EQUALITY OBJECTIVES 2025-2029

Related Equality Act Protected Characteristics:

- Disability
- Race
- Religion & Belief

1. ***Continue to monitor gender attainment data in relation to % of pupils achieving Good Level of Development (GLD) in EYFS***

   Article 29- Goals of education

   Context/rationale: 2025 data shows gender attainment gap, with a greater % of girls attaining GLD. The differential is 20% which is 7% higher than local and national data. Specific needs of that cohort do need to be considered when analysing this data. It should also be noted that historical data shows that the gender gap does narrow in later years (by the end of KS1 and end of KS2)

   KPI:

   - ✓ gender gap narrows in EYFS
   - ✓ progress for all pupils is at least expected
   - ✓ attainment differential by end of KS2 continues to be negligible

2. ***To enhance staff skills and knowledge in supporting neurodiverse pupils***

   Article 23 – Children with disabilities

   Ref School Value: Inclusion

   Context/rationale: The school is seeing an increase in the number of pupils with a neurodiverse diagnosis; the scope of the needs of these pupils is also increasing. Whilst there has been some whole school training and more bespoke training for staff whose role is in a 1:1 capacity, pupils would benefit from a programme of annual refresher training for all staff.

   KPI:

   - ✓ Bespoke training for identified staff continues
   - ✓ Refresher training for all staff on an annual basis, to include familiarisation of one-page profiles
   - ✓ Audit outcomes show consistent progress
   - ✓ Parents report positively on provision

3. ***To promote and embed the 'diversity' opportunities across the curriculum***

Article 30 - Minority, Culture, Language and religion

Ref School Value: Inclusion

Context/rationale: Over the last year in particular, curriculum planning has been enhanced to secure representation of 'diversity'. The School Improvement Partner reported on how well this is reflected across different areas of the curriculum. Our Reading texts have been selected with this in mind.

KPI:

- ✓ Diverse perspectives are represented in learning materials/lesson content/assemblies
- ✓ Cultural identities are validated thus increasing pupil motivation/engagement
- ✓ UNCRC Articles promote diversity in the context of pupils 'rights
- ✓ 'Culture Day' is an annual event
- ✓ Global awareness, social cohesion and critical thinking skills are enhanced