

Equality objectives 2026-2030

Approved by:	Trust Board
Approval period:	Spring Term 2026 – Spring Term 2030
Review cycle:	Annual

Context

Schools are required under the Equality Act 2010 to publish information which is updated annually showing how they comply with the Public Sector Equality Duty.

The need to advance equality of opportunity is defined in the Equality Act 2010 as having 'due regard' to the need to:

- Eliminate discrimination
- Foster good relationships
- Advance equality of opportunity

At Elmhurst School we welcome our duties under the Equality Act 2010. We believe the act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups or individuals.

The objectives below represent our school's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues and should be read conjunction with the Great Learners Trust Equality Information and Objectives Policy.

Evidence of the progress made against our priorities will be published annually on our school website.

Elmhurst School Equality Objectives 2026 - 2030

Trust Objective 1: Narrow attainment gaps between pupils

- **School objective: To increase the percentage of boys achieving GLD at the end of Reception so it exceeds 65% by July, 2030.**

Why we have chosen this objective and intended outcome:	This objective has been identified as a priority in recognition of the well-documented national gender gap in Early Years outcomes, where approximately two-thirds of boys achieve a Good Level of Development (GLD), compared to around three-quarters of girls. While this trend is reflected at Elmhurst, the gap is considerably wider within our own context. In 2026, 93% of girls achieved GLD compared to 47% of boys, resulting in a gender gap of 44 percentage points. This represented a significant increase from the previous year, when 74% of girls achieved GLD compared to 58% of boys, a gap of 16 percentage points. Reducing this disparity will help ensure that all children have an equal opportunity to make a strong start to their education and achieve success in the Early Years Foundation Stage.
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To achieve this objective we plan to:	• Deliver more targeted literacy teaching to increase engagement for boys. • Improve and increase provision for fine motor skills earlier in the year to allow writing to develop more quickly. • Ensure high-quality, engaging provision with opportunities for writing embedded within these.
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Evidence of progress made Year 1 (2026/2027):	
Evidence of progress made Year 2 (2027/2028):	
Evidence of progress made Year 3 (2028/ 2029):	
Evidence of progress made Year 4 (2029/30):	

Responsible person:	SL, NB
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Trust Objective 2: Narrow attainment gaps between pupils

- School objective:** To increase the number of girls achieving the Expected Standard for Maths at the end of Key Stage 2 so they are in line with boys' outcomes.

Why we have chosen this objective and intended outcome:	This objective has been identified as a priority because, despite improvements in end of Key Stage 2 mathematics outcomes over the past year, a significant gender gap remains. In 2026, 57% of girls achieved the expected standard in mathematics, compared to 81% of boys, representing a gap of 24 percentage points. This disparity has widened since the previous year, when 53% of girls achieved the expected standard compared to 69% of boys. Reducing this gap will help ensure that all pupils, regardless of gender, have an equal opportunity to achieve positive outcomes in mathematics.
To achieve this objective we plan to:	• Ensure more children are targeted to achieve the expected standard in target setting meeting, with robust monitoring ensuring that girls make as much progress as boys. • Target girls more within Maths sessions through live marking, observations and intervention. • Track girls' progress throughout the school, taking swift actions where gaps between the genders emerge.
Evidence of progress made Year 1 (2026/2027):	
Evidence of progress made Year 2 (2027/2028):	
Evidence of progress made Year 3 (2028/ 2029):	
Evidence of progress made Year 4 (2029/30):	
Responsible person:	DH, MH, KN, VW

Trust Objective 3: Improve attendance and punctuality for key pupil groups

- School Priority: To reduce persistent absence for children in receipt of Pupil Premium Funding by 12% to 18% or less by 2030.**

Why we have chosen this objective and intended outcome:	This objective has been identified as a priority because, although whole-school persistent absence has reduced over the past four years, rates remain too high across several pupil groups, particularly for children in receipt of Pupil Premium funding. Poor attendance can further compound existing disadvantages by limiting access to learning opportunities and support. Currently, 29.5% of pupils eligible for Pupil Premium are persistently absent, compared to 20.5% of the whole school population, a gap of 9 percentage points. Encouragingly, no pupils in this group are classified as severely absent.
To achieve this objective we plan to:	• Have robust systems in place for monitoring pupil absence with timely actions identified and followed through. • Work closely with identified families through family support or the mentoring programme. • Develop the school curriculum to make coming to school a truly unmissable experience. • Share information by meeting half-termly with leaders for SEND/Pupil Premium as well as discussing actions needed for identified families at fortnightly Inclusion meetings.
Evidence of progress made Year 1 (2026/2027):	
Evidence of progress made Year 2 (2027/2028):	
Evidence of progress made Year 3 (2028/ 2029):	
Evidence of progress made Year 4 (2029/30):	
Responsible person:	KN, AC, SH

Trust Objective 4: Promote respect for cultural diversity across the curriculum

School Priority: By July 2030, promote understanding, respect and appreciation of cultural diversity by embedding opportunities for pupils to learn about different cultures, traditions, and global perspectives across the curriculum and through whole-school activities.

Why we have chosen this objective and intended outcome:	This objective has been chosen to ensure that the school actively promotes inclusion, equality, and mutual respect through both its curriculum and wider culture. By embedding culturally diverse perspectives, experiences and contributions across subjects, the school aims to ensure that all pupils feel represented, valued, and prepared to thrive in a diverse modern society. The objective also supports pupils' personal development by fostering empathy, understanding, and respectful attitudes towards others, while reinforcing British Values and the Trust's commitment to equality and inclusion. In addition, it strengthens the school's responsibility to provide a broad, ambitious and representative curriculum that challenges prejudice, promotes belonging, and prepares pupils for life beyond school.
To achieve this objective we plan to:	• Review and enhance the curriculum across all subjects to ensure that diverse cultures, perspectives, authors, histories and achievements are meaningfully represented and embedded within schemes of work. • Provide professional development for staff to strengthen understanding of culturally responsive teaching, inclusive practice and the promotion of respectful discussion and belonging within classrooms. • Create further opportunities for cultural engagement through assemblies, themed events, enrichment activities, pupil leadership opportunities and partnerships with the wider community to celebrate and promote cultural diversity.
Evidence of progress made Year 1 (2026/2027):	
Evidence of progress made Year 2 (2027/2028):	
Evidence of progress made Year 3 (2028/ 2029):	
Evidence of progress made Year 4 (2029/30):	

Responsible person:	VW
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Trust Objective 5: Build a fair, inclusive and diverse workforce and governance team

School Priority: By July 2030, strengthen equality, diversity and inclusion within the workforce and governance practices by implementing inclusive recruitment, professional development and staff wellbeing.

Why we have chosen this objective and intended outcome:	This priority has been chosen to ensure that the school continues to develop a culture where every member of staff and governance feels valued, respected, and able to thrive. As a diverse and inclusive workforce is fundamental to achieving the best outcomes for pupils, the school recognises the importance of embedding equality, diversity and inclusion within recruitment, professional development, leadership opportunities and wellbeing practices. Strengthening inclusive approaches will help attract and retain high quality staff and governors, improve staff morale and belonging, and ensure that decision-making reflects a broad range of perspectives and experiences.
To achieve this objective we plan to:	• Ensure that 100% of staff and governors complete accredited equality, diversity and inclusion training, with annual refresher training embedded into the professional development programme. • Implement and monitor inclusive recruitment and professional development procedures so that all recruitment panels include trained staff and diversity considerations are evidenced in recruitment and promotion processes. • Improve staff wellbeing, inclusion and belonging outcomes by achieving a measurable increase in positive responses within annual staff surveys and maintaining regular staff voice and wellbeing review opportunities throughout the academic year.
Evidence of progress made Year 1 (2026/2027):	
Evidence of progress made Year 2 (2027/2028):	
Evidence of progress made Year 3 (2028/ 2029):	
Evidence of progress made Year 4 (2029/30):	

Responsible person:	KN, CB, SL
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