

# Great Kimble C of E School

## Equality Objectives

**Approved by:**

Local Governing Board

**Next review due by:**

September 2026

## 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 and to set at least one equality objective every 4 years.

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 Great Kimble 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 Equalities Statement.

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

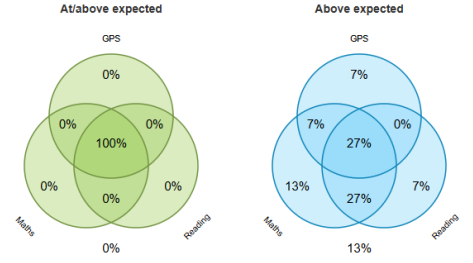
## Great Kimble C of E Equality Objectives 2023-2027

**Objective 1:** The continue to enhance the school’s wider curriculum so it is rich and diverse, enabling all pupils, including those with protected characteristic as defined by the Equality Act, to feel valued and confident and able to achieve their potential.

<p>Why we have chosen this objective and intended outcome:</p>	<p>The demographics of the school are changing with a range of abilities, ethnicities and religions. It is important that within our inclusive school, we welcome and celebrate everyone from our community so there is a true sense of belonging.</p>																				
<p>To achieve this objective we plan to:</p>	<ul style="list-style-type: none"> <li>• Implement a curriculum audit to identify gaps in diversity and inclusivity, focusing on the representation of students with protected characteristics.</li> <li>• Review the inclusion of diverse cultural perspectives and protected characteristics across subject</li> <li>• Ensure all pupils are represented around the school</li> <li>• Develop a learning outside the classroom curriculum to promote personal development</li> </ul>																				
<p>Evidence of progress made Year 1:</p> <p style="text-align: center;">23/24</p>	<p>Use of Kapow has ensured the curriculum is bold and ambitious.  Pupil voice shows that pupils enjoy their learning.  Pupils are happy at school.  End of KS2 results show we are above national.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="616 858 1809 981"> <p style="font-size: small;">Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading 15 pupils - Average: 106</td> <td>7%</td> <td>7%</td> <td>60%</td> <td>27%</td> </tr> <tr> <td>Writing 15 pupils - Average: 103</td> <td>7%</td> <td>13%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Maths 15 pupils - Average: 106</td> <td>7%</td> <td>13%</td> <td>33%</td> <td>47%</td> </tr> </tbody> </table> </div> <div data-bbox="1848 813 2038 1029"> </div> </div>	Subject	Well below	Just below	Expected	Above	Reading 15 pupils - Average: 106	7%	7%	60%	27%	Writing 15 pupils - Average: 103	7%	13%	60%	20%	Maths 15 pupils - Average: 106	7%	13%	33%	47%
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<p>Evidence of progress made Year 2:</p> <p style="text-align: center;">24/25</p>	<p>External reviews have graded us as outstanding  QDP survey results show pupils are incredibly happy at school  End of KS2 SATS results place our school in the 100<sup>th</sup> percentile with 100% of pupils achieving ARE combined.</p>																				



**Combined attainment**



Evidence of progress made Year 3:

Evidence of progress made Year 4:

**Objective 2:** To promote pupils' spiritual, moral, social and cultural development through appropriate curricular opportunities with a focus on teaching children to consider different perspectives and to celebrate and value diversity, in order to prepare pupils as good citizens and for their future.

<p>Why we have chosen this objective and intended outcome:</p>	<p>In our inclusive Christian school, it is imperative to our values and vision that pupils are their very best selves and are taught how to be positive individuals within their community.</p>
<p>To achieve this objective we plan to:</p>	<ul style="list-style-type: none"> <li>• Teach using Kapow as SMSC is woven throughout lessons (overview documents created for each)</li> <li>• Promote the vision and values of the school by explicitly teaching them, modelling and celebrating them through fruits of the spirit and Kimble Stars</li> <li>• Use windows, mirrors and doors to reflect</li> </ul>
<p>Evidence of progress made Year 1:  23/24</p>	<p>Pupils are proud when they receive a fruit for the tree and are celebrated in worship Pupils can talk confidently about the school values Pupils behaviours are good SIAMS report informs us that we are living up to our Christian Vision</p>
<p>Evidence of progress made Year 2:  24/25</p>	<p>Pupils behaviour and attitudes remain good – external reports and behaviour specialists confirm Kimble is a wonderful school with a family feel. Pupils have been celebrated and embraced in further this year with photos displayed in school for external achievements. Additional extra curriculum clubs have been offered with 80% of our pupils accessing clubs Reflection time is in built during worship</p>
<p>Evidence of progress made Year 3:</p>	
<p>Evidence of progress made Year 4:</p>	

**Objective 3:** Ensure all pupils within our school achieve their very best by continuing to regularly analyse pupil data to ensure early identification of trends or areas of concern, with a particular focus on pupils with identified SEN. Ensure this analysis is regularly shared with all staff and governors and that action is taken to address any concerns or under achievement.

<p>Why we have chosen this objective and intended outcome:</p>	<p>Historic data at Kimble for end of KS2 outcomes was below national and therefore ambitious targets needed to be set. It is imperative that every pupil at Kimble receives the best education to prepare them for their next steps.</p>
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<p>To achieve this objective we plan to:</p>	<ul style="list-style-type: none"> <li>• Ensure there are regular and effective pupil progress meetings</li> <li>• Ensure pupils are specifically planned for</li> <li>• Ensure OAP and support is in place</li> <li>• Carefully plan intervention</li> <li>• Use PIXL across the school to address gaps and provide therapies</li> <li>• Carefully use QLAs to whole class and groups to address gaps</li> <li>• Ensure there is a clear SSP cycle with SMART targets</li> </ul>
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<p>Evidence of progress made Year 1: 23/24</p>	<p>KS2 data is now above national expectations.          PIXL is being used effectively in Year 6 with therapies being used in KS2.          Interventions are in place to support pupils with SEN and are prioritised.</p> <p><b>Pupils with no SEN</b></p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading (72 pupils - Average: EXS)</td> <td>3%</td> <td>10%</td> <td>58%</td> <td>29%</td> </tr> <tr> <td>Writing (72 pupils - Average: EXS)</td> <td>4%</td> <td>10%</td> <td>68%</td> <td>18%</td> </tr> <tr> <td>Maths (72 pupils - Average: EXS)</td> <td>3%</td> <td>14%</td> <td>58%</td> <td>25%</td> </tr> </tbody> </table> <p><b>Pupils with SEN</b></p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading (17 pupils - Average: WTS)</td> <td>12%</td> <td>47%</td> <td>35%</td> <td>6%</td> </tr> <tr> <td>Writing (17 pupils - Average: WTS)</td> <td>12%</td> <td>65%</td> <td>18%</td> <td>6%</td> </tr> <tr> <td>Maths (17 pupils - Average: WTS)</td> <td>12%</td> <td>47%</td> <td>35%</td> <td>6%</td> </tr> </tbody> </table>	Subject	Well below	Just below	Expected	Above	Reading (72 pupils - Average: EXS)	3%	10%	58%	29%	Writing (72 pupils - Average: EXS)	4%	10%	68%	18%	Maths (72 pupils - Average: EXS)	3%	14%	58%	25%	Subject	Well below	Just below	Expected	Above	Reading (17 pupils - Average: WTS)	12%	47%	35%	6%	Writing (17 pupils - Average: WTS)	12%	65%	18%	6%	Maths (17 pupils - Average: WTS)	12%	47%	35%	6%
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<p>Evidence of progress made Year 2: 24/25</p>	<p>KS2 data is at 100% with 4 of these pupils being on the SEN register  PIXL is embedded and forms an active part in pupil progress reports  Effective interventions remain in place for those with SEN and are a priority within the school  Pupils with SEN:</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p><b>Pupils with SEN:</b></p> <table border="1"> <tr> <td><b>Reading</b> Average: EXS</td> <td>10%</td> <td>35%</td> <td>45%</td> <td>10%</td> </tr> <tr> <td><b>Writing</b> Average: WTS</td> <td>20%</td> <td>45%</td> <td>35%</td> <td></td> </tr> <tr> <td><b>Maths</b> Average: EXS</td> <td>15%</td> <td>30%</td> <td>50%</td> <td>5%</td> </tr> </table> <p><b>Pupils with no SEN:</b></p> <table border="1"> <tr> <td><b>Reading</b> age: EXS</td> <td>12%</td> <td>59%</td> <td>29%</td> </tr> <tr> <td><b>Writing</b> age: EXS</td> <td>15%</td> <td>68%</td> <td>17%</td> </tr> <tr> <td><b>Maths</b> age: EXS</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> </table>	<b>Reading</b> Average: EXS	10%	35%	45%	10%	<b>Writing</b> Average: WTS	20%	45%	35%		<b>Maths</b> Average: EXS	15%	30%	50%	5%	<b>Reading</b> age: EXS	12%	59%	29%	<b>Writing</b> age: EXS	15%	68%	17%	<b>Maths</b> age: EXS	20%	56%	24%
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