



## Nether Edge 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 77% of our students are from minority ethnic groups. However, only 42% 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

- Continue to build on and deepen relationships with local community groups and cultural organisations to promote job opportunities at our school, especially among communities currently underrepresented in our staff team.
- Provide ongoing training and development opportunities for staff to deepen understanding of equality, diversity and inclusion, ensuring that all members of our staff community feel valued, respected and empowered to thrive.
- Enhance the marketing and outreach of our school to ensure prospective candidates clearly see and appreciate the rich diversity and high standards of excellence that define our school community.

#### 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.
- Nether Edge Primary School has approximately 25% 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 15% 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.

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- 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**

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- Embed effective teaching strategies: Prioritise the consistent use of evidence-based teaching approaches, as outlined in our Nether Edge Way and Adaptive Teaching Handbook, to ensure all pupils achieve excellence.
- Empower staff through coaching: Ensure every member of staff has access to coaching support that enables them to excel, particularly in driving the success of disadvantaged pupils.
- Monitor and respond to pupil progress: Systematically track the progress of disadvantaged pupils and implement timely interventions and teaching refinements to maximise outcomes.
- Champion attendance for disadvantaged pupils: Maintain a relentless focus on ensuring disadvantaged pupils attend school every day, recognising the critical link between attendance and achievement.
- Maintain a positive and nurturing environment: Continue to uphold high standards of behaviour, foster strong relationships and provide a safe, nurturing environment where all pupils can thrive.

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

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

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### **Equality Objective 3**

**Ensure 100% of pupils from Year 2 upwards participate in, at least, one extra-curricular activity throughout the school year.**

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

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- 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**

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- Provide musical instrument lessons for all pupils from Year 3 to Year 6, ensuring equitable access to high quality arts education.
- Subsidise after-school clubs for disadvantaged pupils to remove financial and other barriers and encourage broader participation.
- Offer a range of lunchtime clubs to increase pupil engagement and provide additional opportunities for personal development.
- Increase involvement in inter-school sports competitions, with targeted support to ensure disadvantaged pupils have equal access to these opportunities.
- Ensure tailored and appropriate sporting opportunities are available to children within the Specialist Resource Provision, promoting inclusion and physical well-being.

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

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

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