

Totley Primary School's Equality Objectives 2025 - 28

Equality Objective 1

Aim to increase the proportion of staff from underrepresented 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 30% of our pupils are from minority ethnic groups. However, only 17% 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 staff serve as role models for minority students.
 - Minority staff may have a greater opportunity to improve the academic success and positive school experiences of minority students.
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To achieve this objective we plan to

- Strive to advertise roles in publications, websites and networks that reach underrepresented communities.
 - Train all hiring panel members on unconscious bias.
 - Identify and mentor staff from underrepresented groups for leadership development and internal promotions. Identify and mentor staff from underrepresented groups for leadership development and internal promotions.
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Progress made since 2025

- **This will be updated at the end of the year.**
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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.
 - Totley Primary School has approximately 10% 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 5% 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.
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To achieve this objective we plan to

- Provide small-group or one-to-one interventions tailored to the specific needs of disadvantaged or underperforming groups. Use data to identify gaps early and monitor progress closely.
 - Scrutinise and, as necessary, adapt curriculum content to ensure that all learners see themselves represented and valued in the classroom.
 - Ensure all teachers consistently deliver high-quality lessons with clear objectives, effective scaffolding and challenge for all learners - especially those at risk of falling behind. Employ adaptive teaching strategies effectively.
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Progress made since 2025

- **This will be updated at the end of the year.**
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Equality Objective 3

Ensure 100% of disadvantaged pupils participate in at least one extra-curricular activity every year.

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).
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To achieve this objective we plan to

- Use a tracking system to identify pupils not yet participating and follow up with tailored encouragement or support.
 - Offer a diverse range of free or low-cost clubs to cater to different interests and abilities.
 - Share stories of success and enjoyment in newsletters, displays and assemblies to create a culture where participation is valued and expected.
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Progress made since 2025

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