with protected characteristics.
- Taking steps to meet the specific needs of people with protected characteristics.
- Encouraging participation where people with protected characteristics are underrepresented.

Wider statutory and policy context

Our EDIB work is also informed by wider education, safeguarding and inclusion duties, including the Children and Families Act 2014, statutory safeguarding guidance through *Keeping Children Safe in Education*, Last updated: 7 July 2026, the Department for Education's 2026 schools and SEND reform paper, *Every child achieving and thriving*, Last updated: 27 April 2026 and the linked consultation *SEND reform: putting children and young people first*. Last updated: 27 April 2026

Together, these reinforce the importance of inclusive practice, early support, safeguarding, accessibility and ensuring that all children and young people are supported to achieve and thrive.

Ofsted 2026 – Inclusion and EDIB



Updated Ofsted inspection context 2026

Ofsted's renewed inspection approach places a stronger emphasis on how schools know, support and include all pupils, particularly those who may face barriers to learning, participation or wellbeing. From September 2026, inspection materials for state-funded schools include a distinct focus on **inclusion**, alongside curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, and leadership and governance.

Inspectors work with leaders to build an accurate and typical view of the quality of the school.

This includes knowing and understanding how well pupils:

achieve – academically and personally

belong – feel that they belong to, and are valued as part of, the school community, so that they attend, behave and contribute positively to what the school offers

thrive – benefit from the right systems, processes and levels of oversight, so that they are kept safe and are able to flourish, whatever their background or individual needs

For EDIB, this means schools need to be able to demonstrate how inclusive practice is embedded across school life, rather than addressed through isolated activities. Inspectors will consider how leaders identify and remove barriers, respond to pupils' needs, promote participation and ensure that pupils, including those with SEND and those who are disadvantaged or vulnerable, are supported to achieve, belong and thrive.

Key aspects of Ofsted's 2026 approach relevant to EDIB

Inclusion as a central evaluation area

Schools are expected to show how they identify pupils' needs accurately, remove barriers to participation and ensure that pupils are meaningfully included in the life of the school.

Engagement with pupils and families

The 2026 updates place additional emphasis on how leaders engage with pupils with SEND and their families as part of the inclusion evaluation area.

Curriculum and personal development

Schools should be able to demonstrate how the curriculum, wider opportunities and personal development provision help pupils understand equality, respect, difference and belonging.

Protected characteristics and equality duties

Ofsted continues to provide specific guidance on protected characteristics, separation by sex on school inspections and equality duties on education inspection. This reinforces the need for schools to promote equality, tackle discrimination and foster good relations.

Context and proportionality

Ofsted's updated materials state that inspectors will consider school context and gather evidence proportionately, including through professional dialogue with leaders and observations of day-to-day practice.

Faith teachings and protected characteristics



Ofsted guidance confirms that schools should teach protected characteristics in an age-appropriate way and promote respect for difference. Where faith perspectives are taught, they should be presented respectfully and balanced with pupils' understanding of legal rights under UK law, including the expectation that all people are treated with dignity and respect.

This sits alongside the updated **Relationships Education, Relationships and Sex Education and Health Education guidance**, which applies from 1 September 2026 and requires schools to have regard to statutory guidance when planning and delivering RSHE



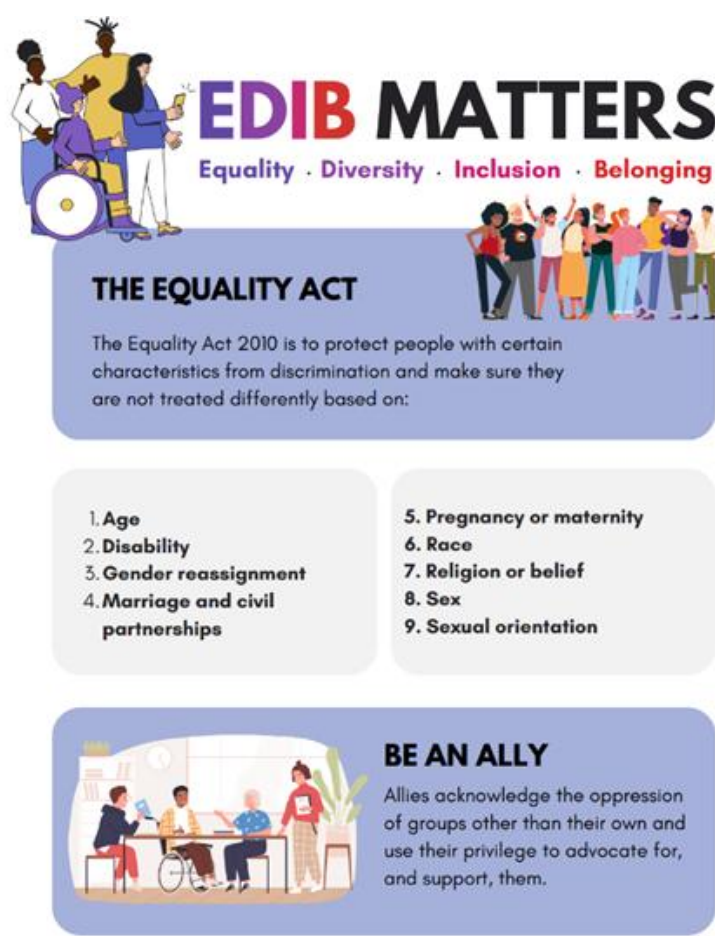
Nine protected characteristics

The nine protected characteristics, as defined by the Equality Act 2010, are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, race, sex and sexual orientation.

Through the first phase of our EDIB Strategy, Marches Academy Trust has strengthened its commitment to inclusion by reviewing systems, developing practice and engaging more meaningfully with staff, children and young people, families and wider communities. This work has supported schools to listen, reflect and adapt, ensuring that equality, diversity, inclusion and belonging are embedded more consistently across Trust life.

Since the launch of the strategy in 2022, we have established a strong foundation for change. We recognise, however, that this remains an ongoing journey. Our focus for 2025-26 was to build on this progress by deepening understanding, strengthening inclusive culture and embedding sustainable practice across our schools and shared services.

This work continues to be driven with commitment, collaboration and a shared ambition to ensure that everyone feels valued, respected and able to thrive



02

SHROPSHIRE DEMOGRAPHIC PROFILE

Shropshire demographic profile

2021 ONS Census (Fully released 2023)

Gender In the 2021 census the population of Shropshire was 323,600 and is made up of **approximately 50.7% females and 49.3% males.**

The average age of people in Shropshire is 48, compared to 40 in England.
5.9% of people living in Shropshire in 2021 were born outside of the UK, compared to 17.4% nationally.

The religious make up of Shropshire is 55.5% Christian, 37.0% No religion, 0.5% Muslim, 0.3% Buddhist, 0.2% Hindu, 0.2% Sikh, 0.1 Jewish, 0.5% other religion.

Sexual Identity 90.6% within Shropshire identify as straight or heterosexual, 1.2% identify as gay or lesbian, 0.96% identify as bisexual, 0.12% identify as pansexual, 0.04% identify as asexual, 0.01% identify as queer, and 0.01% identify as another sexual orientation.

93.98% of people have a gender identity the same as their sex registered at birth, 0.11% of people have a gender identity different from their sex registered at birth but no identity given. 0.05% are registered as a trans woman and 0.06% are a trans man. 0.04% are non-binary.

Within Shropshire 18.5% are classified as disabled under the Equality Act 2010 and 81.5% not disabled under the Equality Act 2010.

Ethnicity and Diversity:

- In 2021, 96.7% of Shropshire's population identified as white, according to the 2021 census.
- This is higher than the proportion of white people in England (81%) and the West Midlands (81.7%).
- Shropshire has a lower proportion of ethnic minority groups compared to England and the West Midlands.

Other Notable Demographics:

- The median age in Shropshire increased from 44 to 48 between the last two censuses, according to the ONS.
- The most common religious group is Christian, with 52.6% of residents identifying as such.
- 38.4% of residents reported having no religion.
- The Muslim population has increased from 700 in 2011 to 1700 in 2021 according to a Shropshire Council report.

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WORKFORCE DIVERSITY PROFILE

Marches Academy Trust

Workforce diversity profile

Gender

Gender	Count	%
Female	1,099	76.9%
Male	331	23.1%
Total	1,430	100.0%

School-level extract overview

Gender	Count	% of extract
Female	949	80.6%
Male	228	19.4%
Not specified	1	0.1%
Total	1,178	100.0%

Marches Academy Trust

Workforce diversity profile

Gender — school-level breakdown

School / service	Female	Male	Not specified	Total
Cockshutt CofE Primary	21	3	–	24
Criftins CofE Primary	17	3	–	20
Grange Primary	27	2	–	29
Idsall School	121	34	–	155
Kinnerley CE Primary	21	–	–	21
Longlands Primary	32	7	–	39
Lower Heath CofE Primary	18	4	–	22
Oakmeadow Primary & Nursery	62	9	–	71
Outreach Services	6	3	–	9
Selattyn CofE Primary	15	4	–	19
Shared Services	35	12	1	48
Shrewsbury Academy	95	33	–	128
Sir John Talbot's School	111	33	–	144
St Andrew's CofE Primary	26	1	–	27
The Grove School	82	25	–	107
The Marches School	144	38	–	182
Tilstock Primary & Nursery	21	2	–	23
West Felton CofE Primary	39	5	–	44
Weston Lullingfields CofE	11	–	–	11
Woodlands School	45	10	–	55
Total	949	228	1	1,178

Marches Academy Trust

Workforce diversity profile

Age profile — Trust-wide summary

Age band	Count	%
20 and under	44	3.1%
21–30	167	11.6%
31–40	303	21.1%
41–50	393	27.4%
51–60	344	24.0%
61–70	136	9.5%
71–80	43	3.0%
81 and over	4	0.3%
Total	1,434	100.0%

Estimated average age: ≈ 49.5 years. This is an estimate based on age-band midpoints, not an observed individual-level mean.

Marches Academy Trust

Workforce diversity profile

Age profile — school-level breakdown

School / service	11–20	21–30	31–40	41–50	51–60	61–70	71–80	81+	Total
Cockshutt	1	2	7	7	6	–	1	–	24
Criftins	–	4	3	4	4	5	–	–	20
Grange	–	5	5	11	2	6	–	–	29
Idsall	13	20	30	38	37	11	4	2	155
Kinnerley	–	1	4	6	8	2	–	–	21
Longlands	–	6	13	14	5	1	–	–	39
Lower Heath	–	2	4	5	7	4	–	–	22
Oakmeadow	–	18	22	15	11	5	–	–	71
Outreach	–	–	–	2	5	2	–	–	9
Selattyn	–	3	5	4	6	1	–	–	19
Shared Svcs	2	7	11	17	11	–	–	–	48
Shrewsbury	1	18	25	43	18	18	4	1	128
Sir John Talbot's	1	15	38	27	30	22	10	1	144
St Andrew's	–	2	6	11	5	3	–	–	27
The Grove	2	11	26	34	16	14	4	–	107
The Marches	7	16	55	41	34	23	6	–	182
Tilstock	1	2	8	4	6	1	1	–	23
West Felton	4	7	5	14	10	3	1	–	44
Weston Lull.	–	–	1	3	6	1	–	–	11
Woodlands	2	8	12	20	7	6	–	–	55
Total	34	147	280	320	234	128	31	4	1,178

Marches Academy Trust

Workforce diversity profile

Disability

Response	Count	%
No	637	54.1%
Not specified	34	2.9%
Yes	507	43.0%
Total	1,178	100.0%

Percentages are based on 1,178 workforce records.

Diversity data completeness

Dataset	Stated	Not stated / unknown	Stated %
Ethnicity	637	541	54.1%
Religion / belief	487	691	41.3%

Disclosure rates vary by dataset. Ethnicity non-response includes records marked not specified, refused or information not yet obtained; religion/belief non-response includes not specified and unknown records.

Marches Academy Trust

Workforce diversity profile

Ethnicity

Ethnic group	Count	% of stated
White	620	97.3%
Asian	5	0.8%
Mixed / multiple	5	0.8%
Other ethnic group	4	0.6%
Black	3	0.5%
Stated total	637	100.0%

Percentages use 637 stated responses. A further 541 records (45.9% of 1,178) were not specified, refused or not yet obtained.

Religion / belief

Religion / belief	Count	% of stated
Christian	271	55.6%
No religion	193	39.6%
Muslim	2	0.4%
Buddhist	2	0.4%
Sikh	2	0.4%
Other religions	17	3.5%
Stated total	487	100.0%

Percentages use 487 stated responses. A further 691 records (58.7% of 1,178) were not specified or unknown.

Workforce–Shropshire comparison

Indicative like-for-like view using the 2021 Census and 2025–26 workforce profile

Measure	Shropshire 2021	Trust workforce	Difference
Female	50.7%	76.9% (1,099/1,430)	+26.2 pp
Male	49.3%	23.1% (331/1,430)	–26.2 pp
Average age	48 years	≈49.5 years*	≈+1.5 years
Disabled	18.5%	43.0% “Yes”	+24.5 pp

Ethnic group	Shropshire	Trust workforce	Difference
White	96.7%	97.3% (620/637)	+0.6 pp
Asian	1.3%	0.8% (5/637)	–0.5 pp
Mixed / multiple	1.1%	0.8% (5/637)	–0.3 pp
Other ethnic group	0.5%	0.6% (4/637)	+0.1 pp
Black	0.3%	0.5% (3/637)	+0.2 pp

* Workforce average age is estimated from age-band midpoints (n=1,434), not individual ages. Ethnicity workforce percentages use 637 stated responses; 541 of 1,178 records were missing/refused (45.9% non-response), so findings do not represent the whole workforce. Census source: Shropshire Council, Census 2021 Ethnic Diversity Bulletin (Apr 2023), Table 1. pp = percentage points.

Workforce–Shropshire comparison

Indicative like-for-like view using the 2021 Census and 2025–26 workforce profile

Religion / belief	Shropshire	Trust workforce	Difference
Christian	55.5%	55.6% (271)	+0.1
No religion	37.0%	39.6% (193)	+2.6
Muslim	0.5%	0.4% (2)	–0.1
Buddhist	0.3%	0.4% (2)	+0.1
Hindu	0.2%	0.0% (0)	–0.2
Sikh	0.2%	0.4% (2)	+0.2
Jewish	0.1%	0.0% (0)	–0.1
Other religions	0.5%	3.5% (17)	+3.0*
Missing response	n/r	58.7% (691)	n/a

Workforce percentages use 487 stated responses. “Other religions” combines traditional, Neo-Pagan and Other responses. The workforce missing-response rate is shown separately. pp = percentage points.

04

TRUST AND SCHOOL OBJECTIVES

Marches Academy Trust EDIB Objectives 2025–26

Continuing our progress against the EDIB objectives

During 2025–26, we have built on the foundations established in previous years, strengthening the place of equality, diversity, inclusion and belonging across the Trust. This report reviews progress against our equality objectives and brings together wider activity, effective practice and the evidence used to meet the three aims of the PSED and other statutory duties.

EDIB remains an ongoing commitment across Marches Academy Trust. We continue to support schools as they embed their responsibilities, review progress and demonstrate that these commitments are being translated into practice.

The Executive Director for Professional Learning and Development provides strategic leadership for this work, working with schools to refine priorities, set meaningful objectives and maintain momentum towards our vision of an inclusive Trust.

School Objectives 2025 - 2026

Objective 1: All members of our school community create a positive, safe environment in which everyone is treated respectfully.

Success Criteria

All CYP, families and staff have a clear, positive understanding of difference and diversity.
CYP and staff celebrate differences

Everyone is respected and feels safe to express themselves

CYP will have a greater understanding and acceptance of the community and culture both within own school and also in the world around them.

Students, staff and school community members voice that they feel are represented in aspects of school life. Core EDIB groups and consultative forums will be used to ensure Pupil and stakeholder Voice.

Objective 2 Ban the Banter : The process of the four tier system is refined

Success Criteria

Students understand the school has a zero-tolerance policy on discriminative language across school and the importance of treating everyone with kindness and respect.

All staff, guardians and stakeholders understand the Ban the Banter principles

CPOMs will show consistent logging of incidents with detailed actions following the four-tier system.

We see a reduced number of incidents involving discrimination.

Staff banter will no longer occur; staff will understand why banter in the workplace which could be considered discriminatory is not appropriate

Objective 3: Our curriculum will develop and reflect the diverse society we live in.

Success Criteria

We will have increased visibility of diversity in our curriculum which recognises and celebrates difference.

We will see lessons developing an all-inclusive teaching approach which embraces all CYP with key characteristics

Resources will reflect the diversity and multiculturalism of Britain and minority groups are represented in pictures, examples and in discussions of different experiences.

School EDIB Objective Evidence

Click on school links to see evidence.

Primary	Secondary
Cockshutt Grange Longlands Lower Heath Oakmeadow Tilstock	Grove Idsall Marches Shrewsbury Academy SJT Woodlands

Primary schools



Cockshutt



Grange



Longlands



Lower Heath



Oakmeadow



Tilstock

Secondary schools



Grove



Idsall



Marches School



Shrewsbury Academy



Sir John Talbot's



Woodlands School

Marches Academy Trust EDIB Objectives 2025–26

Objective 1 | Positive, safe and respectful communities

PROGRESS

- Reviewed school updates show belonging being embedded through shared values, assemblies, pupil voice, restorative and trauma-informed practice, and student leadership.
- Practical support expanded through Grove’s HEART Spaces and Mental Health Ambassadors, sensory spaces at Grange and Idsall, and school councils, parliaments, One Voice and ambassador groups. At Woodlands all new students have a buddy to support transition to build the school community.
- Cultural events, inclusive-language work and leadership opportunities made difference more visible and gave pupils meaningful routes to shape school life.

IMPACT

- Student voice across several schools indicates stronger feelings of safety, being heard and belonging; Idsall achieved 95% completion of its Belonging Principles survey.
- Longlands reported calmer, more consistent classrooms, low behaviour incidents and exclusions, and improved attendance for several groups. Oakmeadow reported fewer disrespect-related incidents and stronger accountability and relationships.
- Student leadership moved from consultation to action: One Voice delivered around half of Idsall’s EDIB assemblies, while Grove’s School Parliament increasingly influenced provision.

NEXT FOCUS | Sustain pupil-led activity and target remaining participation and attendance gaps, particularly for SEND and EAL pupils.

Marches Academy Trust EDIB Objectives 2025–26

Objective 2 | Ban the Banter and the four-tier response

PROGRESS

- Ban the Banter is being reinforced through assemblies, tutor time and PSHE, restorative reflection, staff refreshers, parental engagement and CPOMS monitoring.
- Idsall, The Marches, Grange and Shrewsbury report established tiered follow-up, with staff using early intervention and restorative action to prevent escalation.

IMPACT

- Grange recorded 4 hate incidents, down from 33 last year—an 88% reduction. Reflective work and parent contact were applied, while an identified paperwork gap led to additional staff training and classroom packs.
- At The Marches, cases reduced through the stages: 50 at Stage 1, 13 at Stage 2, 7 at Stage 3 and 2 at Stage 4. No SEN or RADY pupils reached Stage 4, indicating that most concerns were resolved before serious escalation.
- Idsall recorded 77 Tier 1, 13 Tier 2, 3 Tier 3 and 1 Tier 4 incidents. The steep drop between tiers supports the value of early action, while the Tier 1 volume confirms the need for continued prevention.
- Overall, higher-level escalation was uncommon in the reported data.

NEXT FOCUS | Reduce Tier 1 incidents, standardise CPOMS follow-up and reflective paperwork, refresh staff training.

Marches Academy Trust EDIB Objectives 2025–26

Objective 3 | A curriculum that reflects diverse society

PROGRESS

- Schools used EDIB calendars, assemblies, PSHE/RSHE, RE, No Outsiders, curriculum review and enrichment to broaden representation and discussion of diverse lives and perspectives.
- Student leadership was prominent: around 85% of protected-characteristic assemblies at Idsall were student-led; Shrewsbury's Culture Con and Pride activity gave students authentic platforms to share cultures and identities.
- Grove and Longlands used student voice, trauma-informed teaching and targeted support to improve access. Woodlands have adapted the branch curriculum to include activities that display acts of equality, diversity and inclusion. Lower Heath delivered Black History Month activity and a residential incorporating Jewish and multicultural learning.

IMPACT

- Idsall reports stronger curriculum representation; Shrewsbury feedback indicates greater curiosity, respectful discussion and visibility; Grange pupils could explain the messages in No Outsiders texts.
- Longlands reported improved engagement, motivation and behaviour for learning. Grove's tailored support helped more students access the curriculum, participate in school life and develop belonging.
- Progress is positive but uneven: Shrewsbury identified inconsistent representation across subjects; Longlands reported curriculum-coherence gaps limiting attainment impact; Lower Heath's planned faith-school partnership did not proceed.

NEXT FOCUS | Embed representation consistently across subjects, track pupil and parent voice alongside attainment, and secure sustainable community and faith links.

Case Study

Tilstock LKS2 Visit to a Mosque

Tilstock's **school visit to a mosque** was aimed at enhancing pupils' understanding of Islam and promoting respect for diverse faiths.

The visit was closely aligned with curriculum objectives and provided valuable opportunities for pupils to experience learning beyond the classroom. The planning process reinforced the importance of proactive communication, stakeholder engagement and contingency planning when organising educational visits involving places of worship.

The EDIB ambassador William Patterson reflected on challenges faced and improvements planned for future visits.

- The visit faced **logistical challenges** and parental concerns, including political sensitivities and financial barriers, this was addressed through communication and flexible payment plans.
- Listening to parents' views without judgement allowed for open dialogue and helped maintain positive relationships between home and school.
- Future plans include **early parental engagement** via anonymous questionnaires, information sessions, and inclusion of local community representatives to increase transparency and trust.
- Combining religious visits with other curriculum areas like **local history or art** is proposed to broaden educational appeal and ensure inclusive participation.



Marches Academy Trust EDIB Objectives 2025–26

EDIB Objective 1 Inclusive and Diverse Workforce

The Trust has a culture of an inclusive and diverse workforce - enabling us to draw upon the widest possible range of views, experiences, and opinions.

The Trust and schools are clear about its workforce profile being representative of the communities it serves and there is equality of opportunity for all staff.

Comparison of Trust workforce data with the Shropshire Census provides evidence that our workforce broadly reflects the community we serve. The ethnic profile of staff is closely aligned to the Shropshire population, with White staff representing 97.3% of the workforce compared with 96.7% locally. Other ethnic groups are also broadly comparable, with only small percentage point differences across Asian, Mixed or multiple ethnic groups, Black and Other ethnic group categories.

Religion and belief data also shows a broadly representative profile where responses have been provided. The proportion of staff identifying as Christian is almost identical to the Shropshire Census figure, at 55.6% compared with 55.5%, while the proportion identifying as having no religion is slightly higher within the workforce at 39.6% compared with 37.0% locally.

The data also highlights areas for continued attention. The workforce is predominantly female, reflecting national patterns across the education sector, and is not gender-balanced when compared with the wider Shropshire population.

Disability declaration is notably higher within the workforce than the Census figure, which may indicate a positive culture of disclosure and confidence in sharing information, although this should continue to be monitored.

The high level of missing responses for religion and belief shows that further work is needed to improve confidence, clarity and completion of workforce equality data to strengthen inclusion, improve data quality and ensure equality of opportunity for all staff.

EDIB Objective 2 EDIB Related Policies and Procedures

The Trust has a range of EDIB related policies procedures and initiatives in place which are reviewed regularly and assessed to ensure fairness and equity.

All policies and procedures are reviewed by the Executive group

Marches Academy Trust EDIB Objectives 2025–26

EDIB Objective 3 Governance Process

The EDIB governance structure provides robust and inclusive governance. The Trust has a structured and transparent process in place where the development of its EDIB agenda is shared with a range of stakeholders and their views are considered and can influence the EDIB priorities.

Marches Academy Trust provide governance for EDIB through the following arrangements:

Board of Trustees provide the leadership and have overall decision-making responsibilities for MAT.

The Executive Team receive regular updates from the Executive lead of People and Development and ensure the EDIB strategic plan is achieving its identified aims and objectives within scheduled timeframes.

Local Governing Body – each school has a Local Governing Body who have oversight of decision-making responsibilities for the School's EDIB agenda.

School Heads and EDIB Ambassadors – play a crucial role and are the glue that binds the EDIB governance structure. They foster good relations and are key influencers between the diverse groups that make up the governance structure.

The Staff Working Parties, Children and Young People groups and Parent / Stakeholder groups are in various stages across our schools. In 2026 – 2027 these will be developed to provide a platform for staff at all levels and from a range of areas and departments. Through EDIB CYP related groups set up in schools, we are developing a platform for our Children and Young People to be involved in the way the schools develop the EDIB Strategy.

TRUST OVERSIGHT

MAT Board of Trustees

MAT Executive Team

MAT EDIB Executive Lead

SCHOOL DELIVERY

School

Local Governing Body

School Head supported by
EDIB Ambassador

VOICE & ENGAGEMENT

Staff Working Parties / Children and Young
People Groups

Parent / Stakeholder Groups

Marches Academy Trust EDIB Objectives 2025–26

EDIB Objective 4 Leadership, Compliance and Organisational Development
Governing Bodies/Trustees and Senior Managers take responsibility for promoting EDIB.

The Trust produces and publishes information to demonstrate compliance with the Equality Act and its duties.

Regular reports are shared with local Governing Bodies and Trustees.

An Annual report publishes information to demonstrate compliance with the Equality Act and its duties.



05

EDIB AMBASSADORS

EDIB Ambassadors

Our Ambassadors

Our Ambassadors promote and advocate for Equality, Diversity, Inclusion, and Belonging in their schools and across the Trust; helping to create a culture of collaboration, innovation, and belonging.

Their role is to ensure that staff are aware of their responsibility to support inclusion, and to help drive cultural and behavioural change. A key part of their role is to monitor and evaluate the impact and effectiveness of progress and identify areas for improvement.

They have a passion for inclusivity, the ability to work effectively with their teams to lead on driving sustainable improvements and a commitment to developing the effective practice of others.

Our Ambassadors have the autonomy to implement their ideas and actions.

- They are central to decision-making and planning processes in their schools and utilise feedback on diversity and inclusion issues and opportunities.
- Our Ambassadors regularly self-evaluate their school's performance against their school objectives and share with their governing bodies and staff.



06

KEY DRIVERS FOR CHANGE 26-27

Key drivers for change 2026-27

Evidence from 2025–26 shows strong commitment and emerging impact. The next phase should focus on consistency, measurable outcomes and accountability across every school and Trust service.

- **Improve workforce data quality.** HR to increase voluntary completion of equality data and use the findings to address recruitment, progression and workplace support.
- **Additional workforce data:** HR to gather data on learning impairments and neurodiversity to support openness, reduce stigma and reinforce belonging.
- **Prevent discrimination earlier.** Reduce Tier 1 incidents, standardise CPOMS recording and four-tier follow-up.
- **Embed inclusion across the curriculum.** Make representation consistent across subjects, connect curriculum review with pupil and parent voice and outcomes, and establish sustainable community and faith partnerships.
- **Meet the 2026 inclusion expectations.** Ensure schools can demonstrate how barriers are identified and removed so pupils - especially those with SEND, disadvantage or vulnerability - achieve, belong and thrive.
- **Strengthen governance and shared accountability.** Give Trustees, Local Governing Bodies a regular, comparable view of progress, risks and next actions.
- **Build capacity for sustainable change.** Equip EDIB Ambassadors and emerging staff and CYP working parties with time, training, authority and resources.
- **Embed the Learning for Life framework** as the trust-wide approach to strengthening inclusive leadership, practice and systems, ensuring equity, diversity, inclusion and belonging are consistently reflected in school improvement, professional learning and day-to-day practice
- **High-Quality Inclusive Practice.** Strengthen the universal offer through Every Lesson, Every Time, adaptive teaching and inclusive curriculum design, ensuring that more learners achieve through high-quality classroom practice from the outset.

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