



Annual Equality Report to Governors 2025

Gorse Hall Primary and Nursery School

Equality Statement

At Gorse Hall we strive to create learning without limits

Our equality objectives are:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to exploring any issues around equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
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- To raise staff, pupil and governors' awareness of equality and diversity.
- To narrow the attainment gap across school
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and discrimination and promote understanding in relation to people with disabilities.



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Main Areas of achievement 2024-25

Equality Statement and policies are up to date. The Equality statement and scheme has been reviewed for 2025-2028.

School identifies priorities that include all pupils equally including vulnerable, boys and disadvantaged pupils.

School has again achieved the ACSEED Award and SEND Inclusion Award valid for the next three years.

Mental Health Lead continues to attend local networks to keep up to date with local and national changes and new initiatives.

Safeguarding Team annually complete the LA safeguarding audit and staff safeguarding training meets the outcomes of the action plan. Safeguarding Leads continually complete the new Early Help Assessments (EHA) and support our most vulnerable pupils and families. Safeguarding networks have been attended and further training in reducing parental conflict, safer recruitment, neglect and the graded profile will take place over the course of this term and the autumn term 2025.

School continue to work closely with families to access Targeted Family Support if EHA is not working for the family and needs have escalated.

Whole School Achievement

Assembly themes celebrate and raise awareness of diversity and promote our school's inclusive ethos where working together the possibilities are endless. Themes include: mental health and well-being, LGBT, Black History Month, making positive contributions, cultural and religious festivals celebrated around the world.

Well-being Ambassadors (pupil led) lead mental health initiatives across school and have supported Deputy Headteachers address mental health issues. School participated in Anti-Bullying week.

Themed days raise awareness of mental health and well-being in a positive way. Children take part in activities which promote a healthy mind and body.

PEEPs and Risk Assessments are updated annually to support staff for pupils with significant additional needs to facilitate and enable children with disabilities & educational needs to self-regulate and flourish safely.

SEND Accessibility Plan is updated and ensures that the school building meets the needs for pupils, parent/cares and staff with disabilities.

Staff have received SEND training on evidence- based research from external specialists on trauma informed practice and Precision Teaching.

A member of staff is completing Forest School L3 training.

Inclusive Teaching and Learning

Interventions led by class teachers and a designated Intervention teacher include pupils who are disadvantaged/vulnerable. This year, a particular focus has been disadvantaged pupils and pupils with SEMH needs. Progress/attainment is monitored rigorously through termly Pupil Progress Meeting to ensure that the gap between boys' and girls' attainment across school is narrowing and that disadvantaged pupils, and pupils with SEND and EAL are tracked and good progress is being made.

School works towards becoming relationally inclusive. Two members of staff have been named relational inclusion champions (RICs) and have accessed training. This will form part of the school's improvement plan next year.

Monitoring demonstrates that teaching is inclusive and pupils with SEND are well-supported and learning is adapted where needed to meet the needs of all pupils.

RE, MFL, PSHE and RSE lessons promote cultural development and understanding through a rich range of experiences. Whole school cultural development e.g. Chinese New Year, Hajj and Ramadan have taken place.

Pupil Voice

Wellbeing Ambassadors have collated questions and carried out the voice of all pupils regarding their Mental Health and Well-being.

Pupils with SEND have also taken part in pupil surveys and most children say that they have someone who will help them with their learning; they know where to find their targets; and that they have someone to take to when they feel sad.

Rare incidents of a bullying nature are logged on a Bullying Form and policy is followed. Behaviour child chats included pupils' views on bullying. A member of the SLT assist teachers with incidents of a bullying nature.

Narrowing the Gap

Gorse Hall continues to address the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled

- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

The School Development plan continues to address the gap for disadvantaged pupils being narrowed through Education Endowment Foundation (EEF) evidence - based intervention on developing Metacognition and Self-regulated learning.

Analysis of progress, particular focus on writing, shows this has positively impacted these pupils.