

# THURGOLAND C.E. PRIMARY SCHOOL

## EQUALITY INFORMATION AND OBJECTIVES 2025 - 2028



Approved by:  
Headteacher Mr D Jordan  
Chair of Governors Mrs L Gregory-White  
Review date: Summer 2027

Date: 15.04.2026  
Date: 15.04.2026



# THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER  
IN FAITH & JOY

## Our Christian Vision

### LOVING GOD, BLESS THURGOLAND SCHOOL



UNIQUENESS

Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

**"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"**

(Church of England Vision for Education p.12)

### AND MAY IT BE A PLACE OF FAITH AND JOY

As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.



LEARNING ENVIRONMENT

Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32): **A mustard seed...**

**"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."**

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

*With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense – academically, socially, morally, physically and spiritually.*



## BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of “ubuntu” – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It’s a way of living that begins with the premise that “I am” only because “we are.”

Our children, our staff, our families and our community – together we are Team Thurgoland.

**"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."**  
(John Paul II)

**"I AM BECAUSE WE ARE."**

## WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

**"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)**

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

**TO MAKE THE WORLD A BETTER PLACE.**



**AMEN**

## **1. Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## **2. Legislation and Guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

## **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor will:

- Discuss with the designated member of staff for equality every 4 months, and other relevant staff members, any issues and how these are being addressed. This will take place at the safety committee
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is Dale Jordan. He will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every 4 months to raise and discuss any issues
- Identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating Discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor.

They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to have access to a hygiene suite)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in a range of extra-curricular clubs)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

#### **6. Fostering Good Relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worships and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at collective worships, and organising school trips and activities based around the local community

## **7. Equality Considerations in Decision-Making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Equality Objectives – 2025-2028**

### **Objective 1: To further promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity**

We have chosen this objective because there is very little ethnic diversity within our school community. We feel that it is very important that our pupils gain and appreciate a broader cultural perspective and what makes a fair and equitable society.

To achieve this objective, we plan to:

- Specifically plan for opportunities across school, and continue to build on knowledge, where we can support our pupils to gain and appreciate a broader cultural perspective.

### **Objective 2: To increase the number of disadvantaged / SEND children achieving age related expectations, or above, in reading, writing and mathematics by the end of Key Stage Two.**

We have chosen this objective because compared to other children nationally the number of SEND / disadvantaged children achieving age related expectations in reading, writing and mathematics by the end of Key Stage Two is lower. Very few disadvantaged children achieve higher standards of attainment.

To achieve this objective, we plan to:

To secure best practice in Thurgoland CE Primary's reading curriculum by carefully selecting high-quality English texts to form the school's reading spine from EY to Y6. Introduce effective systems to allow all staff to have better knowledge and understanding of their learners. Introduction of a consistent school-wide framework for adaptive teaching.

### **Objective 3: Increase the amount of extra-curricular activities available for Key Stage One Children.**

We have chosen this objective because a lot of our extra-curricular activities are for older children and parents and children have expressed a need for more activities for younger children. We also recognise the benefits of this to early development.

To achieve this objective, we plan to:

- Offer more extra-curricular activities for EYFS and Key Stage One children.

## 9. Monitoring Arrangements

The headteacher will update the equality information that we publish, described in sections 4-7, at least every year.

The document will be reviewed by the headteacher and equality link governor at least every 4 years. This document will be approved by the governing board.

This document links to the following policy

- Accessibility plan

Objectives	Responsible	Implementation milestones	Success criteria / monitoring / evaluation Impact
<p>Objective 1: To further promote spiritual, moral, social and cultural development through all appropriate <b>curricular opportunities</b>, with particular reference to issues of equality and diversity</p>	<p>HT / Subject leaders</p>	<p>Children engage purposefully in their roles and make the school a better place. Deadline: April 2026</p> <p>Children can access a broad and balanced curriculum. Children feel included as part of Team Thurgoland. Children know more and remember more so that they can be successful in their learning and life. Where children fall behind the intended curriculum, interventions are focused and timed appropriately. Deadline: July 2026</p>	<p>Pupils feel heard and involved in school decisions e.g. class librarians and out of school decisions e.g. SEND pupil forum.</p> <p>Increase in the number and diversity of pupils applying for leadership roles.</p> <p>Feedback shows pupils enjoy and value the roles.</p> <p>SIAMS report, January 2026: <i>“The curriculum for religious education (RE) is structured effectively for the context of the school. It enables pupils to learn in depth about Christianity and a range of religious and non-religious worldviews.”</i></p> <p><i>“In line with the vision, the curriculum and extracurricular offer have been shaped to enable pupils to become their ‘best self’. Those who are vulnerable or require additional support receive it. They are able to develop their own unique, God-given talents.”</i></p>

<p>Objective 2: To increase the number of disadvantaged / SEND children achieving age related expectations, or above, in reading, writing and mathematics by the end of Key Stage Two.</p>	<p>HT / DHT / SENCO</p>	<p>To secure best practice in Thurgoland CE Primary's reading curriculum by carefully selecting high-quality English texts to form the school's reading spine from EY to Y6. Deadline: April 2026</p> <p>Introduce effective systems to allow all staff to have better knowledge and understanding of their learners. Deadline: December 2025</p> <p>Introduction of a consistent school-wide framework for adaptive teaching. Deadline: July 2026</p>	<p>See Appendix 2.</p>
<p>Objective 3: Increase the amount of extra-curricular activities available for Key Stage One Children.</p>	<p>HT / Clubs coordinator</p>	<p>July 2025, extra-curricular clubs reviewed by HT and DHT.</p> <p>Autumn 2025 clubs timetable to offer at least one KS1 club per day and more clubs opened to KS1 children.</p> <p>At the end of Autumn term 1, clubs data to be reviewed to assess impact.</p>	<p>There has been a marked improvement in extra-curricular participation over time, rising from 48% in Autumn to 74% in Spring across EYFS and KS1. The introduction of provision for EYFS has led to immediate high engagement, while targeted strategies have significantly increased participation among disadvantaged pupils. Competitive sport opportunities have expanded considerably, particularly in Key Stage 1. Inclusion for pupils with SEND remains strong, though this is an area for further development to increase participation further.</p> <p>See appendix 1</p>

## Appendix 1.

### Extra-Curricular Provision Impact Report – Academic Year 2025–26 (Autumn–Spring)

#### 1. Overview

There has been a **significant increase in pupil participation** in extra-curricular provision across EYFS and Key Stage 1. This reflects improved access, targeted provision, and a strengthened culture of enrichment.

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#### 2. Participation Trends Over Time

Measure	Autumn Term	Spring Term	Change
Overall participation (EYFS + KS1)	38/80 (48%)	59/80 (74%)	<b>+26%</b>
Year 1 participation	70%	87%	<b>+17%</b>
Year 2 participation	71%	76%	<b>+5%</b>
EYFS participation	Not available	56%	<b>New provision introduced</b>


#### Key Insight

Participation has increased significantly, particularly in **Year 1**, with nearly **three-quarters of all pupils now accessing clubs**.


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#### 3. Inclusion & Equity

##### Disadvantaged Pupils (PP)

- Autumn: ~33% participation
- Spring: ~66% participation  
 **+33% increase**

##### SEND Pupils

- Autumn: 70% (7/10 pupils)
- Spring: 70% (7/10 pupils)  
 **Maintained high engagement**

#### Key Insight

- **Strong improvement for disadvantaged pupils**, indicating effective targeting and removal of barriers.
  - **SEND participation remains strong**, though further growth is now a priority.
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#### 4. Early Years Development

- Spring term introduced **EYFS extra-curricular provision**
- 56% of EYFS pupils attended *Mad Hatters Book Club*

#### Key Insight

Early engagement is now embedded, supporting:

- Social development
  - School belonging
  - Positive learning behaviours from the outset
-

## 5. Competitive Sport Participation

### Year Group Autumn Spring Change

Year 1      7%      27%      **+20%**

Year 2      46%      76%      **+30%**

#### Key Insight

There has been a **substantial increase in access to competitive sport**, particularly in Year 2, where participation is now **highly embedded**.

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## 6. Provision Development

- Autumn: 10/15 clubs accessible to KS1
- Spring: Expanded access, including EYFS
- High engagement in:
  - Sports clubs
  - Lego club

#### Key Insight

Provision aligned to pupil interests has driven increased uptake and sustained engagement.

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## 7. Strengths

- Strong upward trend in participation across all groups
  - Rapid improvement in disadvantaged pupil access
  - Successful introduction of EYFS provision
  - Significant increase in competitive sport opportunities
  - Consistently high engagement for pupils with SEND
- 

## 8. Next Steps

1. **Increase SEND participation further**
    - Adapt provision / targeted invitations
  2. **Sustain and deepen participation in Year 2**
    - Introduce leadership roles or advanced opportunities
  3. **Refine data tracking**
    - Ensure consistency in reporting (e.g. PP figures)
  4. **Further develop club diversity**
    - Broaden offer to engage different interests and groups
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## 9. Strategic Summary

Extra-curricular provision is having a **clear and measurable impact**, with participation increasing significantly over time. The offer is becoming more inclusive, particularly for disadvantaged pupils, and is now embedded from EYFS onwards. The next phase is to **deepen engagement and ensure all groups, particularly SEND pupils, continue to benefit fully**.

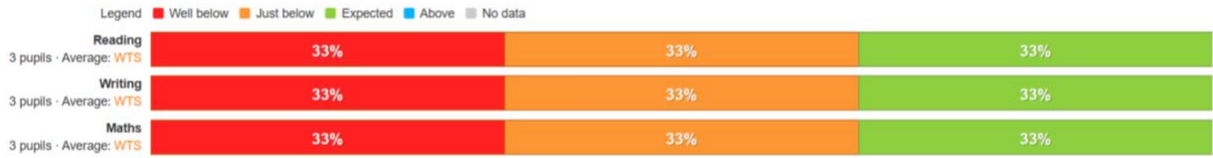
Extra-curricular Clubs Data			
Aims for 2025-2026		Autumn Term Impact - Autumn 1 & Autumn 2	Spring Term Impact
1. To provide inclusive extra-curricular activities for all pupils across school.		PP and SEND children able to attend all clubs on offer. PP and SEND attended all clubs in Autumn 2.	Send and PP pupils attended all clubs apart from Church. All pupils from Y4, Y5, Y6 have attended a sporting competition during/after school. There was both SEND and PP chn in all the clubs in Spring 2
2. Extra-curricular activities to reflect pupil voice of whole school.		Pupil voice wanted lego club, craft club, sports club, nerf gun, choir, art club - all added to the clubs offer in Autumn 1. Autumn 2, new clubs of enterprise and debate club.	Pupils requested hockey club, art to continue and a science club. Pupil expressed interest in more sports competitions, attended Swimming gala for Y4 children. Hockey club, science and running club.
3. Extra-curricular clubs offer to be pupil-led based on interests/demand for club		Autumn 2 enterprise was led by pupils to buy, deliver and sell a product of their choice.	Change to science club in Spring 1, opened to KS1 pupils due to popular interest and pupil and parent feedback. Parents and chn both requesting running club for Summer 1.
4. To provide a greater offer for KS1 pupils		10 out of 15 clubs available to KS1 pupils. 15 clubs available to KS2. 2 clubs dedicated to KS1, 100% attendance in these clubs. 70% Y1 children attended a club	3 clubs for KS1 only. 9 clubs on offer for KS1 pupils to attend in Spring 1. Spring 2, 4 clubs just for KS1 children, book club being the most popular and well attended with EYFS being able to join. KS1 able to attend 9/15
5. Extra-curricular clubs to be inclusive to all pupils including PP and SEND		Autumn 1 59% of PP children attended a club. 64% SEND pupils attended a club. Autumn 2 47% PP chn attended a club, 52% SEND pupils attended	Spring 1 55% PP pupils attended a club, 52% SEND pupils attended a club. Spring 2 59% PP and 45% SEND - drop in SEND but SEND pupil number has increased by 2.
6. All clubs offered intergrate pupils from KS1 and KS2		10 out of 15 clubs intergrate KS1 and KS2 pupils. 4 clubs for the autumn 2 half term were open to KS1 and KS2	6 clubs integrated KS1 and KS2 pupils for Spring 1. 5 clubs integrated KS1 and KS2 pupils in Spring

## Attendance Trackers

Clubs Attendance Tracker				Sport Competition Attendance Tracker						
	Autumn	Spring	Summer		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (25)	N/A	14								
	N/A	56%								
Year 1 (30)	21	26		EYFS	N/A	N/A	N/A	N/A	N/A	
	70%	87%		Year 1	N/A	7%	20%	27%		
Year 2 (25)	17	19		Year 2	41%	46%	58%	76%		
	71%	76%		Year 3	44%	47%	69%	91%		
Year 3 (32)	25	28		Year 4	52%	100%	100%	100%	100%	100%
	78%	88%		Year 5	42%	55%	65%	100%	100%	100%
Year 4 (29)	25	20		Year 6	39%	68%	90%	100%	100%	100%
	86%	69%								
Year 5 (32)	26	27								
	84%	91%								
Year 6 (31)	9	23								
	29%	74%								

# Appendix 2 – SEND end of KS2 outcomes spring 2 2026

Attainment Overview for Pupils in class Class 6, with SEN Support or EHC Plan - 2025-2026 Spring 2 - Main Assessment Print



### Combined attainment

