

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 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 Equality Information and Objectives Policy.

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

Great Kimble C of E Equality Objectives 2026 - 2030

Trust Objective 1: Narrow attainment gaps between pupils

School objective: By July 2027, increase the percentage of pupils eligible for Pupil Premium achieving the expected standard in combined Reading, Writing and Mathematics so that it is in line with, or within 5 percentage points of, their non-Pupil Premium peers. Progress will be monitored termly through pupil progress meetings and data analysis, with targeted interventions implemented and reviewed to ensure impact.

Why we have chosen this objective and intended outcome:	In Spring 2025/26, 60% of non-Pupil Premium pupils achieved the expected standard in combined Reading, Writing and Mathematics, compared to 43% of Pupil Premium pupils, representing a 17 percentage point attainment gap. This indicates that pupils eligible for Pupil Premium are currently achieving significantly lower outcomes than their peers. Closing this gap is important to ensure all pupils have equitable opportunities to succeed, fulfil their potential and access the next stage of their education with the knowledge and skills they need. By identifying barriers to learning early and providing targeted academic and pastoral support, the school can improve outcomes for Pupil Premium pupils and promote greater equality of opportunity across the school.
To achieve this objective we plan to:	• Use PiXL assessments and therapies to identify specific gaps in learning for Pupil Premium pupils and provide targeted intervention programmes that address individual needs. • Track and review Pupil Premium progress termly through data analysis and pupil progress meetings, ensuring timely identification of underachievement and swift implementation of support. • Deliver high-quality adaptive teaching in all classrooms, using assessment information to ensure Pupil Premium pupils are appropriately challenged and supported to access age-related expectations. • Provide targeted academic and pastoral support for Pupil Premium pupils, including tutoring, mentoring, attendance support and parental engagement strategies, with the impact of interventions regularly evaluated and adjusted as necessary.
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:	25/26 Jodie Haynes 26/27 onwards Fraser Leech and Sam Ing

Trust Objective 2: Improve attendance and punctuality for key pupil groups

School Priority: By July 2030, improve attendance and punctuality for all pupils by reducing absence rates on the days immediately before and after school holidays. Attendance will be monitored following each holiday period, with targeted communication and support provided to families where concerns are identified. Success will be measured by a year-on-year reduction in holiday-related absence and improved attendance rates on these key days across all pupil groups.

Why we have chosen this objective and intended outcome:	Regular attendance is closely linked to pupil achievement, wellbeing and social development. Analysis of school attendance data shows that absence rates increase on the days immediately before and after school holidays, resulting in lost learning time, disrupted routines and potential gaps in pupils' progress. This objective has been selected because school attendance analysis on Insight has identified 45 pupils with a pattern of absence linked to school holidays. This indicates that a significant number of pupils are missing learning opportunities at key points in the school year. By focusing on improving attendance and punctuality before and after holidays, the school aims to reduce avoidable absence, improve continuity of learning and ensure that all pupils have equitable access to education and the opportunity to achieve their full potential.
To achieve this objective we plan to:	• Monitor and analyse attendance data before and after each school holiday to identify patterns, trends and vulnerable groups. • Communicate clear expectations to families through newsletters, texts, meetings and the school website regarding the importance of attendance on all school days. • Implement targeted support and challenge for families where holiday-related absence is a concern, including early intervention and attendance meetings where appropriate. • Promote and celebrate good attendance and punctuality through rewards, recognition and regular feedback to pupils and families.
Evidence of progress made Year 1 (2026/2027):	Insert actions and impact Insert data summary of attendance gap and persistent absence rates
Evidence of progress made Year 2 (2027/2028):	
Evidence of progress made Year 3 (2028/ 2029):	

Evidence of progress made Year 4 (2029/30):	
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Responsible person:	
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Trust Objective 3: 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):	Insert examples: curriculum changes, events, pupil feedback Insert evidence to demonstrate impact such as increased pupil participation or survey results
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:	25/26 Jodie Haynes 26/27 onwards Fraser Leech and Laura Hunt
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Trust Objective 4: 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):	E.g., staff training completion, recruitment improvements, leadership development Representation, training completion rates, recruitment patterns, etc
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:	25/26 Jodie Haynes 26/27 onwards Fraser Leech, Sam Ing, Sally Walsh
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