

# Equality Objectives

The Equality Act 2010 places a general Public Sector Equality Duty (PSED) on all public bodies, including schools. The duty requires all public bodies to proactively take steps to -

- Eliminate discrimination, victimisation and harassment;
- Advance equality of opportunity between groups of people of diverse backgrounds and with diverse needs; and
- Foster and promote good relations between such groups of people.

## **Proposed Sheringdale Equality objectives:**

- To monitor the attainment and progress of all children, with a particular focus on closing the gap for disadvantaged children and children with SEN.
- To promote spiritual, moral, social and cultural development when delivering the curriculum and deciding on the range of clubs that we offer the children.
- To monitor the children attending school journeys, ensuring every child has the opportunity to attend.

## **Review: 2022 - 2023**

**We continue to closely monitor the achievement of all groups of children and ensure that interventions and support are put in place where necessary.**

The school delivers a rich and varied curriculum and promotes a wide variety of clubs both during the day and after school. The clubs we provide are reviewed on a termly basis.

The office staff monitor the children signing up for school journeys. Every child has the opportunity to attend and there is a hardship fund for any families that need financial support. Meetings are held in school, prior to the school journeys, to inform pupils and parents of individual trips.

## **Review: September 2024**

Sheringdale provides a broad curriculum with a rich set of experiences. We are an inclusive school and all children are given equal opportunities to thrive and achieve. Children have access to an exceptional offer of after school clubs, such as drama, photography, various sports, art, choir, animation, Spanish, dance, yoga, coding and music. Vulnerable children have early access to sign up and the uptake of clubs is monitored. This allows pupils to develop their talents and interests. All children have opportunities to go on school journey, to perform in class assemblies and concerts, to attend school trips and to take part in sporting events. As well as arranging enrichment opportunities at school and within London, for the past two years we have been able to broaden our enrichment opportunities, with children taking trips to Brighton, the Roald Dahl museum in Buckinghamshire, and a WW2 evacuee experience in Northamptonshire. All children have the opportunity to attend a Christmas Panto funded by the PTA.

The small group of children who are identified as disadvantaged are tracked as a priority, and this is monitored by the pastoral team, to ensure that they succeed. At the end of KS2 in 2024, there were 7 pupil premium children. All of them, except for one child who had significant SEND needs with an EHCP (and is going to a special needs school for secondary) met the expected standard for Reading, Writing and Maths. Therefore 86% achieved the expected standard for combined Reading, Writing and Maths. This is significantly higher than national figures (national 2024 – 45%). This end of key stage data shows that these children were well prepared for the next stage in their education.

High quality teaching and effective evidence-based interventions have ensured that high standards have been maintained and SEND children have made accelerated progress. SEND children are well supported in class through personalised provision and teachers have high expectations for them, which has resulted in them closing the gap. For the end of KS2 testing in 2024, there were 11 children on the SEND register – 4 girls and 7 boys. 91% of SEND children reached the expected for reading (national: 41%); 82% for writing (national 30%) and 73% for maths (national 37%). 63% achieved the expected standard for combined reading, writing and maths. This is significantly higher than the national figures (national 2024 – 21%). 1 child was working above the expected standard in reading and 2 in maths. These percentages of SEND children achieving the expected level in KS2 is greater than national percentages, which illustrates that these children are well prepared for the next stage of their education. SEND children across the school make good progress and 90% of them have met their targets.

### **Review 2025**

Sheringdale offers a diverse and enriching curriculum, designed to provide a wide range of learning experiences. As an inclusive school, we ensure that every child has equal opportunities to succeed and flourish. With more than 40 school clubs available, pupils benefit from an outstanding extracurricular programme. Priority access is given to vulnerable children, and participation in clubs is carefully monitored to support engagement.

All children identified as disadvantaged are closely monitored as a priority by the pastoral team to ensure they are well supported and able to succeed. There were 10 disadvantaged children in Y6 and 70 in the whole school (PP, ever 6, SEND, EHCP, free school meals, etc). Well-planned support and effective interventions have played a key role in sustaining strong outcomes, with disadvantaged pupils achieving well and closing the attainment gap. These figures are significantly above the national average.

### **Summary**

	Reading	Writing	Maths	Combined expected+	Combined GDS
<b><u>Disadvantaged Year 6 SATS</u></b>					
% EXP	80%	90%	80%	80%	
% GDS	30%	30%	60%		20%
<b><u>Disadvantaged whole school</u></b>					
% EXP	80%	76%	83%	70%	
% GDS	29%	19%	41%		16%