

Equality Objectives 2024 - 2027

The Equality Act requires us to publish equality objectives, which are reviewed at least once every 4 years.

Equality Objective	Rationale	Actions	Impact
To narrow the attainment and progress gap between boys and girls in writing.	Our internal and national data shows inconsistencies in achievement between boys and girls, with boys often underachieving in writing compared to girls.	• Ensure that the choice of project and texts for literacy are matched to the interests and needs of the cohort. • Analyse data by gender on a termly basis, identifying and providing intervention for those children who are underachieving compared to their peers. • Subject leaders review provision continually to ensure equality of opportunity for both boys and girls. • Continue to prioritise writing on the school's SDP to improve outcomes for all groups of children.	
To provide support and challenge for more able children from all vulnerability groups to enable them to realise their potential.	Our data shows inconsistencies in in terms of the number of children achieving Greater Depth in core subjects, in comparison to national data.	• Analyse data on a termly basis, identifying and providing appropriate intervention for those children who demonstrate the potential to achieve Greater Depth outcomes. • Monitor provision and performance of all groups of children on an individual basis to ensure that they have full end equal access to the curriculum. • Ensure high expectations for all children by exposing all children (as appropriate) to higher level concepts in order to remove any 'glass ceiling to learning. • Subject leaders review provision continually to ensure equality of opportunity for all children. • Provide comprehensive pastoral support for those children who are identified as having barriers which prevent them from achieving their potential.	
To remove the barriers to learning for children with SEND to enable them to make progress in line with their peers.	Some learners find it difficult to access different aspects of learning at different times in their school career.	• Analyse data by SEND group on a termly basis, identifying and providing appropriate intervention for those children who are underachieving compared to their peers. • Promote independence and consider barriers to success in all subject areas, ensuring these are fully addressed. • Monitor provision and performance of SEND children on an individual basis to ensure that they have full end equal access to all areas of the curriculum compared to their peers. • Subject leaders review provision continually to ensure equality of opportunity for disadvantaged children. • Make reasonable adjustments via the school's graduated approach to need, as appropriate. • Provide SENCO support and training for staff according to the specific needs of children.	

		• Provide auxiliary aids and services for disabled children as reasonable and appropriate. • Create Individual Education Plans and involve families in their implementation. • Where appropriate, work with outside agencies where children are not making good progress, despite appropriate intervention.	
--	--	---	--