



Equality Objective Outcomes for 2024/2025

Outcomes for This Year 2024/2025 (Toward the 2023–2027 Equality Obj

Objective 1

To ensure that all SEND pupils make progress in line or better than their peers through inclusive quality-first teaching.

Outcomes for this year

- Consistent use of the Five-a-Day principles is evident in all classrooms, verified through learning walks, book looks, and pupil voice.
(“We are focussing on continuing to develop high quality teaching through the ‘five a day’ principle...”)
- SEND pupils show improved progress measures in reading, writing and maths, with gaps narrowing in at least two core subjects compared to the previous year.
- All teachers have completed CPD on adaptive teaching and reasonable adjustments, with follow-up coaching for identified staff.
- Provision maps show timely interventions with clear entry/exit data demonstrating impact.
- Parent feedback indicates improved confidence in how the school supports SEND needs.
- EHCP and SEN Support pupils have termly progress reviews that demonstrate at least expected progress for the majority of pupils.

Objective 2

To ensure that all vulnerable pupils, including those in receipt of pupil premium, make progress in line or better than their peers.

Outcomes for this year

- Disadvantaged pupils demonstrate accelerated progress in reading, writing and maths, reducing the attainment gap by at least 10–15% in targeted cohorts.
(“Data shows that children who are disadvantaged underperform compared to their peers...”)
- All teachers can articulate the barriers faced by their disadvantaged pupils and the strategies used to overcome them, evidenced through pupil progress meetings.
- Attendance for disadvantaged pupils improves and is within 1% of the whole-school figure.
- Targeted interventions (academic and pastoral) show measurable impact through pre- and post-assessment data.

- Pupil Premium reviews show that funding is being used effectively to support both academic and wider-curriculum access.
- Vulnerable pupils participate in enrichment at rates comparable to their peers.

Objective 3

To continue to develop staff understanding of equality and its implications, reducing inequalities relating to protected characteristics.

Outcomes for this year

- All staff complete equality and protected characteristics training, including updates linked to the NPQ "Leading Inclusive School Cultures Where Everyone Belongs."

("Exec Head and Head of School are completing the CEFEL NPQ Plus... and this will be cascaded to staff.")

- Curriculum audits confirm that representation of protected characteristics is embedded across subjects, with clear actions taken where gaps were identified.
- Collective worship/assembly records show inclusive themes that reflect diversity and equality throughout the year.
- Staff surveys show increased confidence in identifying and challenging discriminatory behaviour.
- The Rights Respecting Schools Award (Bronze or Silver) milestones are achieved as planned.

("We are working towards gaining the Rights Respecting Schools Award...")

- Incidents relating to prejudice or discriminatory behaviour are recorded, analysed, and show a downward trend due to proactive education and intervention.