

The Equality Act 2010 requires schools to publish specific and measurable equality objectives:

Equality Objective 1	Why we have chosen this objective?	To achieve this objective we plan to:	Progress we are making towards achieving this objective
<p>Ensuring the school's core Christian vision 'Together we love to learn and learn to love ... Do Everything in Love 1Corinthians 16:14' is embedded at the heart of our activities and that the curriculum reflects our inclusive ethos that recognises diversity as a strength of the school.</p>	<p>We recognize that our school and local community do not fully reflect the diversity of modern Britain and we therefore want to ensure our children develop understanding and respect for all and are able to recognize and celebrate the contributions and richness such diversity brings.</p>	<p>Ensure the school's new inclusive vision is enacted through policies and practice as we work to embed it within our school community. Ensure that respect and the celebration of diversity is modelled in all interactions in school. Ensure our curriculum is designed to reflect diversity of modern British society and contributions made in all areas by men and women from a full variety of backgrounds and cultures. Ensure children have opportunities to explore fundamental British Values and make explicit where these are visible in school life. Ensure school worship is invitational, recognizing people of all faiths and none – and that Religious Education allows for understanding of teaching and celebration of festivals from a range of faiths (including visitors from other faiths coming into school, especially where these faiths are represented within our school community). Encourage children to champion the rights of others through positive action and courageous advocacy.</p>	<p>May 2024 update: May 2025 update: May 2026 evaluation</p>

Equality Objective 2	Why we have chosen this objective?	To achieve this objective we plan to:	Progress we are making towards achieving this objective
<p>To improve attendance rates for disadvantaged children so they will be closer in line with attendance for all children and the national attendance average.</p>	<p>Our attendance data shows that the group whose attendance is consistently below the national average are our disadvantaged pupils, particularly those currently eligible for free school meals.</p>	<p>Make parents fully aware of our expectations for attendance – and communicate this message on a regular basis. Robustly monitor attendance on a termly basis – following up with individual parents to enforce the school's attendance policy and identify barriers to attendance.</p>	<p>May 2024 update: May 2025 update: May 2026 evaluation</p>

	All research shows that poor school attendance has an adverse effect on attainment and progress, so we wish to improve the attendance, progress and attainment of our disadvantaged pupils.	Support families via Family Support Lead (and external agencies as appropriate) to remove barriers to attendance. Seek ways to engage vulnerable and disadvantaged children through explicit actions to build trusting and positive relationships with key staff in school.	
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Equality Objective 3	Why we have chosen this objective?	To achieve this objective we plan to:	Progress we are making towards this objective
Improve the provision and progress for specific groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group with a protected characteristic.	Internal data, which is monitored and discussed termly at pupil progress meetings, indicates that there are gaps in achievement for many disadvantaged, EAL and SEN children when compared to their peers.	Ensure class teachers are aware of vulnerable learners in their cohorts and of their barriers to learning. Ensure high quality-first teaching through effective curriculum planning and high expectations for all. Track pupil progress termly. Allocate additional support / specific intervention according to need and determined by individual progress rates. Provide focused CPD for staff. Explore best staffing support models to promote progress. Explore good practice in other settings and that recorded in recent research to inform our practice. Effectively utilise funding streams, such as Pupil Premium, to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Seek ways to engage vulnerable and disadvantaged children through explicit actions to build trusting and positive relationships with key staff in school.	May 2024 update: May 2025 update: May 2026 evaluation:

Equality Objective 4	Why we have chosen this objective?	To achieve this objective we plan to:	Progress we are making towards this objective
To ensure equality and fairness in access and engagement by all	Children benefit from a wide range of extra-curricular activities, sporting events,	Robustly monitor and support engagement in extra curricular clubs and pupil roles (e.g. school council	May 2024 update: May 2025 update:

<p>identified groups in all wider aspects of learning and school life.</p>	<p>trips, visits etc. Parents are encouraged engage in school life (e.g. as members of FOSMS, volunteers, governors) as well as supporting children's learning through workshops, parent teacher meetings etc. We have yet to undertake a formal review of engagement of specific pupil and parent groups, to ensure equality of engagement.</p>	<p>representatives) so they represent our diverse community. Seek ways to further ensure our staff and governor communities represent our diverse community. Do all that we can to ensure vulnerable learners are not excluded from extra curricula activity because of cost or lack of adult support. Ensure family activities, including parental engagement in children's learning, are fully inclusive. Review parental communication streams to ensure they are accessible to all. Monitor parental engagement in meetings, questionnaires, committees etc, to identify potential barriers and to encourage participation. As far as we can, ensure that the diversity of the school and local community is celebrated and reflected in school forums.</p>	<p>May 2026 evaluation:</p>
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