

Woodlands Primary School's Equality Objectives 2025 - 28

Equality Objective 1

Aim to increase proportion of staff 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 15% of our students are from minority ethnic groups. However, less than 2% 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.
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To achieve this objective we plan to

- Develop mentoring and support for students training at Woodlands Primary School and for Early Career Teachers to increase retention.
 - 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.
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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.
 - Woodlands Primary School has approximately 70% 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 33% 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.
 - Post-16 destinations are increasingly segregated – an over-representation of disadvantaged students in further education, employment and an unknown or un-sustained destination and an under-representation in school sixth forms, sixth form colleges and apprenticeships.
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- Additionally, in 2020, the OFS reported that young people from advantaged areas of England are more than six times as likely to attend selective universities, including Oxford, Cambridge and other members of the Russell Group, as those from disadvantaged areas.
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To achieve this objective we plan to

- Raise the floor: develop our curriculum and school structure to ensure consolidation and overlearning are embedded.
 - Ensure all children have access to the highest quality first teaching.
 - Invest in professional development using deliberate practice focused on evidence-based strategies such as formative assessment, feedback, high-ratio learning and metacognition.
 - 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 Woodlands curriculum for pupils falling behind, especially in literacy and maths.
 - Build strong relationships with pupils and families and maintain high expectations for all groups.
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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

Increase participation so that 100% of students participate in, at least, one extra-curricular activity throughout the school 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

- Redesign the PE curriculum so all Key Stage 2 children participate in competitive sports.
 - Subsidise after-school club provision to increase participation.
 - Further develop the Forest School provision so all children access it throughout the year.
 - Provide music lessons for all Year 3 and Year 5 pupils.
 - Develop the school's Personal Development offer to ensure all children access a wider range of activities during school time.
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Progress made since 2025

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