St Mary's Church of England Primary School

Equality progress report

Autumn 2026 | Progress towards the Equality Objectives 2026–2029

This report informs governors and our school community about the equality work undertaken this year and the next steps for evaluation. We have strengthened curriculum planning and invested in staff development. These changes provide a clearer foundation for inclusive practice; their impact on pupils' understanding, safety and participation will be reviewed as implementation develops.

Our vision and responsibilities

Our Christian vision, "Let Your Light Shine", begins with the belief that everyone is precious and loved by God. Through Nurture, Aspire, Compassion and Empower, we seek to ensure that every child and adult is treated with dignity and can participate fully in school life. Our equality work supports our duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations under the Equality Act 2010.

Equality safety and healthy relationships

We have received Sunflower Gender Equality training and begun whole-school training in trauma-informed practice through iTIPs. This professional learning supports our objective of strengthening healthy, respectful relationships, with particular attention to girls' agency, equality and right to feel safe. It provides a basis for staff reflection on gender stereotypes, children's experiences and sensitive, consistent responses to need.

Our next step is to translate the training into agreed classroom and pastoral approaches. Through age-appropriate teaching, pupils should learn to recognise respectful relationships, communicate concerns and identify trusted adults. We will review pupils' understanding and whether girls feel heard, safe and confident to seek help, alongside proportionate safeguarding and pastoral monitoring.

Representation identity and belonging

We have redesigned our English curriculum using Literacy Tree to broaden representation and strengthen opportunities to explore equality through high-quality literature. The curriculum map includes Hidden Figures in Year 5 and Windrush Child and Suffragette in Year 6. These texts offer opportunities to recognise achievement, examine barriers linked to race or sex and challenge stereotypes through discussion and writing.

Embedding equality across the curriculum

We have developed a protected characteristics curriculum framework that identifies meaningful opportunities across subjects from Reception to Year 6. It connects existing units and texts with equality questions and observable pupil learning. For example, local geography can explore barriers to access, while design activities can consider how practical adjustments enable participation.

The framework distinguishes representation in resources, explicit teaching about equality and inclusive participation. Its teaching applications are planning proposals for staff to embed and review; the document does not establish that every opportunity has already been taught. Subject leaders will prioritise coherent, age-appropriate learning, retain accurate subject knowledge and avoid requiring pupils to disclose personal or family information.

Equitable participation opportunity and voice

Trauma-informed professional learning and the new curriculum framework also support our third objective: identifying and reducing barriers to participation. This includes considering how emotional needs, disability, language, disadvantage or practical circumstances may affect access. Our ambition remains high for every pupil, with adjustments and support shaped around individual needs.

The next stage is to review access to clubs, trips, music, sport, leadership and enrichment, alongside classroom learning. We will use pupil and family feedback to understand barriers and check that adjustments enable meaningful involvement. Disadvantage is considered alongside protected characteristics without assuming that the two are interchangeable.

How we will evaluate progress

During 2026–27, leaders will bring together a proportionate evidence base: samples of curriculum planning and pupil work; pupil discussions about fairness, relationships and belonging; participation information; and feedback on access and communication. Staff reflection will help establish how training is influencing practice. Any group-level reporting will protect confidentiality, particularly where numbers are small.

At this stage, the evidence confirms curriculum development and professional learning. We are not yet claiming measured improvements in pupils' experiences or outcomes. Governors will be able to judge impact more securely when the implementation evidence and pupil and family feedback are reviewed together.

Next steps and governor oversight

For the remainder of 2026–27, our priorities are to embed the agreed curriculum opportunities, develop consistent practice following Sunflower and iTIPs training, and establish a baseline for pupil voice and participation. Leaders propose a progress review in the spring term and an annual evaluation in summer 2027, with the published report updated to reflect the findings.

Governors are asked to note the work undertaken, review its alignment with the three equality objectives and agree the proposed monitoring arrangements. Their challenge will focus on what has changed in pupils' learning and experiences, whose voices are represented and which barriers still require action.

Prepared by Anthony David, Executive Headteacher | 2 November 2026