

Garras Community Primary School

Annual Equality Objectives 2025 -26

Crofty Education Trust publishes an Equality Statement which explains how the Trust (and schools within it) comply with their equality duties to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Garras Community Primary School has considered how well we currently achieve the aims of this duty with regard to the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information we have:

- Reviewed the school's data, policies and practice and identified any gaps.
- Examined how our school engages with the protected groups, identifying where practice can be improved.

The outcomes are published within this plan, which has been agreed by our Local Governance Committee (LGC). In line with legislative requirements we will review progress against our plan annually and review the entire plan and accompanying action plan on a four-year cycle.

Issue identified	Objective	Action	Success criteria (timescale and measures)
Predominantly monocultural area of the country, geographically isolated	Increase the range of resources that depict positive images of people with protected characteristics and non-gender stereotyped resources	Curriculum leaders audit resources and identify gaps. Order appropriate resources	Pupils talk understand the term Protected characteristic (at an age-appropriate level). Incidents of prejudiced based bully are rare.
Attainment of boys is lower than girls in reading, writing and maths	Narrow the attainment gap between boys and girls	Monitor individual attainment and progress – discuss next steps at pupil progress meetings. Teachers monitor engagement in lessons to ensure children fully engaged in learning. Accurate assessment identifies gaps in learning and targeted teaching supports children to consolidate learning.	There is no gap between the attainment of disadvantaged pupils and their peers. Attainment in National assessments is at least in line with National averages.
Ensure SEND pupils receive high quality inclusive	SEND pupils achieve well and outcomes are in line/exceed other	Closely monitor, and provide adapted learning and targeted intervention, pre-load learning, post teach and concise feedback.	Increase the % of SEND children achieving the expected standard / in line with national

curriculum provision to meet their individual needs through adaptive keep up strategies.	nationally. Adapted learning meets their needs very well.		
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