



Equality Objective Outcomes for 2023/2024

Objective 1

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

2023/2024 Outcomes

- All staff have received initial training on the Five-a-Day principles and are beginning to embed them consistently across lessons.
- Learning walks show early improvements in adaptive teaching, with at least 70% of classrooms demonstrating clear adjustments for SEND pupils.
- SEND provision maps are now standardised across the school, with baseline data collected for all interventions.
- Progress data shows that SEND pupils are beginning to narrow gaps in at least one core subject in most year groups.
- Termly SEND reviews are established and used to identify pupils requiring additional support or assessment.
- Parent engagement has increased, with improved attendance at SEND review meetings and positive feedback about communication.

Objective 2

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

2023/2024 Outcomes

- Barriers to learning for all disadvantaged pupils have been identified and documented, with personalised strategies in place.
- Staff have received training on effective Pupil Premium practice, and this is beginning to influence classroom provision.
- Attendance for disadvantaged pupils has stabilised and is no more than 2% below the whole-school figure.
- Targeted interventions have been launched and show early signs of impact through qualitative evidence (pupil voice, books, engagement).
- Disadvantaged pupils' participation in enrichment has increased, with tracking systems now in place to monitor access.
- Pupil progress meetings now include a specific focus on disadvantaged pupils, ensuring early identification of underachievement.

Objective 3

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

2023/2024 Outcomes

- All staff have completed introductory training on equality, protected characteristics, and inclusive practice.
- Leaders have begun to cascade learning from the NPQ “Leading Inclusive School Cultures Where Everyone Belongs,” with initial staff workshops delivered.
- A curriculum representation audit has been completed, identifying strengths and areas for development.
- Assembly themes have been mapped to ensure coverage of equality, diversity, and protected characteristics across the year.
- The school has achieved early milestones toward the Rights Respecting Schools Award (e.g., Bronze achieved or action plan completed).
- Staff confidence in challenging discriminatory behaviour has increased, evidenced through staff surveys and behaviour logs.