



College Town Primary School

Equality Objectives

Equality Objective 1

To improve outcomes in reading, writing and maths for children with low starting points; including those with special educational needs, and those who are disadvantaged.

Why have we chosen this objective?

The school's Pupil Premium strategy statement specifically communicates the school's rationale, resourcing and approach, to mitigate any differences in performance for those pupils eligible for Pupil Premium funding and those with SEND needs.

How will this be measured and evaluated?

Senior and middle leaders will monitor the performance of Pupil Premium and SEND pupils at regular assessment points across the year. The school will ensure that class teachers are held to account by ensuring provision in the classroom is matched to the needs of the children and that progress is accurately assessed.

Equality Objective 2

To further refine the PSHE curriculum to reflect a 21st century community with direct reference to the Equalities Act and Protected Characteristics.

Why have we chosen this objective?

The Equality Act (2010) outlines nine protected characteristics that are central to the PSHE curriculum. At College Town we are ensuring that these characteristics are incorporated into lessons and activities, to raise awareness, promote understanding, and challenge discrimination.

How will this be measured and evaluated?

Senior leaders, together with the PSHE Subject Lead will evaluate the PSHE curriculum and refine its delivery to ensure these characteristics are taught with sensitivity; embedding them within broader topics such as relationships, health, and well-being. This ensures children understand the importance of respect, tolerance, and inclusion. Newly developed practice, will be monitored by those members of the governing body with responsibility for Pupil Premium, SEND and equality.

Equality Objective 3

To raise awareness and show respect for protected characteristics in the context of a primary school setting; ensuring that pupils develop an age appropriate awareness.

We will continue to provide quality education for by raising aspirations, providing equal and equitable opportunities, with a particular focus on the progress and attainment of boys.

Why have we chosen this objective?

Equality legislation sets out that schools must make pupils aware of the protected characteristics to the extent that it is considered age-appropriate to do so. College town are committed to providing equal opportunities with a specific focus on the progress and attainment of boys.

We believe that raising boys' achievement is about good teaching for all children. Targeted resources and interventions that engage boys across the curriculum can play a vital part in increasing their confidence and attainment at school, and have a positive impact on all.

How will this be measured and evaluated?

Leaders will monitor the quality of curriculum provision, using tools such as planning scrutiny, book looks, lesson observations and pupil voice to ensure that teachers are teaching the children how to be respectful of others. There will be evidence of specific interventions that engage boys across the curriculum. This will be also monitored by the Pastoral Lead for College Town.

Equality Objective 4

To review the range of high-quality texts used across the curriculum, ensuring that provision includes access to texts that reflect the increasingly diverse nature of our school community and to build further cultural capital and awareness across the school.

Why have we chosen this objective?

High-quality texts linked to diversity feature a range of characters, settings, and narratives that reflect the richness and complexity of human experience, promoting inclusivity and understanding. These texts broaden perspectives, foster empathy, and challenge stereotypes, enriching children's understanding of themselves and the world around them.

How will this be measured and evaluated?

The English Subject Lead will work with teachers and Senior Leaders to ensure there is a shared understanding of why diversity matters in texts and to share examples. The provision and use of these across the school will be monitored at termly intervals.

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