

Equality Objectives Annual Report 2025

- **Ensure children understand their rights and responsibilities to equality.**

Rights and responsibilities are concept words used across the curriculum. The children are specifically taught this vocabulary in context to support their understanding and use of the language. We ensure the children experience them in the context of real situations. Repetition and continuous modelling is key in aiding the children's understanding.

The 'living in the wider world' strand of the PSHE (Personal, Social, Health and Economic) curriculum is where this threads through our lessons. It focuses on valuing diversity within the community, strategies to challenge stereotypes and highlights how to recognise prejudice and how to respond to it.

Throughout the month of October the children learn about and celebrate Black History Month. However, it doesn't stop there. Our curriculum supports this learning all year round.

PSHE and social curriculum is focused on the children's understanding of self-regulation and how to relate to others, and includes equality and understanding of different needs. For example, autism, ADHD and anxiety.

Class assemblies regularly focus on equality and celebrating differences. Previously, a Year 6 child led a discussion on autism from their own personal experience.

Class trips took place to Safety Works. These visits have a focus on rights and responsibilities in society and understanding the law.

We are also an official School of Sanctuary. Exactly what this means can be found on our website at <https://www.bridgewater.newcastle.sch.uk/our-school/school-of-sanctuary/>

- **Narrowing the achievement gap for pupils who share a characteristic historically correlated with lower achievement.**

The percentage of vulnerable groups remain well above the national average, from Reception to Y6 61.4% are Pupil Premium, for 53% English is an Additional Language, 36% Special Educational Need and Disability. In 2024/25, 61.4% of the school's population (Rec- Y6) are disadvantaged. 48.6% of disadvantaged pupils have a SEND need, 43.1% are Minority Ethnic and 42.3% have a first language other than English, all are above the national figures.

While gaps remain, in 2025 gaps narrowed. In 2025 attainment at KS2 was above national average in all areas. There was no score for progress again in 2025.

The three year disadvantage data for reading shows our disadvantaged pupils do as well as the national non disadvantaged. For writing our disadvantaged pupils were above the national disadvantaged and in 2025 they were just 2% below the national non disadvantaged. For maths, the disadvantaged group have done better than the disadvantaged nationally over the past 3 years. There remains a gap with non disadvantaged nationally though. For Grammar, Punctuation and Spelling the group are above disadvantaged nationally and only 5% below the national non disadvantaged.

The multiplication score was just below the national figure for the past 3 years, 19.5 compared to 20.6. Phonics scores were just above the national average while the Good level of Development score was also just below national average but the contextual GLD score is 8% above.

Attendance for disadvantaged remains a priority particularly unauthorised absences and continuing to reduce exclusions.

Being a Newcastle City Council school we now have access to Challenging Education's online professional learning programme 'Thinking Differently for Disadvantaged Learners©' until July 2031. This is a tried and tested online learning resource appropriate for all phases of education, designed to help all school staff to 'Think Differently' about working with our most disadvantaged learners. We have also signed up to their Raising Attainment for Disadvantaged Youngsters (RADY) programme. RADY is a long-term hearts and minds approach, helping schools to become equitable in all aspects of the education they provide, and making sure that those learners who need it most, get the extra that helps them to get there. This begins in school with the RADY catalyst – quite simply, at the start of a Key Stage, flagging up a pupil as having untapped potential and ensuring everything is done to close that gap as early as possible. This means the pupil is set the same expectations as their non-disadvantaged peer. Because the catalyst is applied at the start of a phase of education, schools have a number of years to ensure the extra makes life-changing differences.

Pupil Progress Meetings look at groups of learners and which interventions to put in place to narrow any identified gaps. A number of interventions exist, including (but not limited to) Lexia, Direct Phonics, bought-in professional speech & language support, counselling and occupational therapy.

As a school, we set aside a pot of money and identify children for catch-up tuition. This was developed further with the delivery of the National Tutoring Programme and grants to support further one-to-one and small group tuition.

We were part of a Zone West Project, which identified children with lower achievement and helped raise aspirations through regular sessions with the child and contact with parents / carers.

From the Governors perspective, they have responsibility for providing oversight in areas such as quality of teaching, pupil achievement and curriculum. In providing scrutiny, Governors actively request progress on the equality objectives, either in full governing body meetings or in the curriculum and finance committee meetings to ensure the school continues to deliver on the equality objectives.

- **Workforce development, including a focus on recruitment to ensure staff better reflects the communities we serve.**

Within the last calendar year, we have appointed eight new members of staff across a range of different positions. Of these, four live in the immediate community we serve.

Colleagues who live in the community and / or share similar beliefs to those in our community continue to share their knowledge and experience with the children (and staff). It has been particularly beneficial in aiding the delivery of RE, including the bringing in of relevant artefacts to share and discuss. These colleagues have also arranged visits to local places of worship.

In January 2025 we were in the position of electing two new Parent Governors. We were delighted to receive a number of nominations, obviously all for individuals who reflect and represent the community we serve. We were also in the position of appointing of a Co-opted Governor. This individual works for a charity located close to our school.

Classes are also giving conscious thought and consideration to how people are represented in their class readers. The English Lead continues to source books which are representative, such as those where the main character has a disability, and have a focus on all protected characteristics.

- **Ensure the fair treatment of everyone who comes in to school.**

Our mission is to foster an inclusive community for all – pupils, staff and all other visitors. We endeavour to ensure everyone feels welcomed, respected and capable of navigating the space. We use The Big Word translator service to communicate with those who come in to school and don't speak (or have limited) English.

We ensure every pupil and staff member has access to the specific resources and support they need to succeed. We identify and remove any barriers to success. We recognise that we come from different backgrounds with different lived experiences. Our built environment ensures that all spaces are accessible. An accessibility audit was undertaken by Direct Access Consultancy in 2015 with no significant changes to our premises since. All necessary actions/recommendations were addressed.

We have a curriculum that is accessible to and representative of all pupils.

We focus on restorative practice; repairing any harm and rebuilding relationships.

February 2026