

Equality Objectives Statement

Corby Primary Academy



Greenwood Academies Trust

Date: September 2025

Reviewed by: Kirsty Foley





Background

(1) A public authority must, in the exercise of its functions, have due regard to the need to

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard to the need to

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard to the need to

(a) tackle prejudice, and

(b) promote understanding.



(6) Compliance with the duties in this section may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- *age;*
- *disability;*
- *gender reassignment;*
- *pregnancy and maternity;*
- *race;*
- *religion or belief;*
- *sex;*
- *sexual orientation.*

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)

- Date last reviewed: September 2025

Age
<ul style="list-style-type: none"> ○ Senior Leaders have been monitoring and supporting families to improve their attendance ○ In EYFS (aged 4 and 5) there has been a focussed programme on addressing their social and emotional needs to prepare for year 1 curriculum (aged 5 and 6) ○ Year 6 children (Aged 10 and 11) are prepared for secondary transition through partnership working with secondary schools and through school PSHE/curriculum
Disability
<ul style="list-style-type: none"> ○ To support the need of pupils with disabilities (physical, emotional and social), we provide whole staff training and ongoing SENDCO/Pastoral support to all staff. ○ In making reasonable adjustments to support pupils with ASD/SEMH needs, we have invested in whole school training. ○ Children with ADHD have tailored support plans in place and 1:1 adult support to meet needs if required. ○ Children with an ASD diagnosis receive targeted support through recommendation from the EP. Designated adults, safe spaces and bespoke timetables are in place where necessary and reviewed regularly with parents and SENDCO. ○ Children who are walking frame users are risk assessed, and provision is in place in classrooms and shared areas for easy access and inclusivity.



- We utilise technology to promote inclusivity, such as Clicker and immersive reader, which can read text aloud.
- All staff are trained in using colourful semantics and communication in print.
- Staff are trained in zones of regulation, trauma-informed practices and we have a trained ELSA.
- We liaise with practitioners from other services such as SALT, occupational therapy, physiotherapy, Autism outreach, SEMH outreach, Mental Health Support Team and the Hearing-Impaired Service to ensure our pupils receive the highest level of care.
- Children with S&L and communication needs have regular planned support overseen by SENDCO and follow up programmes from NHS S&L Team
- Children with a disability have equal access to trips and visits - pre-visits are in place alongside a supportive risk assessment.
- Children have access to disabled toilets.

Gender re-assignment

- As part of our RSE programme and during awareness weeks, we discuss differences sensitively and teach children to recognise prejudice and discrimination.
- Our curriculum follows the EDI approach which facilitates conversations about respecting differences and celebrating diversity.
- Our school ethos underlies the concept of acceptance and promoting difference.
- We provide storybooks and factual books about real people who challenge gender stereotypes
- We encourage both boys and girls to participate in non-stereotypical activities/ sports/subject choices

Marriage and Civil Partnership

- Within our KS2 curriculum pupils have an opportunity to cover sex, relationships and marriage and different types of family
- As part of the academy community, we acknowledge and include same sex relationships e.g. through stories/books, special days, PSHE and every day inclusive languages.
- The academies use terminology to best address the person a child lives with e.g. adults/carers when communicating with home.
- As part of home visits from the Nursery team, preferred titles are discussed.

Pregnancy & Maternity

- Our SRE programme in KS2 covers consent, sex and healthy relationships.
- KS1 animal birth and stages of human life (baby, toddler, adult)
- In year 3 & 4 children cover inherited biological characteristics.
- In year 5 & 6 Children learn about puberty, human conception, pregnancy and birth.

Race

- For KS1 and KS2 we have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of texts used across the curriculum and in the library.
- Our curriculum includes key people from a range of cultures and faiths through books, films and writing.
- British Values is embedded throughout our curriculum and tolerance, and respect is a focus of assemblies, lessons and awareness days.
- We ensure pupil voice in school is represented by children from a range of multi-cultural groups.
- Through our families we share celebrations that they share with us.
- Through assemblies and PSHE we recognise the diverse cultures across the academy.
- We ensure that children see themselves reflected in their curriculum through pictures, stories and writing.

Religion or Belief

- In KS1/KS2 children visit the local churches.
- We follow the Northamptonshire RE Syllabus
- We continue to develop our links with local religious leaders and invite them into school.
- We promote understanding and respect for the similarities and differences in our school and wider community
- Adjustments are made to recognise the religious beliefs of pupils and staff e.g. special holidays/fasting.
- Assemblies are planned throughout the year to celebrate a range of religious festivals such as Eid, Diwali and Rosh Hashanah
- All staff have received training on extremism and radicalisation

Sex



- As part of a careers programme, we challenge gender stereotypes.
- Annual Takeover Day -an opportunity to take on the role of any adult within the school.
- We provide equal opportunities for all children throughout the curriculum in assemblies, trips and sporting and music events.

Sexual Orientation

- RSE policy acknowledges differing relationships and family groups.
- Our PSHE/RSE curriculum teaches children that loving relationships can take many forms.
- Staff of all sexual orientation are valued and treated with respect and equality (diverse staff)
- We have LGBTQ+ books in the library and use terminology in an accurate and respectful way.
- Pupil uniform is not defined by gender and staff clothing is also gender neutral.

Part B- Statistical data (annual review of data)

- Date last reviewed: September 2025 (Data is taken from 24/25 academic year)
- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group

Cohort profile (as included in GAT outcomes reports)

*%Boys *%Girls *%SEND overall *%SEND SENK **SEND EHCP *%Disadvantage *%Non-disadvantage *% White British *% Non-white British/other

Boys %	Girls %	SEND % overall	SEND EHCP %	SEND K %	Disadvantaged %	Non disadvantaged %	White British %	Non-White British %
48.07%	51.93%	14.81%	2.4%	12.41%	11.80%	88.2%		

SEND and non-SEND information

*achievement *attendance *exclusions

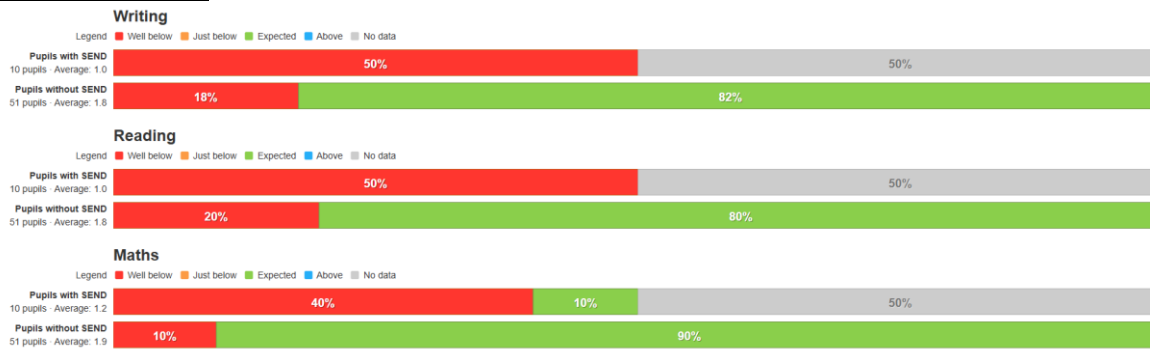
KS2 Statutory outcomes:

	Reading			Writing		Maths		Reading/Writing/Maths	
	2024-2025			2024-2025		2024-2025		2024-2025	
	Summer 2			Summer 2		Summer 2		Summer 2	
	SAT Scaled Score			SAT Scaled Score		SAT Scaled Score		SAT Scaled Score/SAT TA	
	# pupils	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above	% of pupils Expected or higher	% of pupils Above
All Pupils	60	72%	28%	65%	3%	75%	23%	60%	0%
Boys	23	70%	17%	52%	0%	74%	22%	48%	0%
Girls	37	73%	35%	73%	5%	76%	24%	68%	0%
Pupil Premium	11	73%	18%	73%	9%	73%	18%	64%	0%
Not Pupil Premium	49	71%	31%	63%	2%	76%	24%	59%	0%
No SEN	50	76%	32%	72%	4%	82%	28%	66%	0%
SEN Support	7	57%	14%	43%	0%	57%	0%	43%	0%
EHC Plan	3	33%	0%	0%	0%	0%	0%	0%	0%
EAL	22	59%	27%	59%	5%	73%	27%	55%	0%
Not EAL	38	79%	29%	68%	3%	76%	21%	63%	0%

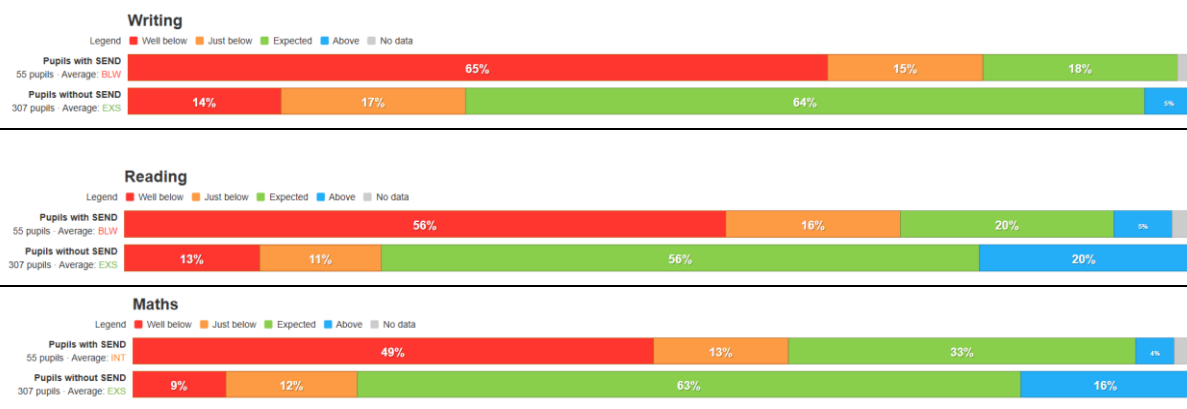
Early Years Statutory Profile:

EYFS GLD	
2024-2025	
Summer 2	
EYFSP	
% of pupils Expected or higher	
All Pupils	61%
Boys	52%
Girls	70%
Pupil Premium	80%
Not Pupil Premium	59%
No SEN	73%
SEN Support	0%
EHC Plan	0%
EAL	56%
Not EAL	63%

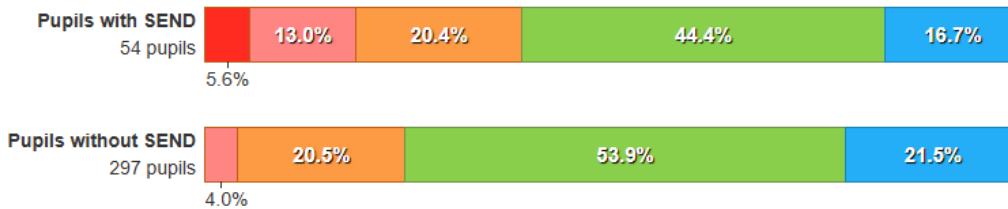
Achievement: EYFS



Achievement: Years 1-6



Attendance: Reception to Y6



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEND	87.6%	93.4%	92.0%	95.8%	96.5%	96.6%	95.7%
Non-SEND	93.9%	94.7%	95.5%	95.9%	96.3%	96.3%	96.0%

Exclusions

SEND – 2 suspensions – 2 children.

Non-SEND – 0 suspensions

Boys and Girls

*achievement *attendance *exclusions

Achievement: EYFS – Gender



Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



Achievement: Years 1-6 - Gender

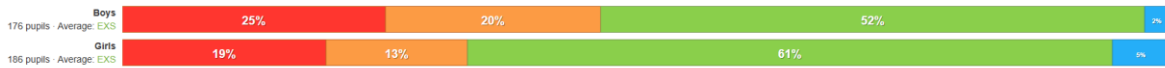
Reading

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Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



Attendance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boys	92.3%	94.0%	95.4%	95.7%	96.7%	95.6%	97.1%
Girls	93.4%	94.9%	94.5%	96.1%	96.0%	96.8%	95.1%

Exclusions

Boys - 2 suspensions – 2 children
Girls – 0 suspensions

Disadvantaged and non-disadvantaged

*achievement *attendance *exclusions

Achievement: EYFS - Pupil premium

Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

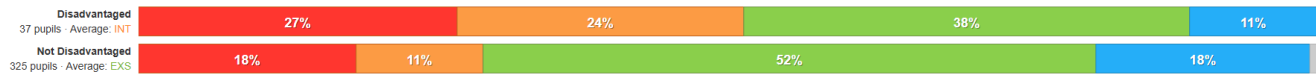
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Achievement: Years 1-6 - Pupil premium

Reading

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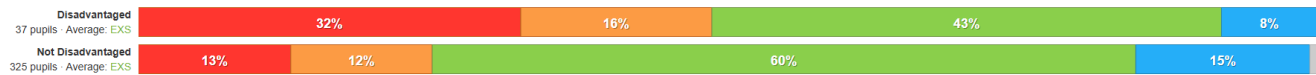
Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



Attendance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disadvantaged	82.9%	94.5%	89.9%	92.5%	95.3%	97.3%	95.2%
Non-Disadv	93.6%	94.6%	95.5%	96.5%	96.6%	96.2%	96.1%

Exclusions

Disadvantaged – 1 suspension – 1 child

Non-Disadvantaged – 0 suspensions

White British and other groups

*achievement *attendance *exclusions

Achievement: EYFS – EAL

Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



Achievement: Years 1-6 – EAL

Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data





Attendance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EAL	93.9%	94.1%	95.4%	96.4%	95.8%	96.3%	95.8%
Non-EAL	92.7%	94.9%	94.9%	95.4%	96.8%	96.4%	96.0%

Exclusions

White-British - 1 suspensions – 1 children

Non-White-British – 1 suspension – 1 children

Part C- Equality Objectives (4-yearly priorities)

- Date objectives set: 26.04.22

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupil's & people				
To address knowledge gaps of staff to support LGBT community, through implementing a CPD programme to enable all staff to know how to recognise concerns and respond appropriately	Staff questionnaire to understand CPD needs Trainers into school to provide CPD for all staff.	SLT		<p>End of year 1 progress summary Statement in place and disseminated to staff. Staff CPD questionnaire completed Training delivered BV and PC highlighted through assemblies and curriculum</p> <p>End of year 2 progress summary</p> <p>End of year 3 progress summary Selection of books made to support diversity across the curriculum. CPD has taken place to improve quality of teaching and learning through adaptations to support inclusion. BV and PC highlighted through assemblies and curriculum</p> <p>End of year 4 progress summary</p>
Quality of Education for our pupils & people				
To review the texts used in the KS1 and KS2 English curriculum, to secure appropriate breadth and depth of different race and cultures	English leads to review the curriculum and ensure texts are embedded within it.	MM SLT	September 2024 and ongoing	<p>End of year 1 progress summary Texts reviewed and new English curriculum implemented.</p> <p>End of year 2 progress summary</p> <p>End of year 3 progress summary Assemblies have been planned to use selected texts and themes. CPD focus for teachers on adapting learning to support inclusion. On-going curriculum development.</p> <p>End of year 4 progress summary</p>
Personal Development of our pupils & people				
Provide experiences throughout the curriculum to improve children's cultural capital.	Trips, visits and visitors are clearly planned into the curriculum to provide rich experiences. This can be seen on curriculum overviews/maps and in MTP.	All staff	September 2024 and ongoing	<p>End of year 1 progress summary LTPs and MTPs reviewed for all subjects. Provisional enrichment plan in place.</p> <p>End of year 2 progress summary</p> <p>End of year 3 progress summary Trips, visits and visitors are clearly planned into the curriculum to provide rich experiences.</p>



				End of year 4 progress summary
Behaviour & Attitudes of our pupils & people				
To increase attendance percentage of pupils from our vulnerable families.	The academy Attendance Officer is the first line of communication with parents. This is escalated supportively to the pastoral team if necessary. Attendance to be monitored each week and contact made with families. Parent contracts and EIPT referrals if not improvement with support from the Academies.	SLT Attendance team All Staff	September 2024 and ongoing	End of year 1 progress summary Attendance continues to be monitored and support put in place for vulnerable families Referrals to outside agencies as required. End of year 2 progress summary End of year 3 progress summary Attendance continues to be monitored, and support put in place for vulnerable families. Early helps opened to support within the academy. Referrals to outside agencies as required. End of year 4 progress summary