

St Oswald's C of E Primary School

# Equality Objectives

## 2024-2028



**Date Approved:** November 2025 (Approved for a four year plan in 2024)

**Next reviewed:** November 2026

## Rationale

This policy has been produced to allow St Oswald's C of E Primary to demonstrate its commitment to equality and diversity – both in terms of the curriculum and in terms of achieving the best outcomes for all pupils. We are One Body, Many Parts and our vision is clear in how this translates within equality – we are all equal parts in the body of the school and we put in place measures to be sure we can achieve this. This policy outlines those measures.

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review progress.

<b>Equality objective</b>	<b>Action to be taken</b>	<b>Rationale/ Intended Impact</b>	<b>Review – Oct 2025</b>
To monitor and analyse pupil achievement to ensure that children are not disadvantaged by belonging to a protected group.	<p>Careful tracking of attainment and progress for pupils with the 'Protected Characteristics'.</p> <p>Class teachers to identify the attainment and progress of vulnerable learners on termly pupil progress forms.</p>	All relevant staff have a clear understanding of the attainment and progress of all groups of children and are accountable for this.	KS2 outcomes: Children who are disadvantaged continue to be at a disadvantage at this school in SEND. EAL outperform nationally. PP Ever 6 continue to be at a disadvantage in maths.
To remove the barriers to learning for vulnerable learners therefore raising levels of attainment and progress.	<p>Use monitoring and tracking to identify barriers to learning (involving teaching staff in this process).</p> <p>Ensure reasonable adjustments are in place for these children and monitor the impact of these on attainment and progress.</p> <p>Where appropriate, develop targeted interventions at vulnerable pupils.</p> <p>Where appropriate, work with outside agencies to achieve the best progress for our children.</p>	Children identified as needing additional support make progress that is in line with, or better than their peers. Children are aware of a range of religions and cultures. They celebrate diversity and are tolerant	<p>Children in vulnerable groups are monitored by the inclusion and assessment leaders.</p> <p>Data is produced by group to enable tracking. Vulnerable groups are tracked at pupil progress meetings.</p>

		to other religions, cultures and groups of people within society.	
To continue to promote understanding and respect for diversity.	<p>Ensure school policies and procedures promote equality of opportunity</p> <p>Ensure all staff are aware of our responsibility with regards to the equality act</p> <p>Ensure our school curriculum promotes tolerance of all groups, celebrates diversity and develops an understanding of British Values</p> <p>To continue to ensure that our school's vision and values, i.e. compassion and respect are embedded into our day to day practice</p> <p>To embed the teaching of other religions within our curriculum for R.E. and promote an understanding of different beliefs</p> <p>To continue to embed the implementation of our revised PHSE curriculum across the school.</p> <p>Use Collective Worship opportunities to celebrate festivals of a range of cultures and countries.</p> <p>Use events like the World Cup, Olympics and significant WWI</p>	<p>Children have an increased awareness and understanding of different religions, beliefs, cultures and groups of people within society and demonstrate respect for and embrace differences. Support effectively all children to access the curriculum.</p>	<p>School is currently meeting the objectives in this area.</p> <p>RE is being taught with a greater emphasis on diversity, including that within Christianity.</p> <p>World diversity celebrated through author choices in English.</p>

	and WWII events, along with events at church, to explore other cultures.		
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Data for 24-25

Note - There is no difference between SEND and non-SEND or PP and non-PP data on the DfE and therefore the 'National' figures reflect all children taking KS2 SATs and not just those with SEND.

WRM - SEND - 0% achieved

National - 62%

Reading - SEND - 14% achieved

National - 75%