



St Mary's CE Nursery and Primary School
Felsham Road
Putney

Equality Information & Objectives 2025-2028

*Vision: **Delivering excellence, allowing all to flourish***

*Mission: **Creating a culture of wonder, guided by Christian faith***

*Values: **Endurance, Compassion, Thankfulness***

St Mary's CE Primary School Equality Statement

St Mary's is committed to equality of opportunity for all members of our school community, both as an employer and as a provider of education. We aim to ensure that everyone is treated with dignity and respect, that individual differences are valued, and that our school is a safe, inclusive and stimulating place to learn and work.

We recognise that treating people equally does not always mean treating them the same. Some children, families or members of staff may require additional support or reasonable adjustments to enable them to participate fully and achieve highly. Where barriers exist, we work to remove or reduce them so that everyone is able to thrive. We listen to and involve a wide range of stakeholders in decision-making, including pupils, parents/carers, staff, governors and wider community representatives, because we recognise that equality improvements must reflect lived experiences.

We welcome and uphold our responsibilities under the Equality Act 2010, including the Public Sector Equality Duty to:

- **eliminate discrimination, harassment and victimisation**
- **advance equality of opportunity between people who share protected characteristics and those who do not**
- **foster positive relationships between groups**

The Act provides a list of nine protected characteristics which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief sex and sexual orientation.

We publish annual information outlining how we are meeting our equality duties, including priorities, actions taken and the impact of those actions. We also set measurable equality objectives, review them annually and update them at least every four years to ensure they continue to reflect the needs of our school community.

Our Equality Objectives (2025–2028) are informed by current statutory guidance by the needs of our pupils and families and by national expectations regarding inclusion, access and safeguarding. They reflect our commitment to high aspirations for all, excellence in teaching and support and the removal of inequalities that may affect outcomes or experiences. These objectives also align with current inspection expectations relating to curriculum accessibility, personal development, inclusion of pupils with additional needs, equality of provision and ensuring that protected characteristics are respected and understood.

Through our actions over the coming cycle, we aim to continue building a school community where every individual feels valued, has equal opportunity to succeed and can participate fully and confidently in school life.

Equality Information: Information about the pupil population

As required under the Public Sector Equality Duty, we monitor information relating to pupils with protected characteristics so that we can identify trends, ensure equitable provision and address any emerging gaps in attainment or experience.

We do not publish detailed individual-level data externally, but we routinely analyse information on:

- gender
- disability and SEND profiles

- ethnicity and language background
- religion or belief
- socio-economic disadvantage
- safeguarding vulnerability (where relevant)

This information is reviewed termly by senior leaders and shared with governors through formal reporting processes.

Summary of Current Pupil Context

Our school community comprises pupils from a wide range of cultural, linguistic and religious backgrounds. A proportion of our pupils are identified as having SEND, some speak English as an additional language, and some are eligible for additional funding support (e.g. pupil premium). This diverse context informs the design of our curriculum, our inclusion offer and our work with families.

Key monitored groups typically include:

- pupils with SEND (including those with EHCPs)
- pupils eligible for pupil premium
- pupils who speak English as an additional language
- pupils from minority ethnic backgrounds
- boys and girls where attainment gaps arise

We monitor these groups to ensure equitable progress and access, and we adapt provision where needed. Where small numbers could lead to individual pupils being identified, information is reported only at the group level.

How this information is used

Monitoring of pupil information enables us to:

- allocate resources and intervention support
- Identify emerging gaps in progress or attainment
- Evaluate the effect of teaching and inclusion strategies
- address attendance or behaviour trends
- ensure equitable access to extracurricular opportunities
- inform policy review and school improvement planning

Governors review key findings during termly meetings through:

- progress and attainment reports

- vulnerability monitoring
- safeguarding reports
- school improvement updates

Additional contextual groups

In addition to protected characteristic monitoring, we also track other cohorts where inequalities may arise, such as:

- pupils with English as an additional language
- pupils eligible for pupil premium
- pupils with ongoing medical or pastoral needs
- pupils with caring responsibilities

Where relevant, additional provision, targeted intervention and external support are put in place.

Further information about the use of pupil premium funding and its impact is available in the annual statutory report published on our school website.

St Mary's - Diversity & Equalities Objective Statement

Action Plan for 2025-2028

Key Objectives:

1. By July 2028, reduce identified attainment and progress gaps between key pupil groups (including pupils with SEND, pupils eligible for pupil premium, and boys/girls where relevant) by implementing targeted intervention, monitoring impact termly, and reporting outcomes to governors. Data reviews will take place three times per year and actions will be adjusted in response to emerging trends.
2. From September 2025, ensure diversity, equality and respect are consistently observed in daily school life by delivering planned awareness-raising curriculum events each year, monitoring behaviour incidents involving prejudicial language and reducing such incidents year-on-year. Staff will receive annual refresher training and systems for reporting, recording and addressing incidents will be reviewed each academic year.
3. By July 2027, review all curriculum subjects to ensure representation of diverse cultures, families, identities and protected characteristics and revise schemes of learning where gaps are identified. Pupil voice feedback will be gathered annually through the School Council and outcomes shared with governors. This will link into government guidance as appropriate.
4. By July 2028, strengthen parental and community engagement in Equality, Diversity and Inclusion by delivering at least one engagement event per year (e.g workshops, surveys, festivals, cultural days) and evaluating participation levels and feedback to determine impact on school policy/practice.
5. Ensure staff have the knowledge and confidence to fulfil equality duties by providing equality-focused training annually, analysing staff recruitment and retention trends and ensuring reasonable adjustments are consistently applied for staff who need them.

Equality Objective 1:

By July 2028, reduce identified attainment and progress gaps between key pupil groups (including pupils with SEND, pupils eligible for pupil premium, and boys/girls where relevant) by implementing targeted intervention, monitoring impact termly, and reporting outcomes to governors. Data reviews will take place three times per year and actions will be adjusted in response to emerging trends.

Success Criteria:

- Internal tracking shows reduced gaps for identified groups (gender, SEND, disadvantaged, EAL, ethnic groups where relevant)
- Intervention plans are in place, monitored and evaluated termly
- Staff can articulate what strategies support particular groups
- Governors receive an analysis of trends and actions taken
- Targeted pupils access support (academic and pastoral)

	End-of-Year Review		
How will we do this?	2025-26	2026-27	2027-28
<ul style="list-style-type: none"> ● Analyse termly attainment and progress data for different pupil groups (SEND, disadvantaged, EAL, gender, ethnic groups). ● Create targeted intervention plans for pupils identified as falling behind. ● Track intervention impact through regular assessment and review meetings. ● Adjust teaching strategies and additional support based on data trends. ● Report progress and actions to senior leadership and governors each term. 			

Equality Objective 2:

From September 2025, ensure diversity, equality and respect are consistently observed in daily school life by delivering planned awareness-raising curriculum events each year, monitoring behaviour incidents involving prejudicial language and reducing such incidents year-on-

year. Staff will receive annual refresher training and systems for reporting, recording and addressing incidents will be reviewed each academic year.

Success Criteria:

- Evidence in curriculum planning of diversity representation
- Staff consistently challenge derogatory or discriminatory language
- Language-related incidents reduce year-on-year
- Children articulate acceptance, respect and belonging
- School displays, assemblies and celebrations reflect cultural diversity
- Staff demonstrate awareness of bias in planning and behaviour systems

	End-of-Year Review		
How will we do this?	2025-26	2026-27	2027-28
<ul style="list-style-type: none"> ● Provide staff training on challenging discriminatory language, unconscious bias, and stereotyping. ● Embed cultural and diversity awareness into assemblies, displays, lessons, and PSHE sessions. ● Monitor behaviour records for incidents involving bias or discrimination and take action promptly. ● Use School Council and pupil surveys to gather pupil feedback on inclusion and respect. ● Celebrate diversity through events, themed weeks, and recognition of cultural occasions. 			

Equality Objective 3:

By July 2027, review all curriculum subjects to ensure representation of diverse cultures, families, identities and protected characteristics and revise schemes of learning where gaps are identified. Pupil voice feedback will be gathered annually through the School Council and outcomes shared with governors.

Success Criteria:

- Curriculum maps show coverage of protected characteristics
- School Council contributes to policy decisions/campaigns
- Pupil voice shows increased understanding of equality themes
- Policies explicitly reference equality duties
- Governors receive updates and minutes

	End-of-Year Review		
How will we do this?	2025-26	2026-27	2027-28
<ul style="list-style-type: none">● Conduct a curriculum audit to identify gaps in diversity and representation across subjects.● Update schemes of learning and teaching resources to reflect multiple cultures, families, identities, and perspectives.● Involve the School Council and pupils in suggesting topics, activities, or resources that promote equality.● Review key school policies (behaviour, SEND, safeguarding, anti-bullying) annually to ensure they reflect equality duties.	<p>All staff and Governors completed Hemisphere training on Racial Literacy (this is a 3-year programme).</p> <p>Following a successful pilot, progressively roll out the Literacy Tree reading and writing scheme across year groups to enhance diversity, representation and inclusion within the literacy curriculum.</p>		

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Equality Objective 4:

By July 2028, strengthen parental and community engagement in Equality, Diversity and Inclusion by delivering at least one engagement event per year (e.g., workshops, surveys, festivals, cultural days) and evaluating participation levels and feedback to determine impact on school policy/practice.

- Success Criteria:**
- Parent engagement opportunities increase
 - Parent voice shows improved awareness of school’s EDI work
 - Community partnerships established (e.g. local services, cultural groups)
 - Family involvement observed in events or themed activities
 - Communications reflect diversity (photos, languages, inclusive wording)

	End-of-Year Review		
How will we do this?	2025-26	2026-27	2027-28
<ul style="list-style-type: none"> ● Organise annual workshops or events to engage parents in equality and diversity topics. ● Invite local community partners or cultural groups to support events, projects or curriculum links. ● Gather parent and community feedback through surveys, questionnaires or meetings. 			

<ul style="list-style-type: none"> Share school equality initiatives, progress and outcomes via school newsletter (InTouch), website. 			
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Equality Objective 5:

Ensure staff have the knowledge and confidence to fulfil equality duties by providing equality-focused training annually, analysing staff recruitment and retention trends and ensuring reasonable adjustments are consistently applied for staff who need them.

- Success Criteria:**
- All staff complete equality, diversity, and inclusion training annually
 - Staff demonstrate understanding of equality duties in teaching, planning and behaviour management
 - Recruitment and promotion processes are inclusive and monitored for bias
 - Reasonable adjustments are applied consistently for staff with disabilities or protected characteristics
 - Staff surveys and feedback indicate confidence in policies, fairness and inclusivity
 - HR policies explicitly reference equality obligations and procedures
 - Governors receive annual updates on training, staff representation, recruitment, retention and adjustments

	End-of-Year Review		
How will we do this?	2025-26	2026-27	2027-28
<ul style="list-style-type: none"> Deliver annual training to all staff on equality, diversity and inclusion, with role-specific follow-ups where needed. Monitor recruitment, promotion and retention practices for inclusivity and fairness (adjust processes if issues arise). 			

<ul style="list-style-type: none">● Maintain records of reasonable adjustments requested and applied for staff.● Review HR policies, induction and appraisal procedures to ensure they reflect equality obligations.● Conduct staff surveys or feedback sessions to assess confidence and understanding of equality duties.			
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