Equality Objectives and Information

Objectives, Rationale and Progress

	Reviewed	**September 2026**
	Next Review	**September 2027**

	Objective	Rationale- why are we choosing this objective	How will we achieve it?	Progress to date
1	In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of sex, ethnic origin, culture or religion.	The majority of our children come from White British homes and follow the Christian faith or no faith. Their exposure to other ethnic backgrounds and religions is limited. We want to ensure that the curriculum celebrates diversity, challenges stereotypes and extends children's knowledge of other cultures.	• Staff to review curriculum subjects where there are opportunities to highlight and celebrate contributions of people from different cultures within and outside the UK. • Ensure PSHE curriculum teaches what stereotypes are and how children can challenge them • Develop a simple script around 'equal but different' for the pupils to understand • Ensure the RE curriculum provides the opportunity to visit a place of worship from a non-Christian faith each year	Reading spines compiled by English Lead to be diverse in nature Sept 26 Book fair includes diverse range of books to appeal to all groups Sept 2025 Slides and worksheets used in class diverse in nature

			• Ensure that the school library includes a wider range of texts that have a protagonist from a non-white background as well as books set outside of the UK	Updated Jigsaw PSHE scheme includes study on stereotypes July 2025. SDP target 1 linked to inclusion. Broadening out assembly themes and developing an understanding around 'equal but different.'
2	To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities	We believe that all children should have equal access to the school's curricular and extra-curricular offer and that families should be supported to ensure that this happens.	• Monitor club attendance to determine if all groups of pupils attend clubs • Support parents of pupils with limited English or knowledge of the system to navigate the online club booking system • Offer discounted/free club places to enable club attendance • Ensure that all groups of children are represented in pupil leadership and school events such as Worship Ambassadors and choir performances	Development of an Inclusion Register (2026) to include the x4 vulnerable groups Development of PP First Strategy – a day to day guide for inclusion within teaching Development of a Pupil Participation Tracker to track and monitor enrichment opportunities meticulously. Free club places given to all PP+ children, eg: art club, netball, Rocksteady.

				Subsidised trip and residential places given to all PP+ children School choir performed in church and at the Elmbridge music festival, Magical Molesey, St Paul's church with Momentum charity and included children from all genders and ethnic backgrounds.
3	To monitor and analyse pupil achievement by sex, SEND, PP and race (where significant) and act upon any trends or patterns in this data that require additional support for pupils; ensuring that groups of pupils have equality of opportunity and performance variations between	Our current in year tracking data shows that there is a difference in the attainment in maths between boys and girls (with more boys achieving the expected and higher standard). PP children also do less well in writing. When such differences arise, we need to be aware of reasons why and have plans in place to address issues.	• Use pupil voice, learning walks and lesson observations to determine engagement levels of different groups of pupils in lessons and how teachers respond to this. • Ensure all staff are aware of the progress of vulnerable groups and can identify these children in the class. • In Pupil Progress meetings, highlight key pupils to teachers and discuss how they can target them • Ensure Provision Maps in place, shared with parents and regularly reviewed for all pupils on the SEN register. • Target vulnerable groups through questioning and in class support • Target intervention to support progress of identified learners	Pupil Progress meetings: The performance of different groups of learners is monitored forensically. Teachers are held accountable for ISP targets being met and next steps are defined if not met. Analysis by Governors during committee meetings of data with appropriate challenge. During learning walks, SLT observe and ensure that

	groups are diminished.		• Evaluate attainment and progress of key groups in Curriculum Meetings to governors Publish information on the website, such as the Equality information and objectives policy	all groups are fully engaged through the use of the QFT Toolkit, such as Think, Pair, Share, Thinking Time, Cold Calling/PreCalling, Use of whiteboards Book looks with a focus on PP First strategies and QFT Toolkit Refined APDR and ISPs are in place for all vulnerable pupils and shared with parents who have a good understanding of their children's targets.