



## Anns Grove Primary School's Equality Objectives 2025 - 28

### Equality Objective 1

**Aim to increase proportion of teachers from under-represented groups by 10%.**

#### **Why we have chosen this objective**

- The Equality Act 2010 introduced a single Public Sector Duty, which applies to all schools. It requires that schools must have due regard to the need to eliminate discrimination and other conduct that is prohibited by the act.

Over 40% of our students are from minority ethnic groups. However, only 7% of our staff are from minority ethnic groups.

- We believe that the ethnicity of our workforce should be more reflective of the population served:

- Minority teachers serve as role models for minority students.
- Minority teachers may have a greater opportunity to improve the academic success and positive school experiences of minority students.

#### **To achieve this objective we plan to**

- Build relationships with local community groups and cultural organisations to promote vacancies and school initiatives.
- Provide staff CPD on unconscious bias and anti-racism through regular training to improve awareness and inclusive recruitment practices.
- Develop mentoring and support for students training at Anns Grove Primary School and for Early Career Teachers to increase retention.

#### **Progress made since 2025**

- **This will be updated at the end of the year.**

### Equality Objective 2

**Close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.**

#### **Why we have chosen this objective**

- The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and schools.
- Anns Grove Primary School has approximately 29% of pupils from low-income families and so qualify for the Pupil Premium and a substantial proportion of our students are from ethnic minority communities. Approximately 25% of our pupils are on the SEND register.
- In England, disadvantaged students are 9 months behind their peers in primary school and 18 months behind in secondary school (22 months for the most persistently disadvantaged students).
- If the recent trend continues, it will take over 500 years for the disadvantage gap to close by the end of secondary school
- Students with Special Educational Needs and Disabilities (SEND) remain significantly behind their peers at every stage – up to 40 months.
- Disadvantage gaps still tend to be larger, and growing, in parts of the North of the country – the largest disadvantage gaps at age 16 were equivalent to over 2 years of learning.

#### **To achieve this objective we plan to**

---

- Ensure all children have access to the highest quality teaching.
- Develop the school's assessment strategy and use INSET days to ensure assessment identifies knowledge gaps and informs next steps.
- Use structured interventions aligned with the Anns Grove curriculum for pupils falling behind, especially in literacy and maths.
- Build strong relationships with pupils and families and maintain high expectations for all groups.
- Maintain a sharp focus on the attendance of all our learners, moving to quickly to address attendance issues as they arise

---

#### **Progress made since 2025**

---

- **This will be updated at the end of the year.**

---

### **Equality Objective 3**

**Ensure 100% of students participate in, at least, one extra-curricular activity throughout the school year 2025-26**

#### **Why we have chosen this objective**

---

- The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools. It requires that schools must have due regard to the need to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.
- Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular activities. We want to ensure that every child regularly participates in at least one extra-curricular activity.
- Research indicates that participating in after school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

---

#### **To achieve this objective we plan to**

---

- Continue to offer free after school activities to our pupils throughout the school year, ensuring all pupils have attended one club.
- Further develop the use of Forest School and continue to offer all pupils one half term of school time access during the school year.
- Develop the school's Personal Development offer to ensure that all children access a wider range of activities during school time.

---

#### **Progress made since 2025**

---

- **This will be updated at the end of the year.**

---